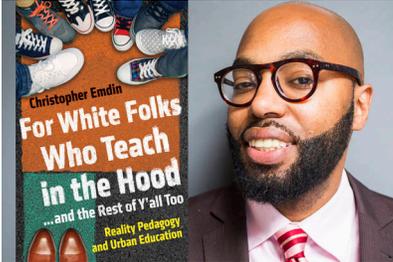




Dr. Emdin's 3C's imaginarius



DENVER PUBLIC SCHOOLS INNOVATION LAB



The below ideas can be implemented tomorrow and have a proven impact with students and classroom culture. *All content is directly from Dr. Emdin's book and his practices.*

Co-generative Dialogue (Chapter 4) This technique involves utilizing approximately 4 - 5 students in the classroom to engage in conversation around a problem of practice.

- The teacher recruits the students to meet at a special time and be part of a special group - give the group a name
- The teacher is the facilitator that gets the talk started with the problem of practice. The teacher is not the leader of the group
- The teacher presents the problem of practice to the group - ex: during the math lessons this week I noticed that students were not completing the assignments during the opening "do now". Then, the teacher would ask for input on how to change this part of the work
- The group will decide on what to do to change the "do now" to be a more productive time in the math block, each person can have a role in that change - for example a student could use a silent signal to the teacher about talking too long. The teacher **MUST** implement the change for the Cogen to be work and for students to believe in the process.

Co-teaching (Chapter 5) This technique involves the teacher allow students to teach a portion or all of a subject matter.

- This teaching is totally legit for the student - meaning the teacher works with the student to plan the lesson and then gets out of the way of the student for delivery unless the student wants/needs help
- In the planning process the teacher will share with the students the thought process behind why they plan the items in a specific order and with a specific intensity. The entire planning process for lessons is revealed to students so that they can learn from the teacher. Also, the students then ask the teacher questions about the planning process. After the teachers share with the students then the students become the person to conduct the planning with the teacher ready to assist and help with questions. The teacher does not lead this process except to ensure that content is delivered - the teacher does not dictate the method for the content delivery.
- The student is called the teacher - not just a student acting as teacher - the student is the teacher and the teacher is learning from student.

Cosmopolitanism (Chapter 6) This process is that of allowing students to have the full experience of engaging with the classroom as a living space/work space.

- Each student has a role in the classroom that is highly integral to the classroom functionality
- Roles could be but are not limited to: Pumped up paper jammer (paper passer), Funky facility folks (room cleaners), DJ high tops (music master), and so on. Notice the names are not boring but have pop to them and elicit some exciting emotion
- The role is to be completed by the student that has the job assigned. Others in the class do not pick up the slack if the assigned person is not in the classroom, the helps to form that Cosmopolitan bond (example - at work when adults are not there others do not do their work, their work waits for them due the fact that the person is needed.) The entire system works together as a well oiled machine.
- The students having roles that are of importance allows the teacher to work on the academics and to see more of the classroom activities that are occurring because the teacher is not bogged down with the multitude of tasks that can consume time and energy.

