

MARZANO RESEARCH LABORATORY

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2013

Part II:
Acquiring Knowledge
and
Student Engagement

*A FULL PDF of the PowerPoint slides will be
made available after the training*

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**Design Question #3: What Will I Do to Help
Students Practice and Deepen Their Understanding
of New Knowledge?**

WA STATE: 2.2

Review content	<i>Notes:</i>
Organize students to practice and deepen knowledge	
Homework	.

Examine similarities and differences	
Examine errors in reasoning	
Practice skills, strategies, and processes	
Revise knowledge	

**Design Question #4: What Will I Do to Help
Students Generate and Test Hypotheses about New
Knowledge?**

WA STATE: 2.3

Organize students for cognitively complex tasks	<i>Notes:</i>
Engage students in cognitively complex tasks involving hypothesis generation and testing	

<p>Provide resources and guidance</p>	
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Additional Notes:

Student Engagement, Part II
(DQ#5; *HEC*, Chapters 4 and 5)
WA State: 2.6

Question Three:
Is This Important?

Connecting to Students' Lives	<i>Notes:</i>
<ul style="list-style-type: none">• Comparison Tasks • Analogical Reasoning Tasks	

<p>Connecting to Students' Life Ambitions</p> <ul style="list-style-type: none"> • Personal Projects 	
<p>Encouraging Application of Knowledge</p> <ul style="list-style-type: none"> • Design Cognitively Challenging Tasks • Provide Choice • Present Real-World Applications 	

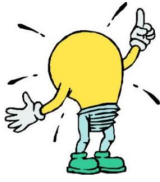
Question Four:

Can I Do This?

Tracking and Studying Progress	<i>Notes:</i>
<ul style="list-style-type: none"><li data-bbox="289 793 609 997">• Track Academic Progress Over Time<li data-bbox="289 1180 571 1333">• Set Personal Academic Goals<li data-bbox="289 1516 636 1621">• Examine Effort and Preparation	

<p>Using Effective Verbal Feedback</p> <ul style="list-style-type: none"> • Types of Verbal Feedback to Avoid • Types of Verbal Feedback to Use 	
<p>Providing Examples of Self-Efficacy</p> <ul style="list-style-type: none"> • Stories • Quotations 	

<p>Teaching Self-Efficacy</p> <ul style="list-style-type: none">• Distinguish Between Growth and Fixed Theories• Have Students Identify Their Personal Theories• Keep the Conversation Alive	
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Additional Notes/Strategies/Take-Aways:

Thank you!

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