

# LEARNING CONNECT QUICK START OPERATING MANUAL



ABOUT LEARNING CONNECT ▾ TEACHER MENU ▾ CONTACT

## LEARNING CONNECT

An Instructional System For Raising Student Achievement



ENTICE



ENLIGHTEN



ENGAGE



EMBRACE

[www.learningconnect.org](http://www.learningconnect.org)

**“An Online Instructional System for Raising Student  
Achievement”**

# Learning Connect Construction Manual

## TABLE OF CONTENTS

What is Learning Connect .....	3
Select the Lesson Sequence .....	4
Select the Tool Intensity .....	5
LC Retention Tools – ENTICE .....	6
LC Retention Tools – ENLIGHTEN .....	7
LC Retention Tools – ENGAGE.....	9
LC Retention – EMBRACE .....	10
LC Instructional Guidance Components .....	11
LC Small Group/Project Leadership Tools .....	12
LC Mapping Construction Tools .....	13
LC Advance Search .....	15
LC Student Enrichment Tool.....	17
LC Classroom Management Tools .....	18

*Updated 01/02/2019*

## **What is Learning Connect?**

LEARNING CONNECT is a computerized, student-driven instructional system for raising student achievement. It provides a consistent, systematic process for embedding scientifically, researched-based practices immediately in the classroom on a daily basis. As teachers, we do not have time to find researched-based strategies, copy from the books, then recreate and retype for our own classroom use.

Each LC tool can be easily accessed, used immediately or quickly customized to meet teacher, student and/or classroom needs. By providing each tool in a word document format, change can be accomplished instantaneously. The LC site is intended to save time and effort in instructional planning due to the overwhelming schedule and duties of a teacher, plus the tremendous pressure for student success. Most of all, by targeting and using the many proven retention and comprehension tools available in Learning Connect, an increase in student achievement is assured.

## **Getting Started...**

**User Name**

**Password**

## **How Do I Use the Learning Connect Search Bar Feature?**

You can interact with the LEARNING CONNECT strategies by clicking on the main SEARCH BAR feature. The SEARCH BAR can lead you to decipher from over 100 different scientifically-researched student achievement tools for the classroom.

A LEARNING CONNECT search begins by identifying the main search bar and determining the SEQUENCE within the instructional lesson that you would like to enhance with retention and comprehension tools.

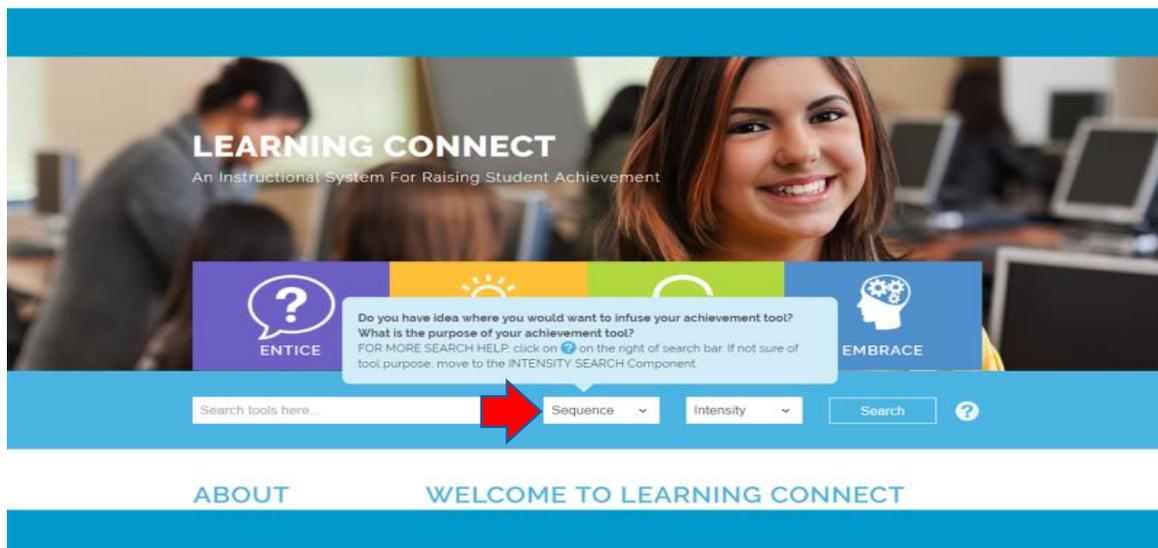
## Lesson Sequence

**ENTICE** - Research contends that prior knowledge is the single most important resource in learning information. You can ENTICE your students with fun, interactive student tools to help them target and use their prior knowledge for today's lesson.

**ENLIGHTEN** - Bring your lesson alive and transform surface learning into deep, successful learning by using direct interventions during your lecture or during student reading of content.

**ENGAGE** - Allow students to activate all the learning and processing skills by generating, comparing and connecting new knowledge. Such engaging encounters are stimulating techniques that move learning from the surface level to a deep, insightful experience.

**EMBRACE** - Last, to ensure a meaningful connection, infuse energizing reflection strategies that consolidates knowledge and guarantees understanding, long-lasting connections and long-term retrieval.



## Lesson Intensity

Next, select the intensity of enhancement desired for your retention tool – a 10-minute tool, 20-minute tool or 30-minute tool.



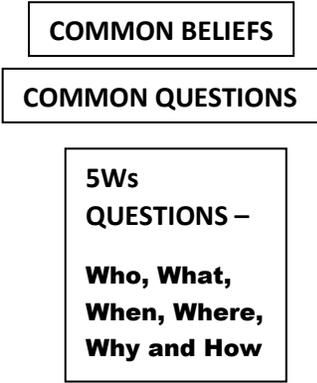
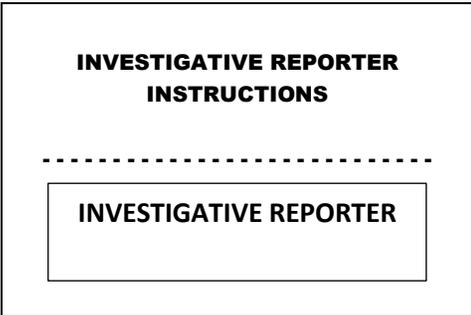
The screenshot displays the Learning Connect website interface. At the top, the text "LEARNING CONNECT" is prominently displayed, followed by the subtitle "An Instructional System For Raising Student Achievement". Below this, a navigation bar features three colored segments: a purple segment with a question mark icon labeled "ENTICE", a yellow segment with a sun icon, and a green segment with a circular arrow icon. To the right of these segments is a blue segment with a brain icon labeled "EMBRACE". A central tooltip box contains the text: "Do you have idea where you would want to infuse your achievement tool? What is the purpose of your achievement tool? FOR MORE SEARCH HELP: click on ? on the right of search bar. If not sure of tool purpose, move to the INTENSITY SEARCH Component." Below the navigation bar is a search bar with the placeholder text "Search tools here..." and a magnifying glass icon. To the right of the search bar are two dropdown menus: "Sequence" and "Intensity". A red arrow points to the "Intensity" dropdown menu. Further right is a "Search" button and a help icon. At the bottom of the page, there are two navigation links: "ABOUT" and "WELCOME TO LEARNING CONNECT".

# LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENTICE

**ENTICE** - Prior knowledge may be the single most important resource in learning information and is key to enticing students. "A large body of findings shows that **learning proceeds primarily from prior knowledge**, and only secondarily from the presented materials." (Roschelle, 2014). The purpose of Enticing strategies is to activate prior knowledge. We learn by overlaying a known pattern (prior knowledge) onto an unknown one to find similarities and differences. Looking for similarities and differences prompts the learner to consider, "What do I already know that will help me learn this new idea?" (Stahl & Fairbanks, 1986). Since "**prior knowledge is not always readily activated when you are trying to learn new information, sometimes help is needed to make the right connections.**" (McPherson, 2012).

**ENTICE -  
ANTICIPATED READING GUIDE –  
INVESTIGATIVE REPORTERS DRAW  
CARDS AND ENVELOPE**

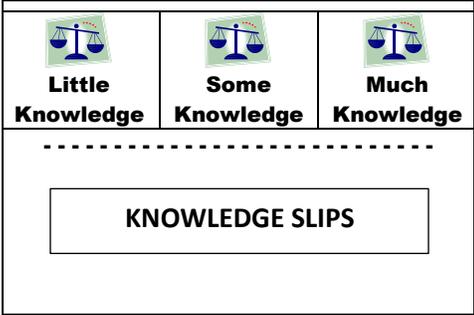
Pre-Reading – Students will **write questions and beliefs before reading**. After reading, students will proceed to draw and answer questions by providing correct answers and T/F on beliefs, etc.



(Fold in half and staple down both sides to create a container/envelope for drawing)

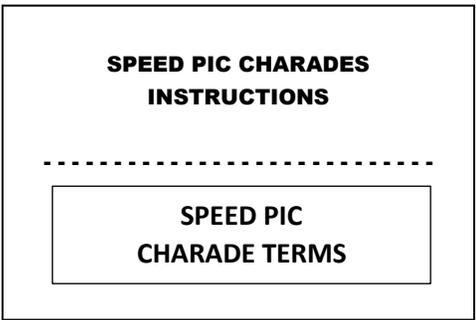
**ENTICE -  
CHANGING PERCEPTIONS - IS IT A  
MYTH?**

Each student will **create a Knowledge List of their current knowledge**. Student will then select an item from their list and insert onto a Knowledge Slip. The slip will be inserted into the Knowledge Container, to be drawn and **identified** by the class as **a myth, an example, an application or an analogy/comparison based upon the knowledge rate scale** provided.



**ENTICE -  
WORDTECH – SPEED PIC CHARADES**

Opposing teams will be created. First team member in line will draw or do a pantomime within a three-minute time period. Next, the opposing team member will **attempt to guess term in play**.



# LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENLIGHTEN

**ENLIGHTEN** - After effectively getting their attention, the next step of presenting the lesson is to enlighten students with content knowledge. There is a place for both lecture and reading during the enlightening process. However, research clearly shows us that **without intervention during lecture or reading, only minimal results and surface learning is generated.** As previously mentioned, multiple sources claim that lecture is only the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either. Studies also have proven that a **significant amount of information is even forgotten within twenty minutes of learning.** (Ebbinghaus - Forgetting Curve) (Jasp, Murre' & Dros, 2015). Some studies even claim that the amount forgotten within minutes may be as high as fifty percent. The problem is further compounded due to the **studies stating the 60 percent of all high school students do not have the skills to comprehend content-area textbooks.** (Hock and Deschler). Therefore, the purpose of LC enlighten strategies is to intervene during lecture/reading, and **transform surface learning into a deep, successful learning event.**

<p style="text-align: center;"><b>ENLIGHTEN TOOL - EXPERT QUEST – JIGSAW STYLE EXPERTISE DRAW CARDS AND ENVELOPE</b></p> <p>Base Groups – 3 or more students Expertise Groups – Each <b>Base Member will join a Topic Expert Group and return to teach his/her base group</b> an area of expertise.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>JIGSAW INSTRUCTIONS</b></p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>TOPIC OF EXPERTISE</b></p> </div> </div>
<p style="text-align: center;"><b>ENLIGHTEN TOOL - GROUP READING – LAST WORD DRAW CARDS AND ENVELOPE</b></p> <p>A group member will <b>find a significant quote</b> in the reading material. Group member numbers are drawn to <b>discuss the significance of the quote.</b> Member <b>will share his reasoning</b> and have the <b>Last Word.</b></p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>LAST WORD INSTRUCTIONS</b></p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>READING SECTIONS NUMBERS</b></p> </div> </div>
<p style="text-align: center;"><b>ENLIGHTEN TOOL - GROUP READING – READING WISDOM DRAW CARDS AND ENVELOPE</b></p> <p>Each member will <b>take on a job description while reading the literature</b> and share the results with the group following the reading of the passages.</p>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center; flex: 1;"> <p><b>READING WISDOM INSTRUCTIONS</b></p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>READING JOB DESCRIPTION</b></p> </div> </div> <div style="margin-left: 20px; flex: 1;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 100%;">SUMMARIZER</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 100%;">QUESTIONER</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 100%;">CLARIFIER</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 100%;">PREDICTOR</div> </div> </div>

**ENLIGHTEN -  
ORAL READING LOG – READING  
BRIEFINGS DRAW CARDS AND  
ENVELOPE**

(For chapter reading or longer versions of text.)  
All members will be **assigned a passage and a reading job task**. Following the reading:  
A. The **Summarizer** will summarize.  
B. The **Listener** will listen for missing facts and invite all members to share facts left out. If additional members **find an important missing fact**, the partner team will have to create an **analogy** related to the passage content, such as **“This reminds me of...”**

**READING BRIEFING  
INSTRUCTIONS**

---

**READING BRIEFING  
PASSAGES AND SMALL  
GROUP ROLE**

- SUMARIZER
- LISTERNER
- SMALL GROUP
- CLASS

**ENLIGHTEN -  
ORAL READING LOG – READING  
SUMMARY DRAW CARDS AND  
ENVELOPE**

(For **handouts** and shorter versions of text.)  
Class will divide into partners. Partners will determine the role of the Reader or Listener/Summarizer. The **Reader will read** and the **Listener will summarize** and invite others to share, if using a small group format.

**READING SUMMARY  
INSTRUCTIONS**

---

**READING SUMMARY  
SECTIONS AND SMALL  
GROUP ROLE**

- READER
- LISTERNER/SUMMARIZER
- SMALL GROUP
- CLASS

**ENLIGHTMENT -  
INSTRUCTIONAL STOPPER –  
CLASSROOM WISDOM DRAW CARDS  
AND ENVELOPE**

Each member will **take on a job description while listening** to direct instruction/lecture. **Then, share the results during and after the instruction.**

**CLASSROOM WISDOM  
INSTRUCTIONS**

---

**CLASSROOM WISDOM  
JOB DESCRIPTION**

- SUMMARIZER
- QUESTIONER
- CLARIFIER
- PREDICTOR

**ENLIGHTMENT -  
INSTRUCTIONAL STOPPER –  
CLASSROOM WISDOM SECTION SIGNS**

Each **class section** will be assigned a job description while listening to direct instruction/lecture. **Then, share the results during and after the instruction.**

<p><b>SUMMARIZER</b> Please restate.....</p>	<p><b>QUESTIONER</b> Please ask an.....</p>	<p><b>CLARIFIER</b> Please point out.....</p>	<p><b>PREDICTOR</b> Please speculate.....</p>
--	---	---	---

# LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENGAGE

**ENGAGE** - As previously mentioned, "research clearly demonstrates that **as much as fifty percent of the material heard and read in class is forgotten in a matter of minutes.**" (LaBonty & Danielson, 2005). Engaging strategies **increase ownership for the content** being provided. At this step, the students continue to **compare, elaborate, problem-solve, having changes in perception and generate new thought.** By compiling the available research on effective instruction, Marzano, Pickering, and Pollock found that strategies that engage students in **comparative thinking** had the greatest effect on student achievement, leading to an **average percentile gain of 45 points.**

**ENGAGE -  
COMPARISON THINKERS –  
JUSTIFICATION SKILL**

As directed by your teacher, individually, with a partner, in a small group and/or class will **share and support an opinion** on a **Critical Question** from the lesson, as assigned by your teacher using the sentences stems provided.

JUSTIFICATION SKILL
Critical Question:
1. It is my opinion that....
2. What evidence do you....
3. Describe an opposing view...
4. How do these two opinions...?

**ENGAGE -  
ELABORATORS – SENTENCE  
STEM ELABORATION GAME**

Using the sentence stems provided, **each small group will develop questions about the lesson.** Opposing teams will take turns asking and answering each other's questions for an established time period or until all questions have been played.

<b>ELABORATION GAME INSTRUCTIONS</b>	
-----	
<table border="1" style="margin: auto; padding: 5px;"> <tr> <td style="text-align: center;"><b>SENTENCE STEM ELABORATION GAME</b></td> </tr> </table>	<b>SENTENCE STEM ELABORATION GAME</b>
<b>SENTENCE STEM ELABORATION GAME</b>	

Elaboration Sentence Stems
A. How would you describe....
B. How does a _____ compare....
C. What would the result be...
D. How would you summarize....
E. How would you apply....

# LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - EMBRACE

**EMBRACE** - Without reflection, learning ends well short of the re-organization of thinking that deep learning requires (Ewell, 1997). "Answering study questions only require low-level recognition." (Goodwin, 2014). The purpose of embracing strategies is to allow time for thinking and reflection. The end-result are **learning products that consolidate knowledge and create long-lasting connections** that can be easily recalled in the future. Learning products can **increase knowledge** and **vastly enhance understanding**.

<p style="text-align: center;"><b>EMBRACE - REFLECTION QUESTION – REPORTER REFLECTION DRAW CARDS AND ENVELOPE</b></p> <p><b>What will be done differently as a result of today’s lesson?</b> - Who, What, When, Where, Why and How? The “Who” and “What” recipients will go first.</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 5px;"> <p><b>INVESTIGATIVE REPORTER INSTRUCTIONS</b></p> <p>-----</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>REPORTER REFLECTION QUESTIONS</b></p> </div>	<div style="border: 1px solid black; padding: 10px;"> <p><b>5Ws QUESTIONS –</b></p> <p><b>Who, What, When, Where, Why and How?</b></p> </div>
<p style="text-align: center;"><b>EMBRACE - REFLECTION QUESTION – MULTI-SENSORY REFLECTION CIRCLE</b></p> <p>Each student, partner set or group will choose their topic and their multi-sensory mode of delivery - <b>Write It (Describe), Say It (Describe), Draw It or Do It</b>).</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 5px;"> <p><b>MULTI-SENSORY TOPIC INSTRUCTIONS</b></p> <p>-----</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>MULTI-SENSORY TOPIC CHOICE</b></p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 5px;"> <p><b>MULTI-SENSORY DELIVERY INSTRUCTIONS</b></p> <p>-----</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>MULTI-SENSORY MODE OF DELIVERY</b></p> </div>

# LC INSTRUCTIONAL GUIDANCE COMPONENTS

“Instructional Guidance Components” are the precise steps for executing a strategy.

Guidance Components can be:

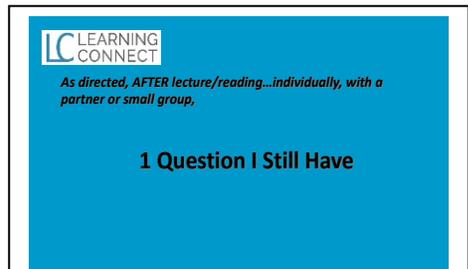
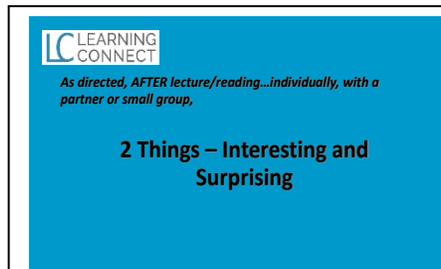
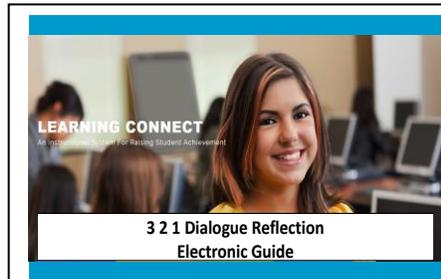
- Exhibited Manually with/wo LED lights
- Projected Digitally
- Posted on a Bulletin Board
- Hung on Wall - Painter's Tape
- A Small Group Tool
- A Small Group Facilitator Binder

## “Lighted Guidance Component”

### 3-2-1 Dialogue Reflection

<b>3</b>	Things I Learned Today...	
<b>2</b>	Things I Found Interesting and/or Surprising...	
<b>1</b>	Questions I Still Have ...	

## “Digital Guidance Component”



# SMALL GROUP/PROJECT LEADERSHIP TOOLS

In studies comparing traditional vs project learning outcomes, project-based learning, **when implemented well**, increases the long-term retention of the content (Strobel & Barneveld). **A prerequisite to small group success is establishing leadership roles and team management routines within your small group.**

These roles and routines will play a major role in creating highly engaged small group team members in both the classroom and in the future workplace.” (Fry).

## SMALL GROUP ROLE DRAW CARDS AND ENVELOPE

**Facilitator, Recorder, Reporter,  
Clarifier and Timekeeper**

**SMALL GROUP  
LEADERSHIP DRAW**

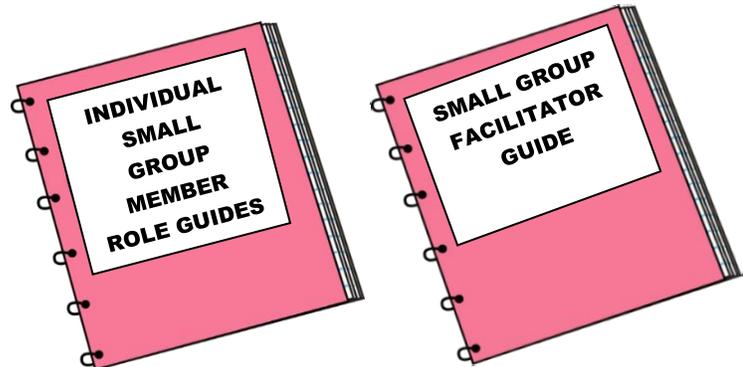
(Fold in half and staple down both sides to create a container/envelope for drawing roles.)

## SMALL GROUP ROLE GROUND RULES



## SMALL GROUP/PROJECT LEADERSHIP ROLE GUIDES

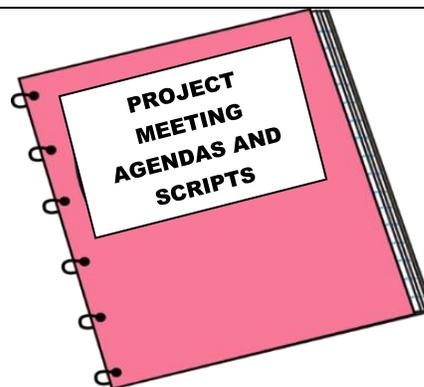
1. Determining My Leadership Quotient
2. Identifying My Leadership Role and Responsibility



## PROJECT MEETING TOOLS

Establish:

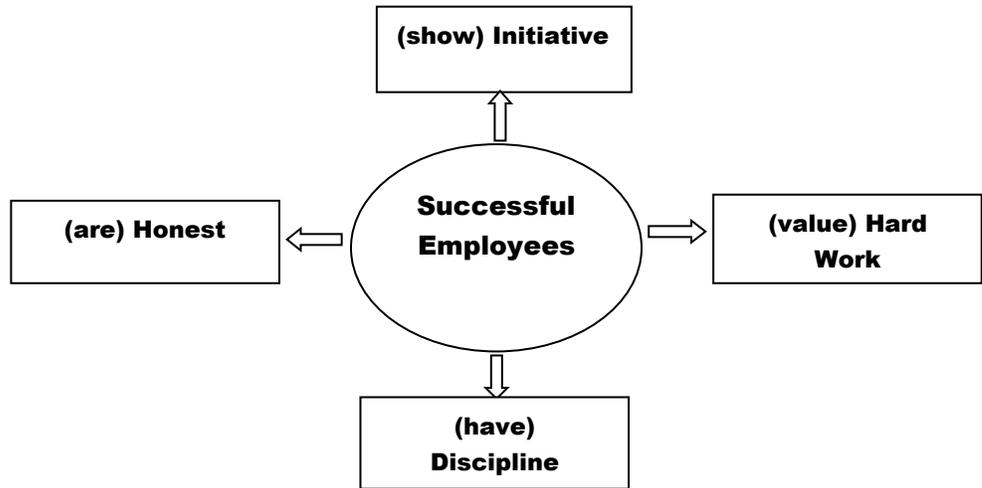
1. Project Purpose
2. Project Ideas
3. Anticipated Project Goals
4. Project Action Plans and Checklists
5. “Timed Talk” to Stakeholders
6. Personal Project Reflection
7. Project Closure Interview
8. Contributing Factors to Project Successes and Challenges



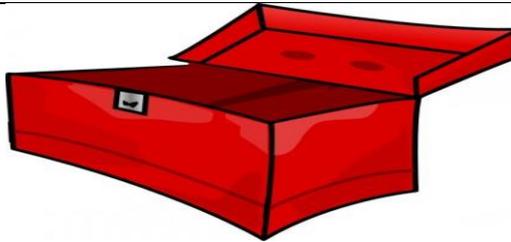
# MAPPING CONSTRUCTION TOOLS

A map is basically a **“mental map of the content”**. It is a diagram that connects thoughts on paper around a central subject, very similar to how the brain links content for retention and long-term retrieval. Several tools throughout all instructional components provided are focused on **creating maps to access prior knowledge, to improve notetaking strategies and to increase reflection and retention success**. Creating **portable mapping construction toolboxes** for use by individuals, partners or small groups may save lesson planning time and repeated effort.

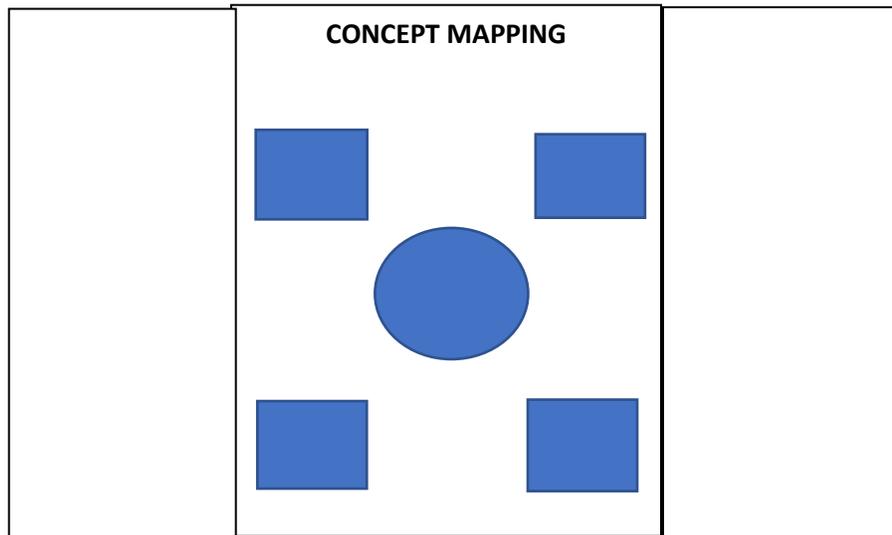
**CREATION OF CONCEPT MAPS**  
(Individual, Partner, Small Group or Class)



**SMALL GROUP MAPPING CONSTRUCTION PORTABLE TOOLBOX**  
(Inventory Tags Available)



**SMALL GROUP TRI-FOLD MAP**  
(Topic, KeyPoint and Detail Squares Available)



## ADVANCE SEARCH OPTION

An **ADVANCE SEARCH OPTION** is available to locate an instructional strategy by type, which may sometimes prove easier for aligning student achievement tools to classroom content. This list of instructional strategies can be accessed by just **DOUBLE-CLICKING** on the **SEARCH BUTTON**. Then, click on the word **ADVANCE** that readily appears in place of the Search Button. Use the check boxes to locate the specific strategy desired.

### ADVANCE SEARCH OPTION

Search tools here...   Sequence  Intensity  Advanced  

Select a Module

Use the check boxes to filter search results

<input type="checkbox"/> Brainstorming Tools	<input type="checkbox"/> Learning Product Enrichment Tools
<input type="checkbox"/> Lecture Intervention Tools	<input type="checkbox"/> Notetaking Tools
<input type="checkbox"/> Pre-Reading Tools	<input type="checkbox"/> Pre-Writing Tools
<input type="checkbox"/> Prior Knowledge Tools	<input type="checkbox"/> Project-Based Learning Tools
<input type="checkbox"/> Reading Tools	<input type="checkbox"/> Reading Enhancing Tools
<input type="checkbox"/> Reflection Tools	<input type="checkbox"/> Small Group Facilitation Tools
<input type="checkbox"/> Small Group Interaction Tools	<input type="checkbox"/> Vocabulary Tools
<input type="checkbox"/> Writing Templates	<input type="checkbox"/> Writing Tools
<input type="checkbox"/> Level 1 - Individualized Retention Instruction Tools	<input type="checkbox"/> Level 2 - Individualized Retention Instruction Tools
<input type="checkbox"/> Teacher Level Assisted - Individualized Retention Instruction	

### LEARNING CONNECT ADVANCED SEARCH – INSTRUCTIONAL SQUARES

**BRAINSTORMING SQUARE** – Brainstorming and problem-solving changes perception and generates new thought and ownership. Students gain insight on how to resolve problems and difficulties efficiently. To infuse **creative problem-solving approaches into the lesson**, click on the BRAINSTORMING tool square.

**LEARNING PRODUCT SQUARE** – Creating learning products **allow students to re-organize information in their mind and develop a mental map of the content**. To develop such “snapshots of understanding”, click on the LEARNING PRODUCT tool square.

**LECTURE INTERVENTION SQUARE** – Since up to **50% of what they learn can be lost within 20 minutes after being taught**, lecture intervention can ease the load on the working memory and **assist in achieving a higher depth of understanding**. To create a deeper, richer learning experience during direct instruction, click on the LECTURE INTERVENTION tool square.

**NOTETAKING SQUARE** – Retention rates when taking notes is approximately 30 to 50 percent, but when actually **refining and working with notes**, retention can be as high as 90 percent. To access a variety of notetaking strategies, click on the NOTETAKING tool square.

**PRIOR KNOWLEDGE SQUARE** – Prior knowledge plays a vital role in the journey of understanding. Educational researchers even claim that **learning proceeds primarily from prior knowledge and only secondarily from presented materials**. To merge old and new knowledge to create meaning and understanding, click on the PRIOR KNOWLEDGE tool square.

**PRE-WRITING, WRITING OR WRITING TEMPLATE SQUARE** – **Writing thoughts on paper constructs memory by re-organizing knowledge and forming larger thoughts**. Pre-Writing, Writing and Writing Templates are available to ease the writing task. To establish sense and create more meaning of content through writing, click on the PRE-WRITING, WRITING or WRITING tool square.

**PRE-READING OR READING SQUARE** – With educational researchers claiming that **more than half of high school students do not have the skills to comprehend instructional materials**, the importance of strategies to increase focus, thinking and depth of knowledge cannot be overstated. For strategies to **make connections by increasing focus and concentration**, click on the PRE-READING OR READING tool square.

**PROJECT-BASED LEARNING SQUARE** – When **students begin to manage and guide their own learning through natural inquiry** and a desire to solve real-life problems, higher-level thinking, engagement and creativity skills are vastly broadened. For effective strategies to lead students efficiently and successfully through the project-based learning steps, click on the PROJECT-BASED LEARNING tool square.

**REFLECTION SQUARE** – **Reflection is a learned behavior that allows students to track learning progress and reorganize knowledge to gain depth and understanding** of content. To access strategies for higher-level reflective thinking and increased retention, click on the REFLECTION square.

**SMALL GROUP INTERACTION SQUARE** – **Collaboration allows to students to retain information longer as a result of learning new approaches, insight and perspectives** that ensure long-term connection. To access strategies that promote discussion interaction, click on the SMALL GROUP INTERACTION square.

**SMALL GROUP FACILITATION SQUARE** – **Active discussion allows students the opportunity to exchange, contribute, reflect and re-organize thinking for understanding and long-term retention**. To access tools and resources for establishing small group member roles and tasks, such as Facilitator, Recorder, Clarifier, Reporter and Timekeeper in ten minutes or less, click on the SMALL GROUP FACILITATION square.

**VOCABULARY SQUARE** – Educational professionals are also asserting **that vocabulary knowledge is the single most important factor in improving reading comprehension**. To immediately access the fun, proven strategies for learning new vocabulary within the lesson content, click on the VOCABULARY square.

**INDIVIDUALIZED RETENTION INSTRUCTION SQUARES** – Some LC retention tools that are very conducive to individualized instruction and can be easily augmented to an individualized lesson to increase retention and long-term retrieval. **Level One Square** has students **validating understanding, conducting notetaking maintenance or writing reflections**. **Level Two Square** has tools **creating learning products**, such as rubrics, comic books, graphing notes or mnemonics. **TLA -Teacher Level Assistance Square** require some minimum content specific resources, such as a list of technical terms, list of lesson topics, critical lesson questions or general statements/beliefs related to the lesson. This level may also be very effective for a couple of individuals who have completed the same curriculum simultaneously, who can work together.

# LC CAREER STUDENT ENRICHMENT TOOL EXAMPLES

The screenshot shows the Learning Connect interface. At the top, there is a search bar with the text "Search tools here..." and a magnifying glass icon. To the right of the search bar are two dropdown menus labeled "Sequence" and "Intensity", and a "Search" button. Below the search bar, there are two tool category cards. The first card is titled "Classroom Management Tools..." and has a "Search" button. The second card is titled "Career Student Enrichment Tools..." and also has a "Search" button. A large red arrow points from the search bar down to the "Career Student Enrichment Tools..." card. To the right of the search bar, there is a "WELCOME TO LEARNING CONNECT" section with a paragraph of text: "LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding scientifically, researched-based strategies into practice."

Learning Connect is about student achievement, which entails Learning Enrichment and Career Planning.

## CAREER PLANNING – JOB INTERVIEW TOOLS

**Five Year Capsule - Students will create a five-year time capsule by completing questions and sentence stems concerning their planned long-term career and personal goals.** Students will be well-equipped to answer the interview question of **“Where do you see yourself in five years?”** is a common job interview question that can have a strong impact on their interview outcome. Please remember that *“Each goal creates a learning footprint towards a successful future and life”- Anonymous.*

Tool Examples:

- Five-Year Time Capsule**
- Job Interview Prep Tools (Fall 2019)
- Job Shadowing Request and Appreciation Letters (Fall 2019)
- Job Shadowing Student Documents/Forms (Fall 2019)

**CAREER PLANNING – ENTREPRENEURSHIP TOOLS** – For 2019, the Learning Connect Enrichment Component has added **career enhancement tools focused on ENTREPRENEURSHIP** for students who are excelling and excited about learning. (For more information, refer to the Starting **“My Own Small Business” Portfolio File**, which serves as an Entrepreneurship Enrichment Student Contract.) **One of the most exciting outcomes consist of a life-like diorama, depicting the layout and store front of the student’s business, down to the smallest detail.**

The purpose of this program is for **students to begin the journey of constructing their own personal “Small Business Portfolio”, brick by brick.** Each Entrepreneurship tool selected in the student contract will guide the learning encounters for attaining business success. Since this Entrepreneurship series are enrichment tools, **the number of tools completed can be very flexible.** Some students may only complete a few tools and others may complete several tools over a one or two-year enrollment span within an occupational program. These Entrepreneurship tools are applicable to most industries or occupational career goals. **Whether completing one or two tools or twenty tools, students can be benefit by visualizing their Entrepreneurship dream.**

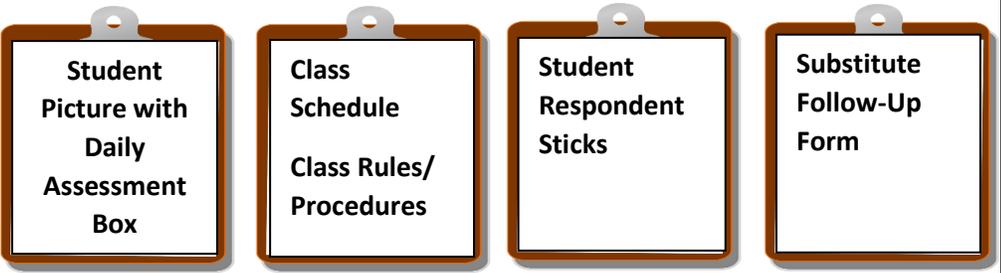
# LC CLASSROOM MANAGEMENT TOOL EXAMPLES

The screenshot shows the Learning Connect interface. At the top, there is a search bar with the text "Search tools here" and a magnifying glass icon. To the right of the search bar are two dropdown menus labeled "Sequence" and "Intensity", and a "Search" button. Below the search bar, there are two more search bars: "Classroom Management Tools..." and "Career Student Enrichment Tools...". A large red arrow points from the top search bar down to the "Classroom Management Tools..." search bar. To the right of the search bars, there is a "WELCOME TO LEARNING CONNECT" section with a paragraph of text: "LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding scientifically, researched-based strategies into practice."

Learning Connect is about student achievement, which entails Learning Environment and Community Relations.

**LEARNING ENVIRONMENT - Substitute Planning Guide**

Students spend approximately one year with a substitute during their k-12 school experience, this time of learning should be as effective as possible.



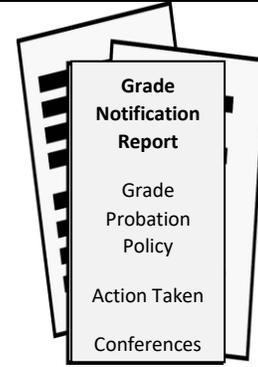
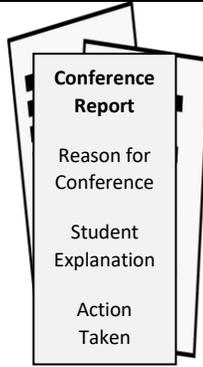
**LEARNING ENVIRONMENT – Student Behavior Contract (Similar to Industry)**

In this contract, the student will generate their own strategy for overcoming a challenge immediately or within a set timeline.



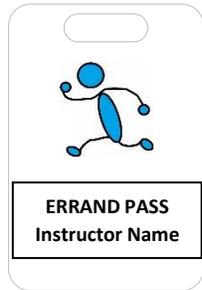
**LEARNING ENVIRONMENT – Student Reports**

- A. Teacher Student Conference Report
- B. Grade Notification Report  
(A contribution by Amy Jenkins, Great Plains Technology Center, Lawton, Oklahoma)



**LEARNING ENVIRONMENT – HALL PASSES**

Professional, customized **Hall Passes to target student destinations** using conference nametags are provided to enhance learning environment.



**COMMUNITY RELATIONS – FIELD TRIP TOOLS**

Examples:

- Field Trip Forms/Documents **(The Forgotten Intricate Details)**
- Field Trip Requests and Appreciation Letters (Fall, 2019)
- Field Trip Curriculum Integration Tools (Fall, 2019)



Ewell, P. T. (1997). *Organizing for learning: A point of entry*. Draft prepared for discussion at the 1997 AAHE Summer Academy at Snowbird. National Center for Higher Education Management Systems (NCHEMS).

Fry, Astrid F. and Hale, Sandra. (2000). Relationships among processing speed, working memory, and fluid intelligence in children. *Biological Psychology*

Goodwin, Bryan. (04, 2014). Research Says/Teach Critical Thinking to Teach Writing. *Educational Leadership*. ASCD. April 2014. Volume 71. Number 7.

Hock, Michael F. and Donald D. Deshler. "No Child Leaves Behind Teen Reading Proficiency." *The Education Digest* 69.4 (2003): 27-35.

Jaap, M., Murre'J., & Dros, Joeri. (07, 2015). Replication and Analysis of Ebbinghaus' Forgetting Curve. *PLOS*. Published online 2015 Jul 6. doi: [10.1371/journal.pone.0120644](https://doi.org/10.1371/journal.pone.0120644)

LaBonty, J. & Danielson, K.E. (2005). Writing poems to gain deeper meaning in science. *Middle School Journal*, 36(5), 30-36.

Marzano, R. J., Pickering, D. J., and Pollock, J. E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

McPherson, Fiona Dr. (Aug 2, 2012). Elaborating the Information for Better Remembering. *Mempowered!*

Roschelle, Jeremy. (Updated 2014). Learning in Interactive Environments: Prior Knowledge and New Experience, *Institute for Inquiry. Exploratorium*.

Stahl, S., & Fairbanks, M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56(1), 72-110.

Strobel, J., & Van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms (Abstract). *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

#### Contact Information:

Karen Warner, LC Representative

Learning Connect, LLC

Email: [learningconnect@att.net](mailto:learningconnect@att.net)

Phone Number: 405-372-4512