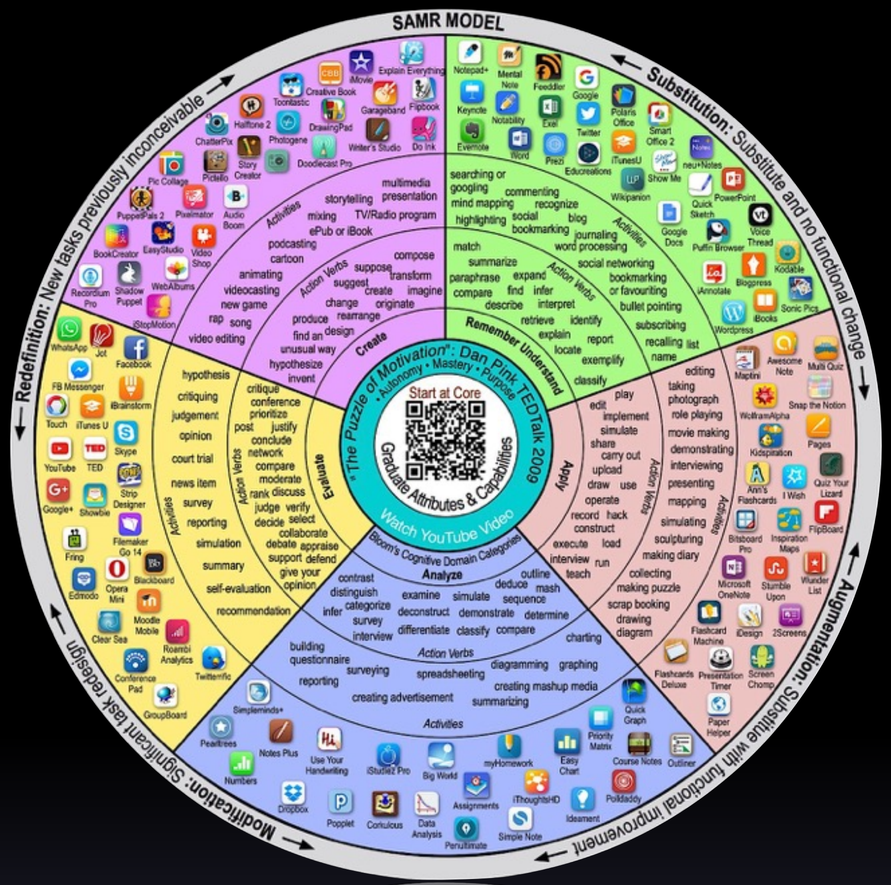


Putting the Padagogy Wheel to Work … it ain't rocket science!

Webinar Edition

Germany and Czech Republic
15 to 27 July 2016

"Disruptive innovation is not a tactic. It's a mindset."

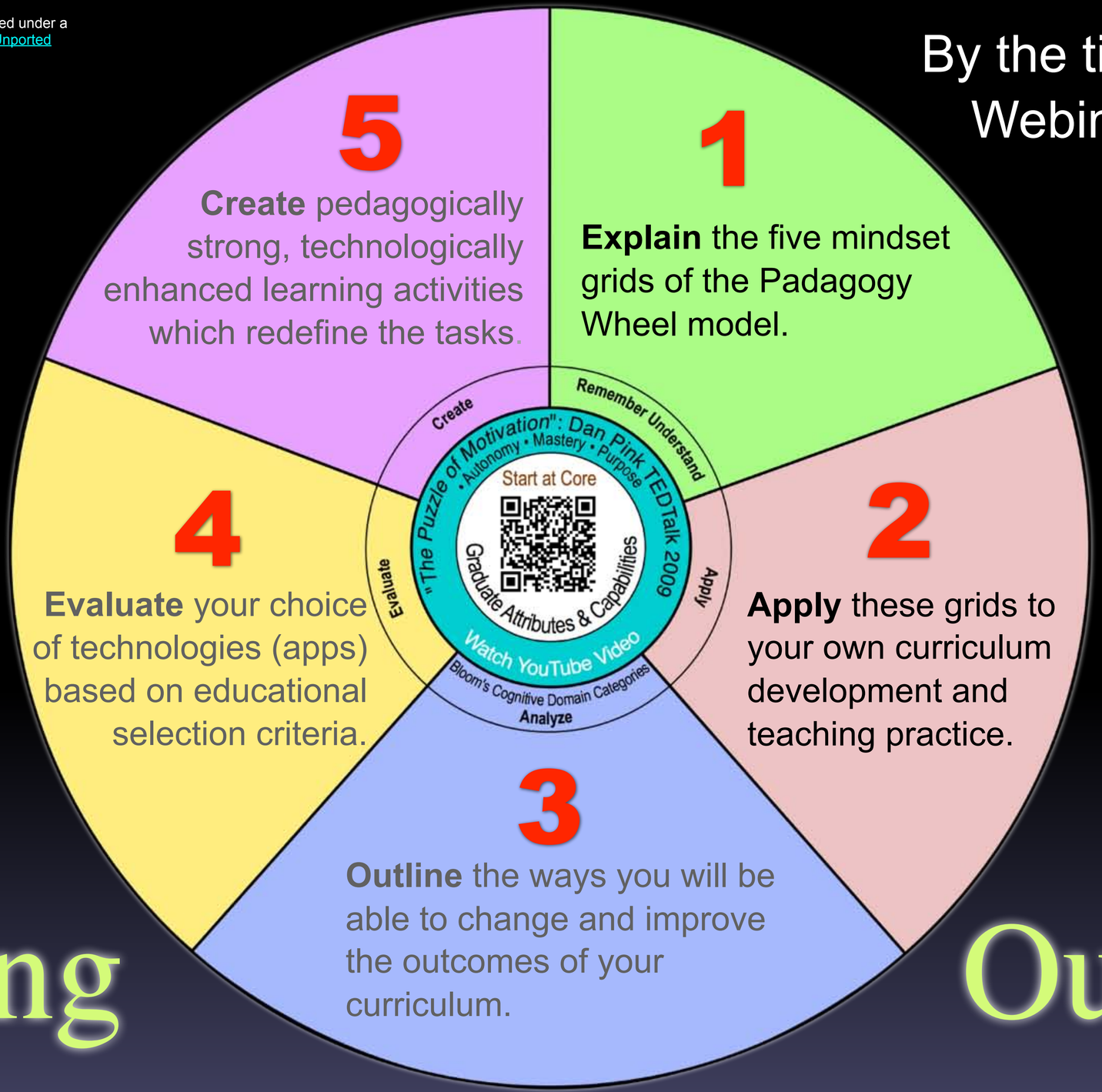
Luke Williams: Disrupt

Workshop slides are available as a PDF

bit.ly/webinar0716

http://designingoutcomes.com/assets/EUR_PW_Webinar_Jul2016.pdf

By the time you finish the Webinar you should be able to:



Learning Outcomes

Webinar Road Map

- Story of the Padagogy Wheel … so far - First Language Project
- Overview: The Best Use
  - Flipping our educational worldview
  - Transformational teaching
  - Motivation
  - Blooms
  - APPS Selection
  - SAMR

Telephone: +61 402468777
Twittter: @allanADL
Email: allan@designingoutcomes.net

Can the Padagogy Wheel help?

The Challenge

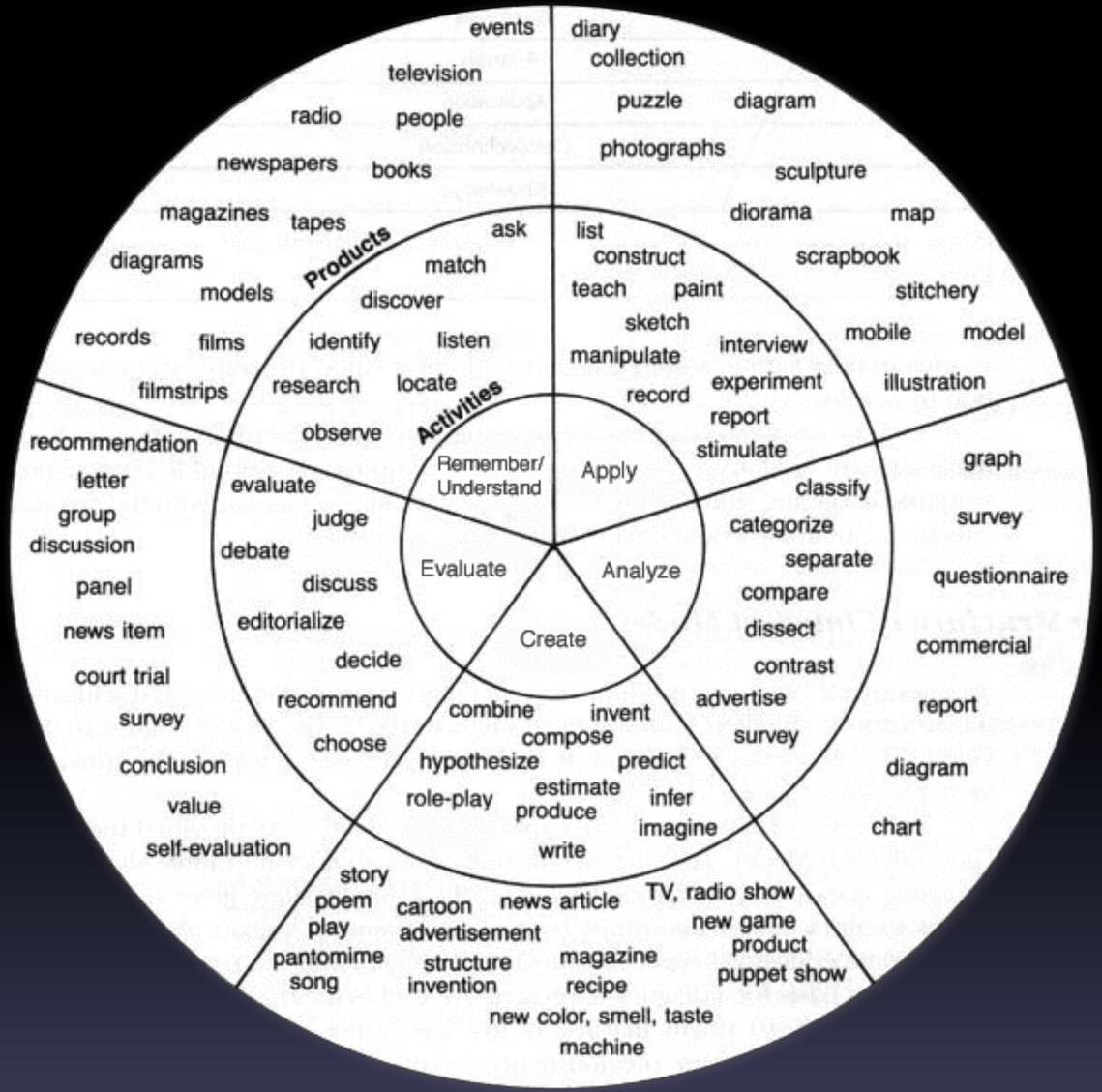
"How do we show teachers that the pedagogy should drive the technology and not the other way around?"

It's a Bloomin' Better Way to Teach

12 Jul 2012

Designing Outcomes

Bloom's Taxonomies



http://edorigami.wikispaces.com/

Andrew Churches
Curriculum Manager Computer Studies &
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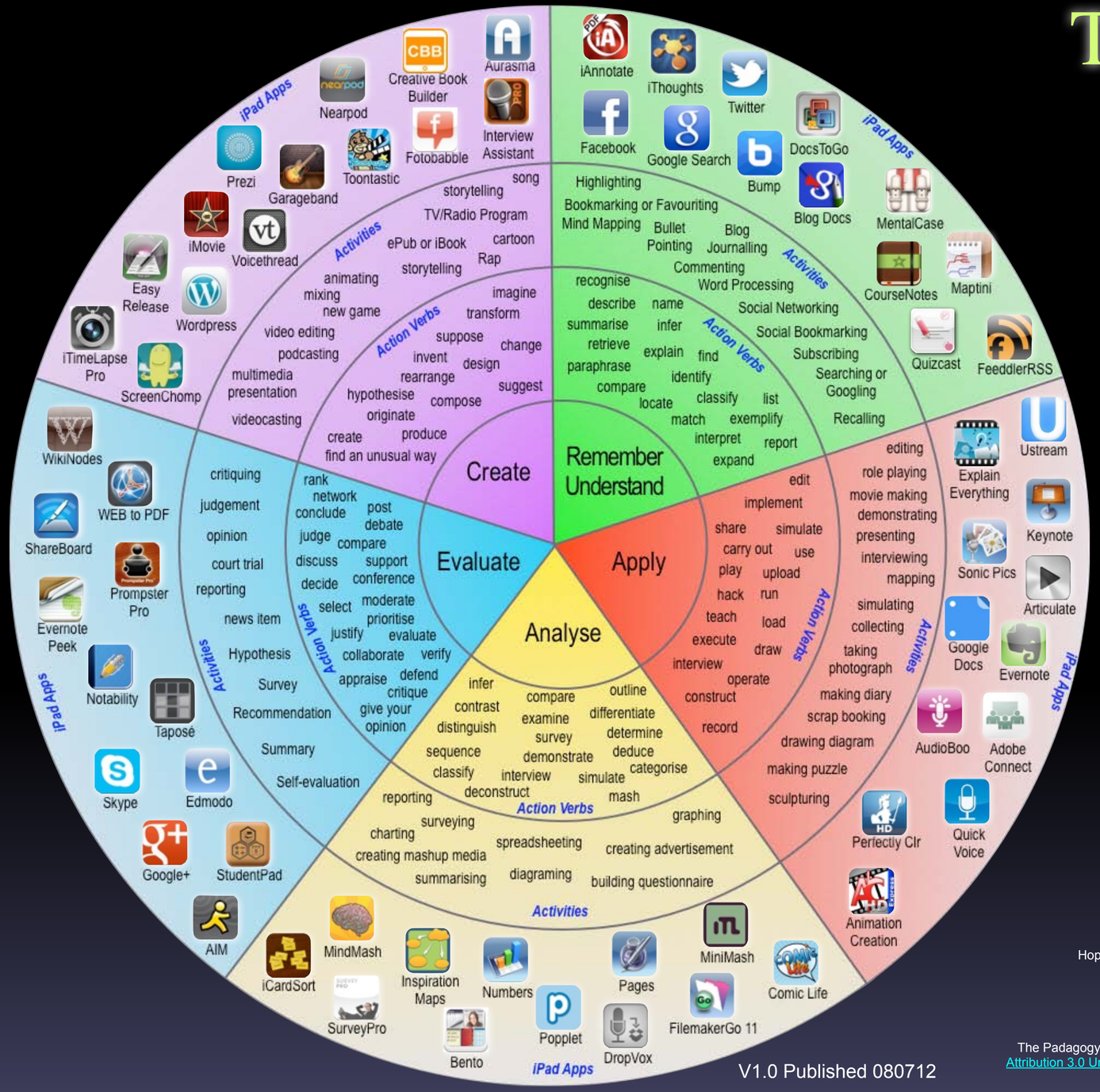
Twitter: @achurches

The Padagogy Wheel V1.0



- Integrated Web 2.0 activities e.g. blogging
- Added 62 iPad apps and organized them by how they could be used by the activities

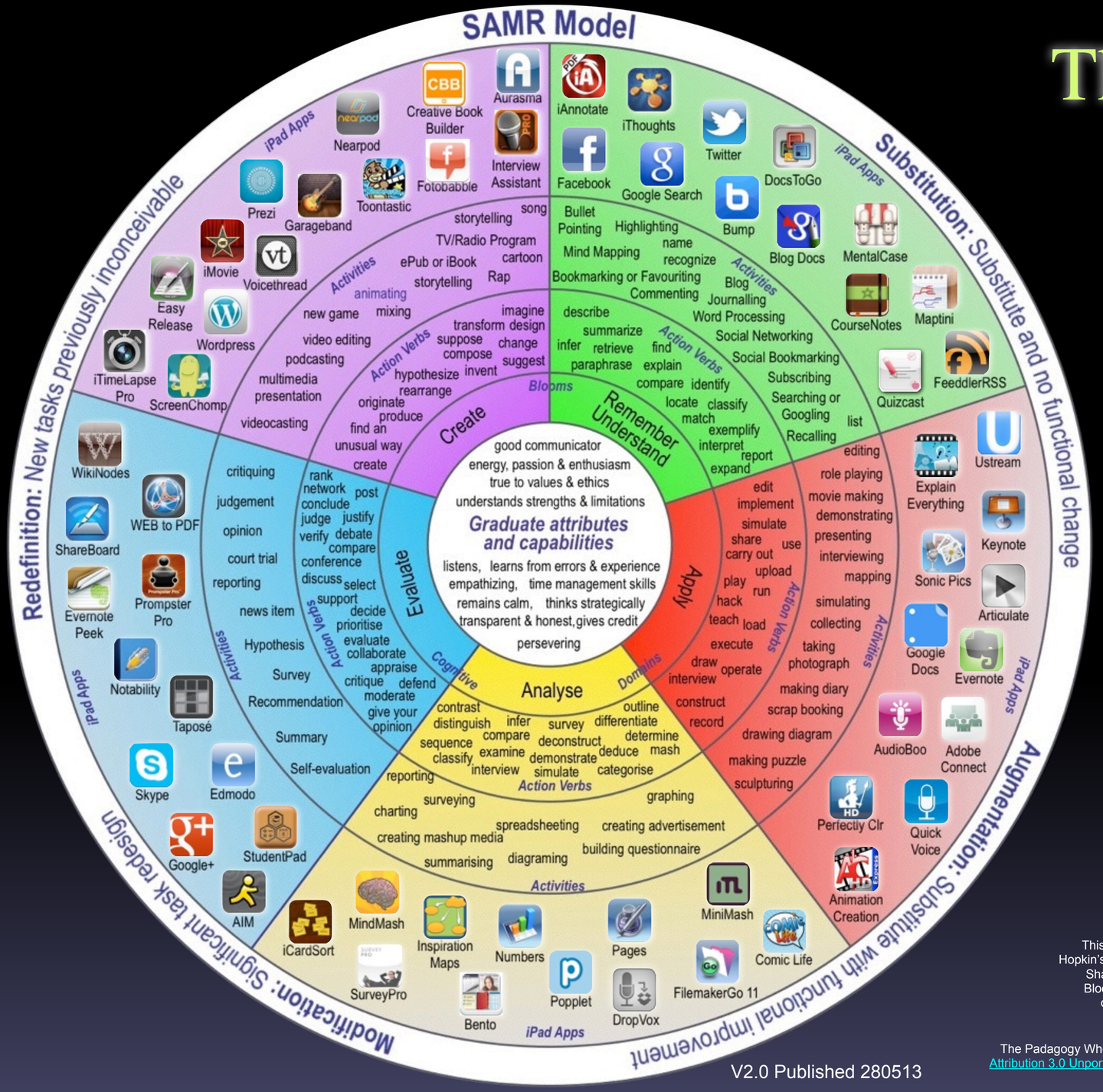
Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmiweb.org.uk That wheel was produced by Sharon Artley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, I have to acknowledge the creative work of Kathy Schrock on her website Bloomin' Apps

Designing Outcomes

V1.0 Published 080712

The Padagogy Wheel V2.0



- Added to the core of the wheel: Graduate Attributes and Capabilities
- Added SAMR Model of technology integration

Standing on the Shoulders of Giants

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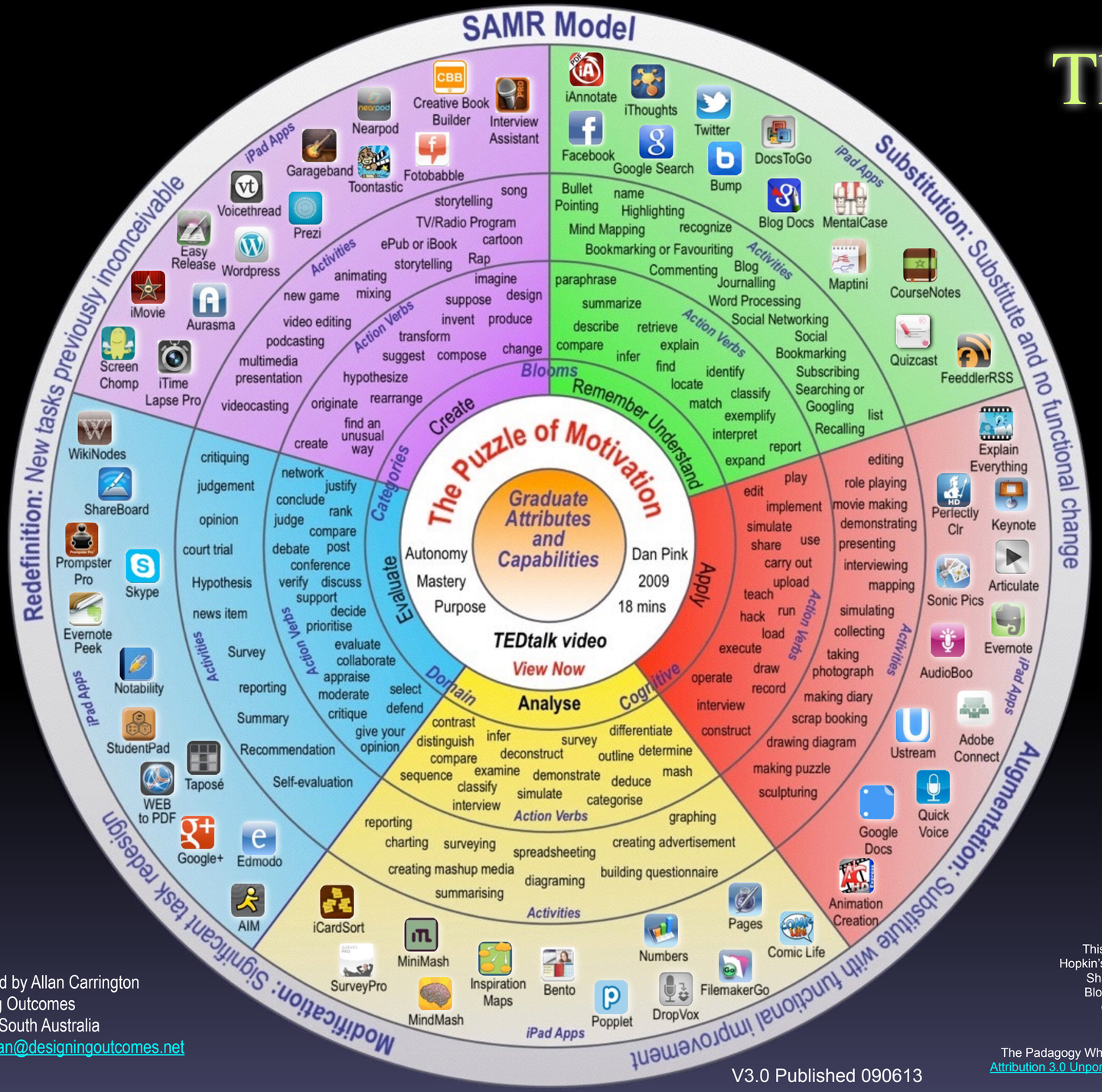
Designing Outcomes

V2.0 Published 280513

Designing Outcomes

The Padagogy Wheel V3.0



- Expanded emphasis on Graduate Attributes and Capabilities
- Added a scientifically supported model of motivation
  - Autonomy
  - Mastery
  - Purpose

Developed by Allan Carrington
Designing Outcomes
Adelaide South Australia
Email: allan@designingoutcomes.net

V3.0 Published 090613

Standing on the Shoulders of Giants

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The Padagogy Wheel V3.0

V3.0: Learning Design starts with Graduate Attributes, Capabilities and Motivation

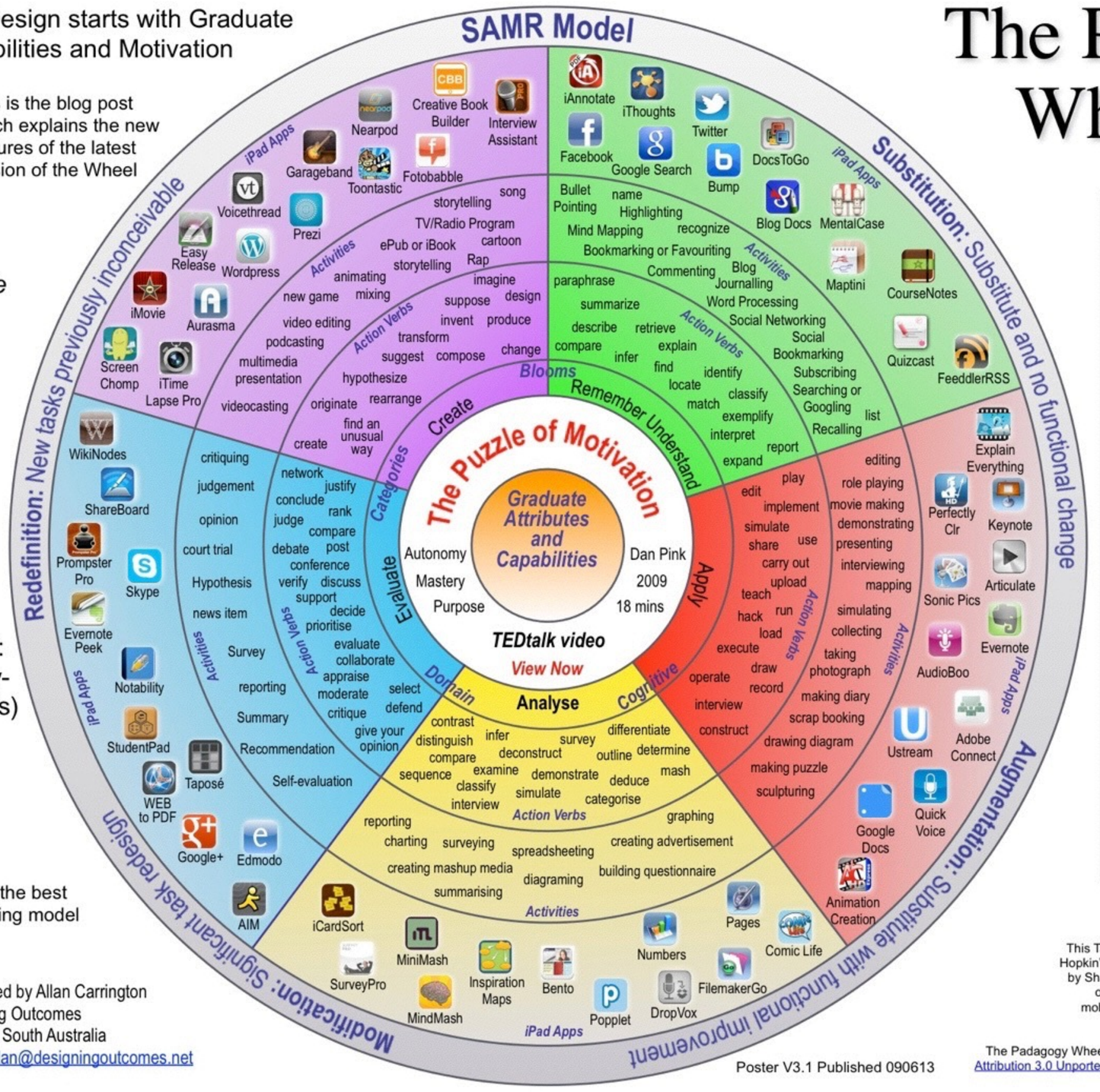
This is the blog post which explains the new features of the latest version of the Wheel

Video: *The Puzzle of Motivation*

Watch the Dan Pink TEDtalk YouTube video

How to use the Padagogy Wheel: It's All About Grey-matter Grids (GGs)

A methodology to get the best results with this teaching model



Graduate Attributes & Capabilities

Requested by CEO's and executives .... the people that hire, what they desire to see in graduates from higher education.

- Having energy, passion and enthusiasm
- Being willing to give credit to others
- Empathising & working productively with diversity
- Being transparent and honest in dealings with others
- Thinking laterally and creatively
- Being true to one's values and ethics
- Listening to different points of view before coming to a decision
- Understanding personal strengths & limitations
- Time management skills
- Persevering
- Learning from errors
- Learning from experience
- Remaining calm when under pressure
- Being able to make effective presentations to different groups
- Identifying from a mass of information the core issue/ opportunity

These are some of the capabilities that should be identified as part of our graduate attributes and woven into the fabric of our courses in the activity design. We need to have transformation at the core of what we do as teachers, if it is all about the students. Don't jump into learning outcomes, activity design and choosing technology without first reflecting on graduate attributes and capabilities then how to improve motivation and engagement. Miss these and your course design will be weaker for it.

Please visit the blog post and listen to the podcast episode at:

"If you exercise these capabilities.. you will be employed!"

Standing on the Shoulders of Giants

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Developed by Allan Carrington
Designing Outcomes
Adelaide South Australia
Email: allan@designingoutcomes.net

Poster V3.1 Published 090613

App Selection Criteria

from the APPitic App Lists for Education Website

Understanding

Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarize content and translate meaning.

Understanding Criteria

Remembering

Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers

Remembering Criteria

Applying

Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Applying Criteria

Analyzing

Apps that fit into the "analyzing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognize the organization of content..

Analyzing Criteria

Evaluating

Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Evaluating Criteria

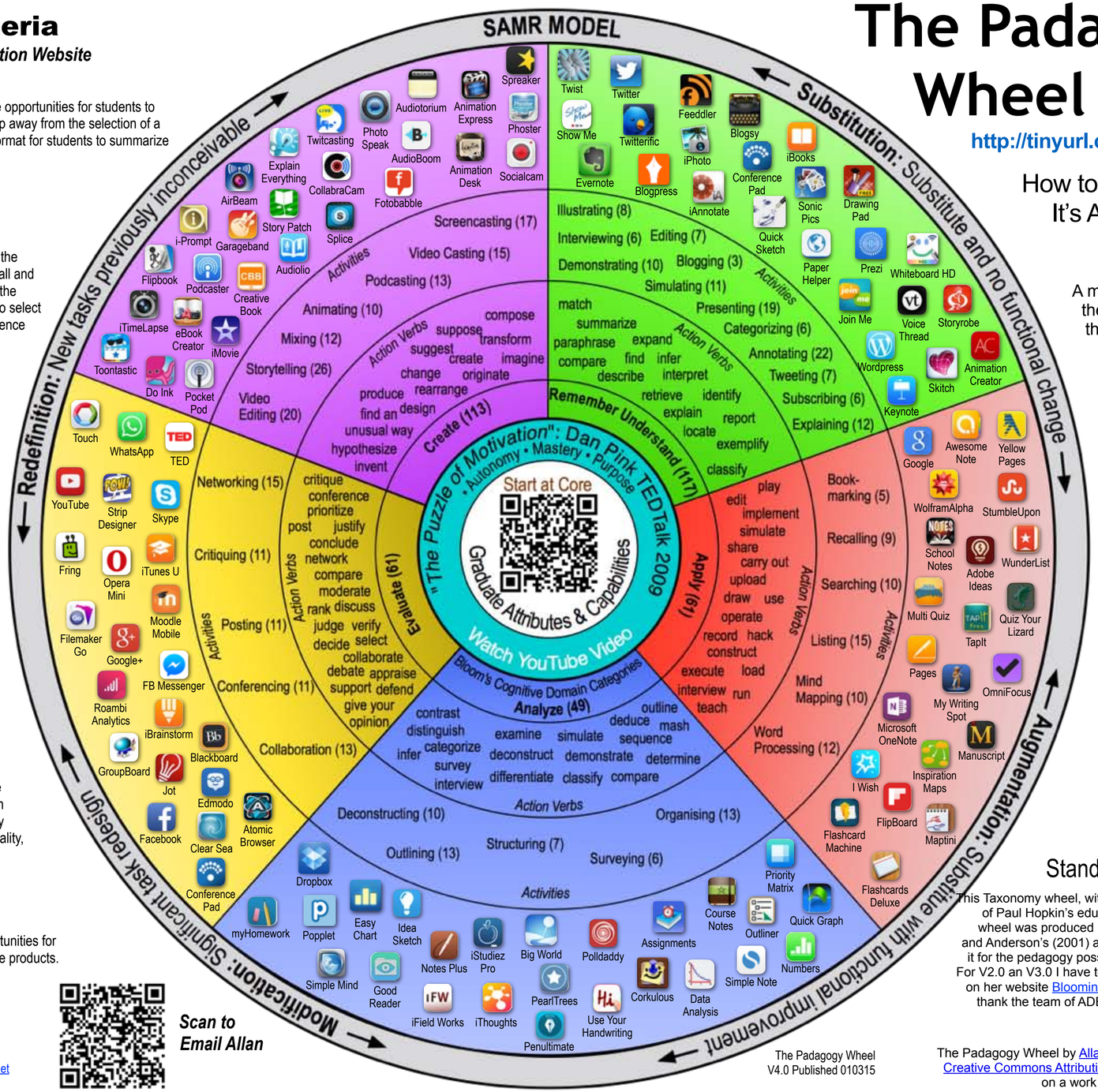
Creating

Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

Creating Criteria

Developed by Allan Carrington
Designing Outcomes Adelaide SA
Email: allan@designingoutcomes.net

Scan to Email Allan



The Padagogy Wheel V4.0

http://tinyurl.com/posterV4

How to use the Padagogy Wheel: It's All About Grey-matter Grids

A methodology to get the best results with this teaching model

APPitic APP LISTS FOR EDUCATION

http://appitic.com

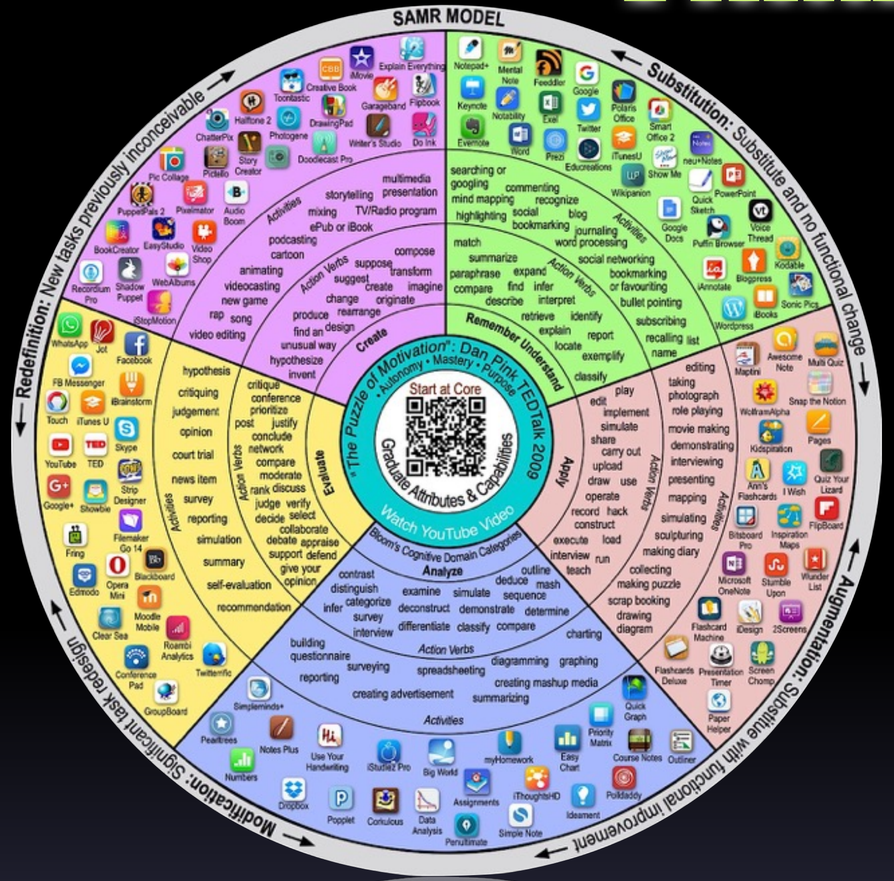
is a comprehensive online directory of apps for education, developed by Apple Distinguished Educators (ADEs) and is available in 19 languages. The website identifies 400 Apps by the Blooms Cognitive Domain Categories with 122 of the most popular apps individually linked from the Padagogy Wheel

Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmiweb.org.uk That wheel was produced by Sharon Artley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, For V2.0 an V3.0 I have to acknowledge the creative work of Kathy Schrock on her website Bloomin' Apps For the major revision that is V4.0 I have to thank the team of ADEs who created APPitic the App Lists for Education Website.

The Padagogy Wheel
V4.0 Published 010315

The Meshing of Technology, Thinking, & Student Motivation



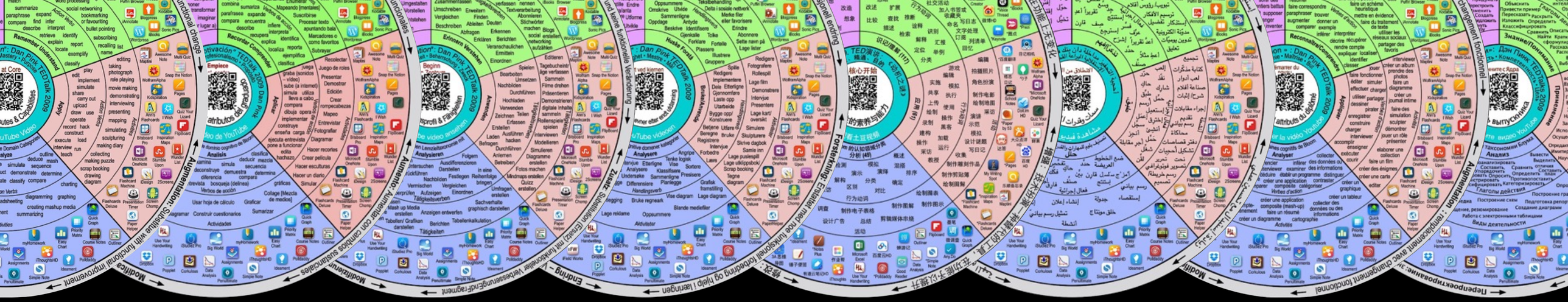
"Disruptive innovation is not a tactic. It's a mindset."

Luke Williams: Disrupt

"The Padagogy Wheel visual places the idea of motivation and capabilities at the center, which gets at one of its more compelling characteristics as a model – the meshing of technology, thinking, and student motivation. Many of the failures in #edtech are failures in #edtech integration, and frameworks like the Padagogy wheel attempt to clarify the relationship between "big picture" elements. Seeing the pieces – tablets, apps, learning goals, cognitive actions, etc.– and how they work together is everything. Without that vision, any bit of #edtech is limp and lifeless".

Extract from te@chthought blog post

http://tinyurl.com/bigpictureedtech



English Spanish German Norwegian Chinese Arabic French Russian

An Endorsement

"This connection of theory, practice, and application makes the Padagogy Wheel an invaluable resource that should be on the wall of every classroom".

Designing Outcomes

In Support of Excellence:
http://tinyurl.com/alsltblog

Dr Matt Harris is past Chair of the Board of Directors for the International Society for Technology in Education (**About ISTE**). Matt was the first person to hold the post while living and working outside of the United States.

Padagogy Wheel First Language Project

"Why should it only be in English?"


English ✓


Spanish ✓


German ✓


Chinese ✓


Norwegian ✓


Arabic ✓


French ✓


Russian ✓


Czech ✓


Dutch ᑭ


Catalan ᑭ


Polish ᑭ


Portuguese ᑭ


Hebrew ᑭ


Ukrainian


Indonesian


Icelandic


Greek


Afrikaans


Italian


Korean


Japanese


Hindi


Welsh


Irish


Turkish

✓ Published ᑭ Artwork being produced

My hypothesis: People can more easily use higher order thinking to be creative, if they think in their heart language (aka first language)

If you would like to help blog and research about any of the languages above or help get the Padagogy Wheel into your first language then please contact me. **Twitter:** @allanadl **Email:** allan@designingoutcomes.net

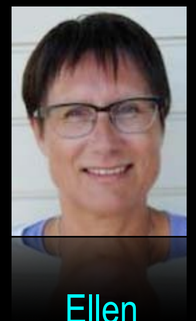
Language Champions

Allan
Australia

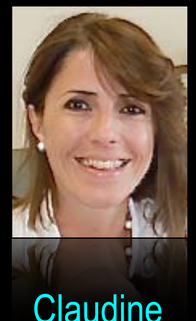
Aroldo
Guatemala

Tobias
Germany

Johnnie
China

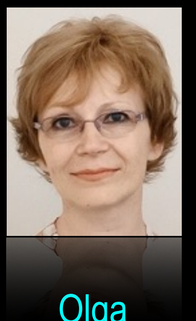


Ellen
Norway

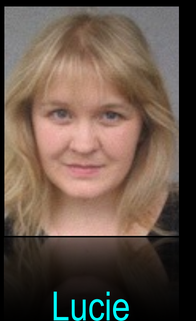


Claudine
Lebanon

Jérémie
France



Olga
Russia



Lucie
Czech Republic

English ✓

Spanish ✓

German ✓

Chinese ✓

Norwegian ✓

Arabic ✓

French ✓

Russian ✓

Czech ✓

Helping Teachers use the Padagogy Wheel in their first language

App Selection Criteria

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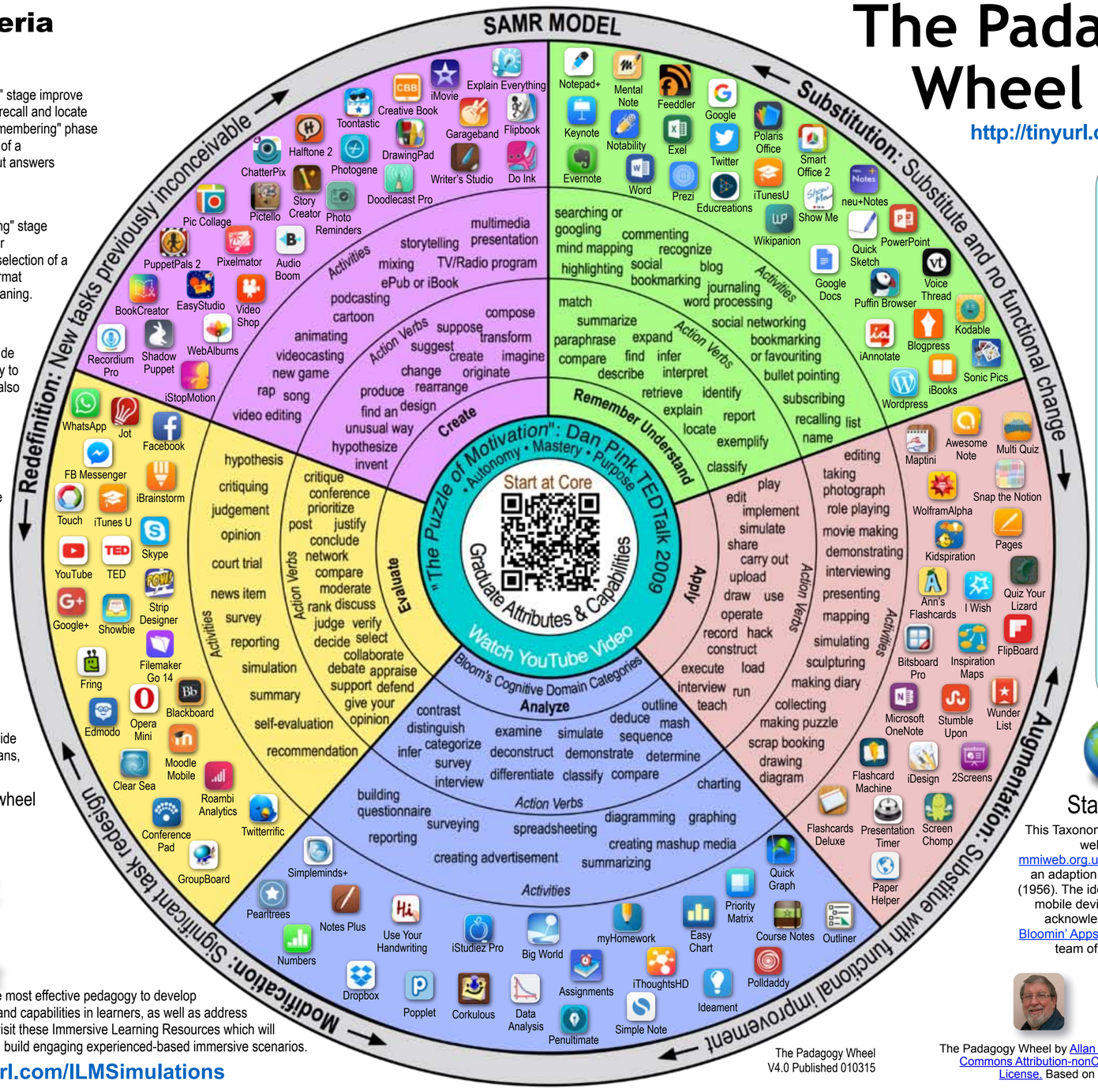
Creating Criteria

Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

Immersive Learning at the core of the wheel is the New Instructional Design

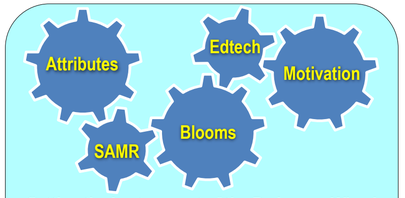
Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design and build engaging experienced-based immersive scenarios.

http://tinyurl.com/ILMSimulations



The Padagogy Wheel V4.1

http://tinyurl.com/posterV4



Getting the best use out of the Padagogy Wheel

Use it as a series of prompts or interconnected gears to check your teaching from planning to implementation

The Attributes Gear: This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask 'how does everything I do support these attributes and capabilities?'

The Motivation Gear: Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose?'

The Blooms Gear: Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.

The Technology Gear: Ask 'How can this serve your pedagogy'? Apps are only suggestions, look for better ones & combine more that one in a learning sequence.

The SAMR Model Gear: This is "How are you going to use the technologies you have chosen"?

I would like to thank *Tobias Rodemerk* for the idea of the gears. Tobias is a teacher & works for the State Institute for School Development Baden-Württemberg (LS), Germany

Allan Carrington

Allan
Australia

English

The Padagogy Wheel First Language Project: 21 languages are planned for 2016. For the latest languages see bit.ly/languageproject

Standing on the Shoulders of Giants

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Developed by Allan Carrington Designing Outcomes
Adelaide South Australia Email: allan@designingoutcomes.net

The Padagogy Wheel V4.0 Published 010315

Auswahlkriterien der App

Kriterien des Verstehens

Verstehen: Apps, die der Phase des „Verstehens" zuzuordnen sind, ermöglichen Studierenden Ideen oder Konzepte zu erklären. Bei Apps des Verstehens geht es nicht um die Auswahl einer „richtigen" Antwort, sondern diese stellen Studierenden ein offeneres Format bereit, um Inhalte zusammenzufassen und Sinngehalte wiederzugeben.

Kriterien des Erinnerns

Erinnern: Apps, die der Phase des „Erinnerns" zuzuordnen sind, verbessern die Fähigkeit des Anwenders, Begriffe zu definieren, Fakten zu erkennen und Informationen zu ermitteln und abzurufen. Viele „Bildungsapps" fallen in die „Erinnerungsphase" des Lernprozesses. Sie verlangen von den Anwendern eine Antwortaus einer Liste auszuwählen, Übereinstimmungen zu finden und Inhalte in eine Reihenfolge zu bringen.

Kriterien des Anwendens

Anwenden: Mit Apps, die der Phase des „Anwendens" zuzuordnen sind, können Studierende zeigen, dass sie in der Lage sind, erlernte Vorgänge oder Methoden anzuwenden. Sie heben außerdem die Fähigkeit hervor, Konzepte in bisher unbekannten Kontexten anzuwenden.

Kriterien des Analysierens

Analysieren: Apps, die der Phase des „Analysierens" zuzuordnen sind, verbessern die Fähigkeit des Anwenders zwischen relevanten und irrelevanten Informationen zu unterscheiden, Beziehungen festzustellen und die Gliederung von Inhalten zu erkennen.

Kriterien des Bewertens

Bewerten: Apps, die der Phase des „Bewertens" zuzuordnen sind, verbessern die Fähigkeit des Anwenders, auf Basis von selbst festgelegten Kriterien oder externen Quellen Materialien oder Methoden zu beurteilen. Sie unterstützen Studierende dabei, die Glaubwürdigkeit, Richtigkeit, Qualität und Effektivität von Inhalten zu bewerten und fundierte Urteile zu treffen.

Kriterien des Gestaltens

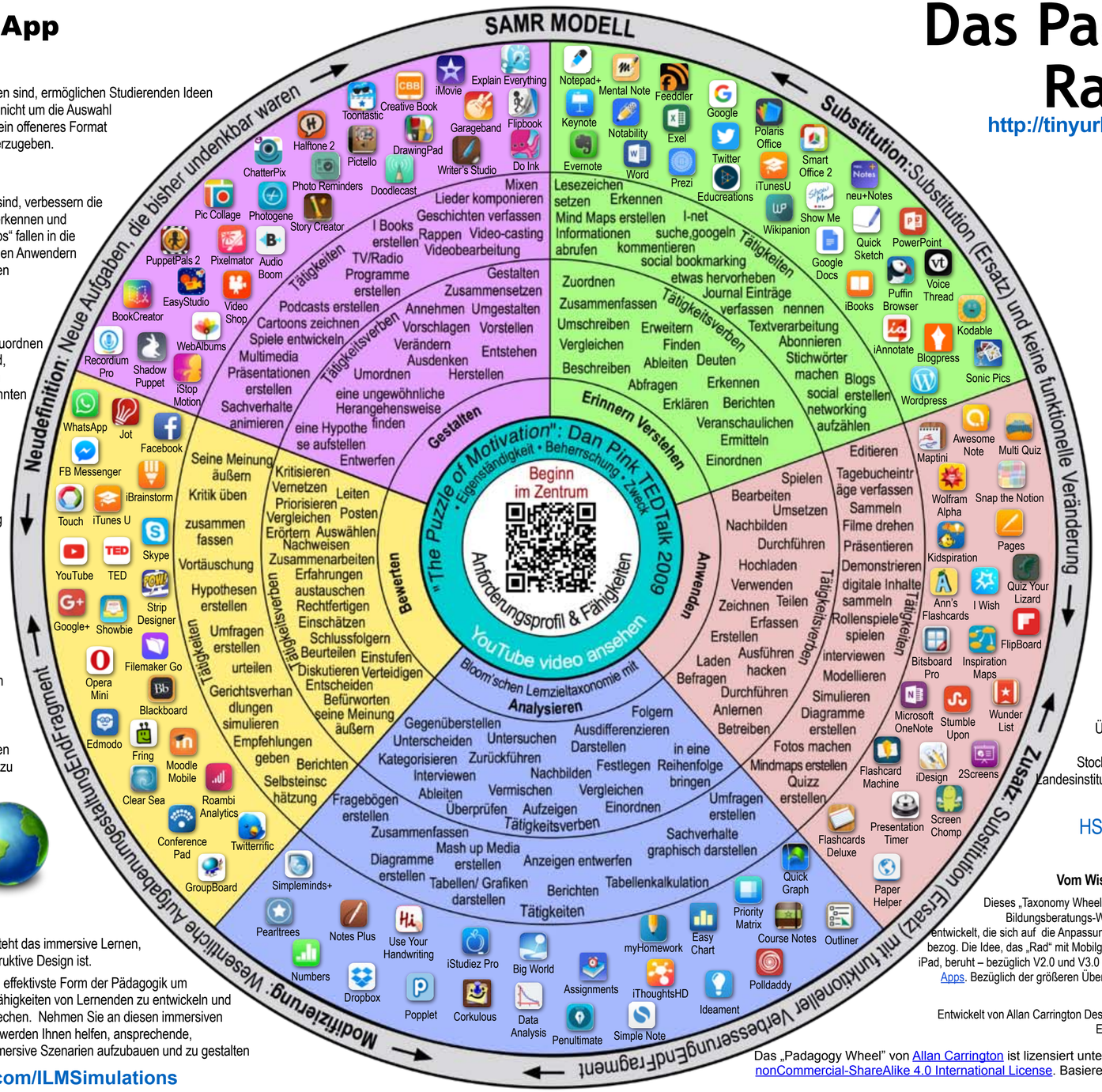
Gestalten: Apps, die der Phase des „Gestaltens" zuzuordnen sind, ermöglichen Studierenden Ideen zu entwickeln, Pläne zu entwerfen und Produkte herzustellen.

Das Pad-agogik Rad in deiner Muttersprache:
2016 Übersetzung in 21 Sprachen geplant. Für die neuesten Übersetzungen, siehe: bit.ly/languageproject

Im Kern des Rades steht das immersive Lernen, welches das neue instruktive Design ist.

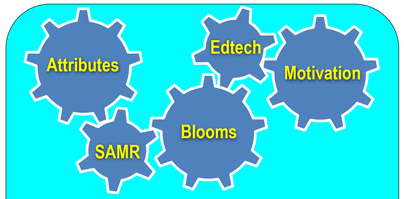
Simulationen: sind die effektivste Form der Pädagogik um Qualifizierungen und Fähigkeiten von Lernenden zu entwickeln und die Motivation anzusprechen. Nehmen Sie an diesen immersiven Lernmethoden teil. Sie werden Ihnen helfen, ansprechende, erfahrungsbasierte, immersive Szenarien aufzubauen und zu gestalten

http://tinyurl.com/ILMSimulations



Das Padagogy Rad V4.1

http://tinyurl.com/posterV4GER



Wie man das Pad-agogische Rad optimal nutzt

Nutze es als Orientierungsrahmen um den Einsatz neuer Medien in deinem Unterricht von der Vorbereitung bis zur Durchführung zu reflektieren. Alle Elemente greifen ineinander über.

Zahnrad der Attribute: Dies ist der Kern der Unterrichtsgestaltung. Hinterfrage stets deine Arbeitsethik, Verantwortung und Sozialverhalten. Frag dich, welche Entwicklung Absolventen nach dieser Lernerfahrung vollzogen haben werden und wieso andere sie als erfolgreich ansehen. Frag dich wie all deine Handlungen zur Unterstützung dieser Eigenschaften und Fähigkeiten beitragen.

Kugellager der Motivation: Die übergeordnete Frage ist wie dein Unterricht die Autonomie, Kompetenz und Selbstbestimmung der Lerner fördert.

Kuggellager der Bloomschen Taxonomie: Dies hilft bei der Entwicklung kognitiv anspruchsvoller Aufgaben. Versuche mindestens ein Lernziel aus jeder Kategorie zu erreichen. Erst danach sollten technologische Verbesserung folgen

Kugellager der Technologie: Wie kann der Einsatz neuer Medien das Pädagogische unterstützen? Die Apps dienen als Orientierung, suche nach Alternativen und kombiniere mehrere in einer Unterrichtssequenz.

Das SAMR Kugellager: Wie wirst du die gewählten Technologien einsetzen?

Danke an *Tobias Rodemerk*, der mich auf die Idee mit den Zahnrädern gebracht hat. Tobias ist Lehrer und arbeitet für das Landesinstitut für Schulentwicklung in Baden-Württemberg (LS).

Allan Carrington

Tobias Germany

German

Übersetzung von Prof. Dr. Volkmar Langer, President, College Weserbergland HSW, University of Applied Sciences, Am Stockhof 2, D-31785 Hameln Deutschland und Tobias Rodemerk, Landesinstitut für Schulentwicklung (LS) Baden-Württemberg. Tobias und Volkmar berichten über das Padagogy Wheel in ihren Blogs.

HSW-Learningblog: **tinyurl.com/padwheelDE**

Integrate to Learn : **integrate2learn.com**

Vom Wissen intellektueller Größen der Vergangenheit profitieren

Dieses „Taxonomy Wheel", ohne die Apps, wurde als erstes auf der Webseite von Paul Hopkins Bildungsberatungs-Webseite mmiweb.org.uk entdeckt. Das „Rad" wurde von Sharon Artley entwickelt, die sich auf die Anpassung von Kathwohl und Andersons (2001) Adaptierung von Bloom (1956) bezog. Die Idee, das „Rad" mit Mobilgeräten im Pädagogikkontext weiterzuentwickeln, im Speziellen für das iPad, beruht – bezüglich V2.0 und V3.0 – auf der Kreativarbeit von Kathy Schrock auf ihrer Webseite Bloomin' Apps. Bezüglich der größeren Überarbeitung der V04 bedanke ich mich bei dem Team von ADEs, die die Webseite APPitic the App Lists for Education entwickelt haben.

Entwickelt von Allan Carrington Designing Outcomes Adelaide SA E-Mail: allan@designingoutcomes.net
English V4.0 veröffentlicht 010315 German V4.0 veröffentlicht 010515

Kolo iPadagogiky Czech V4.1

http://bit.ly/PWposterCZE

Kritéria pro výběr aplikací

Kritéria pro cíl Zapamatovat si: Aplikace odpovídající cílové úrovni „Zapamatovat si“ zdokonalují schopnost uživatelů definovat pojmy, identifikovat fakta, vybavit si informaci a zařadit ji v rámci systému. Mnoho vzdělávacích aplikací patří právě do úrovně „zapamatování“. Vedou uživatele k tomu, aby vybrali odpovědi z navržených možností, spojili či seřadili určité položky nebo vložili odpovědi.

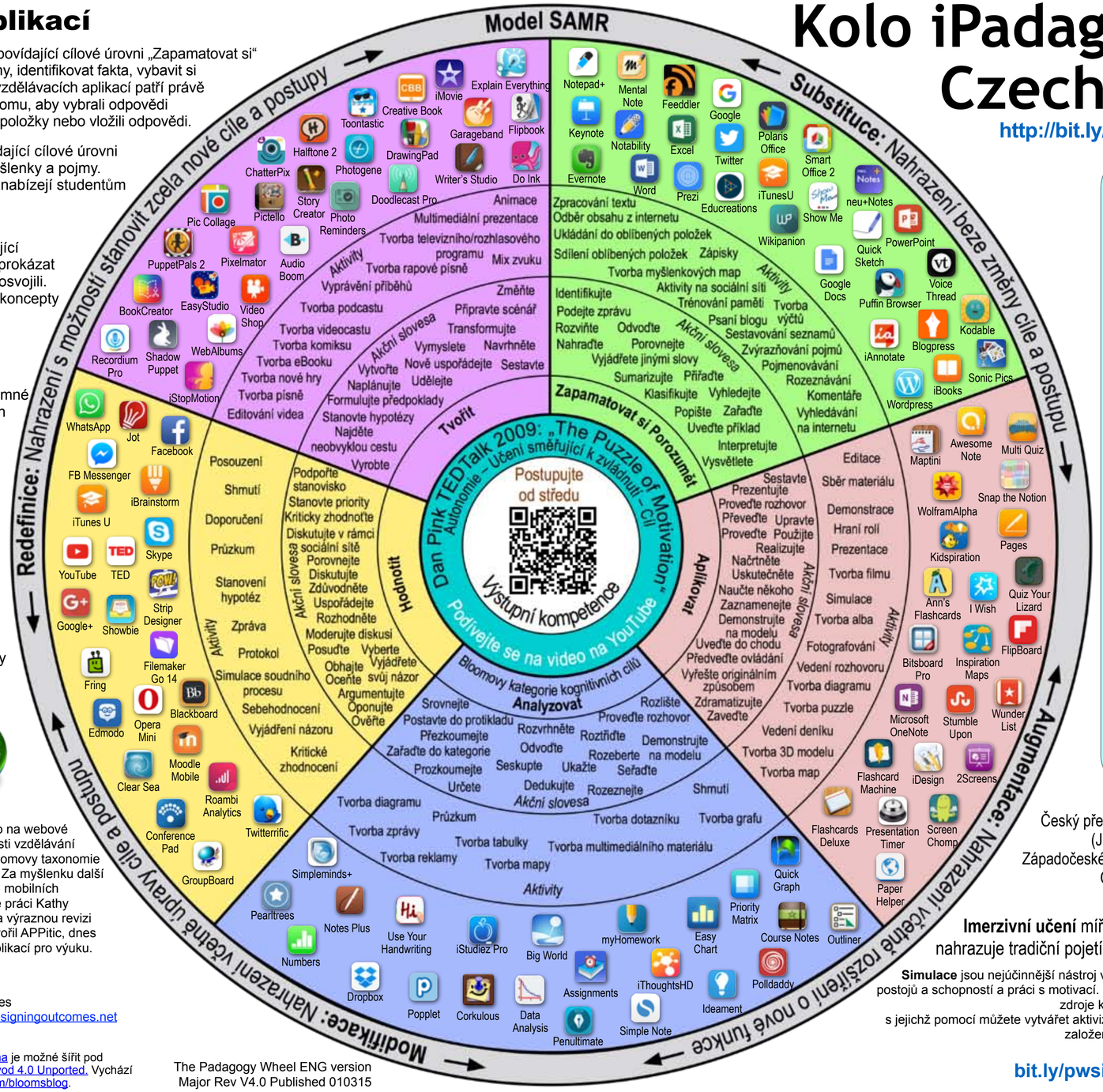
Kritéria pro cíl Porozumět: Aplikace odpovídající cílové úrovni „Porozumět“ umožňují studentům vysvětlit myšlenky a pojmy. Namísto pouhého výběru „správné“ odpovědi nabízejí studentům otevřené otázky zaměřené na shrnutí obsahu a vyjádření jeho smyslu.

Kritéria pro cíl Aplikovat: Aplikace odpovídající cílové úrovni „Aplikovat“ umožňují studentům prokázat schopnost uplatnit procesy a metody, které si osvojili. Umocňují také jejich dovednost využít známé koncepty v neobvyklých situacích.

Kritéria pro cíl Analyzovat: Aplikace odpovídající cílové úrovni „Analyzovat“ zdokonalují schopnost uživatelů odlišovat podstatné od nepodstatného, odhalovat vzájemné vztahy mezi prvky a rozpoznávat způsob jejich uspořádání v systému.

Kritéria pro cíl Hodnotit: Aplikace odpovídající cílové úrovni „Hodnotit“ zdokonalují schopnost uživatelů posoudit materiál a použité metody na základě vlastních stanovených kritérií nebo základě kritérií uvedených v externích zdrojích. Pomáhají studentům posoudit spolehlivost, přesnost, kvalitu a funkčnost obsahu a na základě toho zaujmout určité stanovisko.

Kritéria pro cíl Tvořit: Aplikace odpovídající cílové úrovni „Tvořit“ dávají studentům možnost přicházet s nápady, sestavovat plány a vytvářet produkty.



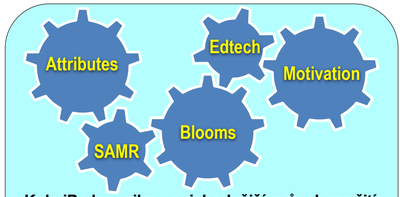
Stojíme na ramenou obrů

Toto taxonomické kolo s aplikacemi se poprvé objevilo na webové stránce Paula Hopkinse věnované poradenství v oblasti vzdělávání mmiweb.org.uk . Vytvořila ho Sharon Artley podle Bloomovy taxonomie (1956) upravené Krathwohlem a Andersonem (2001). Za myšlenku další úpravy tohoto kola zaměřenou na didaktické možnosti mobilních zařízení, zejména iPadu (V2.0 a V3.0), vděčím tvořivé práci Kathy Schrockové na její webové stránce Bloomin' Apps. Za výraznou revizi pro verzi V4.0 musím poděkovat týmu ADE, který vytvořil APPitic, dnes již ukončený projekt webové stránky se seznamem aplikací pro výuku.

Autor: Allan Carrington Designing Outcomes
Adelaide South Australia Email: allan@designingoutcomes.net

The Padagogy Wheel ENG version
Major Rev V4.0 Published 010315

Kolo iPadagogiky - jazykový projekt -
V roce 2016 je plánován překlad do 21 jazyků. Nejnovější překlady - bit.ly/languageproject



Kolo iPadagogiky – nejvhodnější způsob využití

Vnímejte kolo iPadagogiky jako posloupnost podnětů, jako systém ozubených kol, která do sebe zapadají, na základě kterých se řídíte krok za krokem, od plánování výuky až k její realizaci v praxi.

Ozubené kolo – Charakteristiky: Je základem plánování výuky. Musíte neustále a opakovaně zvažovat takové faktory, jako jsou etika, odpovědnost a občanský postoj. Ptejte se sami sebe, jak se student získáním této výukové zkušenosti „změní k lepšímu“, jak „bude vypadat“, tj. co způsobí, že ho ostatní budou vnímat jako „úspěšného“? Ptejte se, jak svou činností žádoucí cílové kompetence podporujete.

Ozubené kolo – Motivace: Ptejte se sami sebe: „Nakolik to, co buduji a učím, vede k samostatnosti studenta, k tomu, že vše zvládne a dosáhne cílů?“

Ozubené kolo – Bloomova taxonomie: Ozubené kolo pomáhá stanovit učební cíle vedoucí k dosažení vyššího stupně myšlení. Snažte se, aby mezi učebními cíli byl aspoň jeden z každé kategorie Bloomovy taxonomie vzdělávacích cílů. Pouze potom budete připraveni na další krok k učení podporovanému technologiemi.

Ozubené kolo – Technologie: Ptejte se: „Jak může tento nástroj posloužit vaší výuce?“ Kolo iPadagogiky pouze předkládá návrhy aplikací. Hledejte další, lepší a kombinujte je během výuky.

Ozubené kolo – Model SAMR: „Jakým způsobem budete využívat technologie, které jste si vybrali?“

Chtěl bych poděkovat Tobiasovi Rodemerkovi za nápad s ozubenými koly. Tobias je učitel a pracuje pro ministerstvo školství v Bádensku-Württembersku v Německu.

Allan Carrington

Lucie
Czech Republic

Czech

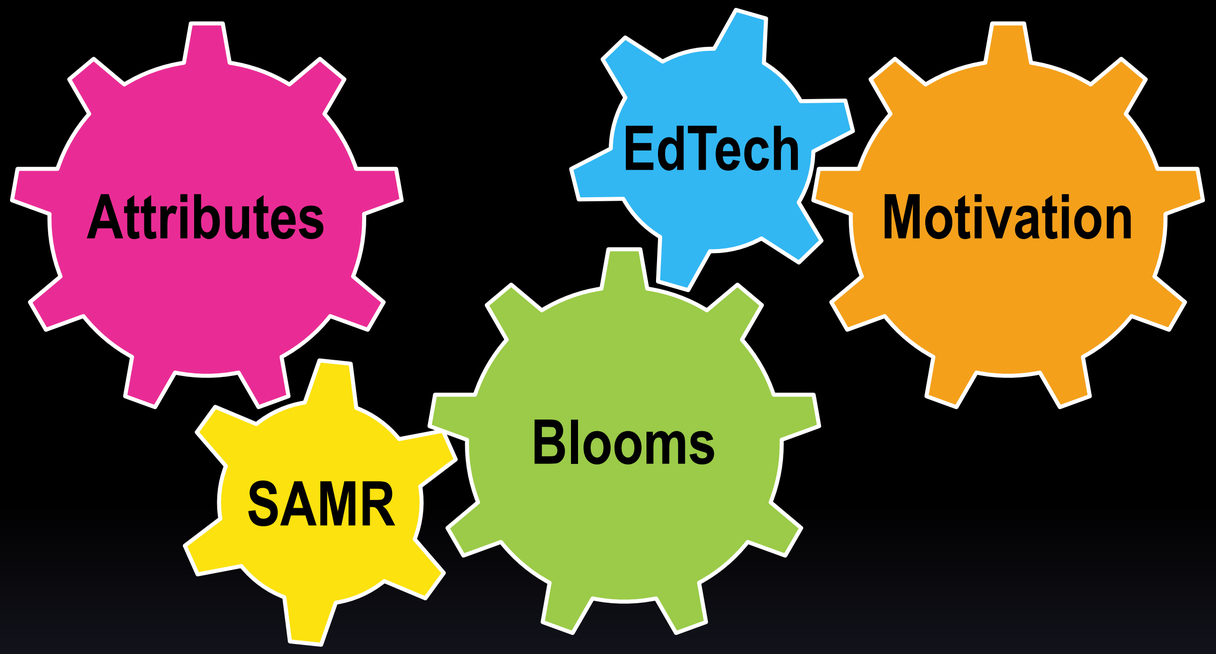
Český překlad připravila Lucie Rohlíková a její #edtech tým (Jana Vejvodová, Ondřej Rohlík a Martin Prade) ze Západočeské univerzity v Plzni, Česká republika, v roce 2016.
České stránky věnující se PW - http://padagogy.cz

Imerzivní učení mířící do středu kola nahrazuje tradiční pojetí plánování výuky.

Simulace jsou nejúčinnější nástroj výuky pro formování postojů a schopností a práci s motivací. Podívejte se na tyto zdroje k imerzivnímu učení, s jejichž pomocí můžete vytvářet aktivizující scénáře učení založeného na zkušenosti.

bit.ly/pwsimulations

Getting the best use out of the Padagogy Wheel



Use it as a series of prompts or gear-like grids to filter your teaching from planning to implementation

Getting the best use of the Wheel

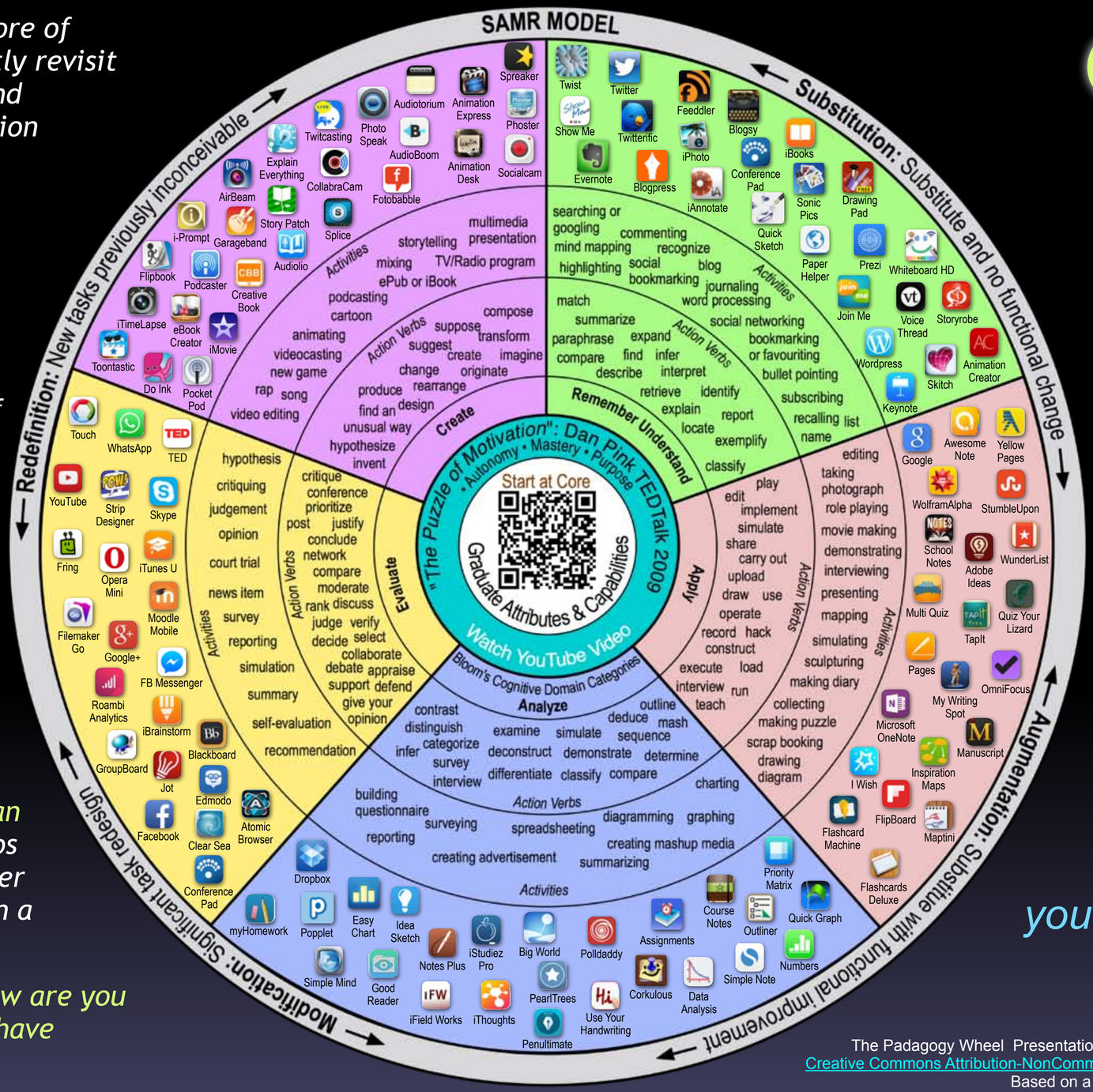
The Attributes Grid: *This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask 'how does everything I do support these attributes and capabilities?'*

The Motivation Grid: *Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose?'*

The Blooms Grid: *Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.*

The Technology Grid: *Ask 'How can this serve your pedagogy'? The apps are only suggestions, look for better ones and combine more that one in a learning sequence.*

The SAMR Model Grid: *This is "How are you going to use the technologies you have chosen"?*



Use it as a series of prompts or grids to filter your teaching from planning to implementation

Flipping our Educational Worldview

1. What do we flip in our thinking?
2. What do we flip in our planning?
3. What do we flip in our syllabus?
4. What do we flip in our pedagogy?

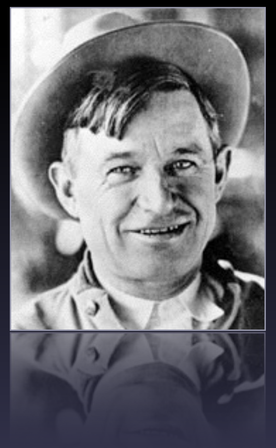
Designing Outcomes

1. Flipped Thinking

Because shift happens! Use sound educational modelling

"When you are through changing, you are through."

Will Rogers



Flipped Thinking: You know…Shift Happens

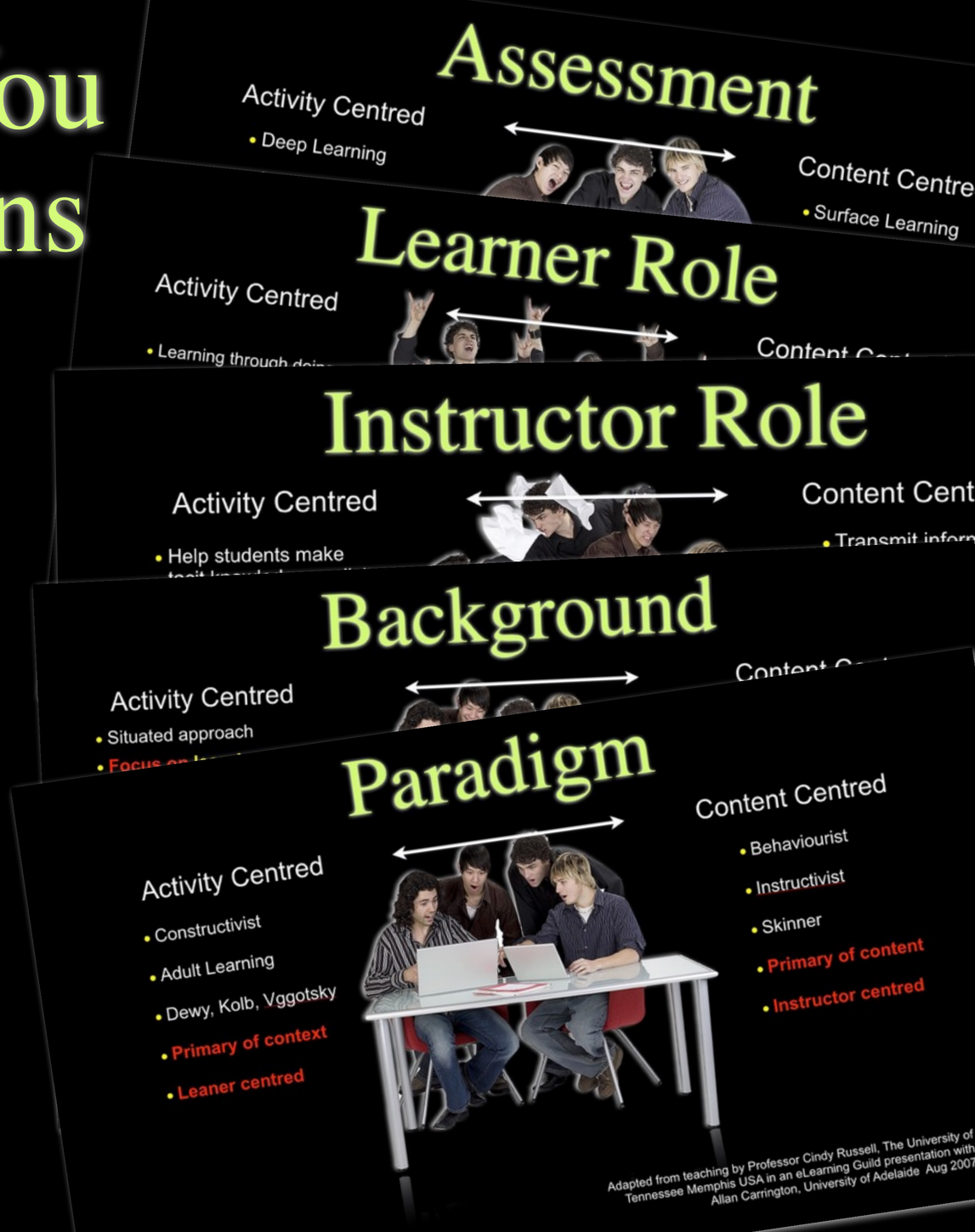
"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn".

Alvin Toffler

Activity Centred ⟷ Content Centred

- Paradigm
- Background
- Instructor Role
- Learner Role
- Assessment

Slides as a PDF: http://tinyurl.com/pwposter



2. Flipped Planning

Start with the graduate finish with content

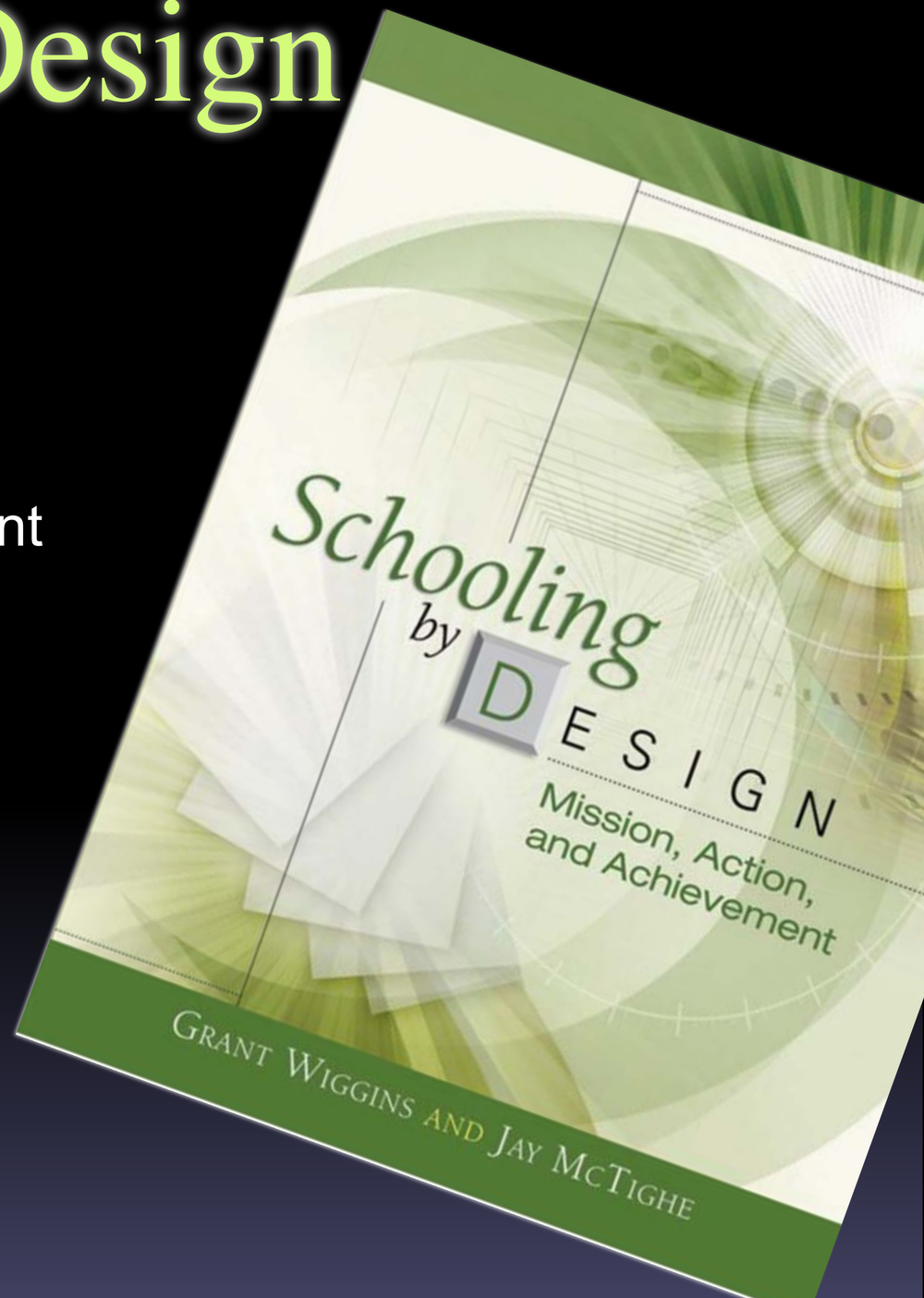
"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen R. Covey,
The Seven Habits of Highly Effective People

For Reference

Schooling by Design

- Identify desired results (big ideas and skills)
- Determine acceptable evidence that support that the desired results have occurred (culminating assessment tasks)
- Plan learning experience and instruction (learning events)



Schooling By Design Book

Bit.ly: bit.ly/schoolbydesignbook

A Study Guide for Schooling by Design

Bit.ly: bit.ly/schoolbydesignstudy

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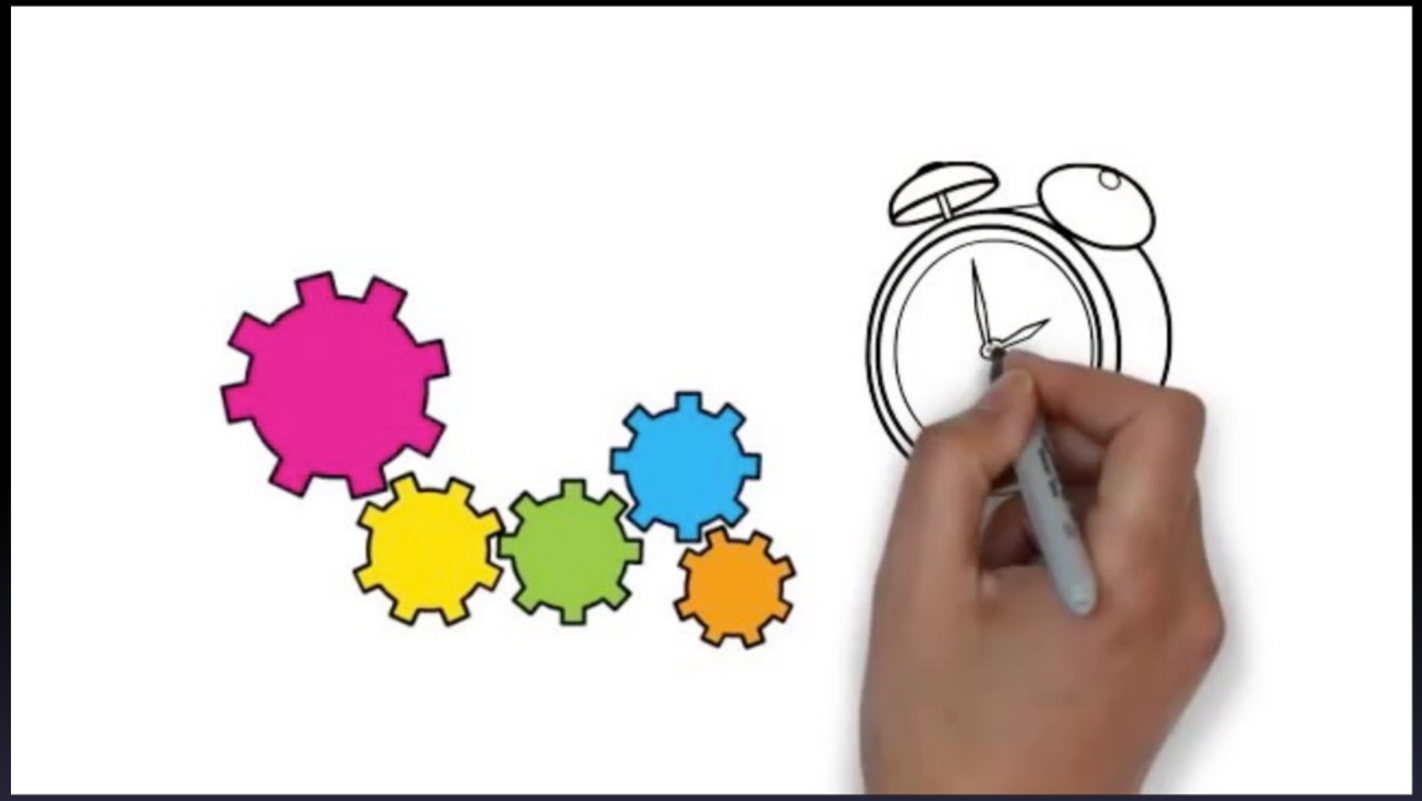
Backward Design & Alignment

Flipping Our Planning

Presented as an Interactive Learning Module in the Workshop

Alignment Map

1. Learning Objectives
2. Assessments
3. Instructional Activities
4. Resources
5. Course Technologies



https://www.youtube.com/watch?v=ZTv2HR2ckto

2.53 mins

3. Flipped Syllabus

Assessment first then plan activities, then insert content in context

Authentic assessment is the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful," as contrasted to multiple choice standardized tests."

https://en.wikipedia.org/wiki/Authentic_assessment

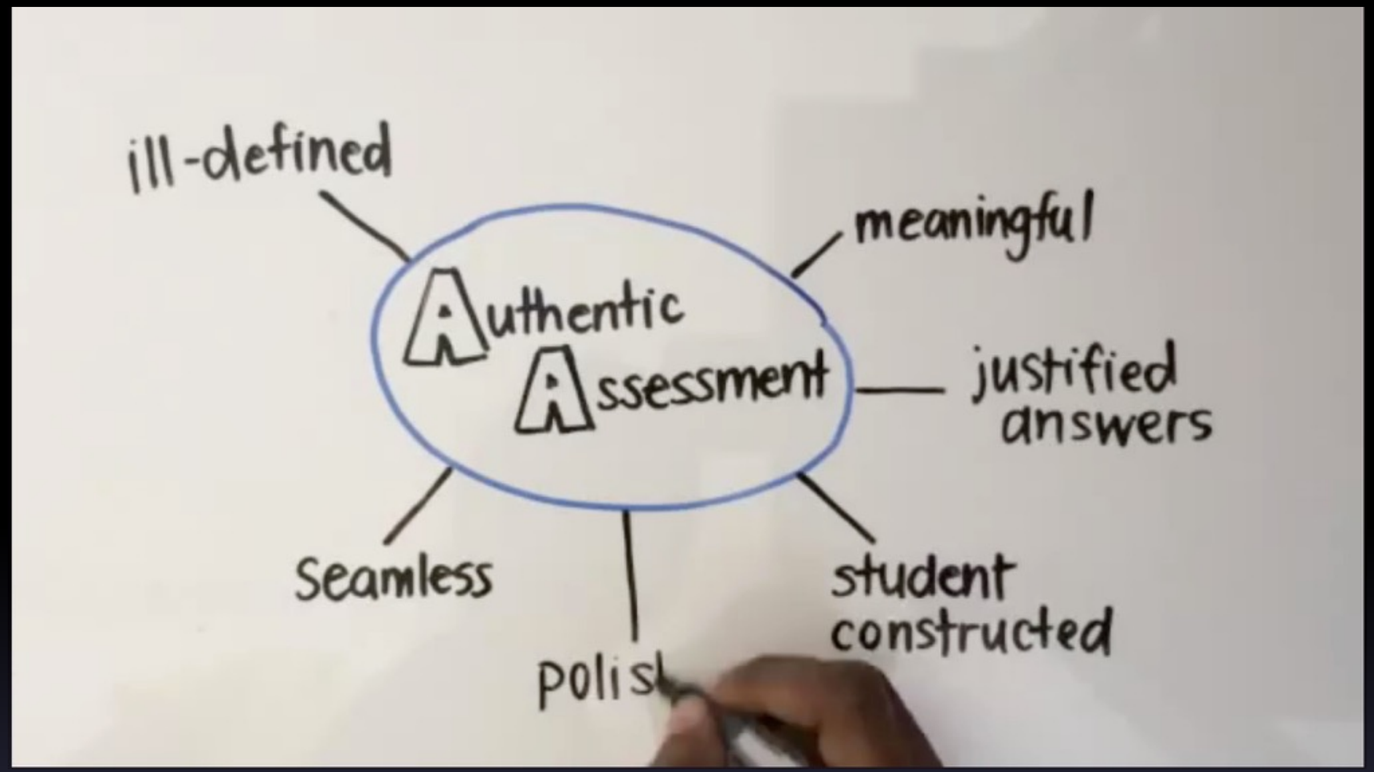
ILM

Authentic Assessment

Flipping Our Syllabus

Presented as an Interactive Learning Module in the Workshop

- Meaningful
- Justified Answers
- Student constructed
- Polished products
- Accurate
- Seamless
- **Real**



Orig Video 6.43 mins

https://youtu.be/sgm9j0SxFVA

1.07 mins
edited

4. Flipped Pedagogy

Flipped classroom, frees up valuable face-to-face to focus on interaction and higher order creativity

Content delivered online as Just in Time Teaching or JiTT in 1999 now rebadged the Flipped classroom

Flipping Your Curriculum Design

Discussion: The Goal is Excellence

It's All About the Students

Their engagement, their learning, their outcomes and their future success

If you design backwards, what ideas have you to build in this order, share your best practice ?

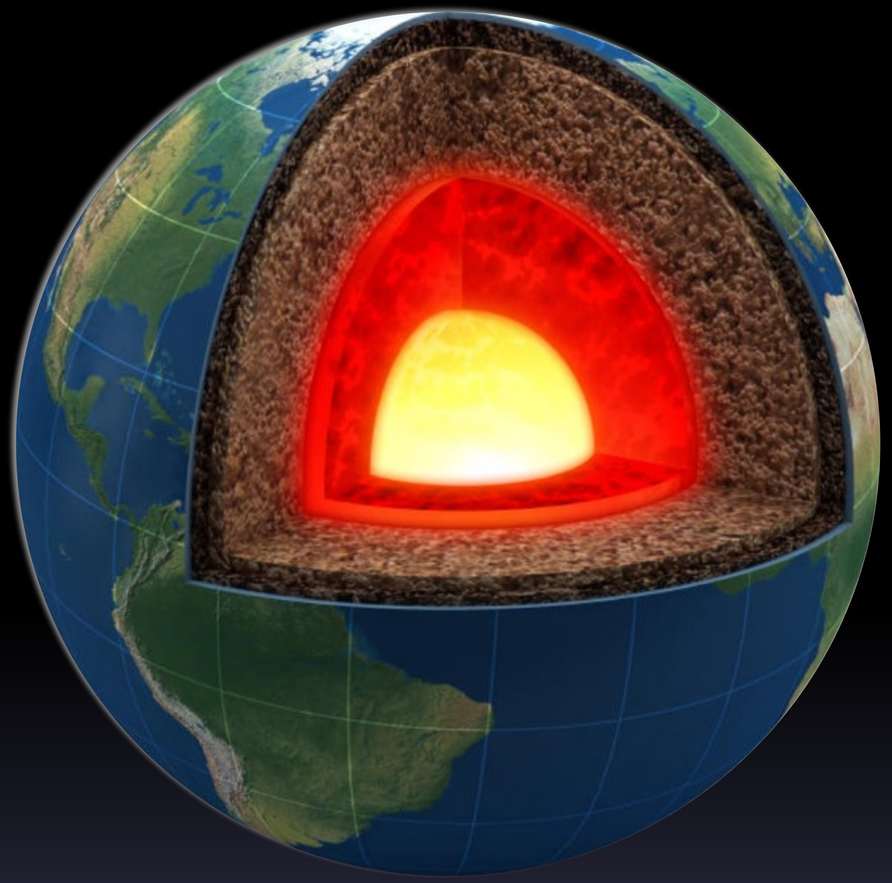
Step 1: What Attributes are important in your graduates?

Step 2: how do you build higher order skills into your Learning Outcomes?

Step 3: How do you use Authentic Assessment?

Step 4: How do you ensure your Learning Activities make the best use of appropriate technologies?

Step 5: Do you embed Contextual Content last and how do you make it real?



The Core of the Wheel is Transformational Teaching & Learning

- *What is Transformative Learning*
- *Develop your definition of Transformative Teaching*
- *How do you do it?*
- *Teaching Character Strengths and Graduate Attributes*

Do You Believe This?

Quote by Queen Rania of Jordan
youthfortechnology.org

What is Transformative Teaching and Learning and do you believe in it?

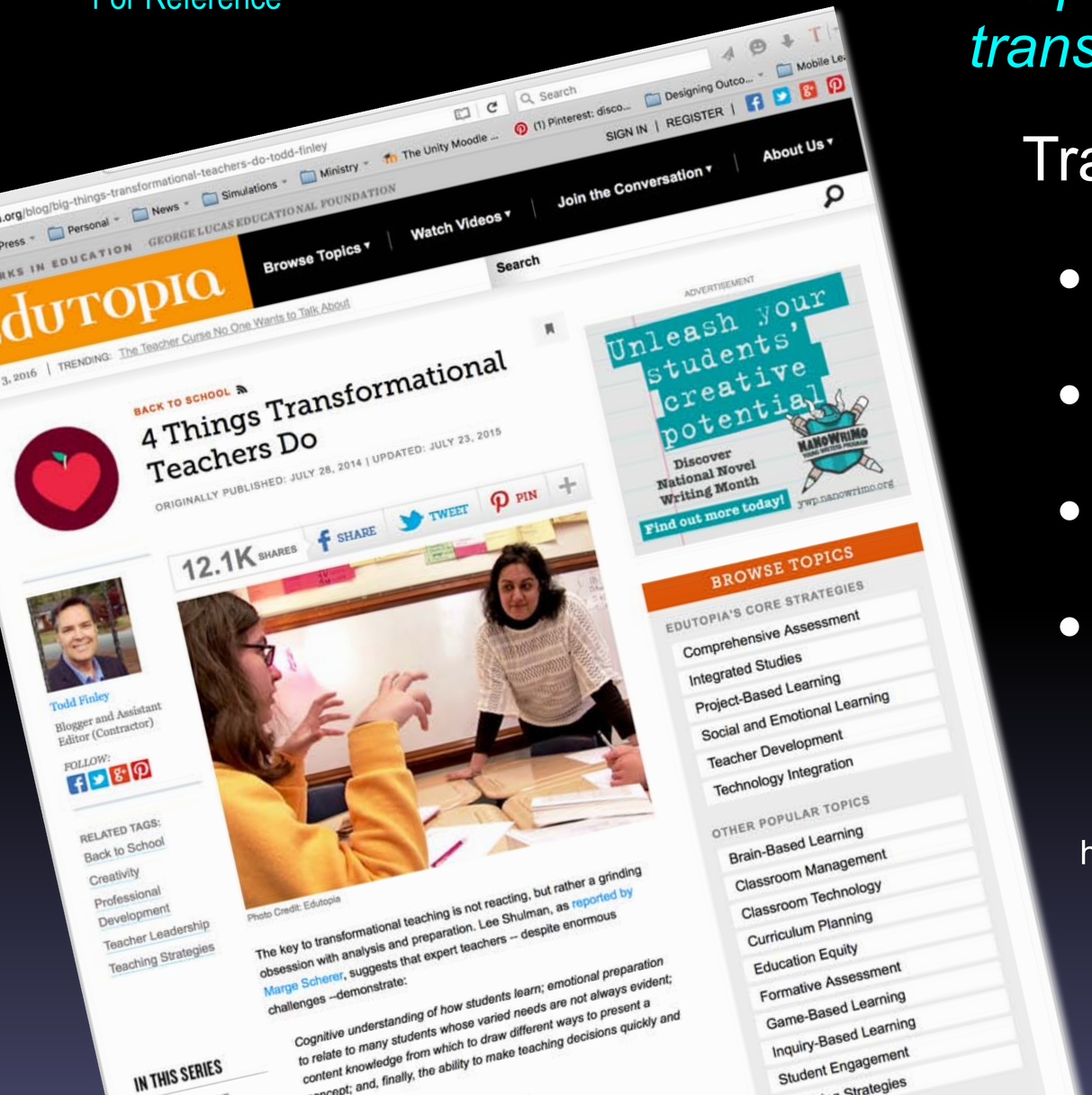
What does a transformed student “look like” in 2016? Who decides what transformation is?

How do you practice transformative teaching?

For Reference

4 Things Transformational Teachers do

#pwwkshp0716 #aussieED Grt 4 doing transformational tching bit.ly/transformtchrs



Transformational Teachers

- Create Constructivist Experiences
- Teach Like Scientists, Artists & Essayists
- Model Symphonic Thinking
- Facilitate Productive Struggle

http://www.edutopia.org/blog/big-things-transformational-teachers-do-todd-finley

Bit.ly: bit.ly/transformtchrs

Teaching Character in Schools

ILM

The other half of the picture: Andrea Sketch TEDx

Presented as an Interactive Learning Module in the Workshop

- *What is Character, how can it be taught in the Classroom?*
- *How could you embed graduate attributes into your educational culture?*
- *Please include ideas for ways teachers might include them in their lesson plans and practice?*

https://www.youtube.com/watch?v=sxHGSTV3LF0

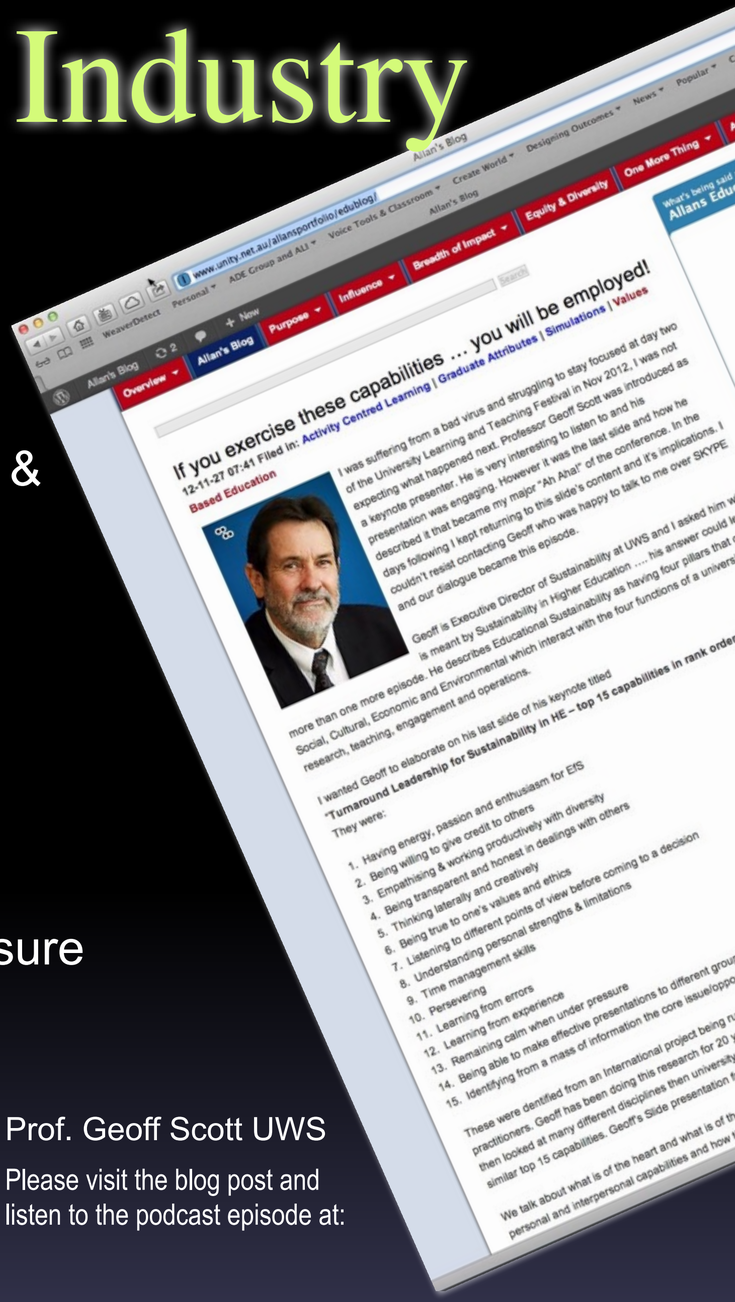
12.54 mins

Graduate Capabilities from Industry

For Reference

Requested by CEO's and executives .... the people that hire, what they desire to see in graduates from higher education.

1. Having energy, passion and enthusiasm
2. Being willing to give credit to others
3. Empathising & working productively with diversity
4. Being transparent and honest in dealings with others
5. Thinking laterally and creatively
6. Being true to one’s values and ethics
7. Listening to different points of view before coming to a decision
8. Understanding personal strengths & limitations
9. Time management skills
10. Persevering
11. Learning from errors
12. Learning from experience
13. Remaining calm when under pressure
14. Effective oral and written communication
15. Accessing and analyzing information



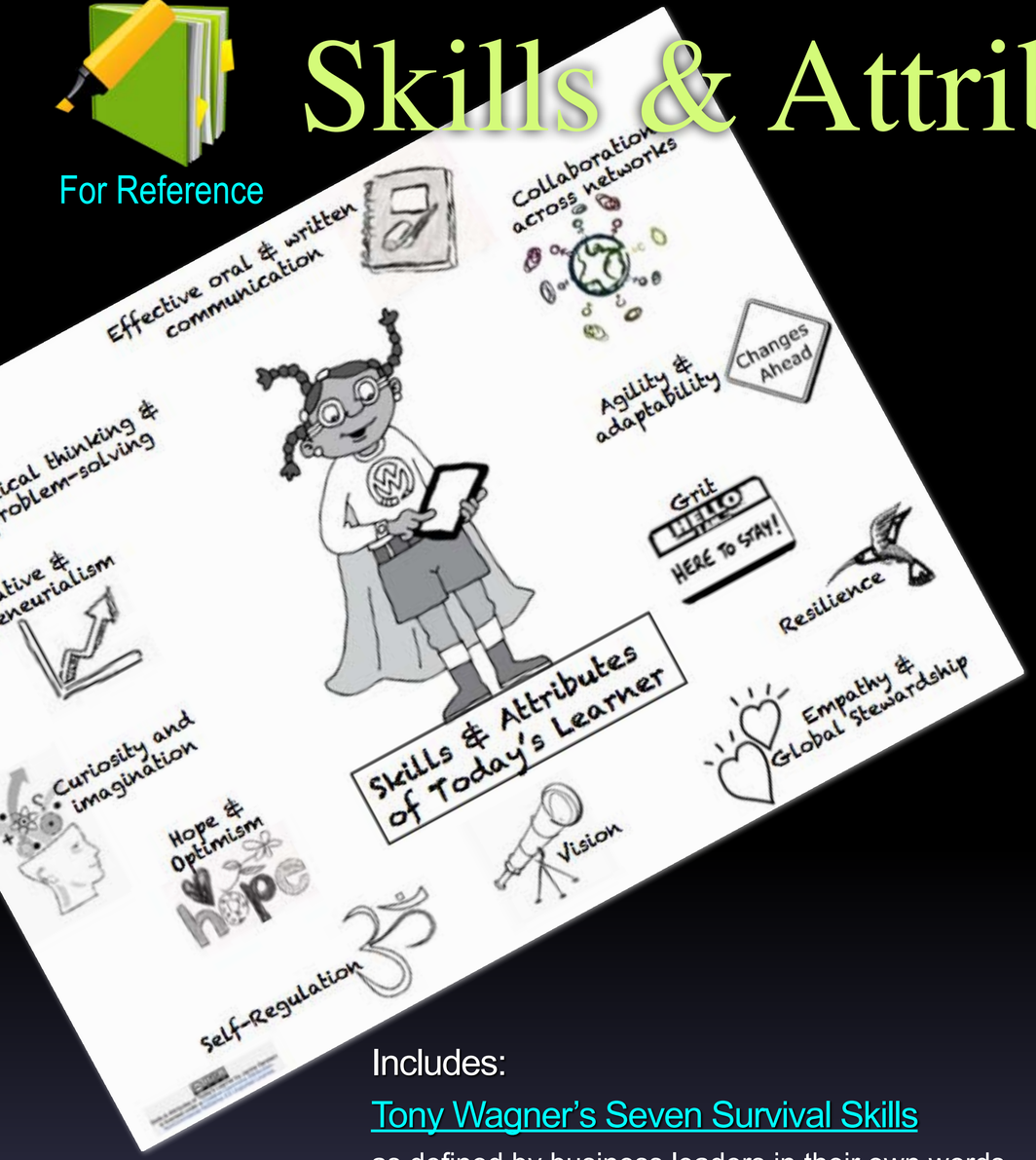
Prof. Geoff Scott UWS

Please visit the blog post and listen to the podcast episode at:

Bit.Ly: bit.ly/gradattributes

For Reference

Skills & Attributes of Today's Learners



Includes:

Tony Wagner's Seven Survival Skills

as defined by business leaders in their own words

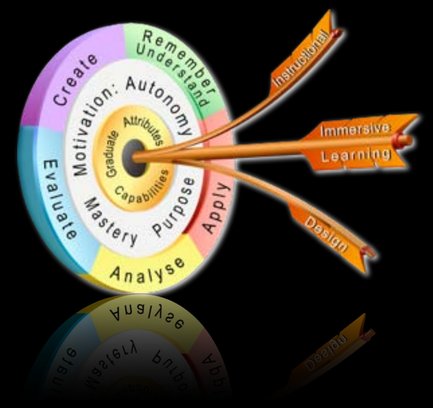
These skills were merged with those attributes requested by CEO's and executives to give a list of 25 graduate attributes and employable capabilities as a resource for teachers

- Critical thinking & problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Curiosity and imagination

Bit.Ly : http://bit.ly/21stlearnersskills

Jackie Gerstein

Graduate Attributes & Capabilities



- [ ] Energy, passion and enthusiasm
- [ ] Willing to give credit to others
- [ ] Empathising & working productively with diversity
- [ ] Transparent and honest
- [ ] Thinking laterally and creatively
- [ ] True to one's values and ethics
- [ ] Listening to different points of view before coming to a decision
- [ ] Understanding personal strengths & limitations
- [ ] Time management skills
- [ ] Learning from errors
- [ ] Learning from experience
- [ ] Remaining calm when under pressure
- [ ] Critical thinking and problem-solving
- [ ] Collaboration across networks and leading by influence
- [ ] Agility and adaptability
- [ ] Initiative and entrepreneurialism
- [ ] Effective oral and written communication
- [ ] Accessing and analyzing information
- [ ] Curiosity and imagination
- [ ] Global Stewardship
- [ ] Grit (Perseverance)
- [ ] Resilience
- [ ] Hope & Optimism
- [ ] Vision
- [ ] Self-Regulation

For Reference

Write profile of excellent grad get student contribution then establish learning contract to strive to reach this description by the end of course

Charles Stuart Uni: Graduate Attributes

For Reference

Bit.ly: bit.ly/csugradattributes

Policy Library Home | View A - Z | Search | Bulletin Board | Common Glossary | FAQ | Students

Current Version | Status and Details | Associated Information | Historic Versions | Future Version | Print

Graduate Attributes Policy - Undergraduate Courses

Show Navigation

Charles Sturt University Graduate Statement

(3) Charles Sturt University aims to produce graduates who:

a. are well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;

b. are capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;

c. value diversity and the 'common good' and work constructively, respectfully and effectively with local and global communities and workplaces;

d. engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;

e. practice ethically and sustainably in ways that demonstrate "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in";

f. are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities; and

g. critically appraise and continue to develop personal and professional capabilities.

(4) Opportunities to develop these outcomes will be provided throughout your studies at Charles Sturt University in line with our commitment to undergraduates.

https://policy.csu.edu.au/view.current.php?id=00257

Helping a student go for Gold

Developing a profile of excellence with student commitment

"Getting the best use out of the Padagogy Wheel Model"

- Develop an Excellent Graduate Profile
- Recruit Student Participation
- Request Feedback on Profile
- Establish Learning Contracts
- **Sieve every teaching idea**, activity and assessment through the Grid of Motivation

Designing Outcomes

Motivation and Engagement

"Not hearing is not as good as hearing, hearing is not as good as seeing, seeing is not as good as knowing, knowing is not as good as acting; true learning continues until it is put into action."

不闻不若闻之，闻之不若见之，见之不若知之，知之不若行之；学至于行之而止矣

Master Xun (Xunzi) was a Chinese Realist Confucian philosopher who lived c 313- c 238 BC

Awe

… a feeling of reverential respect mixed with fear or wonder

How Awe Can Help Students Develop Purpose

Research suggests that inducing awe in the classroom might inspire kids to find a sense of purpose in life.

For Reference

http://bit.ly/PWawe

Motivation

Dan Pink: The surprising truth about what motivates us

Presented as an Interactive Learning Module in the Workshop

- Autonomy
- Mastery
- Purpose

10.47 mins

https://www.youtube.com/watch?v=u6XAPnuFjJc

For Reference

The Motivation Trifecta: Autonomy, Mastery & Purpose

Autonomy

Urge to direct our own lives

- Our self-direction is a natural inclination. All students have inner drive built in.
- Choice over how to do things and encouragement results in higher learning activity satisfaction and better task performance.

http://bit.ly/PWtrifecta

The Motivation Trifecta: Autonomy, Mastery & Purpose

Mastery:

Desire to get better at something that matters

- A sense of progress, not just in work but in our capabilities contributes to our inner drive.
- Goldilocks Tasks

http://bit.ly/PWtrifecta

For Reference

The Motivation Trifecta: Autonomy, Mastery & Purpose

Goldilocks Tasks: Dan Pink says:

Challenges that are not too hot not too cold, neither overly difficult nor overly simple. One source of frustration in the workplace is the frequent mismatch between what people must do and what people can do. When what they must do exceeds their capabilities, the result is anxiety. When what they must do falls short of their capabilities, the result is boredom.

http://bit.ly/PWtrifecta

For Reference

The Motivation Trifecta: Autonomy, Mastery & Purpose

Purpose:

- The highest level of the motivation game. “It’s connecting to a cause larger than yourself that drives the deepest motivation” (Pink).
- What can teachers do? Help students connect to something larger than themselves. Get them out of mere measurement by numbers and figures, and connect work to people and values.

http://bit.ly/PWtrifecta

For Reference

The Motivation Trifecta: Autonomy, Mastery & Purpose

The Teacher & The Environment:

How the teacher creates the right environment

- Autonomy
- Clear goals
- Immediate feedback: Its working lets keep going or it isn't working how do we need to change it

http://bit.ly/PWtrifecta

For Reference

What Drives Student Motivation?

- Autonomy – Provide students with frequent and authentic opportunities to make choices and engage in critical thinking / design.
- Mastery – People generally want to get better at their work because it makes them feel good. Not only is a job well done more satisfying, but in today's standards based world mastery of learning is essential.
- Purpose – *"Why do I have to do this? When am I ever going to use this"?* These are questions kids ask teachers every day. Oftentimes the answer they receive is – "because it's important". However, oftentimes teachers don't help kids understand why it is important. This is one of the greatest errors we make as educators. Kids are naturally curious. If we link learning to their quality world, they get really excited about the work, want to do it and want to do it well.

For Reference

Autonomy, Mastery & Purpose … What's Missing?

Measurement/Competence/Mastery: Having a goal, reaching it, getting better, being objectively "good" at what you do

Autonomy: The ability to choose your measures, have some say in what you focus on

Purpose: Knowing who you are making a difference for, whether it is your customers, or your coworkers, or the world at large

Relatedness: Being known at work, feeling a relationship to your coworkers

Treat your peers as interesting fellow humans, and you may be surprised what it does for their motivation, dedication, and engagement.

Camille Fournier

http://bit.ly/PWmissing

Principles to Motivate Students

Dan Pink: Shift from Motivation 2.0 to Motivation 3.0

Presented as an Interactive Learning Module in the Workshop

- Autonomy
- Mastery
- Purpose

11.03 mins

https://www.youtube.com/watch?v=XUrMT7uK3qc

Blooms and Beyond

The Different Facets of Blooms

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen R. Covey,
The Seven Habits of Highly Effective People

We must target critical and innovative thinking for everything we do as teachers

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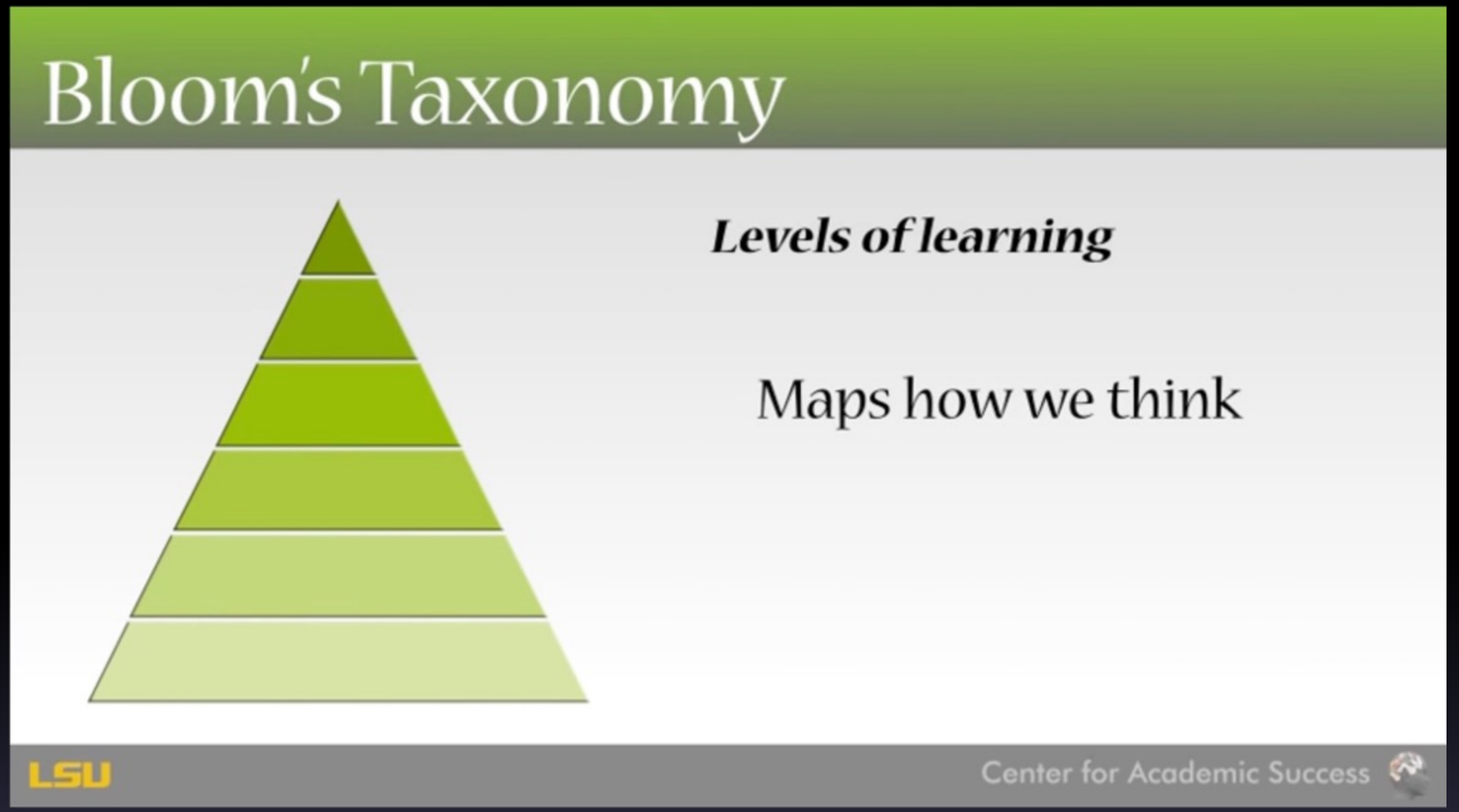
Levels of Learning

How Blooms helps with Learning Levels

Presented as an Interactive Learning Module in the Workshop

Maps how we think



https://www.youtube.com/watch?v=Qfp3x_qx5IM

HD YouTube

3.51 mins

Developing Critical Thinking Skills

ILM

Presented as an Interactive Learning Module in the Workshop

Helping your learner to move into higher order thinking to enable Mastery Autonomy and Purpose

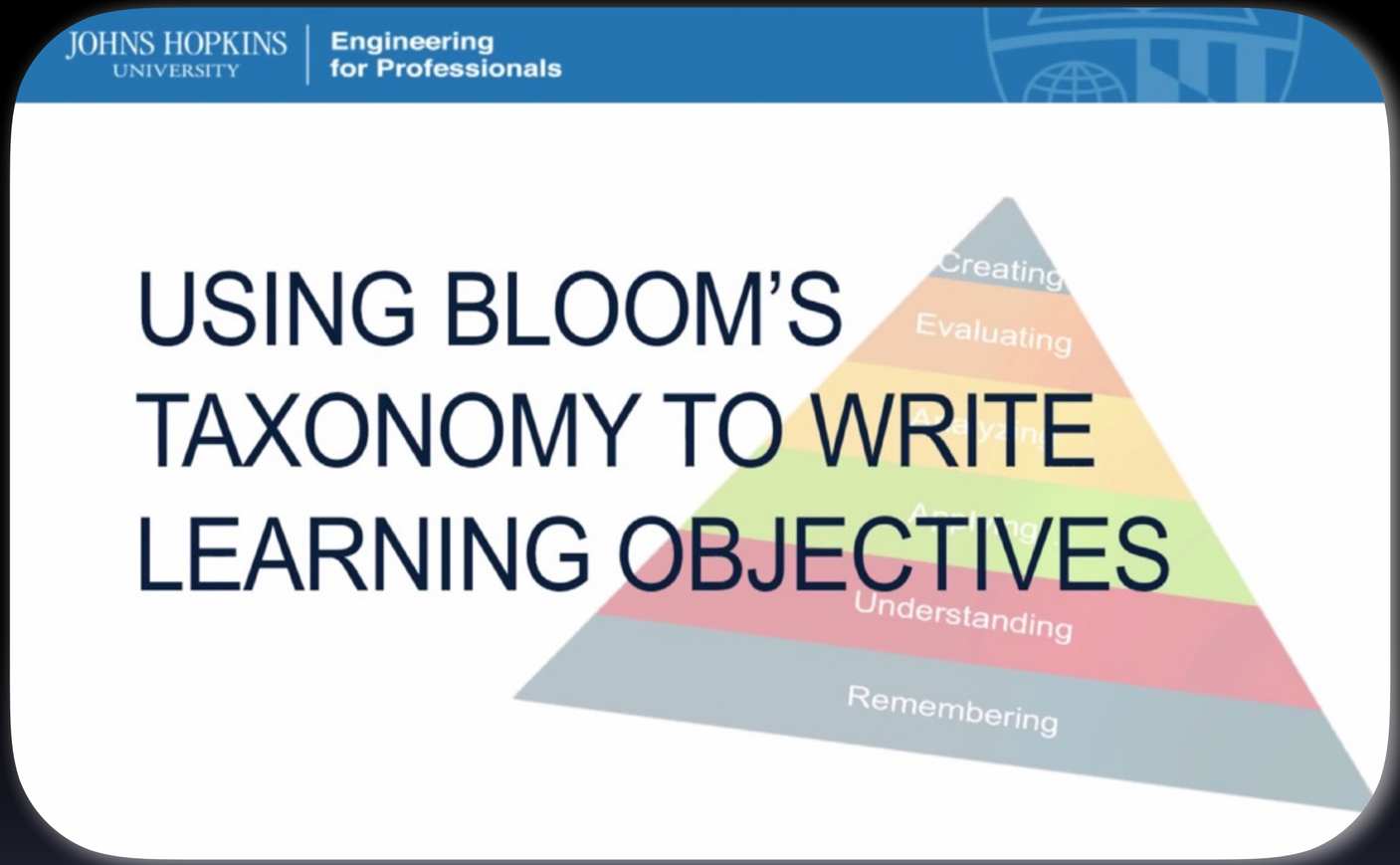
https://www.youtube.com/watch?v=-DVecgNBPgM

4.20 mins

Writing Learning Objectives

ILM

Presented as an Interactive Learning Module in the Workshop



https://www.youtube.com/watch?v=4DgkLV9h69Q

10.52 mins

ILM

Using Blooms to frame questions

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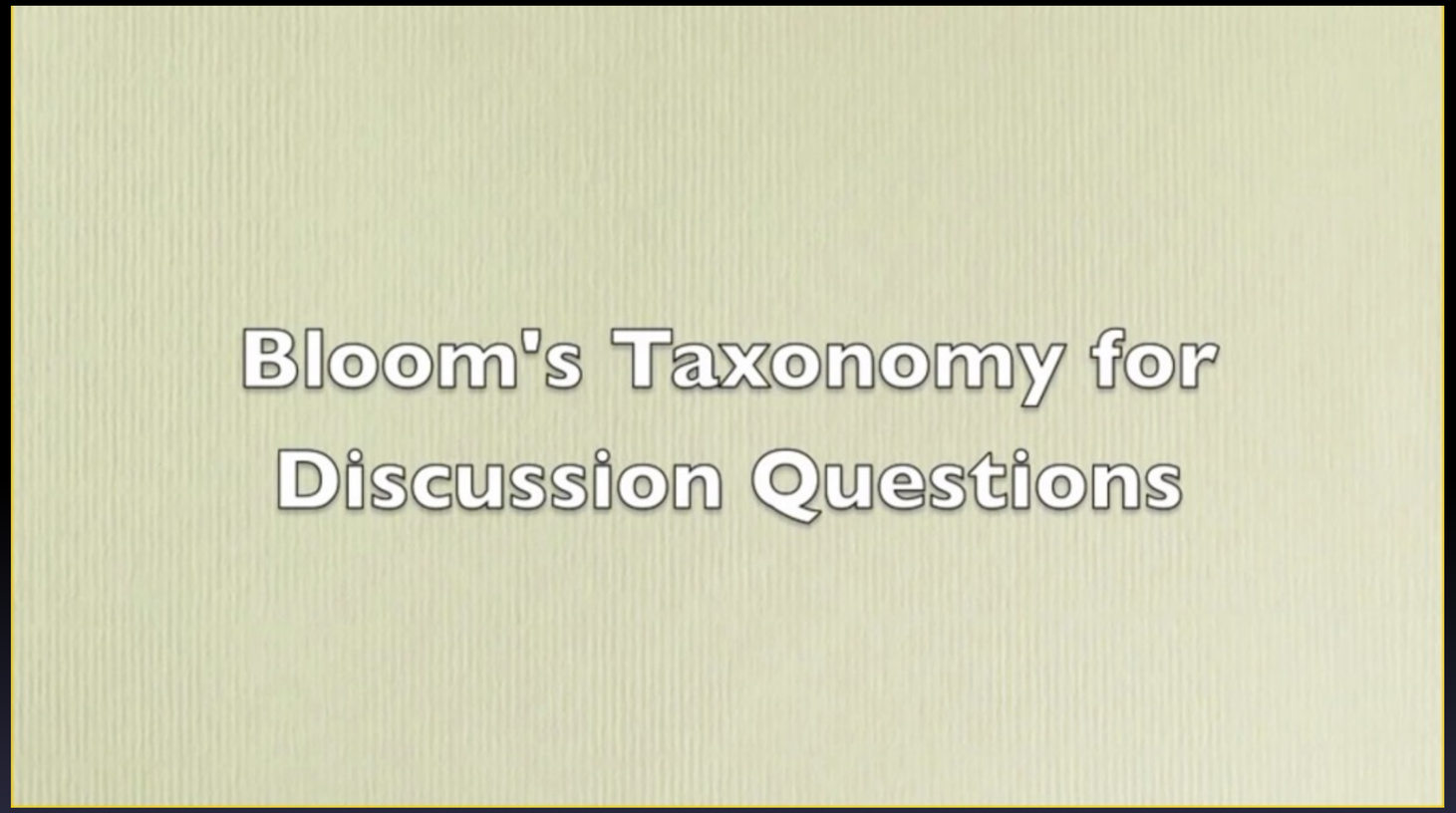
Enhancing Mastery, Autonomy and Purpose in LL

Using analysing and evaluating questions you get more meaningful discussion



https://www.youtube.com/watch?v=IegJ-5QyXX0

HD YouTube

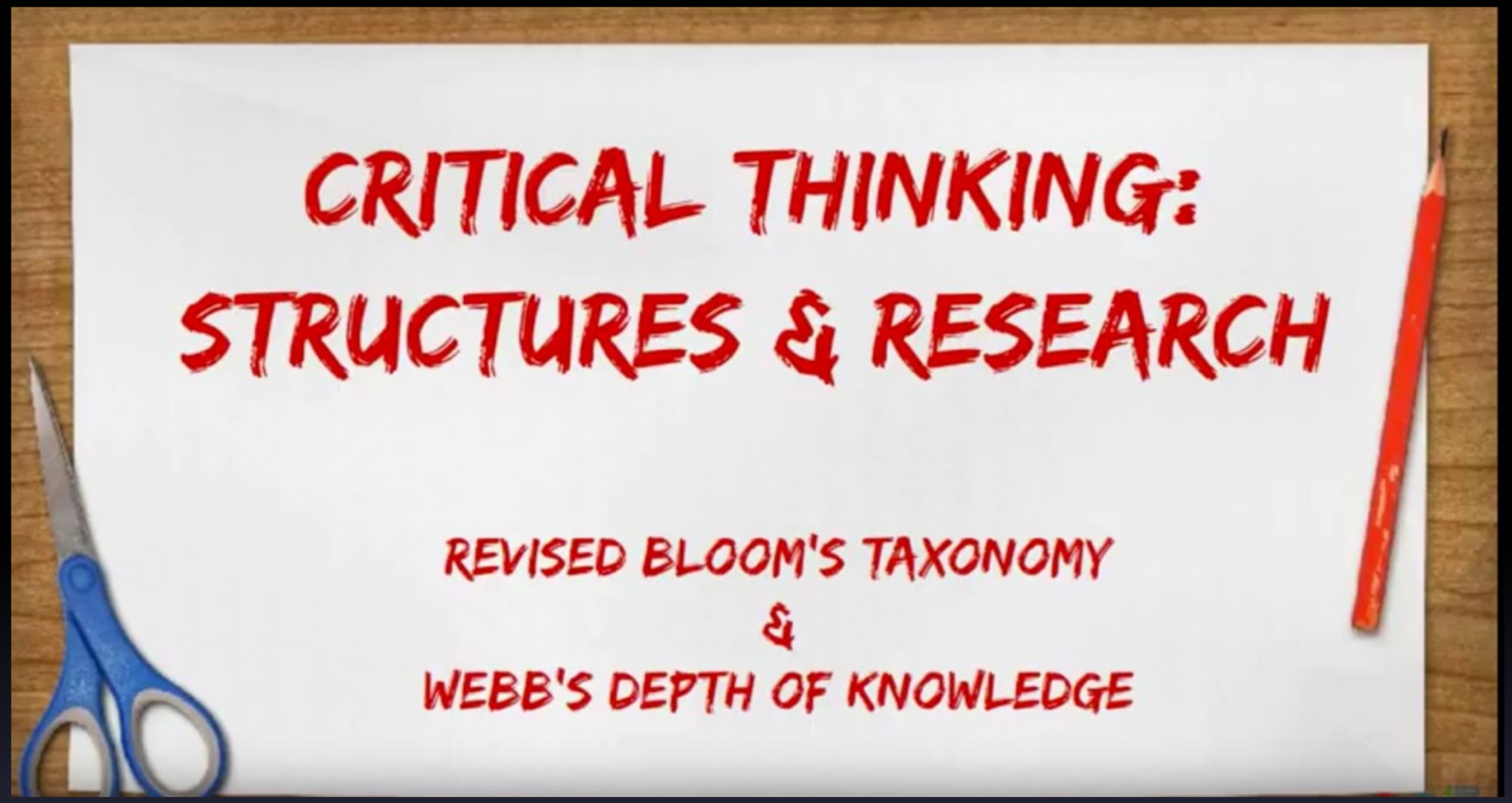
2.23 mins

Structures and Research

ILM

Presented as an Interactive Learning Module in the Workshop

Revised Bloom's and Webb's Depth of Knowledge (DOK)



https://www.youtube.com/watch?v=IegJ-5QyXX0

HD YouTube

2.23 mins

Blooms Digital Taxonomy

Workshop

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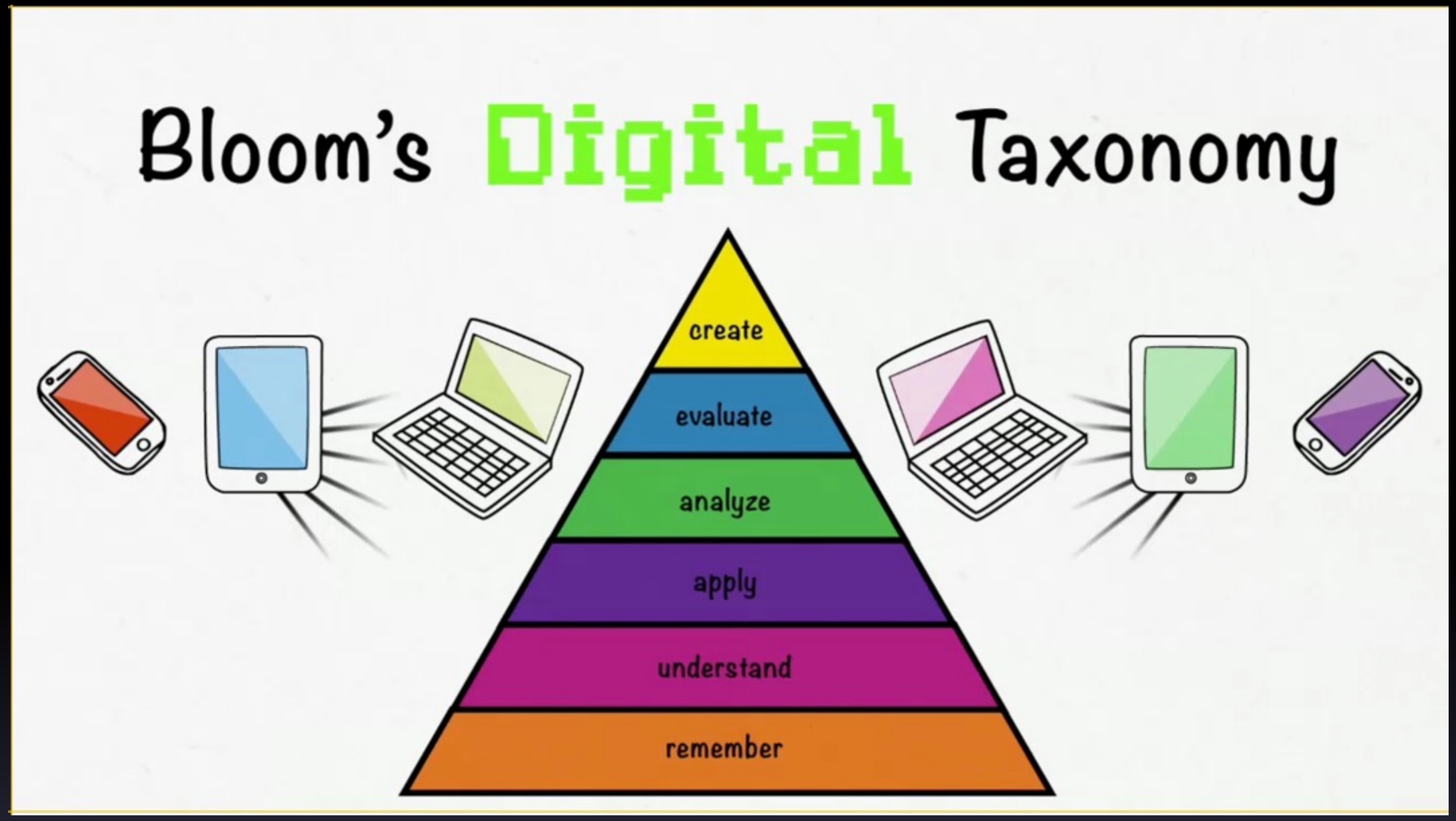
Presented as an Interactive Learning Module in the Workshop

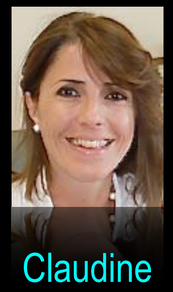
Enhancing Good Teaching with Technology



https://www.youtube.com/watch?v=0LZhid-STbo

HD YouTube

4.59 mins


Claudine

Curriculum - A New Approach


Lebanon

Chapter 4: Resistors Section 4.6: Joule's law (P. 57)

Content-based Objectives	Mission-based Objectives
▪ Recall the definition of electric resistance using Ohm's law: $R = \frac{U}{I}$ ▪ State the definition of electric power: $P = U.I$ ▪ Define electric power as the rate of conversion of electrical energy: $P = \frac{W}{t}$ ▪ Express the electric power dissipated by a resistor as the square of the current times the resistance: $P = R.I^2$ ▪ Relate the electrical energy consumed by a resistor to the resistance, current and elapsed time through Joule's law: ▪ Recognize the limits of operation of a resistor knowing the pair of values (Pmax, Imax) or (Pmax, Umax). ▪ Define the kilowatt-hour as the energy delivered in 1 h at a rate of 1 kW. ▪ Use the conversion factor: 1 kW.h = 3.6 x106 J to calculate the electrical energy consumed by an appliance.	▪ Calculate electric power and the cost of running electrical appliances. (Real world problem solver) ▪ Analyze your electricity bill and seek means to reduce you electricity consumption. (Critical thinker)

Technology aka App Selection … choose wisely

Run every app choice and activity choice through the grids of the Padagogy Wheel

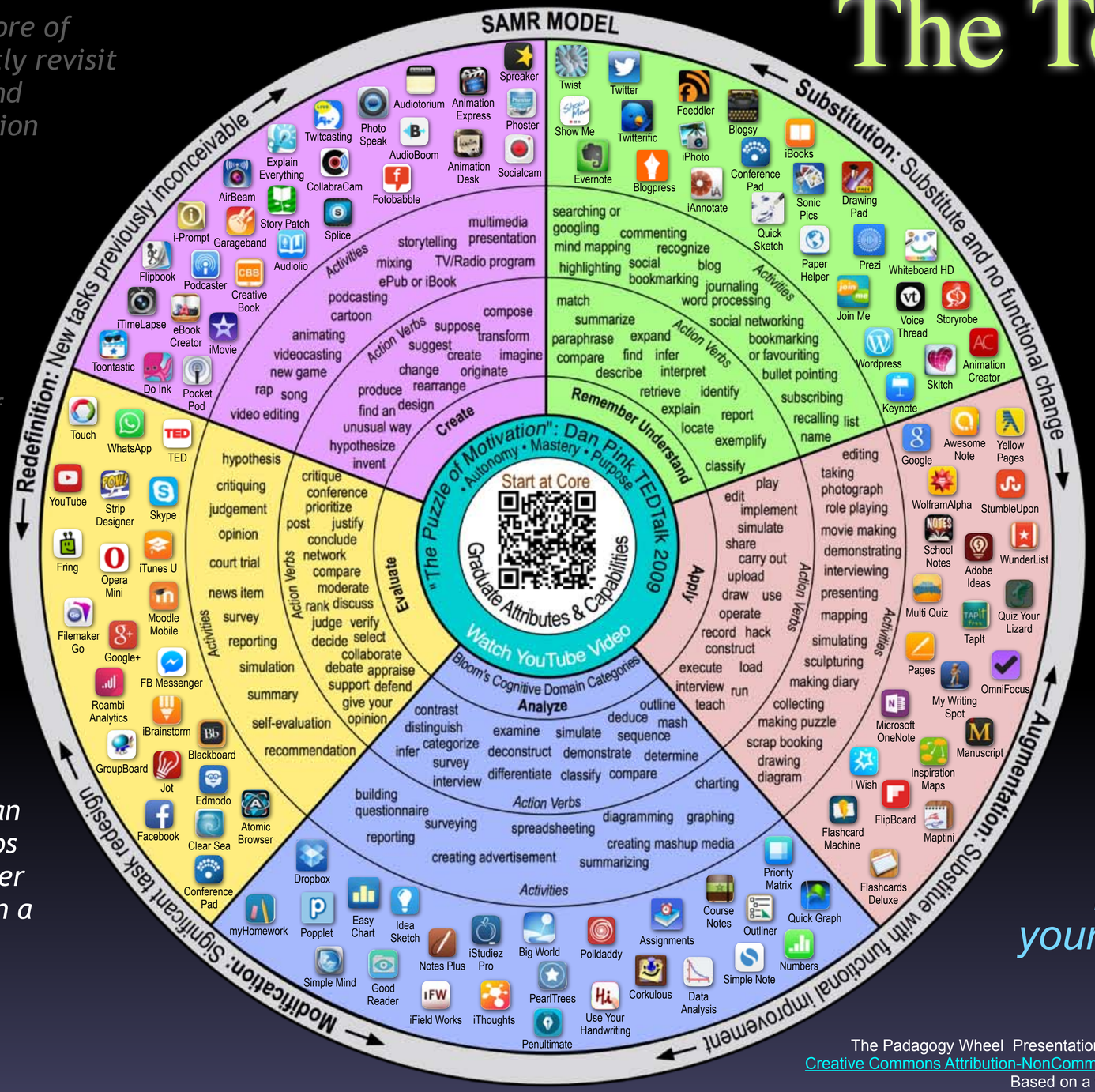
The Technology Grid

The Attributes Grid: *This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask 'how does everything I do support these attributes and capabilities?'*

The Motivation Grid: *Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose?'*

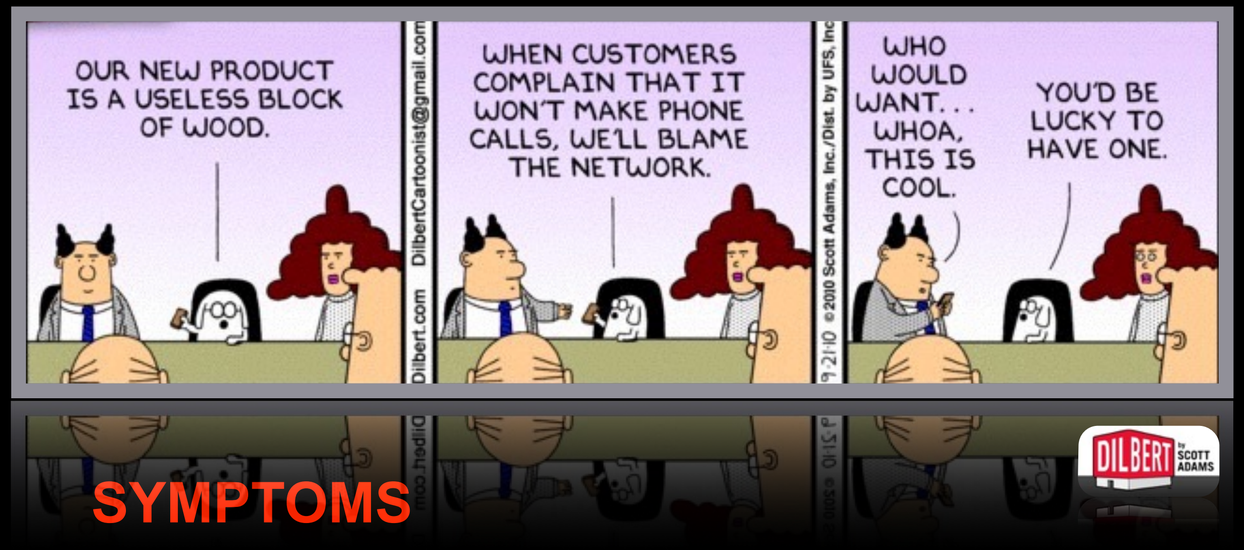
The Blooms Grid: *Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.*

The Technology Grid: *Ask 'How can this serve your pedagogy'? The apps are only suggestions, look for better ones and combine more that one in a learning sequence.*



Use it as a series of prompts or grids to filter your teaching from planning to implementation

APP-end-icitis



An illness caused by a preoccupation with Apps as being an end in themselves. The sufferer (aka teacher ☺) sees Apps as learning outcomes and not just tools to enhance learning

SYMPTOMS

- Excessive use of the word “cool”
- Have “app tips and ratings searching” in their daily online routine
- Excessive time searching for the latest and greatest app
- Pedagogy becomes the question to fit the answer already discovered. e.g. “Wow this app will do this awesome function, how will I use this in class?”

Designing Outcomes

Inclusive Design

Learner differences are as varied and unique as our DNA or fingerprints. In fact learner differences are the norm rather than the exception. As such, how we respond to learner differences needs to be flipped to be proactive rather than reactive.

Greg Alchin

Greg is a Inclusive Learning Experience Designer with over 30 years experience as an educator in K - Tertiary contexts. Greg is also an Apple certified Accessibility Consultant and Apple Distinguished Educator In 2015, Greg was invited to join the Apple Distinguished Educator Advisory Board for the Asia Pacific Region as well as invited to address the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) on producing accessible digital books.

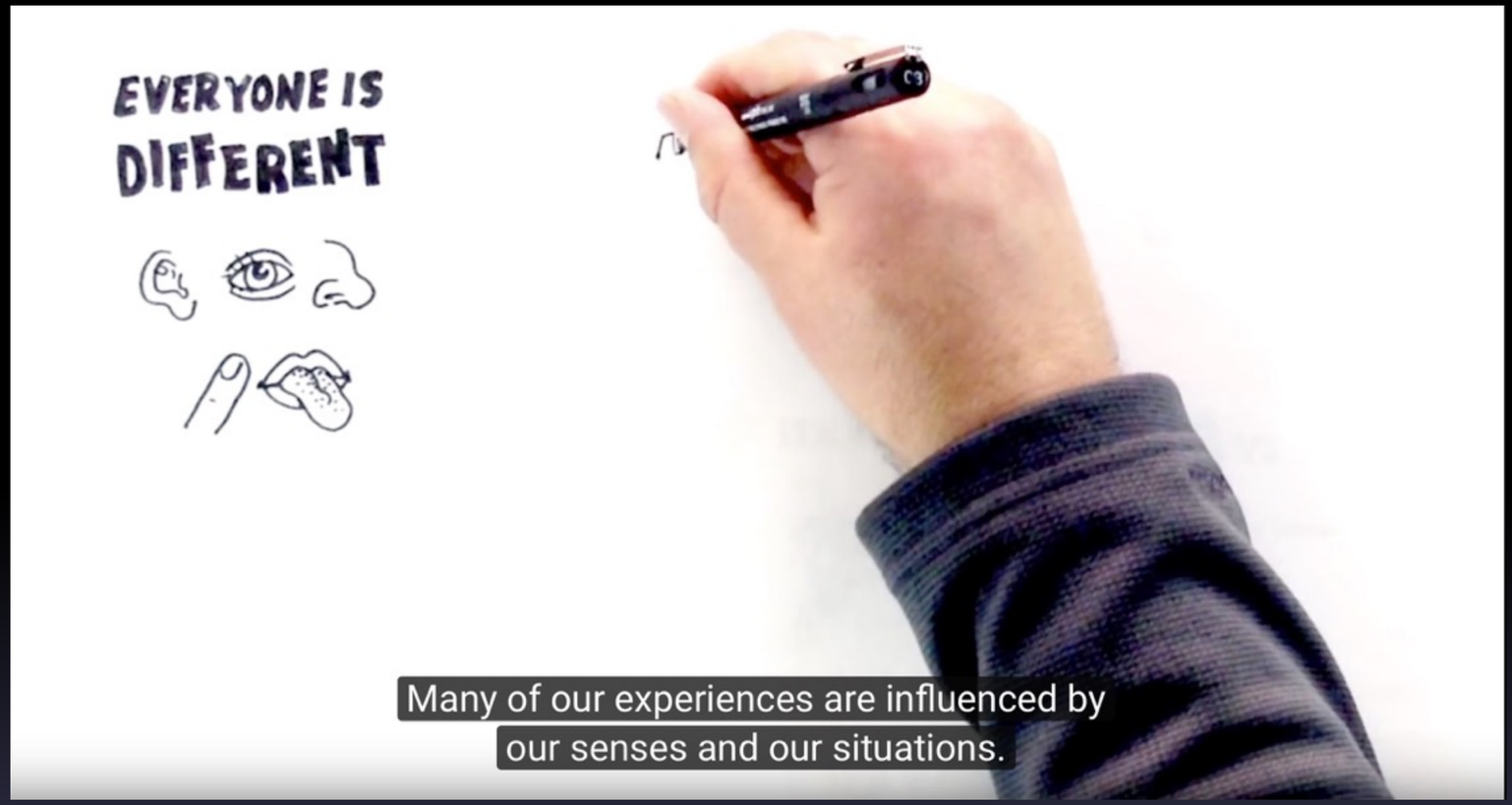
Twitter: @ibuddha, Email: gregalchin@me.com Web: www.gregalchin.com

Everyone is Different

The importance of designing for the best User Experience

Presented as an Interactive Learning Module in the Workshop

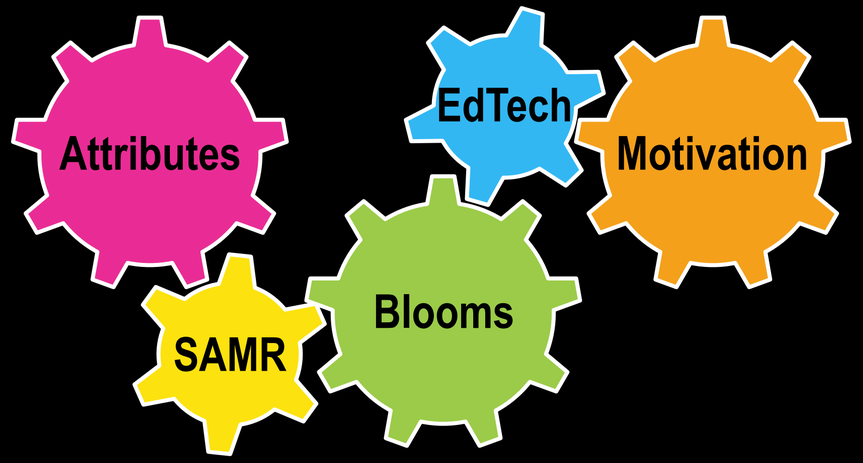
ILM



https://www.youtube.com/watch?v=6ic8OO4ORI8

HD YouTube

3.56 mins



App Selection Criteria

- **Understanding Criteria:** Apps provide opportunities for students to explain ideas or concepts. Understanding apps encourage students to summarize content and translate meaning.
- **Remembering Criteria:** Apps improve the user's ability to define terms, identify facts, and recall and locate information.
- **Analyzing Criteria:** Apps improve the user's ability to differentiate between the relevant & irrelevant, determine relationships, & recognize the organization of content.
- **Applying Criteria:** Apps provide opportunities for students to demonstrate their ability to implement learned procedures & methods.
- **Evaluating Criteria:** Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.
- **Creating Criteria:** Apps provide opportunities for students to generate ideas, design plans, and produce products.

For Reference

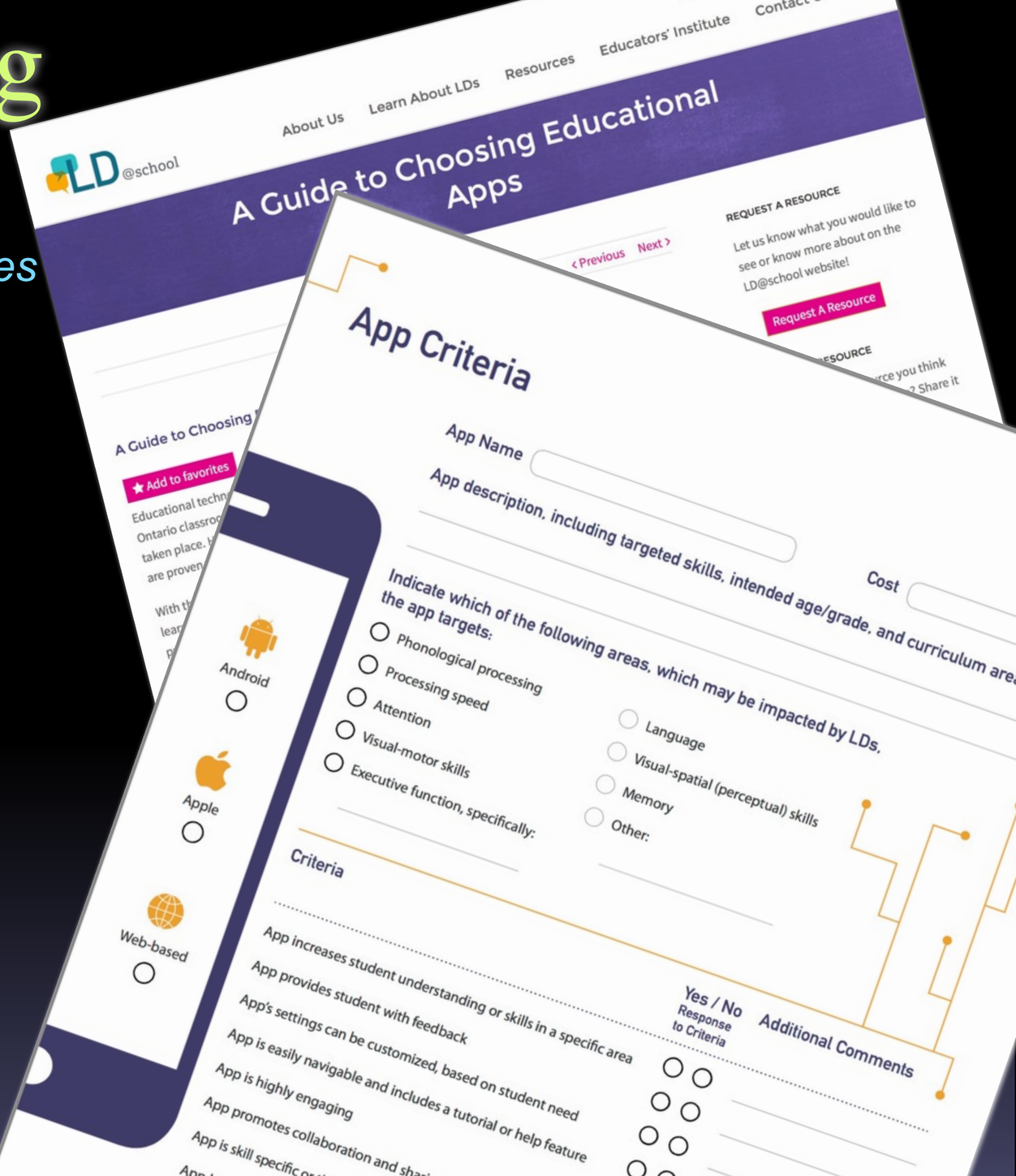
A Guide to Choosing Educational Apps

Important you support students with Learning Disabilities

http://ldatschool.ca/technology/a-guide-to-choosing-educational-apps/

There are many lists of educational applications readily available but it is important that, as a professional, you are able to critically examine an application and determine if it is appropriate for your students' learning profiles. With this end in mind, we have created a set of criteria that will guide you in finding an app to meet your students' needs. Although this checklist was developed with supporting students with LDs in mind, **you could repurpose this checklist to find apps to support or engage all of your students.**

http://ldatschool.ca/wp-content/uploads/2015/06/App_Criteria_eng_final_acc.pdf



Kathy Schrock's iPads for Teaching

Critical Evaluation of Mobile Apps

http://www.ipads4teaching.net/critical-eval-of-apps.html

Evaluation of Creation iPad Apps

http://bit.ly/appscreation

Evaluation of Content-based iPad Apps

http://bit.ly/appscontent

Rubric for Students to Review Apps

http://bit.ly/appsstudents

For Reference

Evaluation of Creation iPad Apps	Evaluation of Content-Based iPad Apps
DOES THE APP ALLOW THE STUDENT TO …	CONTENT AND COMPONENTS OF THE APP
Import: a project from the computer version of the software?	**Curriculum connection:** Are the skills reinforced connected to targeted skill/concept?
Screencast: the creation process on the iPad/iPhone as they develop it?	**Authenticity:** Are skills practiced in an authentic format/problem-based environment?
Record: a soundtrack with a the microphone on the iPad/iPhone?	**Feedback:** Is feedback specific and result in improved student performance?
Insert: sounds, music, or photos located on the device into the creation?	**Differentiation:** Does the app offers flexibility to alter settings to meet student needs?
Export: email, upload, or network-share the final creation?	**User friendliness:** Can students launch and navigate within the app independently?
Collaborate: in real-time with others to develop the product?	**Student motivation:** Are students motivated to use the app and select it to use often?
Utilize: a Web-based version of the tool in addition to the iPad/ iPhone app?	**Reporting:** Is assessment/summary data available electronically to the student/teacher?
Use: the touchscreen to effectively draw, develop, type, and manipulate items?	**Sound:** Does the music/sound in the app add to the educational aspects of the content?
Access: written instructions or tutorials (at the correct reading level) within the app?	**Instructions:** Are the instructions included helpful and the correct reading level for the student?
Provide: various modalities of instructions, such as written, video, and audio?	**Support page:** Does the app's supporting Web page provide additional useful information?
Visit: a supporting Web page which provides additional information?	**Navigation:** Does the app use the touchscreen effectively throughout its use?
	Modalities: Are multiple versions of instructions such as text video, and audio, include

Which level(s) of Bloom's Taxonomy can this app support? (check all that apply)

☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating

As you design assessments using this app, which level(s) of SAMR are you developing for?

☐ Substitution ☐ Augmentation ☐ Modification ☐ Redefinition

BLOOMS: Both

SAMR: Creation only

Kathy Schrock's iPads for Teaching

Creation Apps

http://bit.ly/appscreation

Content-based Apps

http://bit.ly/appscontent

For Reference

Mobility Apprubric

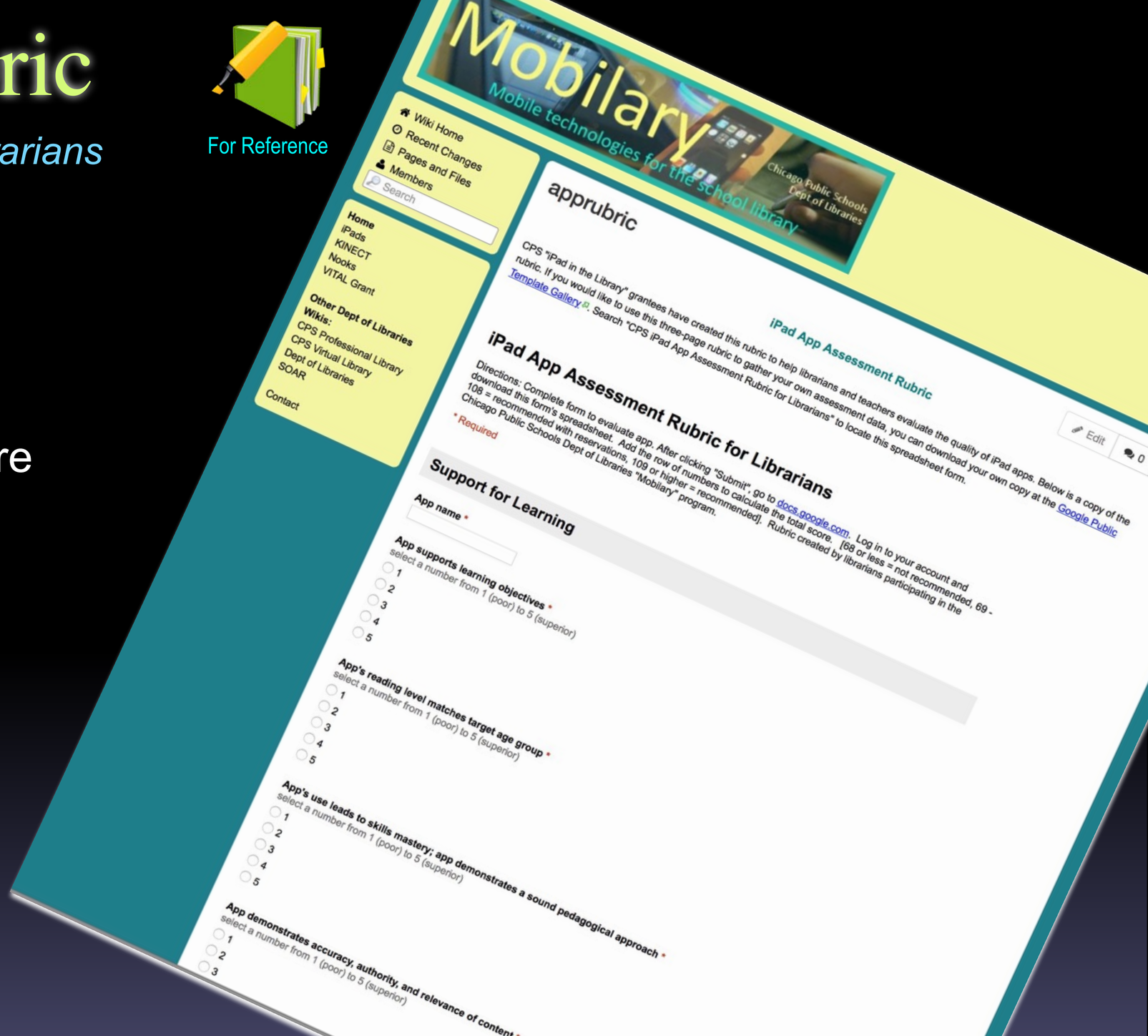
iPad App Assessment Rubric for Librarians

For Reference

- Online Form
- Likert scale
- Input is fed to a Google doc spreadsheet and the results are measured

Directions: After clicking "Submit", go to docs.google.com. Log in to your account and download this form's spreadsheet. Add the row of numbers to calculate the total score. [68 or less = not recommended, 69 - 108 = recommended with reservations, 109 or higher = recommended]

https://mobilary.wikispaces.com/apprubric



Western Australian Dept of Education

Evaluation Rubric: Assessing the value of iPad application for teaching and learning

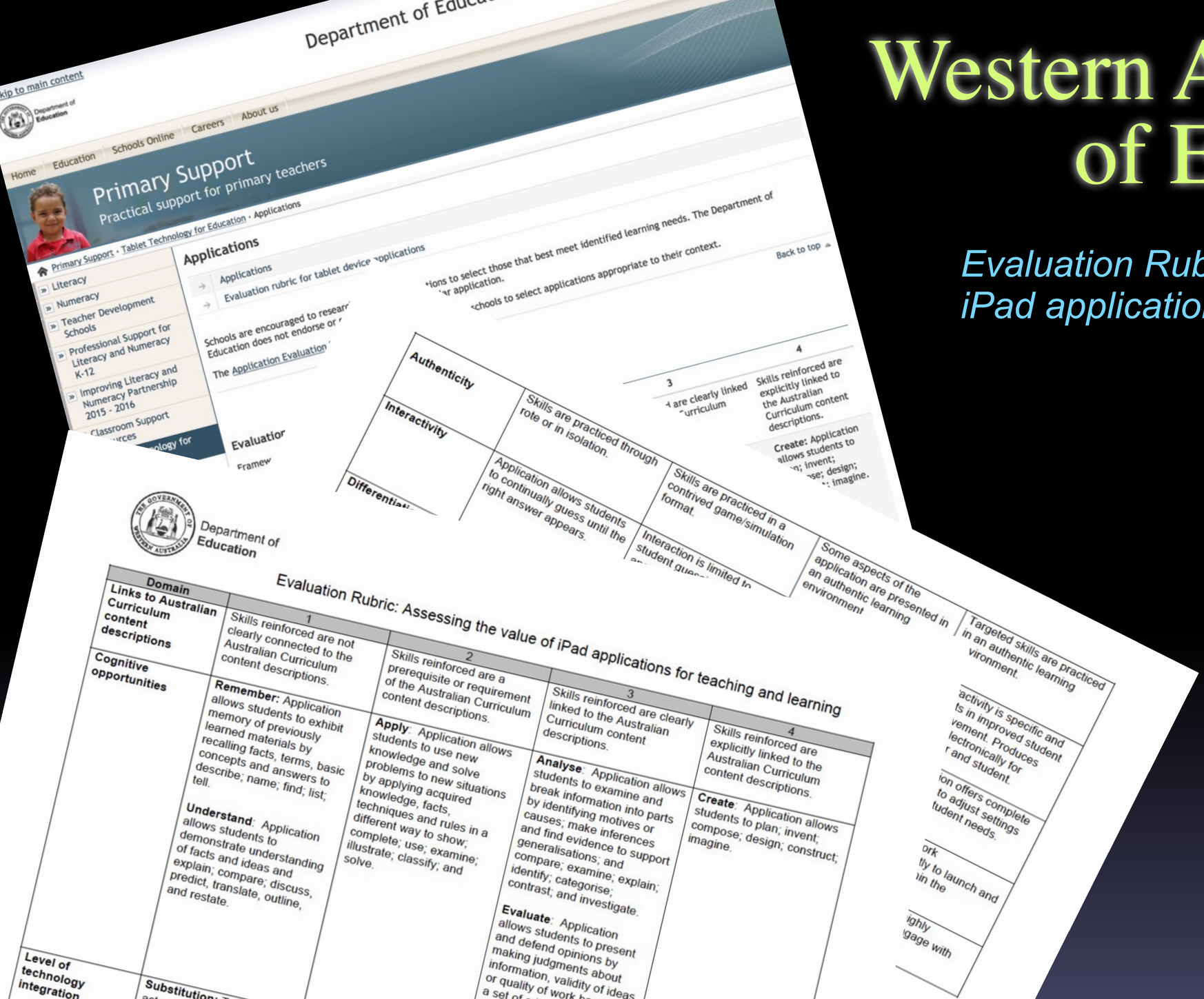
Webpage

http://bit.ly/wawebpage

Rubric as a PDF

http://bit.ly/warubric

For Reference



Ways to Evaluate Edu Apps

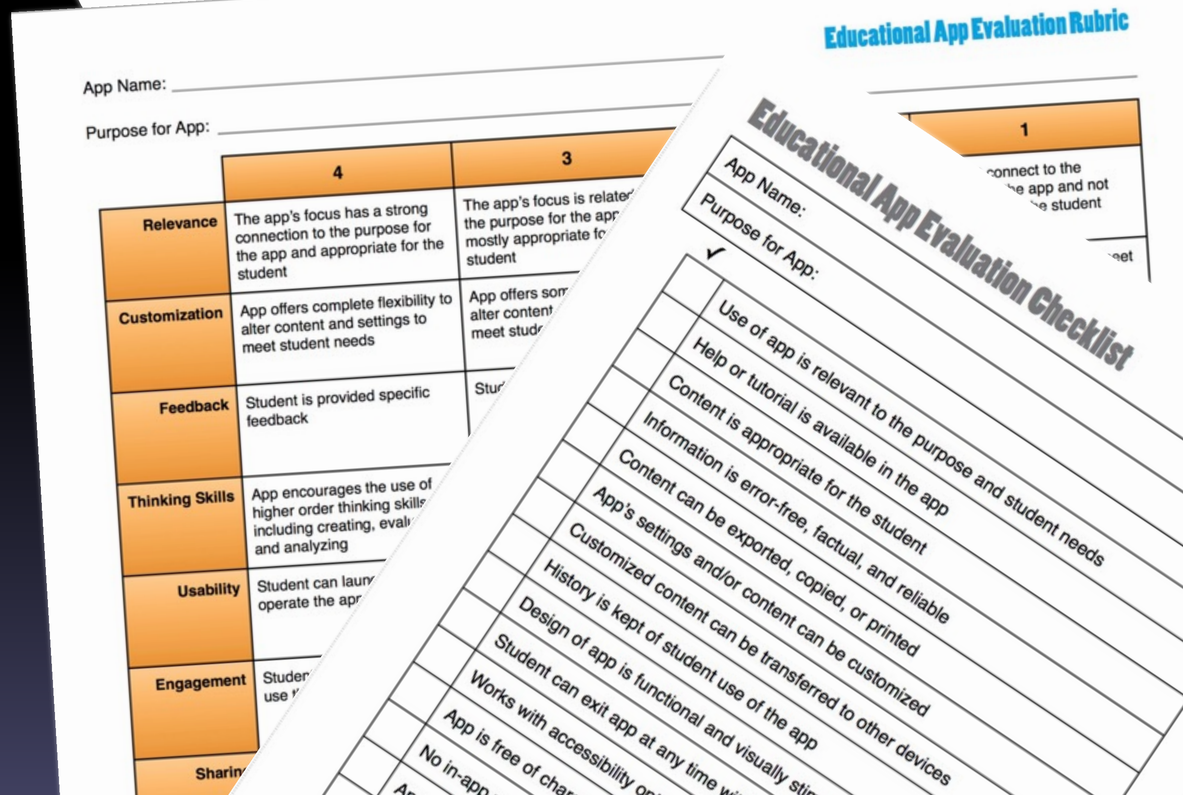
For Reference

Website with a good list of linked resources

http://bit.ly/learninginhand

- **Relevance:** The app's focus has a strong connection to the purpose for the app and appropriate for the student
- **Customisation:** App offers complete flexibility to alter content and settings to meet student needs
- **Feedback:** Student is provided specific feedback
- **Thinking Skills:** App encourages the use of higher order thinking skills including creating, evaluating, and analyzing
- **Engagement:** Student is highly motivated to use the app
- **Sharing:** Specific performance summary or student product is saved in app and can be exported to the teacher or for an audience

An app's rubric score is very dependent on the intended purpose and student needs. The score you give an app will differ from how others score it. Again, apps that score low may still be good apps. But, it is handy to score apps if you are making purchasing decisions and/or have multiple apps to choose from.



Good Checklist

http://bit.ly/appchecklist1

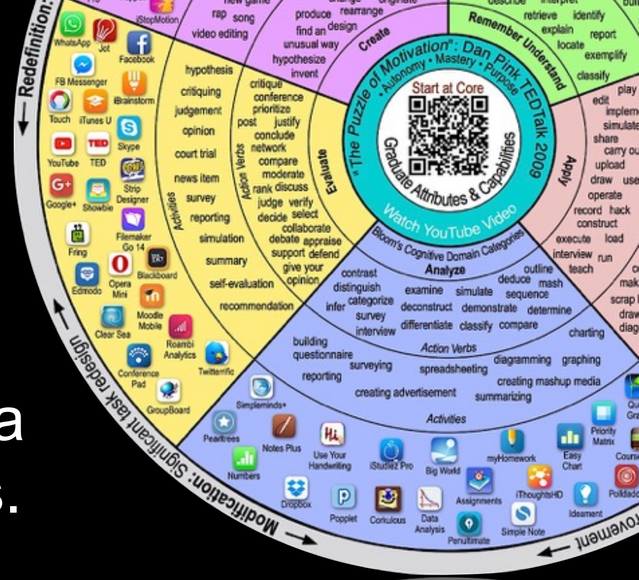
Benchmark Rubric

http://bit.ly/apprubric1

Learning Sequences

aka App Smashing

- Using multiple apps to create a sequence of learning activities.
- Integrated using solid learning theory.
- Linked to effective use of the SAMR Model.
- The Pedagogy drives the technology choices (apps).
- Modelled on processes developed in 2003 by LAMS: The Learning Activity Management System. Visit *LessonLAMS*.



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Learning Sequences

aka App Smashing

Presented as an Interactive Learning Module in the Workshop

https://vimeo.com/71366694

3.49 mins

Tom Daccord

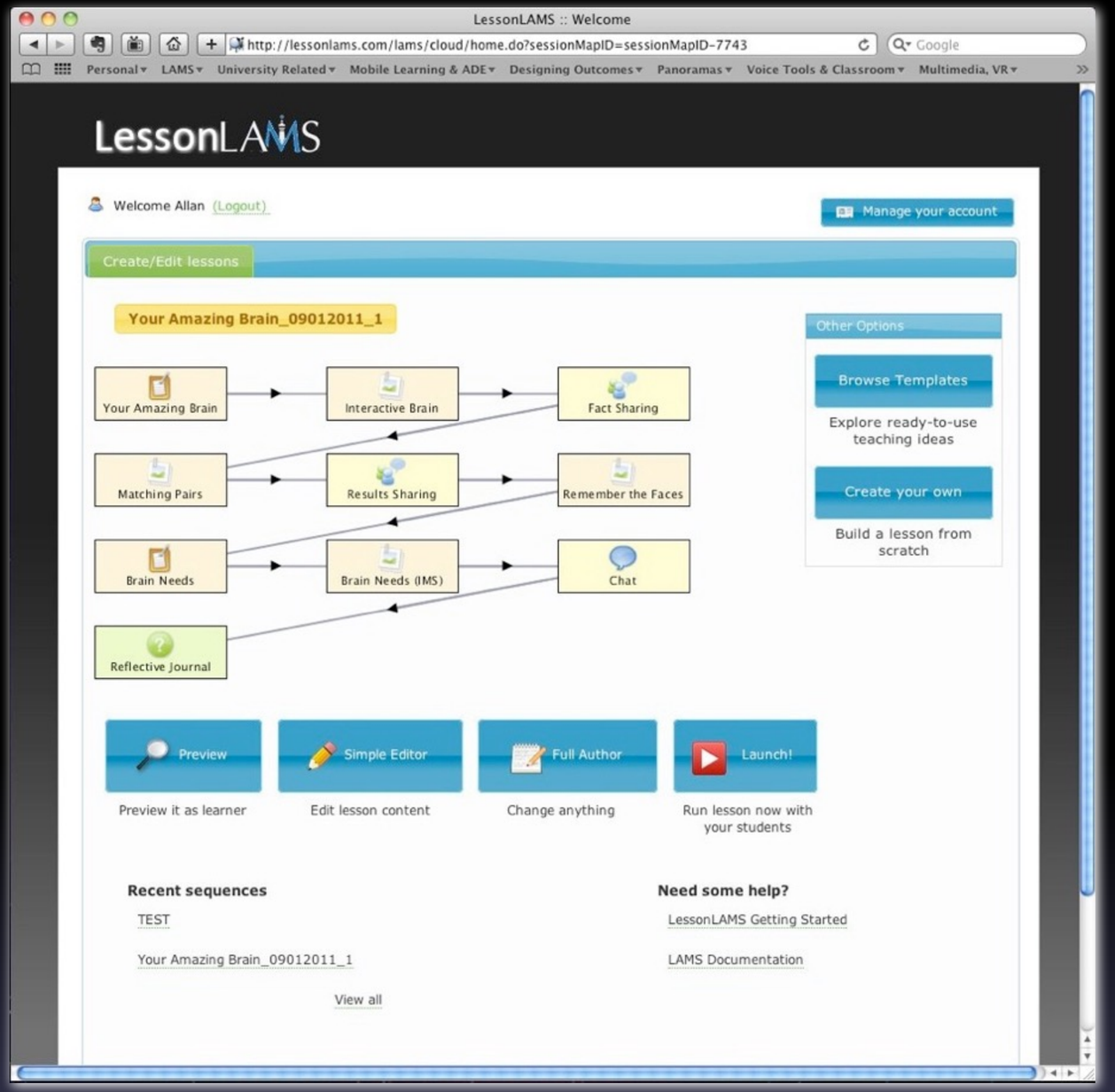
"iPads aren't simply a vehicle to deliver apps. They are mobile and portable devices that enable students and teachers to create digital media. Educators will see more success if they focus on what students can create using iPads and if they keep an open mind and look past subject-specific apps and integrate other apps with potential."

http://k12technology.weebly.com/app-smashing.html

Think of App Smashing as Learning Sequences

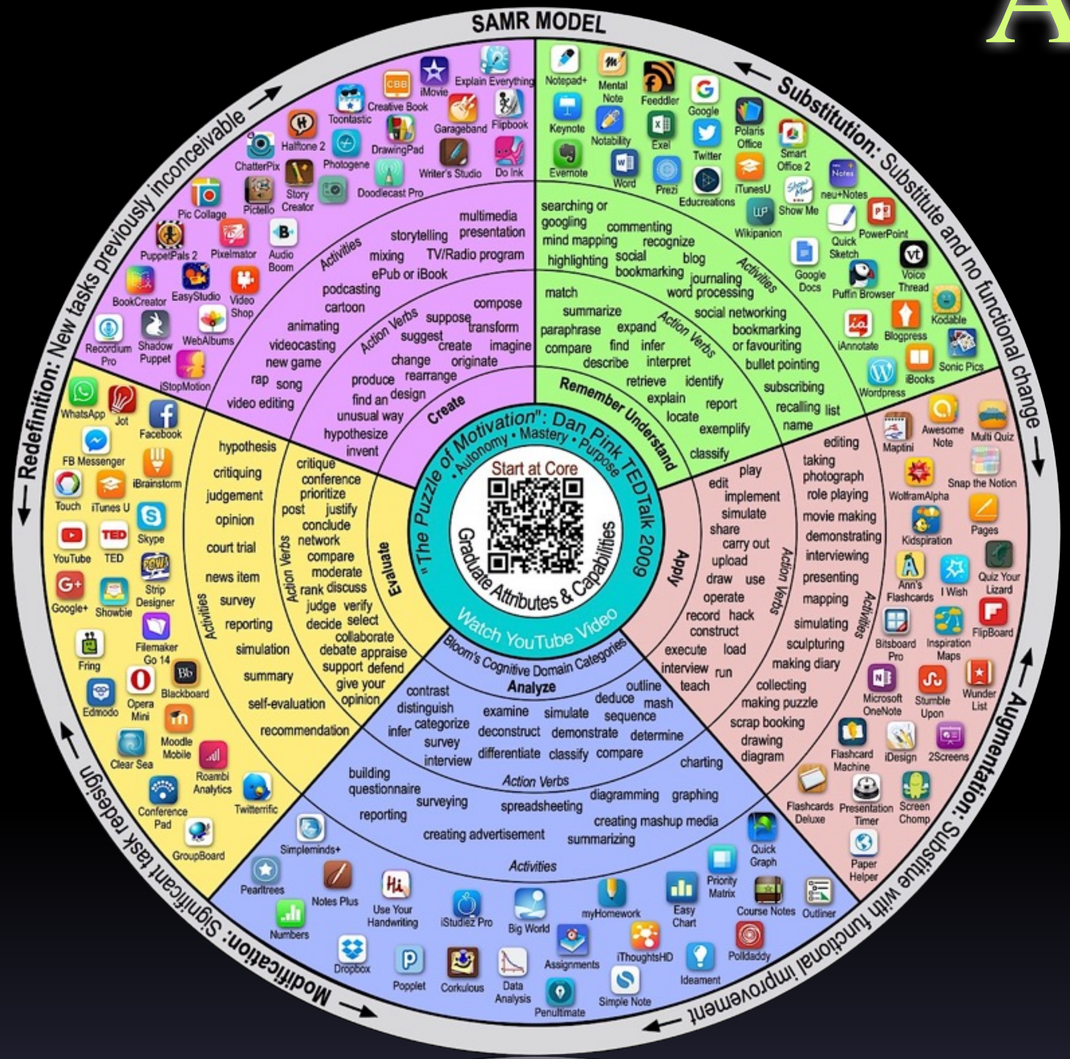
The Learning Activity Management System (LAMS) was developed by Macquarie University in Australia. It is a creative digital lesson planning platform

- Collaboration and activity driven
- Analogue is the classroom
- Captures lesson plans
- Allows for storage, reuse and sharing of lessons



http://www.lessonlams.com

Approach your Learning Sequence by using the Padagogy Wheel

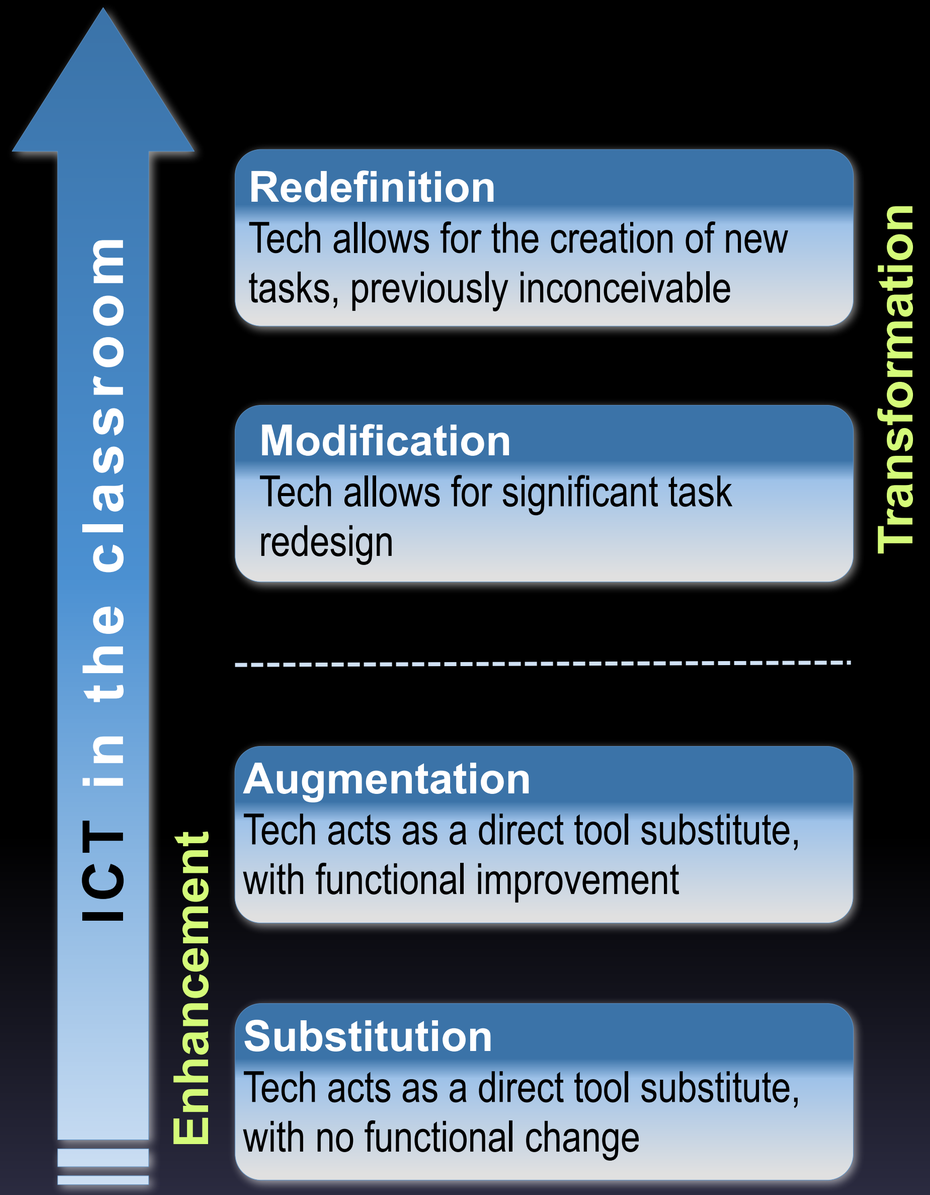


Think about your choice of apps with how you can use them to leverage the different Blooms Cognitive Domains. Design your activity to incorporate:

- Remembering and Understanding
- Applying
- Analysing
- Evaluating
- Creating

"Disruptive innovation is not a tactic. It's a mindset."

Luke Williams: Disrupt



Ruben R. Puentedura, Ph.D.

SAMR Model: Helping to design learning activities

Introducing the SAMR Model

Moving your teaching from edtech enhanced to transformational

Presented as an Interactive Learning Module in the Workshop

ILM

ICT in the classroom

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

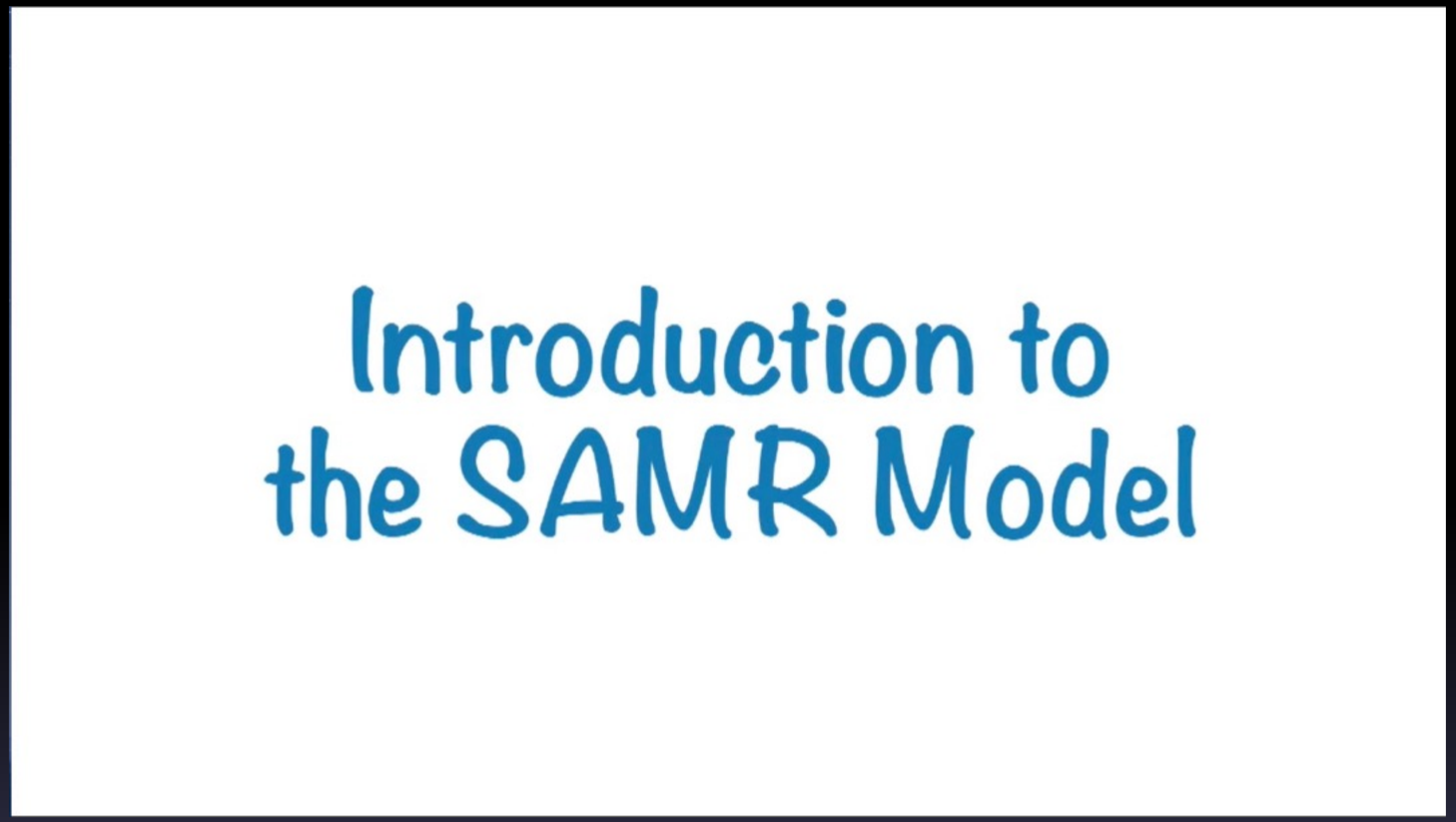
Modification
Tech allows for significant task redesign

Transformation

Enhancement

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change



https://www.youtube.com/watch?v=9aJsmWzCRaw

4.22 mins

Ruben R. Puentedura, Ph.D.

The Impact of the SAMR Model

with Dr Ruben R. Puentedura, PhD

Workshop

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Presented as an Interactive Learning Module in the Workshop

ICT in the classroom

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Enhancement

https://www.youtube.com/watch?v=1onr-CiMh5Y

HD YouTube

4.41 mins

Ruben R. Puentedura, Ph.D.

Applying The SAMR Model

with Dr Ruben R. Puentedura, PhD

Presented as an Interactive Learning Module in the Workshop

ILM

ICT in the classroom

Enhancement

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
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Transformation

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

https://www.youtube.com/watch?v=W6j8soDYoaw

bit.ly/applySAMR

7.06 mins

Ruben R. Puentedura, Ph.D.

Workshop

ILM

SAMR: Redefining the Task

AR App Aurasma has amazing possibilities

Presented as an Interactive Learning Module in the Workshop

AURASMA

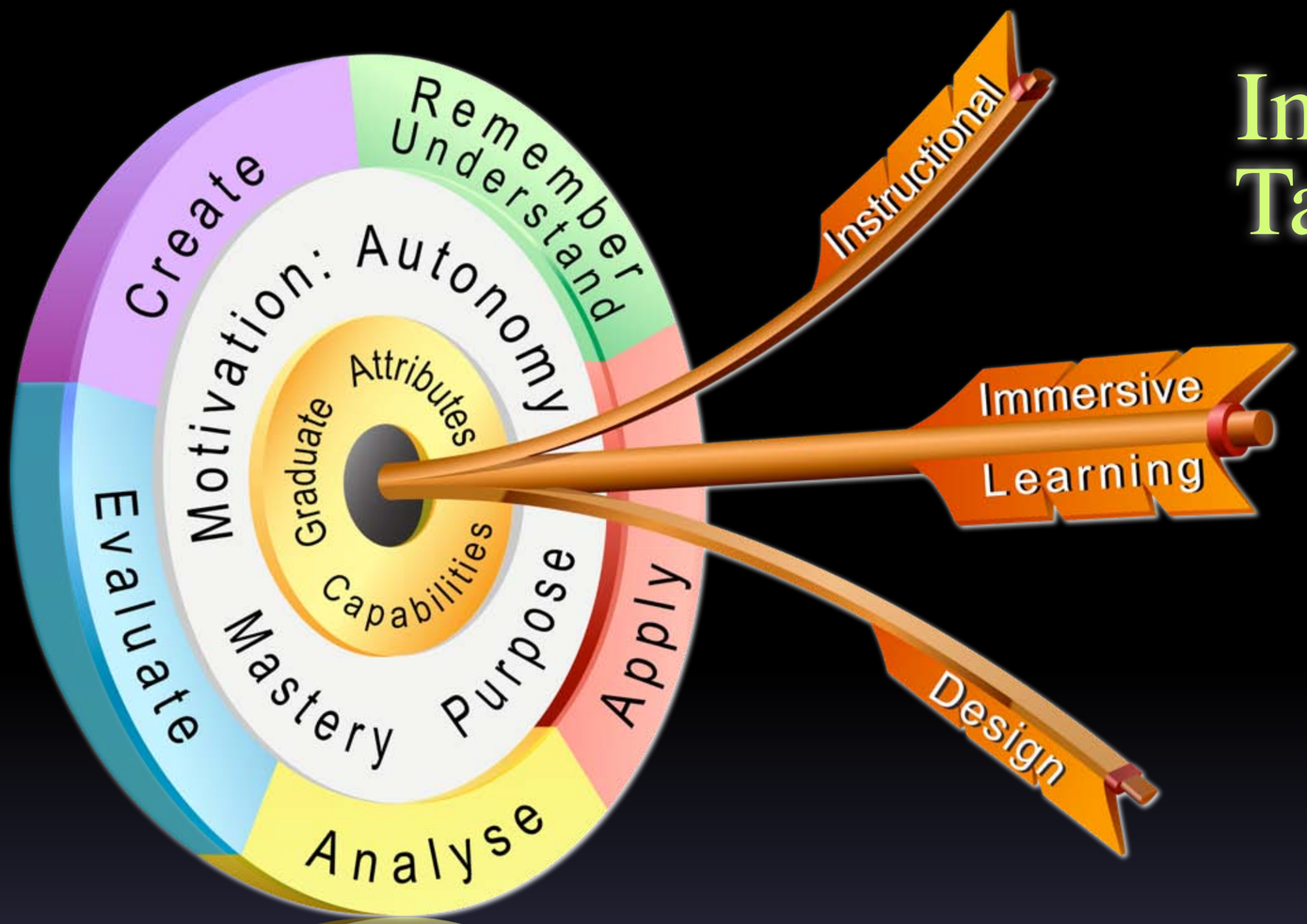
AUGMENTED REALITY IN YOUR CLASSROOM

https://youtu.be/yImySLQyhmA

HD YouTube

2.40 mins

At the Padagogy Wheel Core:



Immersive Learning Targets Engagement

- Improves engagement
- Tests & models attributes & capabilities
- Challenges, choice & consequences
- The big picture

Bullseye!

Designing Outcomes

Action Research Project

St Kevin's Catholic Primary School Eastwood NSW: May 2014

For Reference

http://bit.ly/pwar01

- 4 Teachers
- Teaching Science
- 116 students
- 11-12 years old
- Padagogy Wheel the driver for personalised learning
- Used iTunesU for digital activities aka ePortfolios
- 8 out of 10 said they preferred this method and learnt more than the conventional method

The greatest sign of success for a teacher .. is to be able to say, 'The children are now working as if I did not exist'

Maria Montessori b1870 - d1952

ENG Version
Allan

SPA Version
Aroldo

GER Version
Tobias

CHI Version
Johnnie

NOR Version
Ellen

ARA Version
Claudine

FRE Version
Jérémie

RUS Version
Olga

CZE Version
Lucie

Help me help teachers around the world

Tell your story about how you are using the Wheel

Teachers around the world want:

- PD Resources in their own languages
- Examples of best practice
- Action Research Projects

@allanadl

ENGLISH Version

SPANISH Version

GERMAN Version

CHINESE Version

NORWEGIAN Version

ARAB Version

FRENCH Version

RUSSIAN Version

CZECH Version

Download Padagogy Wheel Posters

PDF with links to Apps are available for download at these blog posts:

- ENG Version: bit.ly/pwenglish
- SPA Version: bit.ly/pwspanish
- GER Version: bit.ly/pwgerman
- CHI Version: bit.ly/pwchinese
- NOR Version: bit.ly/pwnorwegian
- ARA Version: bit.ly/pwarabic
- FRA Version: bit.ly/pwfrench
- RUS Version: bit.ly/pwrussian
- CZE Version: bit.ly/pwczech

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In Support of Excellence

Allan's Learning and Teaching Blog

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allan@designingoutcomes.net