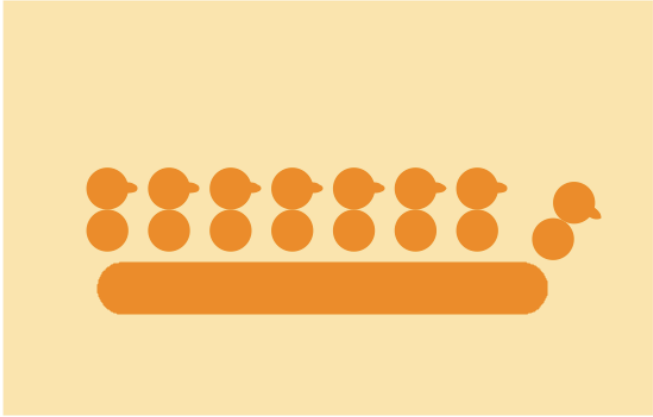
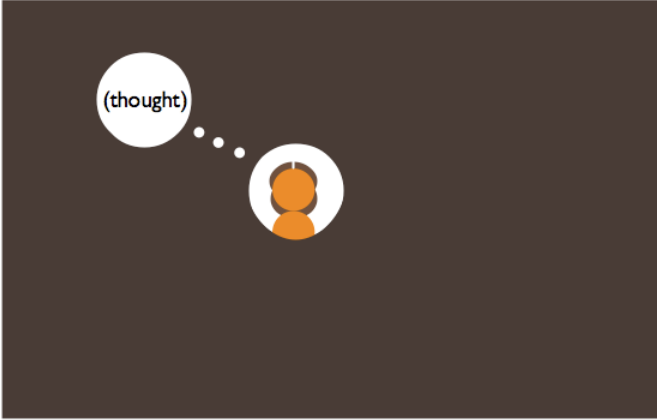





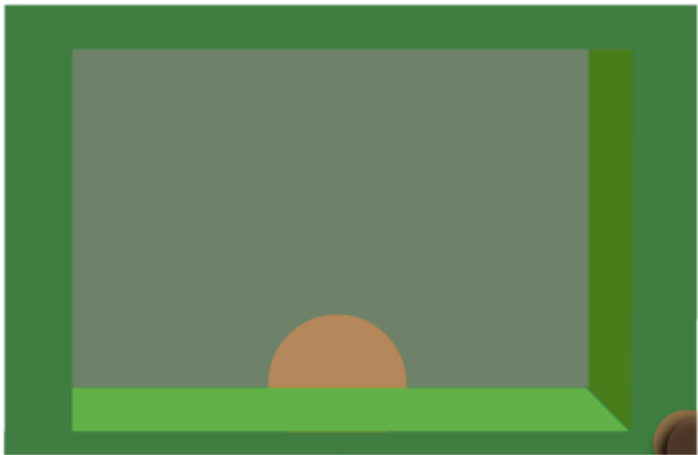
Part 1: <i>Why should we shift the paradigm?</i>			
AUDIO/NARRATION	IMAGE/ANIMATION	ACTION	SOURCE/NOTES
<p>No audio.</p>	<p><b>TEXT</b> How would you describe your school?</p> <p><b>IMAGE</b> Show row of students in profile. Change elements (props/backdrop) to change metaphor. (Ex. assembly line, prison, service organization, warehouse)</p> <p><b>TEXT</b> How would <u>they</u> describe it?</p> <p><b>IMAGE</b> Center student turns head to face camera. Text bubble appears above her head, "Ask me."</p> 	<p>Auto-cycle images of school. Click "Ask me" to launch Part 1. Else, restart animation.</p>	<p>Part 1 title screen appears on Schlechty Center home page. It should not feel like "noise" - competing with other home page contents. (As a result, the title page does not include audio.)</p> <p>Title screen animation:</p> <ul style="list-style-type: none"> <li>• Introduces concept of Images of School (to be expanded in Part 2 – the interactive portion).</li> <li>• Models the idea of asking students if they are engaged.</li> </ul>
<p><b>GIRL STUDENT</b> Education should be something that you look forward to doing. When you get up in the morning, you should say, "I'm</p>	<p><b>START PROGRESS BAR.</b> Focus on student by blackening rest of screen. Student describes her school. Two thought bubbles appear to illustrate her story. <b>BUBBLE1:</b> Round alarm clock goes off. Transforms</p>	<p>Auto-advance. <b>Add controls:</b></p> <ul style="list-style-type: none"> <li>• Progress bar (shows viewer how long the</li> </ul>	<p>Audio Source: Student Panel</p> <p>Student is describing engagement vs. non-engagement.</p>

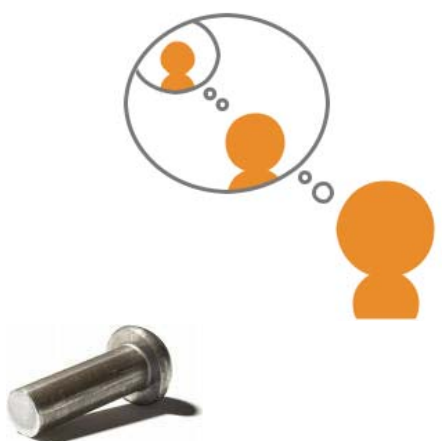

<p>going to learn something today.”</p> <p>It shouldn't be like, "I'm going to school and it's going to be boring. I'm going to be in such and such class and he's going to talk us to death." It shouldn't be like that.</p>	<p>into student's face. Student mouths words, "I'm going to learn something today.”</p> <p><b>BUBBLE2:</b> Student sitting at desk. Words rush at her, knocking her desk backwards (as if she were talked to death).</p> 	<p>animation is)</p> <ul style="list-style-type: none"> <li>• Play/Pause toggle</li> <li>• Restart (jump to beginning)</li> </ul>	
<p><b>NARRATOR</b></p> <p>But for many students, it's just like that.</p>	<p><b>ANIMATION</b></p> <p>Circle expands to show full classroom. Now, all students face forward.</p> 	<p>Auto-advance.</p>	
<p><b>NARRATOR</b></p>	<p>(FIRST ROW) STUDENT BUBBLE1</p>	<p>Auto-advance.</p>	<p>Source: Levels of Engagement</p>

<p>Some retreat, learning little or nothing in the classroom. They've mentally checked out. (Show Student BUBBLE1-3)</p>	<p>How does this relate to real life? (fade-out student, then show BUBBLE2) <b>(FIRST ROW) STUDENT BUBBLE2</b> What are we supposed to be doing? (fade-out student, then show BUBBLE3) <b>(FIRST ROW) STUDENT BUBBLE3</b> Student daydreams about driving a racecar (or other activity). (fade-out student)</p>		<p>Students in Retreat defined.</p>
<p><b>NARRATOR</b> Other students rebel, also learning little or nothing. Take the class clown. She diverts herself and others from learning.</p>	<p><b>IMAGE</b> (FIRST ROW) Show student as class clown. Floor opens in front of her (like a trap door). Desk tips forward into hole. Her desk is tied to those behind her. So all of the desks topple - one by one - into the hole forming a vertical pile up. <b>IMAGE</b> View from bottom of pit upward. Even more students are distracted - peering into the pit.</p> 	<p>Auto-advance.</p>	<p>Source: Levels of Engagement Students in Rebellion defined.</p>
<p><b>NARRATOR</b> And what about the rest? These</p>	<p><b>IMAGE1</b> Top-down view of classroom (so desktops are visible).</p>	<p>Auto-advance.</p>	<p>Audio Source: Student Panel Source: Levels of Engagement</p>

<p>students are at the top of the class. They consistently score well.</p> <p>But their learning may be superficial. Often, they can't apply what they've learned to a new situation.</p> <p>(IMAGE2)</p> <p>And soon after a test, they forget the facts.</p> <p><b>BOY STUDENT A (IMAGE3)</b></p> <p>Sometimes it's like getting an A... it's not good enough. I mean that you can do book work and memorize stuff, but if you don't have an understanding of it, you can get an A on the test, but three weeks later, not know what in the world was on that test.</p> <p><b>GIRL STUDENT B (IMAGE4)</b></p> <p>You hear classmates saying, "Oh, hurry up, hurry up, let's take the test before I forget what I'm going to write down." When you hear comments like that, you know the person's not learning.</p> <p><b>GIRL STUDENT C (IMAGE5)</b></p> <p>I memorized the material and took the test. I don't really remember anything that I took in that class. And the only things were our test grades, so</p>	<p>(Note that there are now gaps in rows as students in retreat and rebellion have disappeared.)</p> <p>A paper with an "A" appears on every remaining desktop (graded tests).</p> <p><b>IMAGE2</b></p> <p>Papers blow off of desks.</p> <p><b>IMAGE3</b></p> <p>Cut to head-on view. Camera centers on first student in row. Lip sync.</p> <p><b>IMAGE4</b></p> <p>Camera moves to next student. Lip sync.</p> <p>Open call out of STUDENT X taking a test. That student mouths the words, "Oh, hurry up, hurry up, let's take the test before I forget what I'm going to write down." A thought bubble filled with words above her head. As she fervently writes words down on paper, her bubble empties like an hourglass.</p> <p><b>IMAGE5</b></p> <p>Camera moves to next student. Lip sync.</p> <p>As she speaks, <del>fade background (classroom) to black.</del> <b>slide desk backwards</b> - out the door. Then close door on student (to emphasize that she is now outside of the classroom - not learning). Sync door slam with "...that come out of the class with not knowing really anything at all."</p>		<p>Compliant Students defined.</p>
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<p>to me it didn't really matter if I learned or not. I just wanted to pass my test and pass the class. And that ends up not being fair to the students that come out of the class not knowing anything at all.</p>	 <p>Classroom fades to black behind student.</p>  <p>Door swings closed. (Student is shut out.) Camera zooms out to show classroom again.</p>		
<p><b>NARRATOR</b> So how do you know when profound learning is happening? You may hear students say—</p>	<p><b>IMAGE1 &amp; 2</b> Flowchart elements appear to sync with audio. (Animation conveys transfer of knowledge.) <b>IMAGE1</b></p>	<p>Auto-advance.</p>	<p>Audio Source: Student Panel</p>

<p><b>BOY STUDENT A (IMAGE1)</b> I guess what it's all about is being able to share your knowledge with everyone else. If you have an understanding of it, that's what it's all about.</p> <p><b>GIRL BOY STUDENT B (IMAGE2)</b> When you can tell your parents something and they didn't know, that makes you feel good.</p> <p><b>GIRL STUDENT C (IMAGE3)</b> I feel like I've done my best because I know that I've learned it and not just memorized it. I'm taking my time to actually research it and learn more about it, and maybe gone beyond even what was actually assigned to me, because it was interesting to me.</p>	<p>From teacher to student. From student to student.</p> <p><b>IMAGE2</b> From student to parent.</p> <p><b>IMAGE3</b> Show how student takes knowledge beyond (how it leads to greater discoveries).</p> <ol style="list-style-type: none"> <li>1. Zoom IN to BUBBLE1: Student surrounded by more books, researching topic.</li> <li>2. Zoom IN to BUBBLE2: Student visits Eiffel Tower.</li> <li>3. <del>Zoom OUT into BUBBLE1.</del> (Optional)</li> <li>4. Zoom OUT to classroom. A student stands in front of the classroom (back to viewer) holding a model of the tower. A speech bubble pops open. Inside, show rivet and number "2,500,000" (as if she is describing the tower's construction to fellow students).</li> </ol>  <p>Rivet: </p>		
<p><b>NARRATOR</b> Profound learning is most likely to happen when students are engaged; when they see meaning in their work.</p>	<p><b>IMAGE1</b> Reveal bubbles sequentially: <b>STUDENT1 (TEXT BUBBLE):</b> I can remember. <b>STUDENT2 (TEXT BUBBLE):</b> I can understand.</p>	<p>Auto-advance.</p>	<p>Source: Bloom's Taxonomy. Lead-in to Part 2 (Schlechty Manuscript, <i>Images of School</i>).</p>

<p>(IMAGE1)          In order to support and sustain profound learning in the classroom, the school must be transformed from a bureaucracy to a learning organization.          &lt;reveal bubbles&gt;          Does your school resemble a learning organization?</p>	<p>STUDENT3 (TEXT BUBBLE): I can apply.          STUDENT4 (TEXT BUBBLE): I can analyze.          STUDENT5 (TEXT BUBBLE): I can evaluate.          STUDENT6 (TEXT BUBBLE): I can create.</p>		
	<p><b>STOP PROGRESS BAR.</b>  <b>IMAGE</b>          Black out rest of screen except front and center student (similar to "Ask me" sequence). Show text bubble above her head, "Click to find out!" Clicking bubble links to Part 2.</p>		