

DOWNLOAD

- **PC and MAC:** DOWNLOAD the latest version of ADOBE READER DC (previous versions are not sufficient) <http://get.adobe.com/reader/>
- **iPad:** use the free Foxit PDF or PDF Viewer - PSDPFKit or a paid app like iAnnotate, PDF Expert 5, Notability that will allow you to annotate and save a PDF.
- **Chromebook:** Use the Kami extension

SAVE

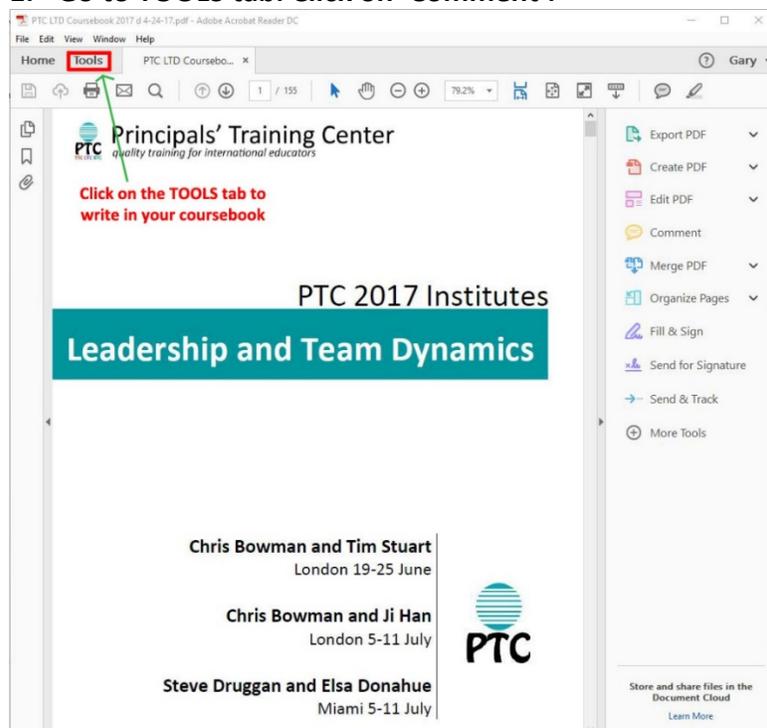
Save course book to your laptop or device you intend to use during the course.

PRACTICE

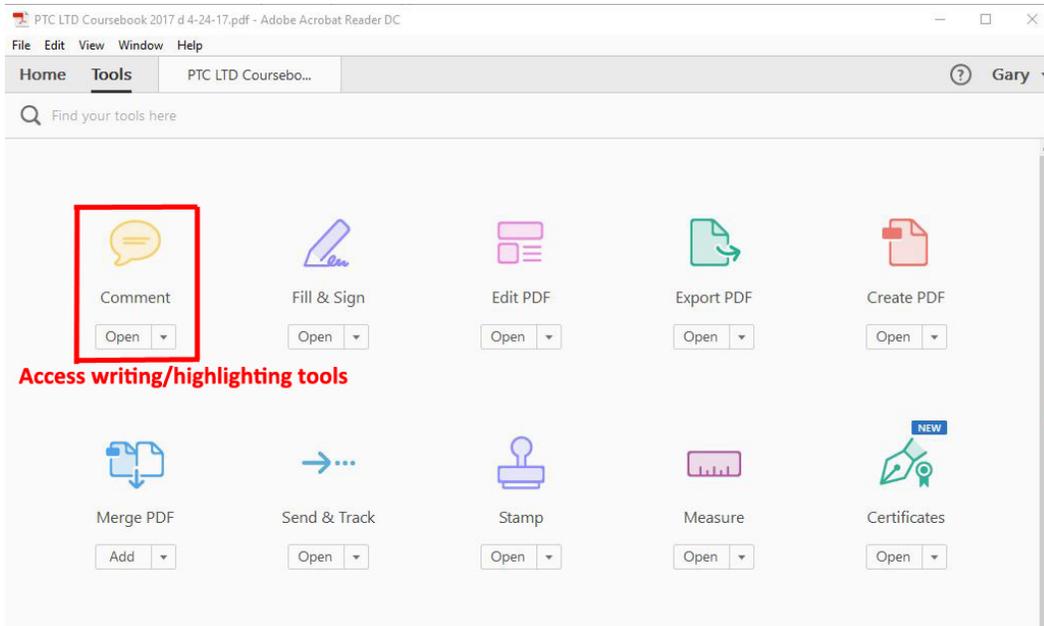
- Used a digital course book before? Great. Be sure to have the Adobe Reader DC downloaded – take a peek at the tools.
- New to digital course books? Take these short steps to get started.

Writing in Your Coursebook:

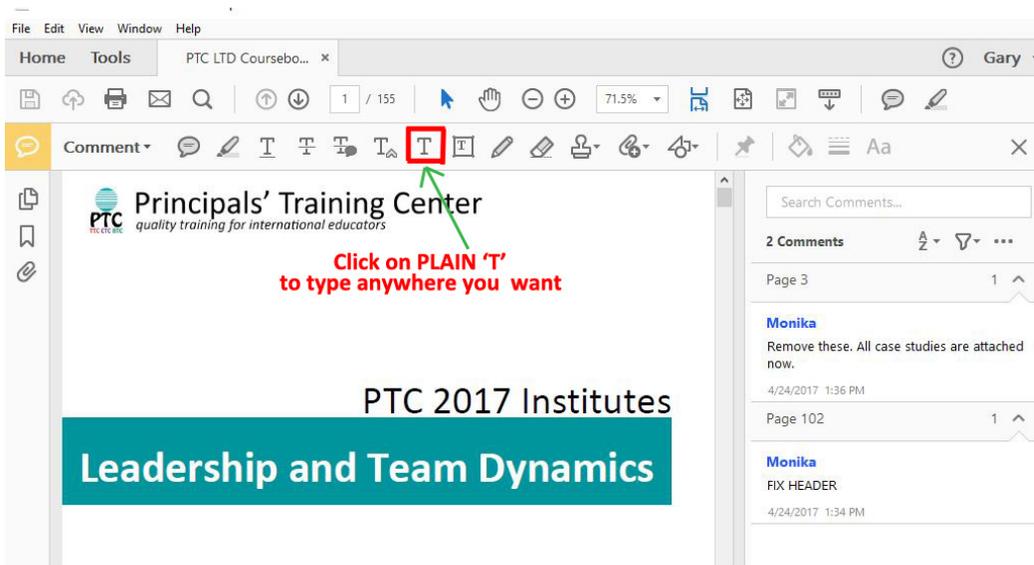
1. Go to TOOLS tab. Click on 'Comment'.



2. Click on the PLAIN 'T'



3. Place the cursor where you want to write on the page.



CHECKLIST

- ADOBE READER DC is all set and ready to go. This latest version is essential for all tools.
- TEST the 'Sample Course Book' on the following pages.
- WISH to explore further? See our Course Book Tips on the following pages.

NOTE: To practice with this document you must first save it to your laptop. Then open the Adobe Reader DC, click File > Open, navigate to your course book and open it.

If you experience problems saving the file, try accessing it through a different browser.

Example Course Book

ThePTC@ThePTC.org • www.ThePTC.org

What you will find in this course book

Try the internal links.

Table of Content

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Text and Highlight

Facet 1 – Explanation

Sophisticated and apt explanations and theories that provide knowledgeable and justified accounts of events, processes, actions, ideas and phenomena. Why is that so? What explains such events? What could account for such action? How can we prove it? To what is the action connected? How does this process work?

Try out the 'add text comment' tool here.

Facet 2 – Application

Ability to use knowledge and skills effectively in new situations and diverse contexts. How and where can we apply this knowledge, skill, process, attitude? How should my thinking and action be modified to meet the demands of this particular situation? What can be transferred from the contexts I am familiar with to help me solve the problem or dilemma I am facing or make the decision I need to make?

Facet 3 – Perspective

Critical and insightful points of view. The ability to recognize the perspectives of another vantage point, another culture or another discipline and to see their validity as well as the ability to see the various positive and negative aspects of an idea. From whose point of view? From which vantage point? What is assumed or tacit that needs to be made explicit and considered? What is justified or warranted? Is there adequate evidence? Is it reasonable? What are the strengths and weaknesses of an idea? Is it plausible? What are its limits? What is a novel way to look at this? How would a scientist view this? An ethnographer? A mathematician?

Try the 'highlight text' tool here.

Try out the 'underline' tool here.

Drawing

Try using the 'draw oval' tool on this checklist to mark your responses.

How likely is it that a student could do well on the assessment only by:

	very likely	somewhat	very unlikely
1. trying random strategies?	1	2	3
2. making clever guesses based on limited understanding?	1	2	3
3. parroting back or 'plugging in' what was learned, without much thought or understanding?	1	2	3
4. making a 'good-faith' effort, with lots of hard work and enthusiasm to produce nice-looking products /performances, but with limited understanding?	1	2	3
5. meeting all the scoring criteria but without necessarily having understood the content very well?	1	2	3
6. applying natural ability to be articulate and intelligent, without necessarily having understood the content well?	1	2	3

Using the 'Text' add some text below, then go back and edit it.

Sticky Note

TIPS & TEACHING POINTS

- Many students struggle with deciding what the most important ideas are when summarizing. They have trouble separating main ideas from supporting details. Two things which can help with this are:
 - Get students to use the unit questions or guiding questions as a filter *and / or*
 - Get students to consider the concepts of **change, cause/consequence and connection** as filters. Students can ask themselves. Is something changing here? If so what? What is causing the change? What are the consequences of the change? What other things are connected to this change? Though these are far from being the only important concepts to consider, these three concepts are often central to understanding an issue, event or phenomenon.

Try the 'add sticky note' tool here.

FORMATIVE ASSESSMENT

- Consider how well students have extracted the main ideas. Are the ideas they have put in the cue column relevant and important for the questions they are trying to answer? Have they captured the relationships between ideas, or are they seeing information in isolated chunks.

Try some of the other annotation tools here.

VISUAL REPRESENTATIONS

PURPOSE(S)

- To allow students the opportunity to rehearse information in elaborated ways and thereby deepen understanding by changing the way the information is represented.
- To increase the likelihood that students will retain information by representing it in visual ways. The eyes contain nearly 70% of the human body's sensory receptors and the visual components of memory are extremely robust.

PROCEDURE

- Students convert ideas from information they have encountered through a text of some kind into a visual representation - the visuals can be in the form of pictures, diagrams, graphic organizers etc. The two figures on the next page are examples. There are also numerous standard graphic organizers that students can learn to manipulate.

Links

RESOURCES

Graphic Organizers

<http://www.graphic.org/goindex.html>

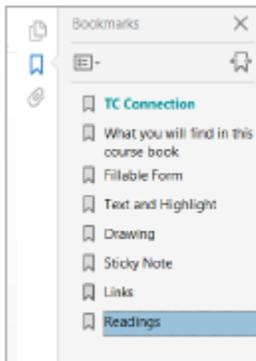
Try the external links.

Concept-Based Curriculum

<http://www.movingbeyondthepage.com/curriculum/strategyConcept.aspx>

ASCD

<http://www.ascd.org>



Be sure to access the bookmarks which allow you to skip to each section of the coursebook via the icon to the left.

Readings

The readings are attached to the PDF. Simply click on the paper clip to locate your readings.

