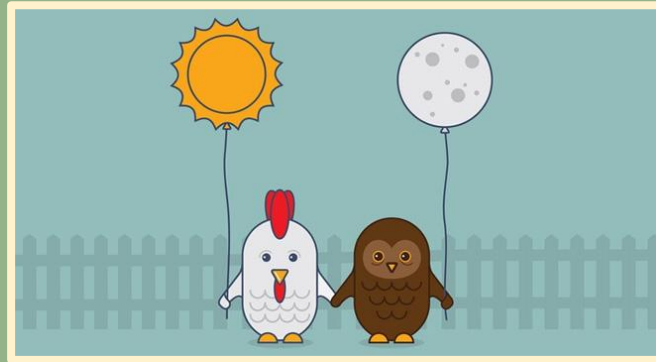


EDCI 250

Inquiry Project Presentation

Chloe Schmidt



1. | Beginning Stages.

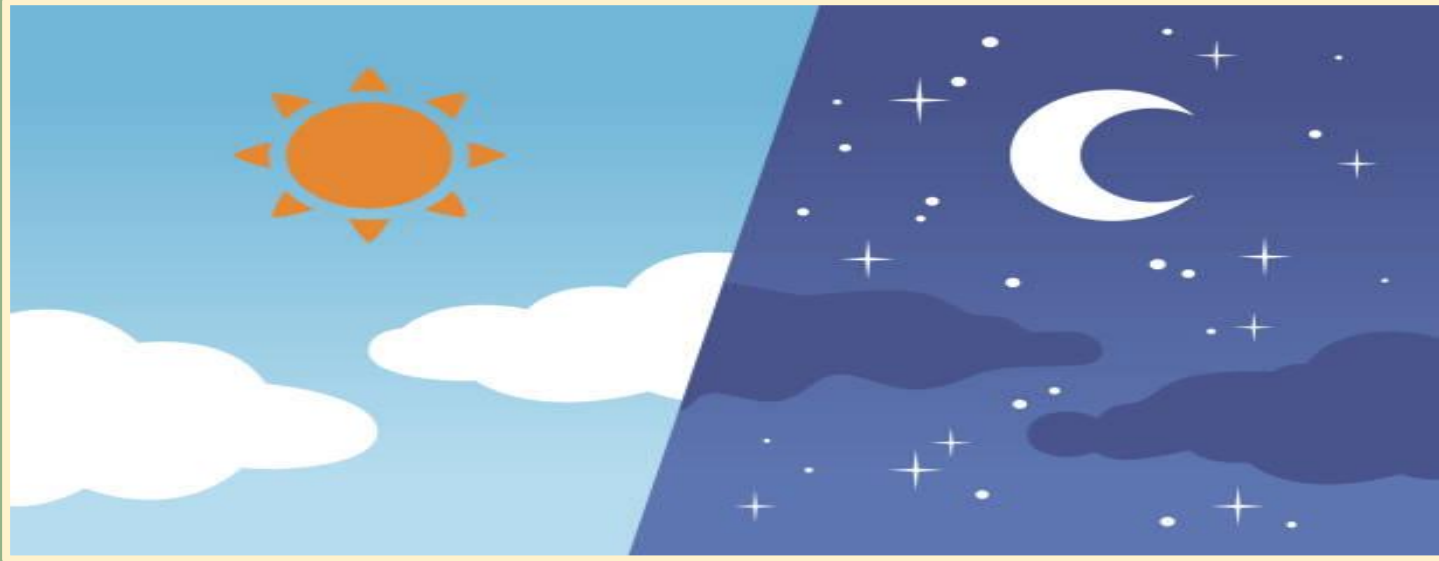


Wednesday Visits.

**Scheduling,
structure, and
change in the
classroom?**

SCHEDULE		
8:00	Morning Work	
9:00	Math	
10:00	Silent Reading	
11:00	Lunch	
12:00	Science	
1:00	Specialities	
2:00	Pack Up	

2. | My Question.

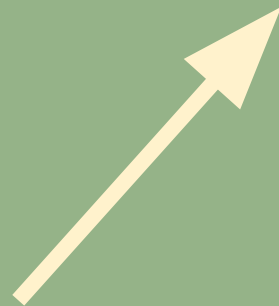


**Morning vs. afternoon
learning.**

3. | BC Core Competencies of Teacher Education.



Optimizing learning conditions.



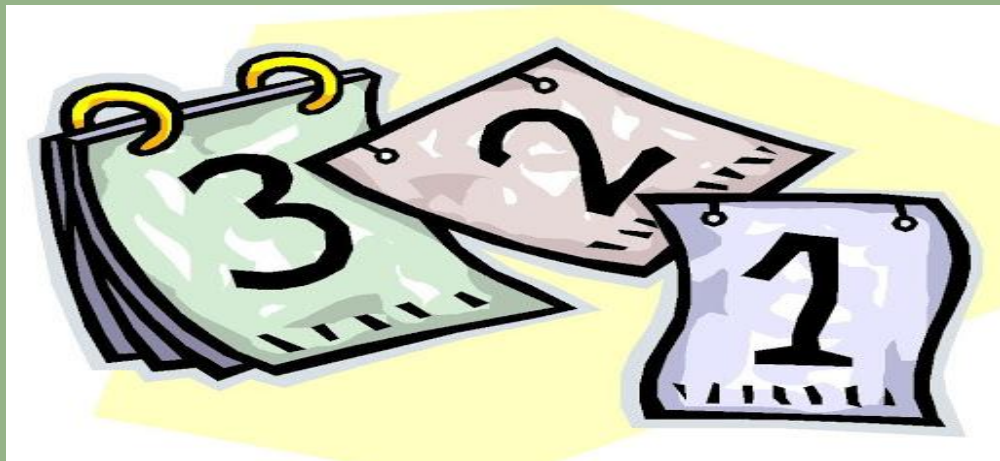
Personal and Professional Preparation core competency.

4. | Importance of When.



What,
How,
Who?

But WHEN?




5. | Mismatch between Science and Education.



Study #1.



**Morning Math & English
class =  marks.**

5. | Mismatch between Science and Education.



Study #2.



Morning Math class = 7% ↑ in test scores.

Afternoon History class = 6% ↑ in test scores.

5. | Mismatch between Science and Education.

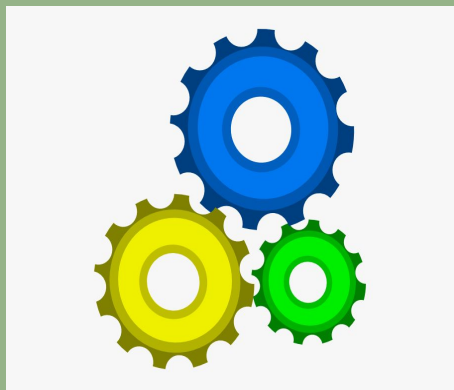


=



Grades

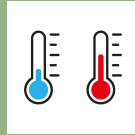
6. Science behind Study Results.



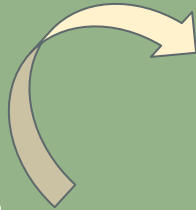
7. Genetics and Biology.



Morning and Evening Active Sub-Groups.

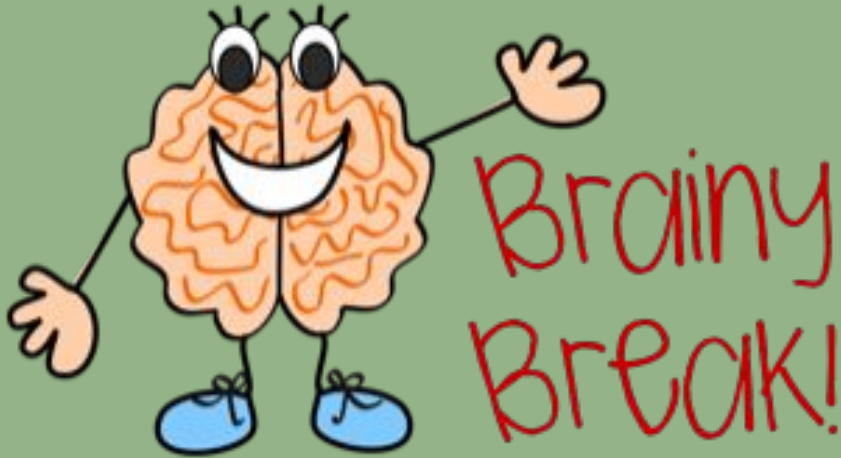


Daily Temperature Pattern.



Circadian Rhythm.

8. Break Taking.



**Part of the
performance.**

Intentional.

10-15 min.

9. | What Teachers and Students Say.



**Structure and
flexibility.**

**Morning for
academics, afternoon
for electives.**

Engagement.

Read your class!



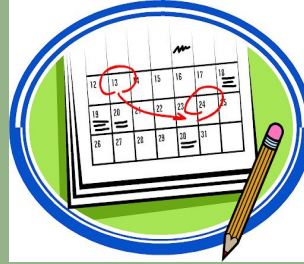
10. | Connections to Coursework.



Collaboration.



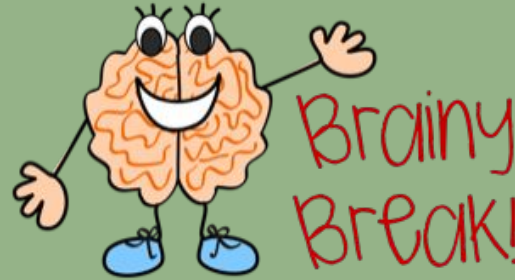
11. Summary.



=



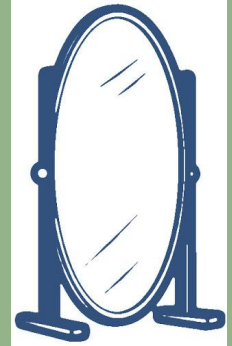
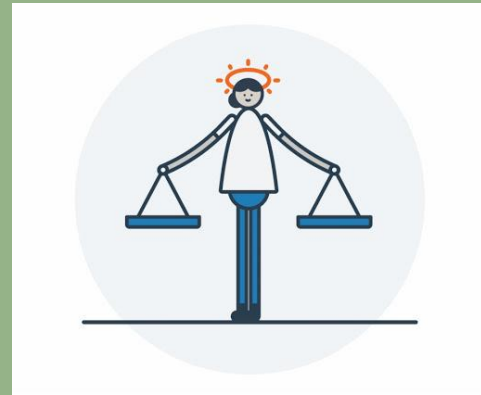
Grades



12. | Conclusion.



**Learning
involves/is:**



12. | Conclusion.



What's next?



12. Conclusion.



13. | References.



BC's New Curriculum. (n.d.). Retrieved from <https://curriculum.gov.bc.ca/instructional-samples/first-peoples-principles-learning>

Biggers, J. (1980). Body Rhythms, the School Day, and Academic Achievement. *The Journal of Experimental Education*, 49(1), 45-47. Retrieved from <http://www.jstor.org/stable/20151373>

Dimitrova, V. (2016). The Afternoon Effect: Differential Impacts on Student Performance in Maths and History. Retrieved from <https://2017.economicsofeducation.com/user/pdfsiones/047.pdf?PHPSESSID=lt1udjib0nijl0bvqi0sfn26qbi7>

Ministry of Education. (2020). Standards for B.C. Educators. Retrieved from <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

Pope, N. G. (2016). How the Time of Day Affects Productivity: Evidence from School Schedules. *Review of Economics and Statistics*, 98(1), 1-11. Retrieved from https://www.mitpressjournals.org/doi/pdf/10.1162/REST_a_00525

Wan, T., & Pink, D. (2018).. 'When' Does Learning Happen Best? Dan Pink on the Science Behind Timing and Education. [Audio blog post]. Retrieved from <https://www.edsurge.com/news/2018-01-02-when-does-learning-happen-best-dan-pink-on-the-science-behind-timing-and-education>

Wile, A. J., & Shouppe, G. A. (2011). Does Time-of-Day of Instruction Impact Class Achievement?. *Perspectives In Learning*, 12 (1). Retrieved from <https://csuepress.columbusstate.edu/pil/vol12/iss1/9>