



Section 5:

Managing The GED as Project Classroom

Here are some tips to consider as you implement *GED as Project* in the classroom. When you begin to use the *GED as Project* approach, you may need to check this list regularly to help you prepare. You may want to add your own pointers to the list as well.



1. Prepare your classroom physically to make learning easier.

- Post an enlarged copy of both the General Template and the specific subject matter templates on your wall for learners to see from the outset.
- Arrange the room to facilitate students' getting together in small groups; move tables and chairs out of the rigid rows.
- Have plenty of resources on hand: GED books, pamphlets, dictionaries and newspapers. Make independent research materials accessible.
- Try to have enough copies of the PA practice test (used as the stimulus for these Inquiry Activities) for each learner to have one. They will take this test in each subject, as well as look through it for "The GED and You" Learning Project.
- Keep forms PB and PC separate. These practice tests are for testing learner progress, and their scores will not be valid if they are a part of instruction.
- The Student Versions of the Inquiry Activities have blank spaces for the learners to record their answers; the Instructor Versions have answers and suggestions on instructions.

2. Keep the class focused on the inquiry process.

GED as Project is a problem-based approach to learning. Being a different approach to learning for most, it will require some practice. We want learners to be excited about and vested in this process, so that they can use it for the GED and transfer it to other areas of their lives.

3. Create a climate that reinforces the idea that each learner is important and essential, with unique talents and strengths to contribute to the progress of the entire class toward passing the GED.

- Allow learners and yourself to acknowledge that learning is occurring; be able to express your discomfort with the process.



- Frequently ask *why* to help learners articulate their thought processes and to create continuing threads through all the content areas.
 - Use concept mapping of the subjects learned and how they relate.
 - Develop a GED Learning Portfolio made up in part with completed Inquiry Activities.
 - Use “GED and You Revisited” regularly.

4. Strive to achieve an integrated multi-level GED as Project classroom.

Many different levels of knowledge and ability will be present in your class; they can be best facilitated by following the Inquiry Activity Template and by:

- Providing one-on-one help as needed;
- Giving Burst Lectures when learning cannot continue without laying a foundation or straightening out a misunderstanding that is impeding progress;
- Using Just-in-Time assessments that help you identify individual students’ needs;
- Giving careful attention to good facilitation skills and creating a safe environment so that even the most reticent learners can eventually acknowledge what they don’t know and can get help.

5. Ask good questions to support the thinking process.

- Keep the questions open-ended.
- Get away from the right/wrong answer mentality – help learners to learn from mistakes and to explore the thinking behind them.
- Ensure that all three types of intelligence: creative, practical and analytical are used at some point.
- Refer to the Facilitator Section (#3) for ways to ask questions.

6. Use your favorite additional resources.

Even though this approach focuses on covering material using the Practice Test questions and the abundance of content that is found in them, students benefit from a variety of media and stimulus. If a *Workplace Essential Skills* video is appropriate, build it into a phase of the



Inquiry Activity (see Resources.) If a computer lab is available, take advantage of internet activities and on-line learning. Good print resources are referred to in the Inquiry Activities, and work with them can be as extensive as needed. The only caveat is that the thinking process remains the central focus of the learning.

7. Let your assessment methods continue to support the thinking process.

Consider and continue to use:

- “GED and You”
- “GED and You Revisited”
- “GED and You” for each subject area

Other assessments such as intake diagnostics, teacher-made tests, and workbook practices help measure learners’ progress. Implement these assessments with as much inquiry, attention to thinking, and partnering with the student as possible.

8. Work toward the goal of managed entry/managed exit as much as is possible in your area.

It is difficult to keep consistency in groups and to build on previous activity when learners constantly appear and disappear.