



"At QISS, intelligence means think critically, flexibly and reflectively."

March 7, 2008



Qingdao No.1 International School of Shandong

March & April

March 14	L.S. Report Cards#2
March 24-28	Spring Holiday
April 12	Science Fair
April 18	U.S. Report Cards #3
April 21-25	Festival of Words
April 25	L.S. Progress Reports
April 28-May 2	Labor Day Holiday

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Key Assignments Equal 'Active Learning' Techniques

Lower School Principal: Tim Green

As a parent, you often visit your child's classroom to watch short plays, debates, or student presentations. Besides enjoying the young learners in action, you're aware of the great emphasis the school places on these "Key Assignments." In professional circles, these activities are defined as "active learning" techniques. So what is active learning? Quite simply, it is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are **receiving and participating and doing.**

Active learning is engaging students in doing something besides listening to a lecture and taking notes to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually.

Active Learning increases the effectiveness and efficiency of the teaching and learning process. Teachers want students to leave a class with knowledge and or skills they did not have when they began the class. Months later, teachers want those same students to retain the learning, apply it to new situations, build upon that learning to develop new perspectives, and continue the learning process.

This level of learning, resulting in retention and transfer, occurs most efficiently through concrete activity-based experiences. Why? The answer is:

Input: Active Learning involves input from multiple sources through multiple senses (hearing, seeing, feeling, etc.).



Eric



Pushing The Limits in Shanghai

Upper School Principal: Peter Burnside

This weekend, eight of our high school students will be at Concordia International School Shanghai with Ms. Han and Mr. Gosnell to participate in the ACAMS High School Fine Arts Conference, *Pushing the Limits, Expanding Experiences in the Arts.* Our students will choose from a variety of workshops, performances, and exhibitions to attend. They will interact and learn with 250 students from international schools around China.

The arts bring us joy, and for this reason alone we should embrace and celebrate the arts as an essential part of a child's education. But the arts bring us so much more. Through the arts, students develop critical thinking and collaborative skills, self-confidence, a creative spirit and the ability to communicate expressively. We look forward to our students' reports on their experiences when they return from *Pushing the Limits.*



Counselor's Corner

Counselor: David Addicott

High Schoolers focus on Careers and Colleges

For the past several weeks during Computer class, students in grades 9-12 have been looking into potential careers and the college programs that will get them there. For 9th and 10th grade the emphasis has been on exploring careers that connect with their interests, skills, and values. 11th and 12 graders, on the other hand, have investigated various

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Lower School Principal (continued)

Process: Active Learning involves process, interacting with other people and materials, accessing related schemata in the brain, stimulating multiple areas of the brain to act.

Output: Active Learning involves output, requiring students to produce a response or a solution or some evidence of the inter-active learning that is taking place.

The Learning Pyramid charts the average retention rate for various methods of teaching. These retention percentages represent the results of research conducted by the National Training Laboratories in Bethel, Maine. According to the chart, lecture, the top of the pyramid, achieves an average retention rate of 5%. On the opposite end of the scale, the "teach others/immediate use" method achieves an average retention rate of 90%.

To summarize the numbers (which sometimes get cited differently) learners retain approximately:

- 90% of what they learn when they teach someone else/use immediately.
- 75% of what they learn when they practice what they have learned.
- 50% of what they learn when engaged in a group discussion.
- 30% of what they learn when they see a demonstration.



Jackline



- 20% of what they learn from audio-visual.
- 10% of what they learn when they've learned from reading.
- 5% of what they learn when they've learned from a lecture.

So as you can see, besides providing a "stage" for parents to watch their child perform a task that most certainly becomes a great memory on video, the Key Assignments are a tool for assessing what a student has learned, and a vehicle to help students retain what has been taught.



Counselor (Continued)

colleges what it takes to get into them. This unit of study combined use of computer skills with a topic relevant to every teenager: their future.

In doing their investigations, students have been using a new resource called **Family Connection**. This site gives students and parents access to powerful non-commercial career and college search engines. The site also facilitates planning and advising activities as well as close communication with the school counselor.

Students are able to complete inventories of interests, learning style and personality type; these tools help students to identify appropriate careers to explore. Each student has been given an ID to log in to Family Connection. Parents who wish to have access to Family Connection may contact our counselor, David Addicott [daddicott@qiss.org.cn].

What is static electricity?

Find the answer to this question
at the QISS Science Fair!



Science Fair

Coordinator: Alexis Yachechak

This year, the Science Fair will be held on Saturday, April 12, 2008, a previously scheduled day of school. The Science Fair activities will include: the judging competition, bridge-breaking demonstrations, voting for your favorite project, the award ceremony and a barbeque! See how science comes alive at the QISS Science Fair!



Jane

Interested parents are encouraged to attend a workshop at QISS to learn how to log in and use Family Connection. **The Family Connection workshop will be March 13 at 9:00 am in Room 501 (Mr. Casler's computer lab).**

Family Connection will be the primary tool by which students, parents, and the QISS Counselor and teachers will work together to ensure each graduating student gains admission to the college of their choice. Every high school parent is encouraged to attend the workshop.





Minje



The Paper Collages of Henri Matisse

Art Teacher: Daniel Gosnell

Henri Matisse was well into his seventies when he began his innovative series of artwork from shapes of hand-colored paper, which came to be known as collage, the art of paper cut outs.

Grade Six students were introduced to the artwork of the French artist, Henri Matisse, where they learned about his life and how he became a pioneer in the world of modern art. We focused our attention on Matisse's well-known collage work called The Beasts of the Sea. After gaining insight into Matisse's artwork and his collages, Grade Six students created their own creative collages using colored paper.

Henri Matisse was born in France in 1869, where he first began his studies to become a lawyer. Matisse discovered his love of art when convalescing from a serious illness. This discovery turned into a passion, which stayed with him his entire life.

As Matisse grew older and bedridden, he began experimenting with shapes of colored paper from his bed. His assistants would color the paper for him where Matisse then cut his own shapes while confined to his bed. Later on, when Matisse's health was declining even further, he would draw shapes on colored paper hung on the wall with the use of a long stick and chalk. His assistants would help with the cutting and assembling.

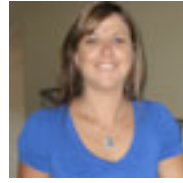
Matisse once wrote to a friend, "The cut-out is what I have found to be the simplest and most direct way of expression myself." Henri Matisse continued to work in paper cut-outs until his death in 1954 at the age of eighty-five.



Welcome Ms. Melina!

The ESL Department would like to welcome our new ESL teacher.

Melina Rutherford will start at the beginning of March. She is hired to help out our youngest ESL students in level 1 and 2.



I am a 30 year old New Zealander who loves the outdoors, traveling and experiencing new cultures. Since leaving university 6 years ago with a Bachelor of Teaching, I have visited many countries and have had the opportunity to teach children of all ages and backgrounds. My first teaching experience was in South Korea teaching English to students aged from three to sixteen. Next I traveled to England where I worked as an Elementary School teacher. I was there for two years when I decided to go back to South Korea. Following this I have been working in New Zealand as a substitute teacher and very much looking forward to the opportunity to work with the students and teachers at QISS.

We are very confident that they will make our team stronger and add to the value of our ESL program.



Cody



Survival Chinese

Chinese Teacher: Jenny Fang

A: 师(shī)傅(fù), 我(wǒ)要(yào)理(lǐ)发(fà), 要(yào)等(děng)很(hě)久(jiǔ)吗(ma)?

Master, I want a haircut.

Do I have to wait long?

B: 不(bú)用(yòng), 请(qǐng)这(zhè)边(biān)坐(zuò)。您(nín)要(yào)剪(jiǎn)什(shén)么(me)样(yàng)的(de)?

No, please sit here.

What kind of style do you want?

A: 剪(jiǎn)短(duǎn)一(yì)点(diǎn)。

Please cut it short.

Vocabulary

理(lǐ)发(fà)	to have a haircut
久(jiǔ)	long time
剪(jiǎn)	to cut
什(shén)么(me)样(yàng)	what kind of
短(duǎn)	short
洗(xǐ)头(tóu)	to wash one's hair
吹(chuī)风(fēng)	to blow dry
刮(guā)脸(liǎn)	shave
胡(hú)子(zi)	beard, moustache
这(zhè)样(yàng)	like this
去(qù)	to trim
上(shàng)	to put on
摩(mó)丝(sī)	mousse, hair spray

B: 要(yào)不(bù)要(yào)洗(xǐ)头(tóu)?
Do you want a shampoo?

A: 要(yào), 也(yě)要(yào)吹(chuī)风(fēng)。
Yes, and also blow dry.

B: 要(yào)刮(guā)脸(liǎn)吗(ma)?
Do you want a shave?

A: 要(yào), 也(yě)刮(guā)胡(hú)子(zi)。
Yes. I want my beard shaved off.

B: 这(zhè)样(yàng)可(kě)以(yǐ)吗(ma)?
Is this OK?

A: 这(zhè)儿(ér)请(qǐng)再(zài)去(qù)掉(diào)一(yì)点(diǎn)儿(ér)。
Please cut a little more here.

B: 上(shàng)摩(mó)丝(sī)吗(ma)?
Would you like to put in some mousse?

A: 不(bú)用(yòng)了(le), 多(duō)少(shǎo)钱(qián)?
No. How much is it?

B: 二(èr)十(shí)块(kuài)。
20 kuai.

