



Presents

November 2020 Online Workshops

Using Zoom

Note that some workshops are for 3 sessions (3 days) and participants are required to attend all sessions.

WORKSHOP 1

ASSESSMENT PRACTICES THAT CREATE SELF-DIRECTED LEARNERS

BY JAN CHAPPUIS

Workshop 1: [For Secondary School and Junior College Teachers](#)

3 Sessions: 17th, 18th, and 19th November 2020 from 8.30am to 11.00am (note it is in the Morning)

Participants must attend all 3 sessions for the complete workshop.

Membership Type:	Fee per Participant:
Life/Ordinary/Institutional	S\$145.00
Non-Member	S\$175.00

Students who are college- and career-ready are willing and able to learn independent of external rewards and punishments. This presentation examines how classroom assessment practices can develop a self-directed learning mindset in all students. Topics include:

- Three types of student goal orientations and their potential impact on student motivation and achievement
- Seven Strategies of Assessment for Learning
- Preparing students to self-assess, self-direct, and self-reflect

WORKSHOP 2 AND WORKSHOP 4

UNDERSTANDING DIFFERENTIATED INSTRUCTION

BY TANG SWEE NOI

Workshop 2: [For Secondary School and Junior College Teachers](#)

3 Sessions: 17th, 18th and 19th November 2020 from 2.30pm to 5.00pm (note it is in the Afternoon)

Workshop 4: [For Primary School Teachers](#)

3 Sessions: 23rd, 24th and 25th November 2020 from 2.30pm to 5.00pm (note it is in the Afternoon)

Participants must attend all 3 sessions for the complete workshop.

Membership Type:	Fee per Participant:
Life/Ordinary/Institutional	S\$110.00
Non-Member	S\$140.00

Differentiated instruction (DI) is not a strategy but an approach to education—one that is built on honouring the differences in the students we teach and helping each of them realize their potential.

This interactive workshop provides an overview of DI, with its basic principles and components, offering critical pointers for effective, proactive lesson planning that will improve students' access to content, enhance their ability to make sense of it, and ensure they're able to accurately show what they know. It provides guidance for participants who are interested in adopting DI as an approach in lesson design and delivery to address the diversity in the classroom.

Participants will explore the role formative assessment plays in differentiated instruction and a practical application of using pupils' level of readiness, interests and learning style by developing activities and lessons and utilizing a variety of teaching strategies that help students learn.

WORKSHOP 3 AND WORKSHOP 5

INQUIRING MINDS: TEACHING AND LEARNING WITH GOOD QUESTIONS

BY ERIK FRANCIS

Workshop 3: [For Secondary School and Junior College Teachers](#)

1 Session: 20th November 2020 from 8.30am to 11.00am (note it is in the Morning)

Workshop 5: [For Primary School Teachers](#)

1 Session: 26th November 2020 from 8.30am to 11.00am (note it is in the Morning)

Membership Type:

Life/Ordinary/Institutional

Non-Member

Fee per Participant:

S\$95.00

S\$125.00

Participants will learn how to use questioning and inquiry to encourage students to demonstrate different levels of thinking and communicate their depth of knowledge in different contexts and new situations.

Outcome: Participants will learn how to develop and deliver inquiry-based learning experiences that uses good questions to pique students' curiosity and interest to learn, assess and build foundational knowledge, deepen conceptual and procedural understanding, and develop their learning and talent into personal expertise they can use in deeper and diverse academic and real-world contexts.

WORKSHOP 6

OFFERING EFFECTIVE FEEDBACK

BY JAN CHAPPUIS

Workshop 6: [For Secondary School and Junior College Teachers](#)

1 Session: 27th November 2020 from 8.30am to 11.00am (note it is in the Morning)

Membership Type:

Life/Ordinary/Institutional

Non-Member

Fee per Participant:

S\$95.00

S\$125.00

Feedback is an assessment fulcrum point: when done well it can shift the skill and responsibility of self-regulated learning to our pupils. What we choose to comment on, how we deliver the information, and when we give it all affect the extent to which they will learn from it. In this half-day workshop we delve into guidelines drawn from research that ensure our feedback is effective in causing new learning and in helping pupils learn to self-direct.

Objectives:

- Five guidelines for offering feedback that maximize impact on learning
- How to make feedback-giving take considerably less time
- How to teach pupils to give each other accurate and actionable feedback

ABOUT THE PRESENTERS

JAN CHAPPUIS

Educator and author Jan Chappuis has been an elementary and secondary teacher as well as a curriculum developer in English/language arts, mathematics, social studies, and world languages.

For the past twenty-three years, she has written books and developed workshops focused on classroom assessment literacy. A nationally recognized expert and thought leader in the area of formative assessment, Jan has presented both nationally and internationally and is best known for her work in translating research into practical classroom applications.

Jan is author of *Seven Strategies of Assessment for Learning (2009)* and co-author of *Classroom Assessment for Student Learning, 3rd ed. (2020)*; *Student-Involved Classroom Assessment for Learning, 7th ed (2017)*; *An Introduction to Student-Involved Assessment FOR Learning, 6th ed. (2011)*; *Creating and Recognizing Quality Rubrics (2006)*; and *Understanding School Assessment—A Parent and Community Guide to Helping Students Learn (2002)*.



TANG SWEE NOI

Ms Tang Swee Noi has served more than 16 years in the education sector, with a wide-ranging experience from working with diverse learners in the Gifted Education Programme to students with special needs and learning disabilities in and out of Singapore. She had previously served in UNESCO, an international school in Indonesia, as well as a special education school, looking into various aspects of education development and management.

Throughout her career, Swee Noi is engaged in curriculum planning and development, pedagogical development and process management. She has done presentations and conducted workshops on curriculum and pedagogy both locally and internationally.



ERIK FRANCIS

Erik M. Francis is the owner and lead professional education specialist for Maverik Education LLC, providing professional development, guidance, and support in teaching and learning for cognitive rigor. He works closely with K–12 schools across the nation developing active and authentic teaching and learning experiences that address the cognitive rigor of college and career ready standards by challenging and engaging students to demonstrate higher-order thinking and communicate depth of knowledge. He is the author of *Now That's a Good Question! How to promote Cognitive Rigor Through Classroom Questioning (2016)*.

Erik has been an educator for more than 20 years, working as a middle and high school English language arts and math teacher, a site administrator, and an education program specialist in the Title I unit of a state education agency. He is also a featured presenter for the Education Development and Support Program offered through Grand Canyon University.

