Ranking Ladder to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Provides all students with an opportunity to engage in thinking at the evaluation level of Bloom's taxonomy. A Ranking Ladder requires students to place items on the rungs of a ladder, in order, from the least to the most important. As a group activity it allows students to be challenged as to why they rank one item above or below another.

Ranking Ladders in the physically distanced classroom

Students may be provided with or create their own Ranking Ladder template online which they will use to help them evaluate information, justify the ranking process, and broaden their own learning skills as a result.

Ranking Ladders can be used in an effective way as part of a revision plan to understand, reinforce and analyse material that was covered during the previous period of remote learning.

Students can collaborate in physically distanced groups to decide on the ranking process and to determine the appropriate order of data to be entered to the ladder template in a shared space online.

The ranking process may facilitate students in the interpretation of data and, as such, assist them in the preparation of a structured inquiry as part of a physically distanced group project/Classroom Based Assessment.

Ranking Ladders while engaging with learning from home

Students can work collaboratively on a Ranking Ladder during a conference call/meeting using the interactive whiteboard feature.

Breakout rooms will allow the students break into smaller groups and multiple ranking ladders can be created in this way.

Students can then demonstrate, evaluate, and justify their ranking choice by presenting their work to the entire group during the online lesson.

An online collage of Ranking Ladders can be saved in the online space and students can access these later, as part of a revision plan.

Students can create and upload voice memo audio files alongside the Ranking Ladders which justify how and why they arrived at their final decision. This will serve to 'energise' the remote lesson and enable students to become more 'active' whilst operating in the online space.

Live polls may be a useful way to gauge opinion at the outset of the online lesson and this may help inform students in the order of their ranking process decision.

*Ranking Ladder can be used to support Teaching, Learning and Assessment in *all* subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers
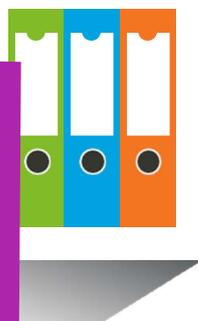
Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Working with others
- Being literate
- Being creative

Assessment

- Formative Assessment (checking in on learning and identification of next step in the process)

Inclusion of all Learners

- Ranking Ladders can be used across the Priority Learning Units i.e. Personal Care – Knowing How to Stay Safe – students identify & rate safety risks in the home.

- Text on steps of the Ranking Ladder can be substituted with drawings/pictures, hence there is a stronger emphasis on visual learning.

- Working in groups on Ranking Ladders is activity-based in nature which may appeal to students and assist in the learning process.

Resources

- One to one digital devices with internet connection

Further Information

https://jct.ie/wholeschool/classroom_strategies

L1LPs/L2LPs