

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

Webinar Edition

Germany and Czech Republic
15 to 27 July 2016

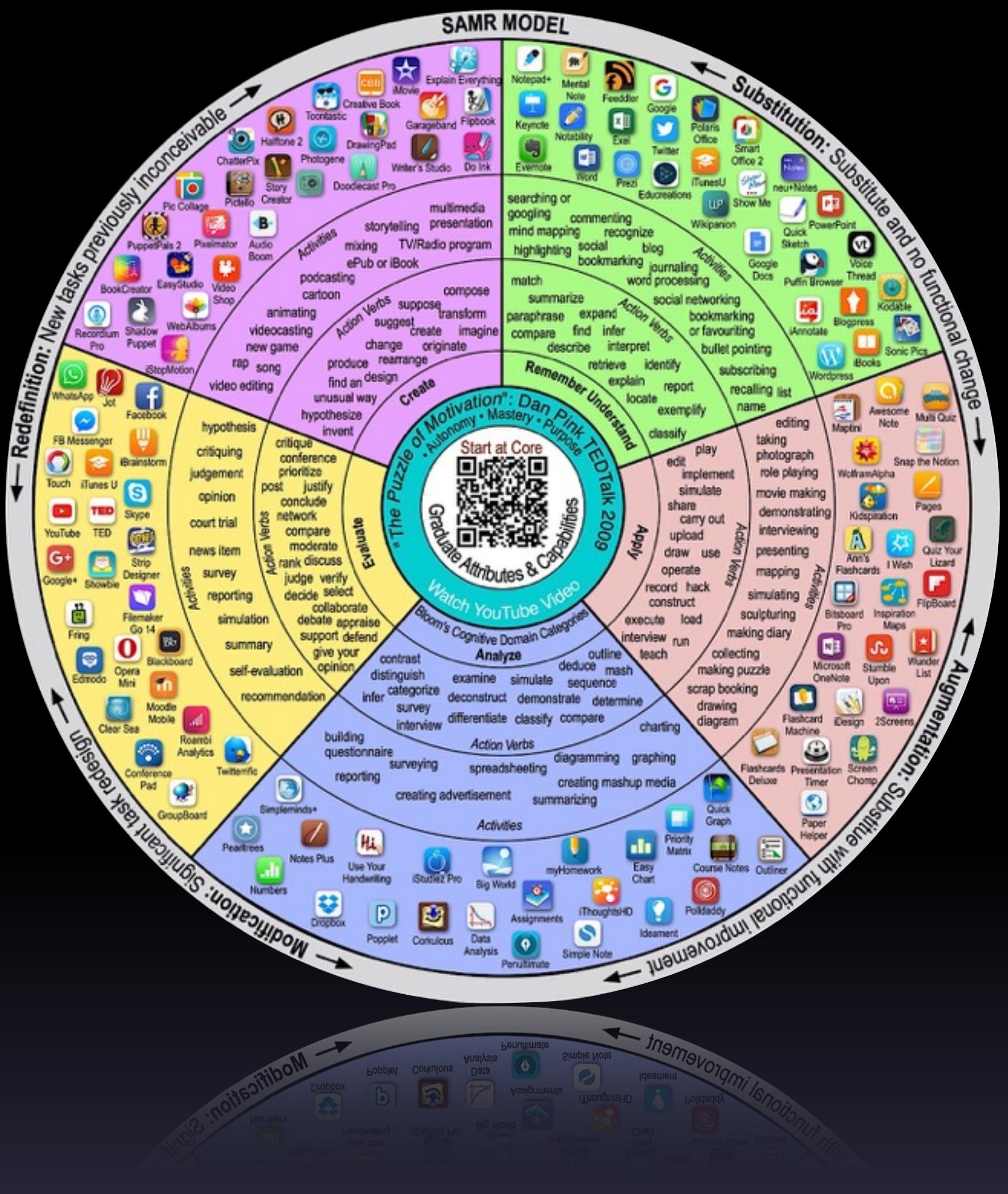
“Disruptive innovation is not a tactic. It’s a mindset.”

Luke Williams: [Disrupt](#)



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Based on a work at <http://tinyurl.com/padwheelstory>.



Workshop slides are available as a PDF

bit.ly/webinar0716



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



Learning

Outcomes



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



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



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Email: allan@designingoutcomes.net

Can the Padagogy Wheel help?



The Challenge

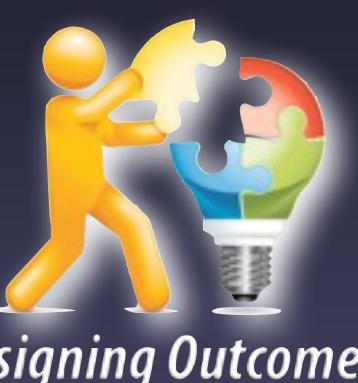
“How do we show teachers that the pedagogy should drive the technology and not the other way around?”

It's a Bloomin' Better Way to Teach

12 Jul 2012

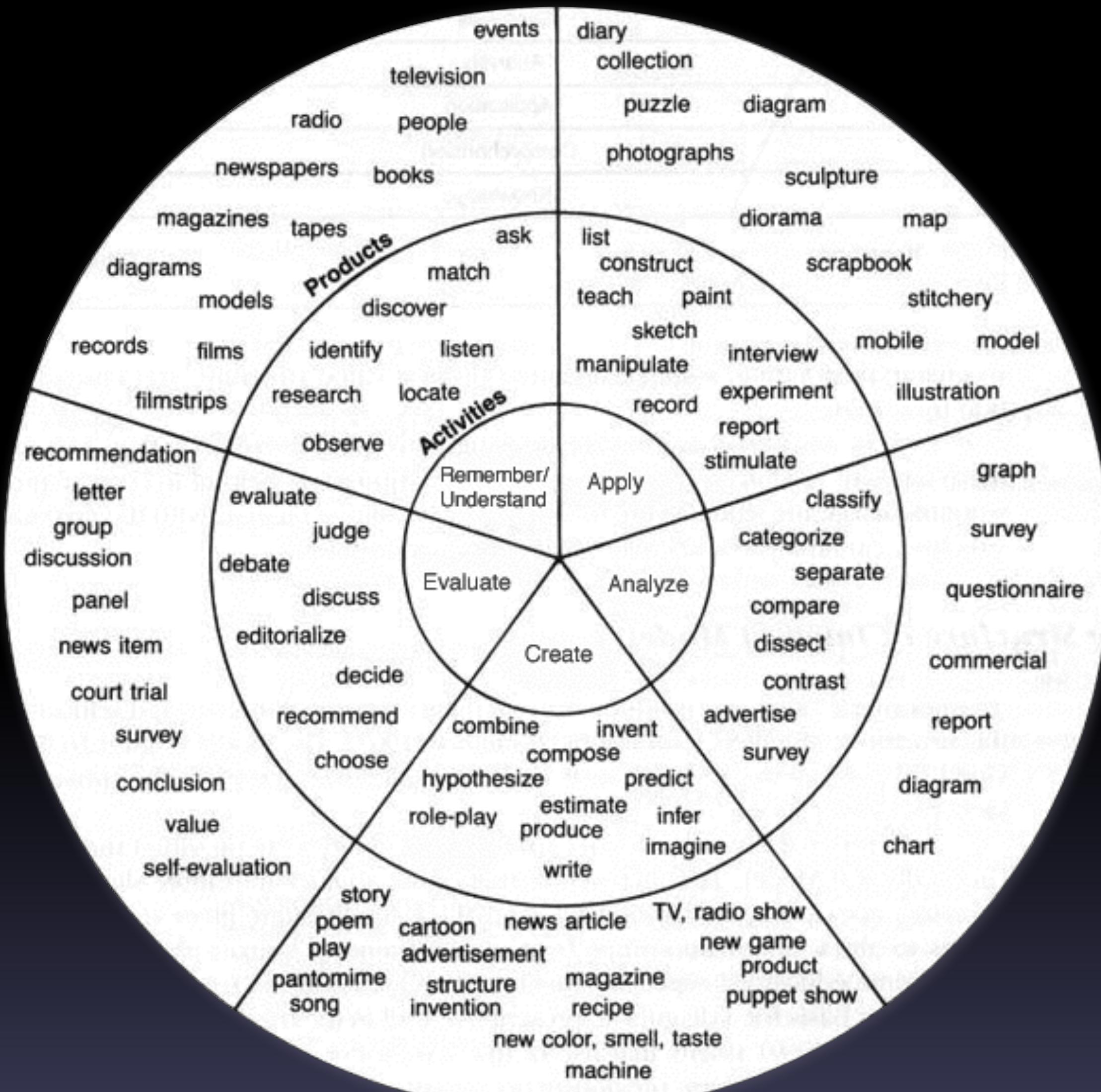


Disruptive Pedagogy Presentation by [Allan Carrington](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).
Based on a work at <http://tinyurl.com/padwheelstory>.



Designing Outcomes

Bloom's Taxonomies



<http://edorigami.wikispaces.com/>

Andrew Churches

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[Kristin School](#), Albany Auckland

Email: achurches@kristin.school.nz

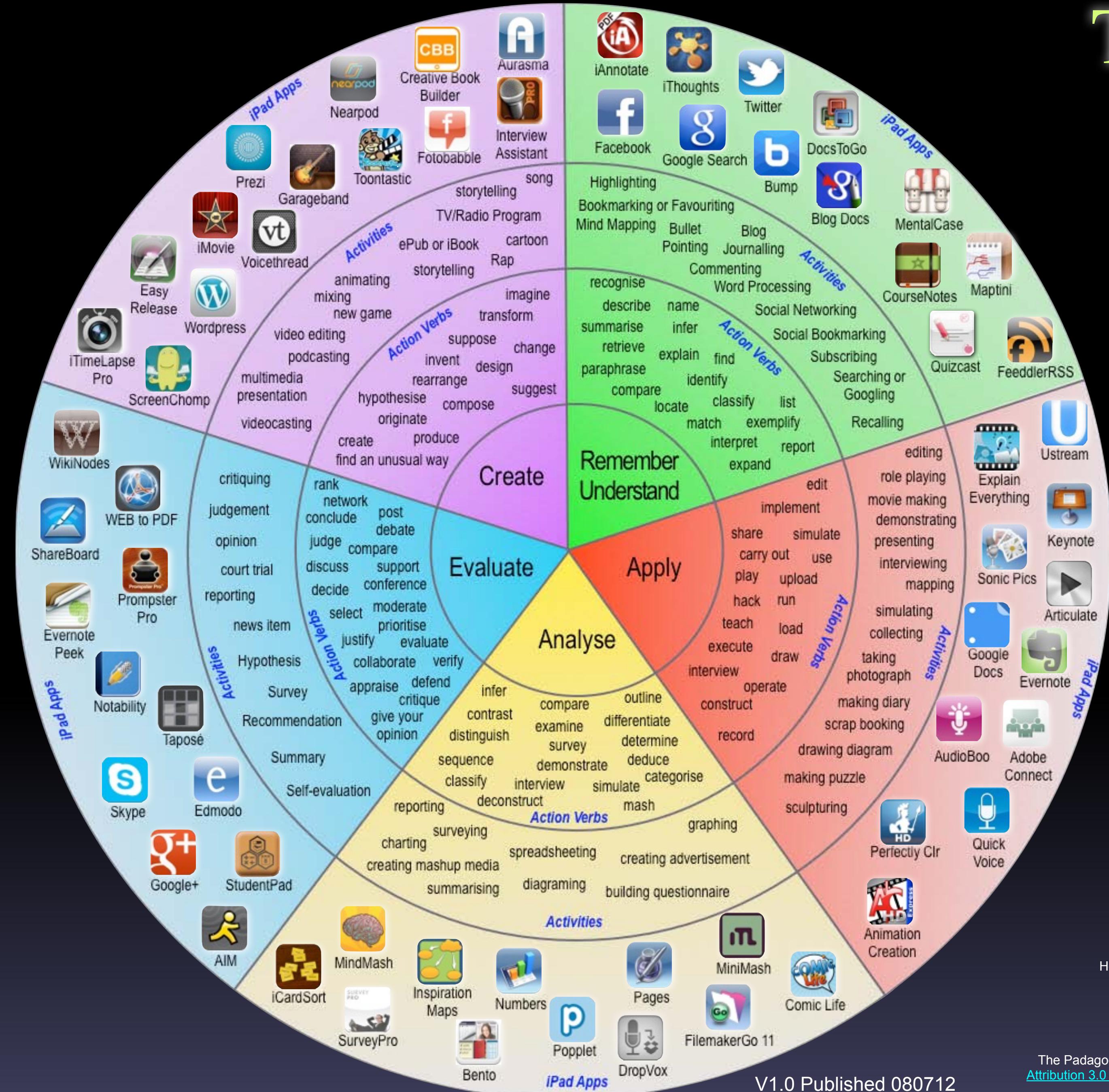
Blog: <http://edorigami.edublogs.org>

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

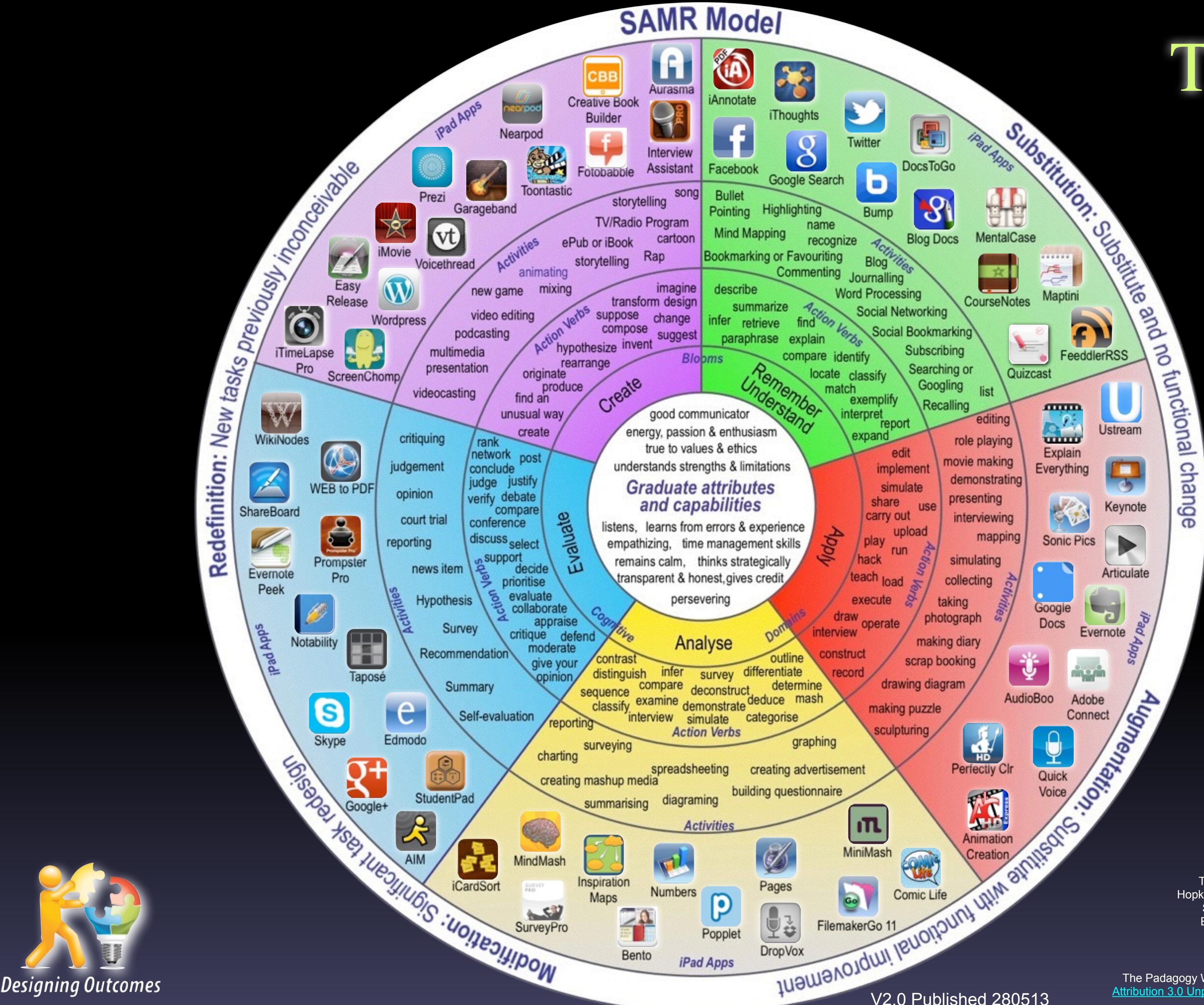


Designing Outcomes

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 Arlery and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogical possibilities with mobile devices, in particular the iPad, I have to acknowledge the creative work of Kathy Schrock on her website [Bloomin' Apps](http://bloominapps.com).

The Padagogy Wheel V2.0



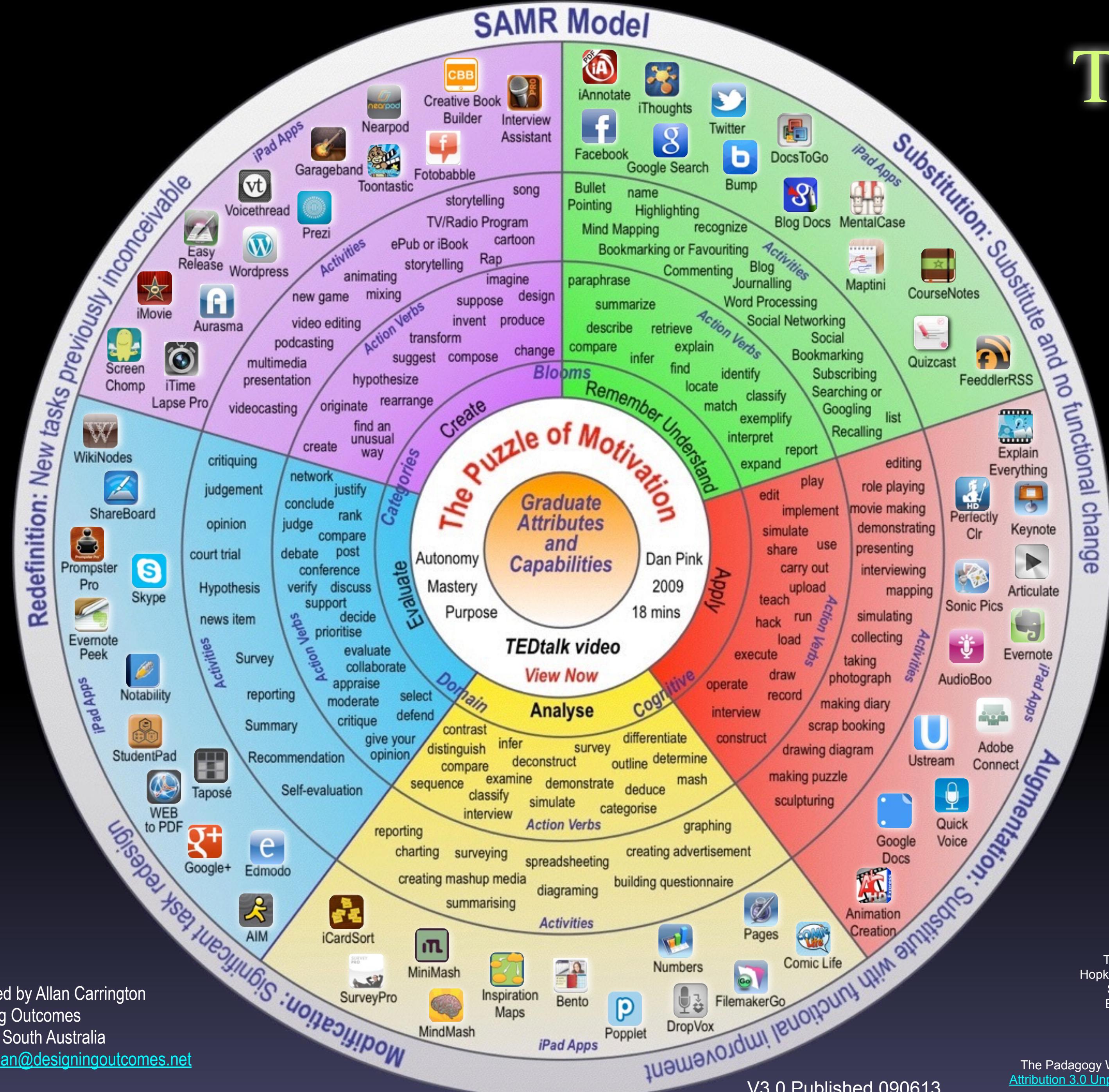
- Added to the core of the wheel: Graduate Attributes and Capabilities
- Added SAMR Model of technology integration

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This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmitweb.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 pedagogic possibilities with mobile devices, in particular the iPad, I have to acknowledge the creative work of Kathy Schrock on her website [Bloomin' Apps](http://bloominapps.com).



Designing Outcomes



The Padagogy Wheel V3.0

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

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Developed by Allan Carrington
Designing Outcomes
Adelaide South Australia
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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



Developed by Allan Carrington
Designing Outcomes
Adelaide South Australia
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The Padagogy Wheel V3.0



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!"

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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.

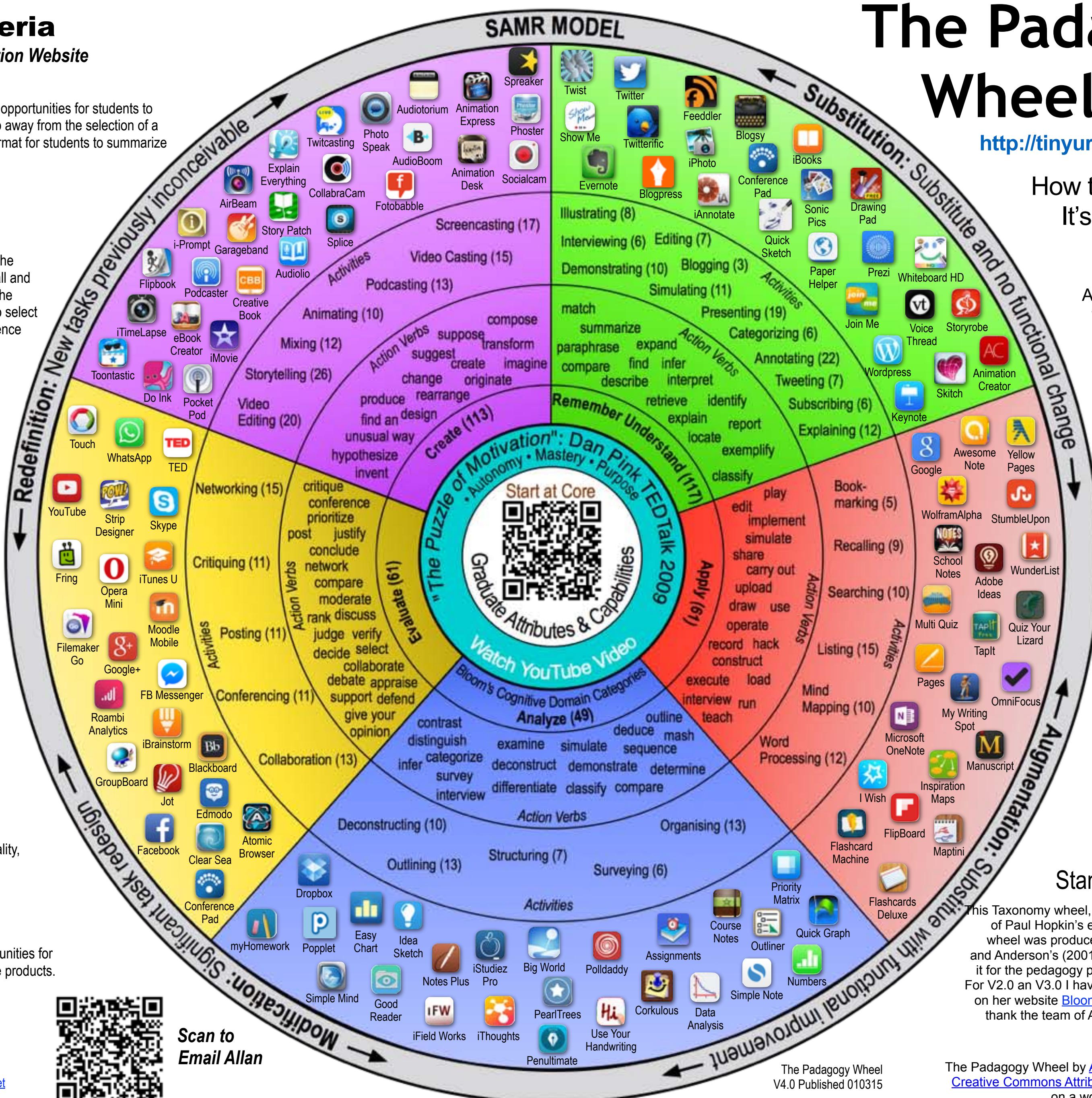
Creating Criteria



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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



<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



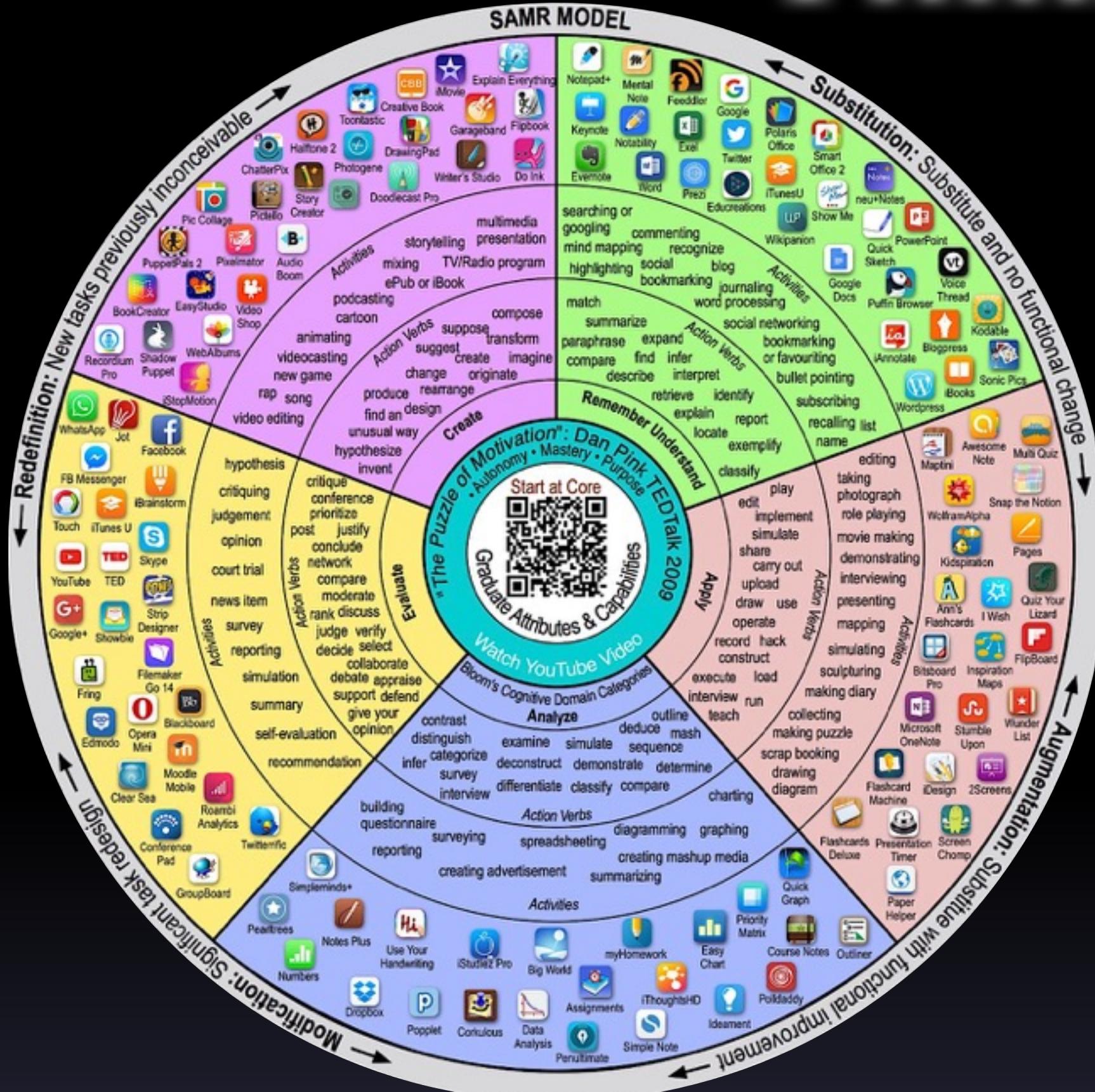
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The Meshing of Technology, Thinking, & Student Motivation



"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".

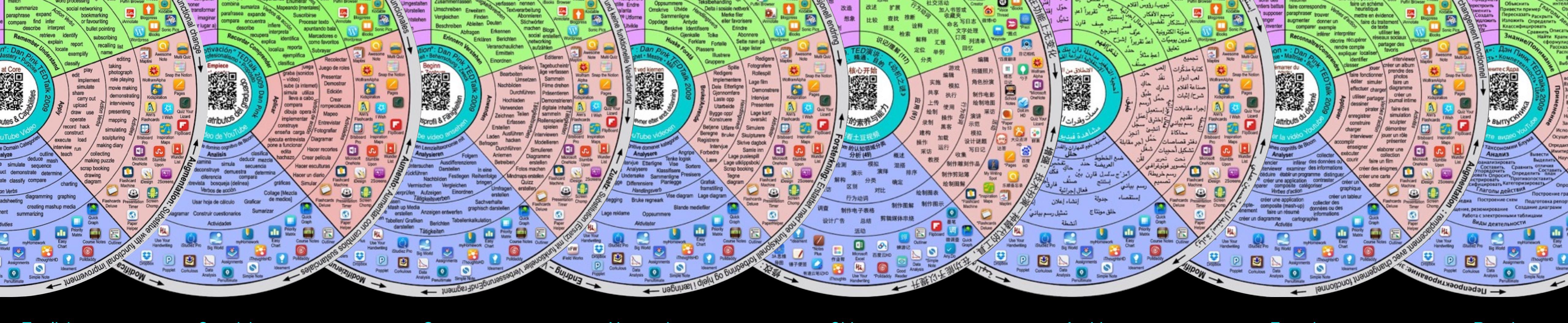
Extract from te@chthought blog post

<http://tinyurl.com/bigpictureedtech>

“Disruptive innovation is not a tactic. It’s a mindset.”

Luke Williams: [Disrupt](#)





English

Spanish

German

Norwegian

Chinese

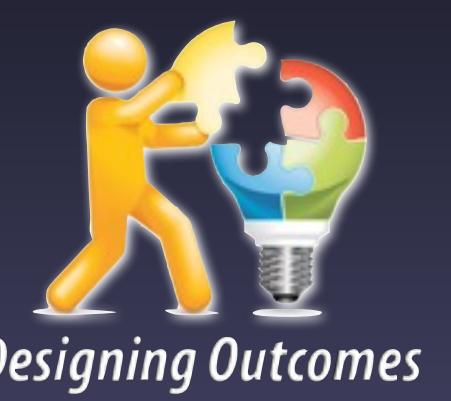
Arabic

French

Russian

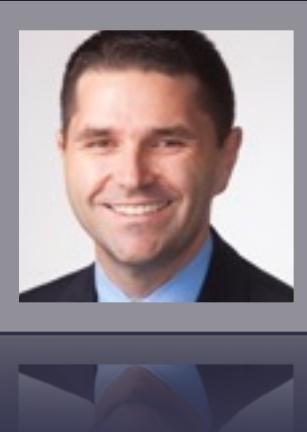
An Endorsement

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



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?”



✓ Published P 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

Remembering 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

Understanding Criteria

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 summarise content and translate meaning.

Applying 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.

Analyzing Criteria

Analysing: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content..

Evaluating 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.

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

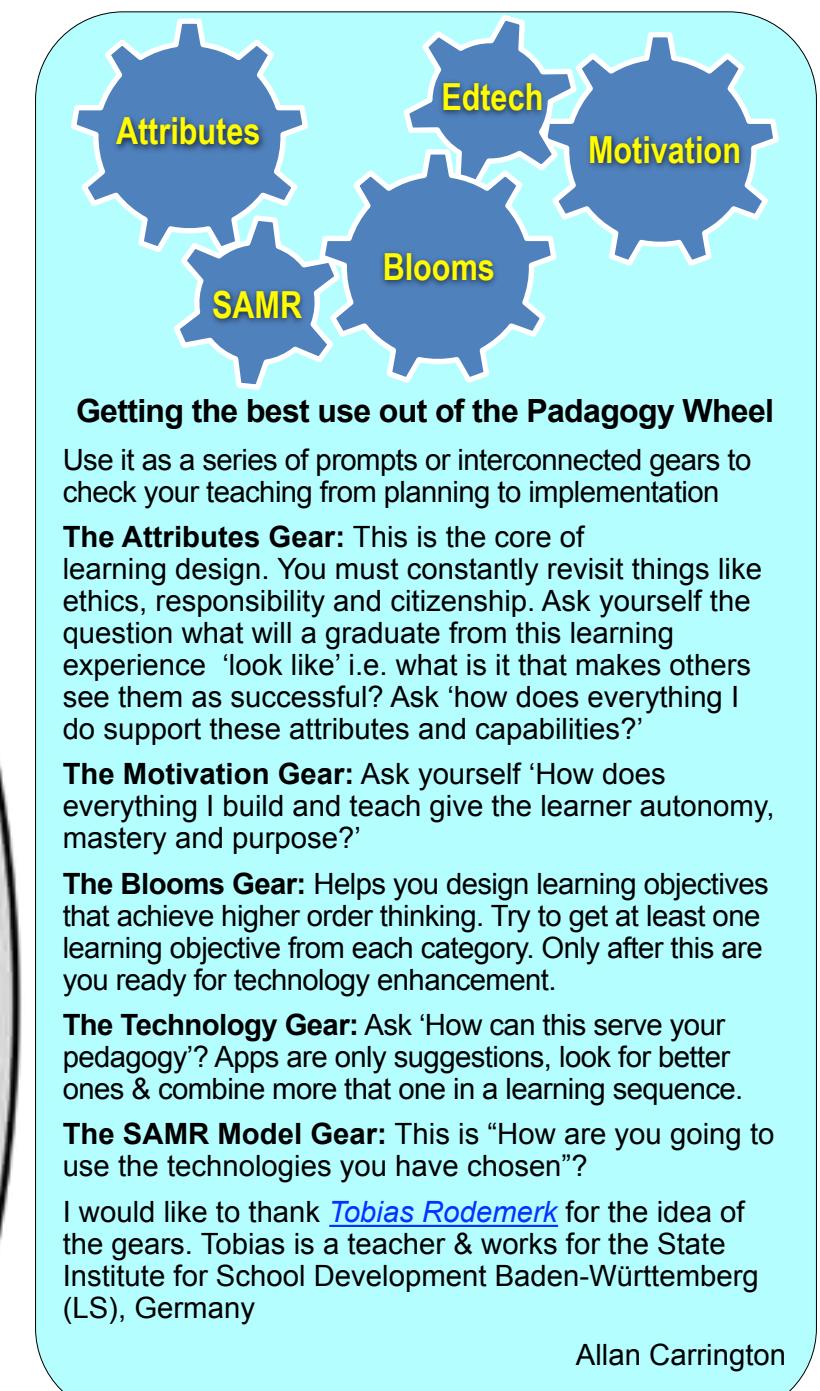
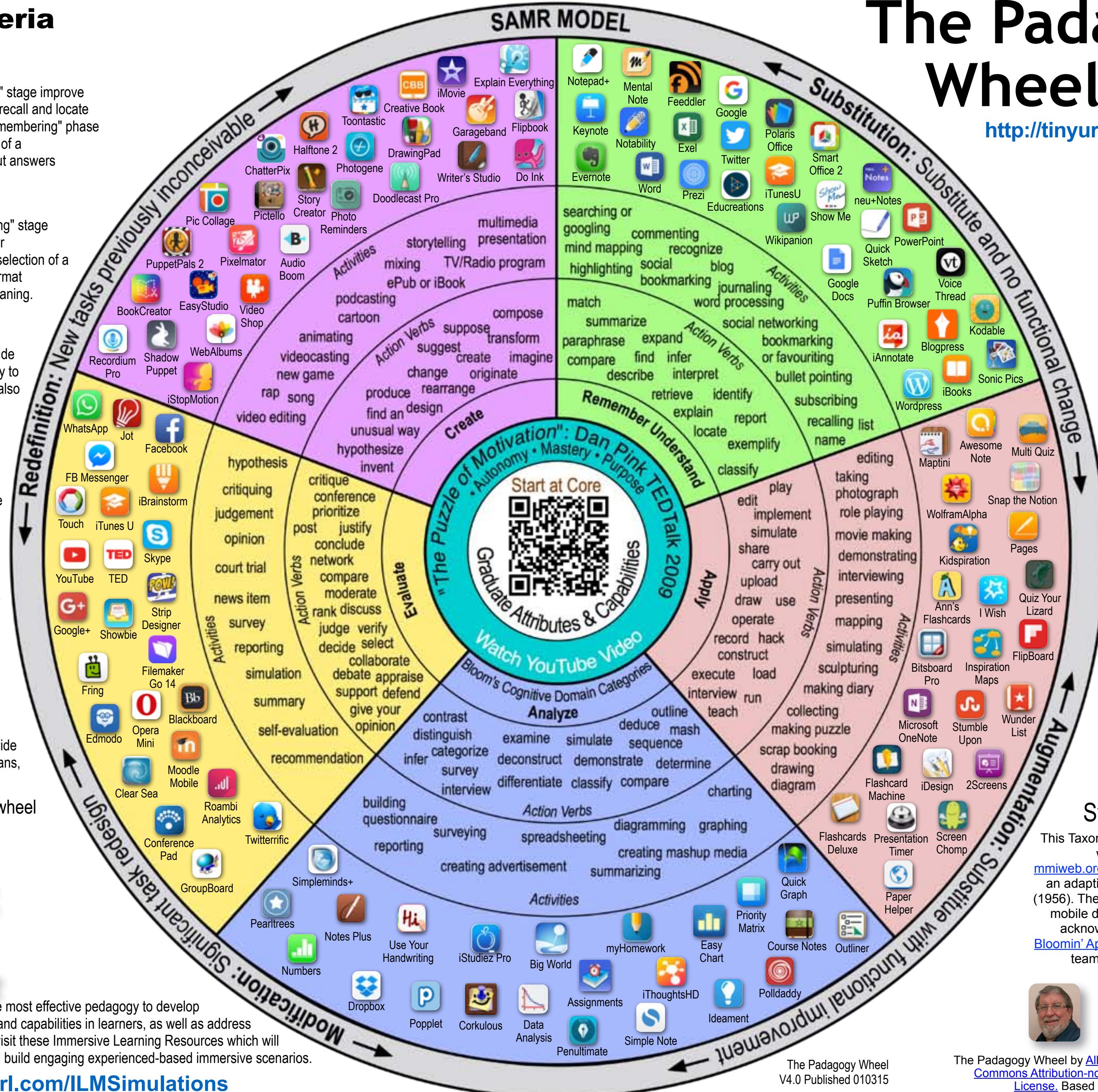


Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design and build engaging experienced-based immersive scenarios.

<http://tinyurl.com/ILMSimulations>

The Padagogy Wheel V4.1

<http://tinyurl.com/posterV4>



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

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Developed by Allan Carrington Designing Outcomes
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Allan
Australia



English

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 Antwort aus 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



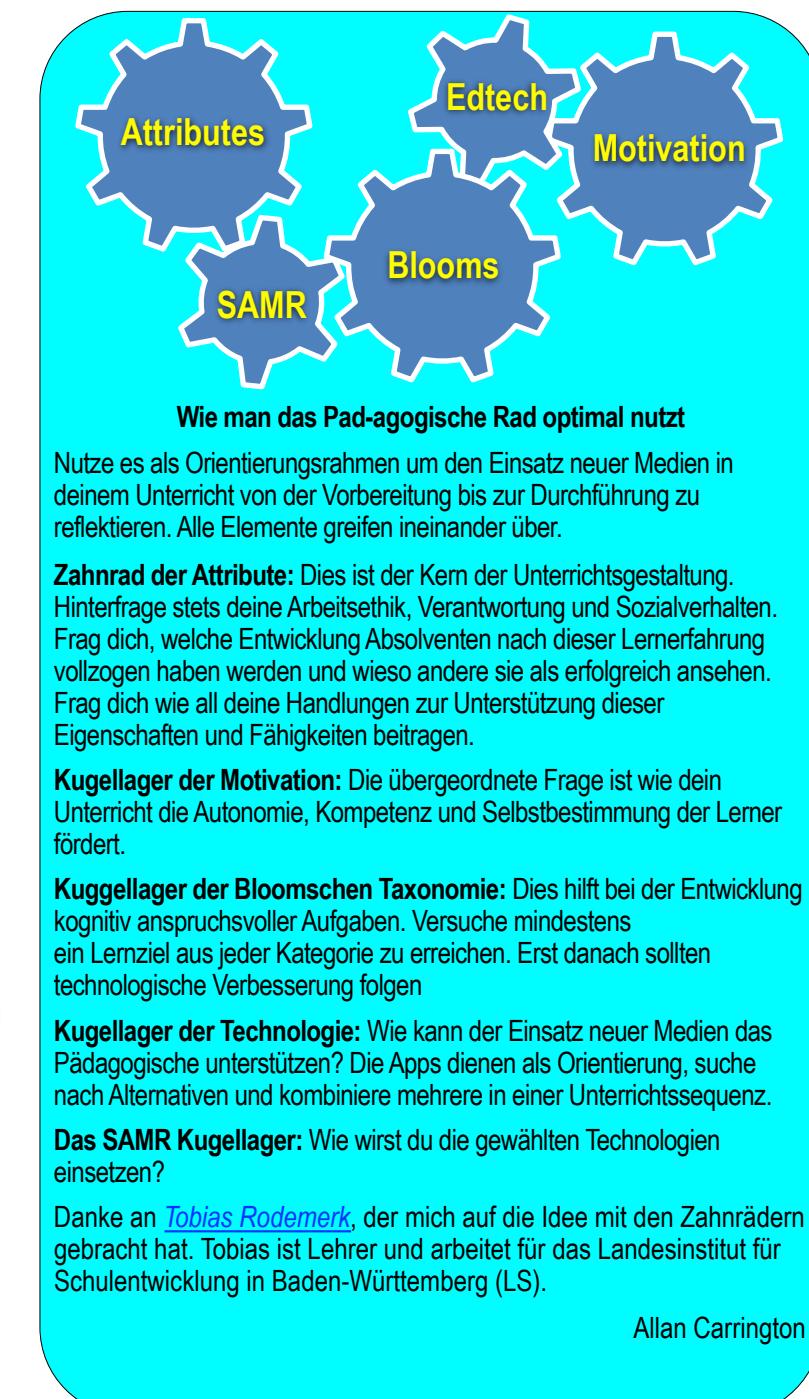
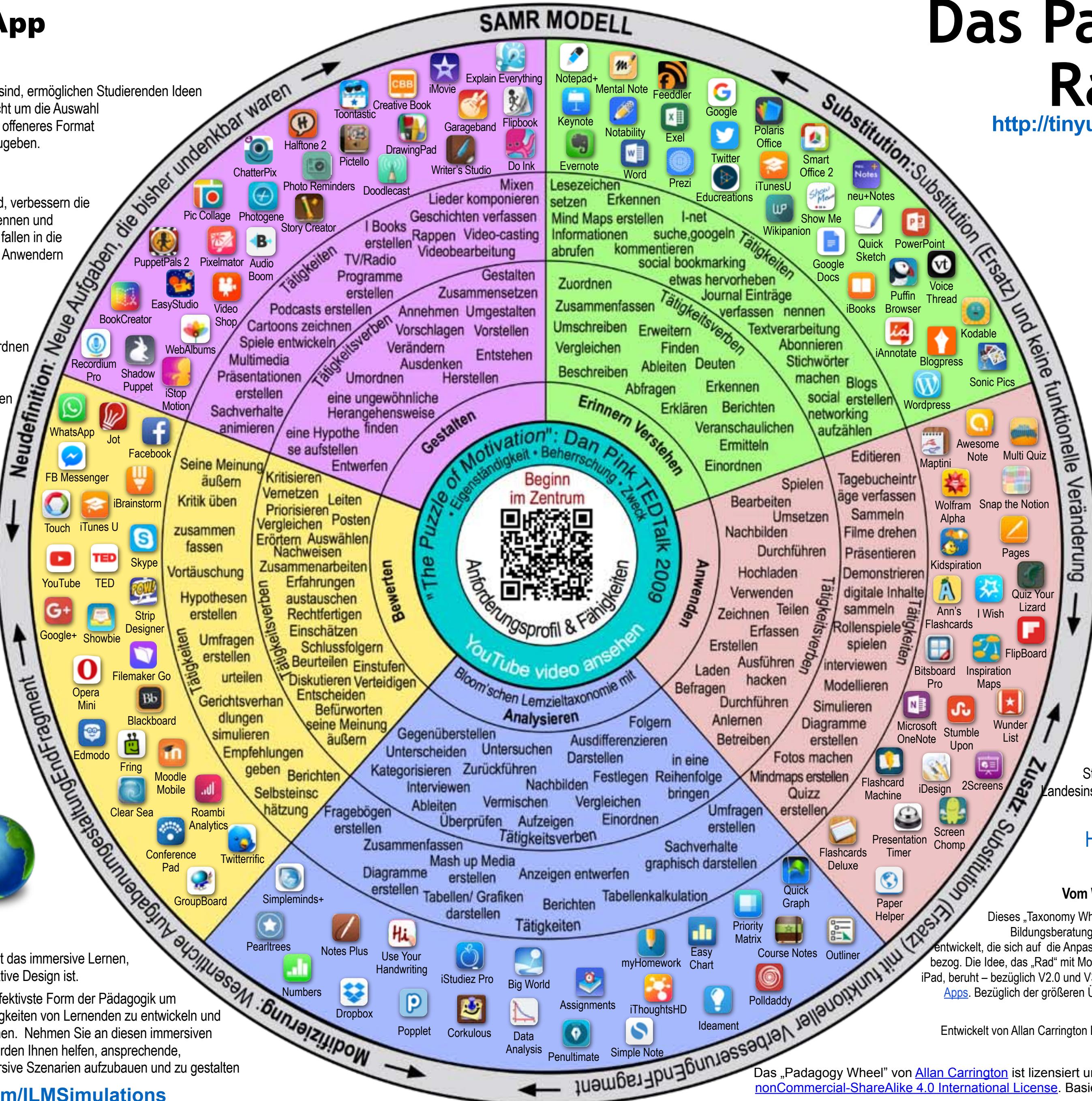
Im Kern des Rades steht das immersive Lernen, welches das neue instruktive Design ist.

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, erfahrungsgebasierte, 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.

Kugellager der Bloomschen Taxonomie: Dies hilft bei der Entwicklung kognitiv anspruchsvoller Aufgaben. Versuche mindestens ein Lernziel aus jeder Kategorie zu erreichen. Erst danach sollten technologische Verbesserungen 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 Rodemer](#), 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

German



Übersetzung von Prof. Dr. Volkmar Langer, President, College Weserbergland HSW, University of Applied Sciences, Am Stockhof 2, D-31785 Hameln Deutschland und Tobias Rodemer, 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 Kathohl 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](http://bloominApps.com). Bezuglich der größeren Überarbeitung der V04 bedanke ich mich bei dem Team von ADEs, die die Webseite [APPtic the App Lists for Education](http://APPtic.theAppListsForEducation.com) 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

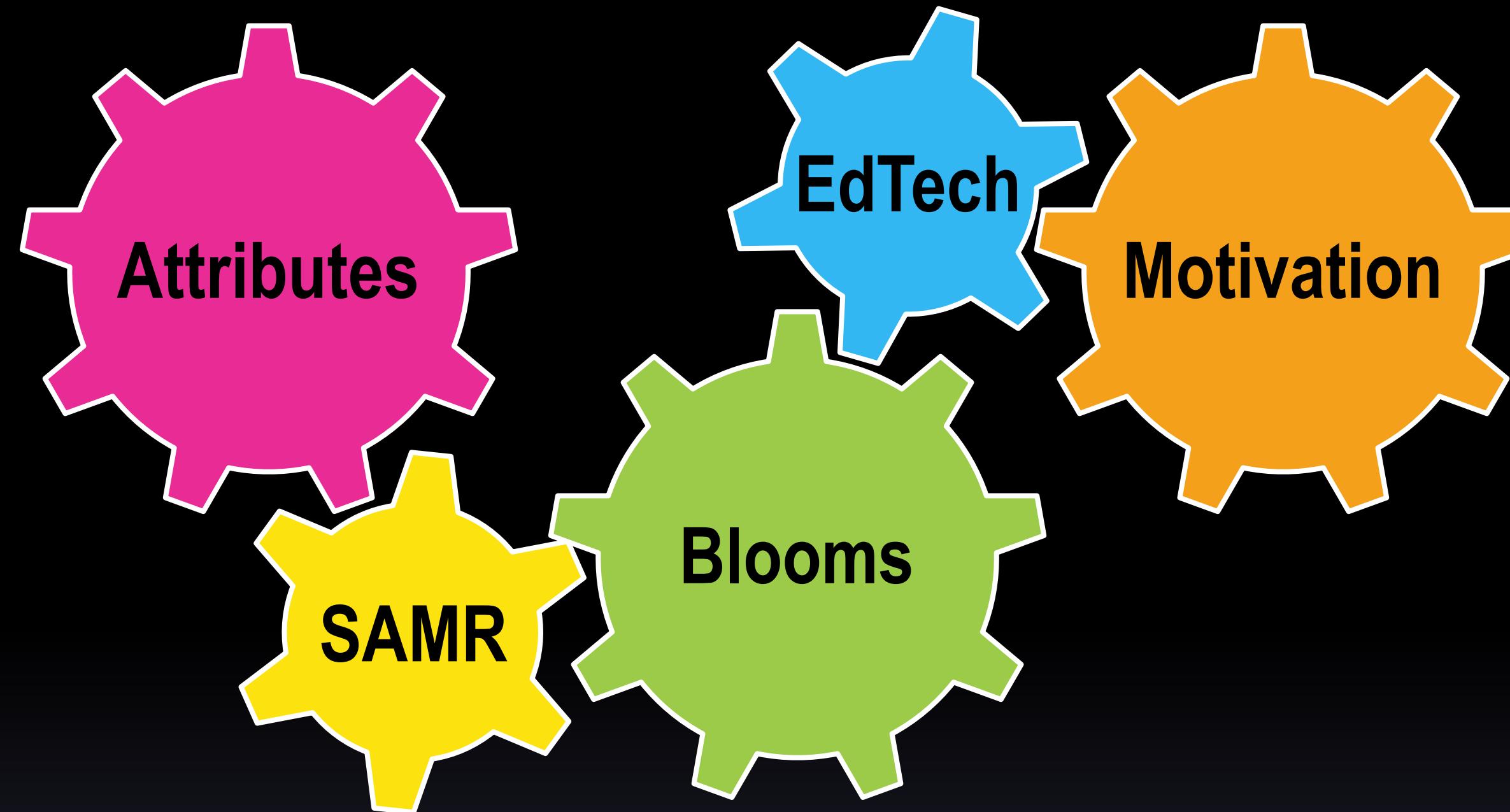


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Tobias Germany

Getting the best use out of the Padagogy Wheel

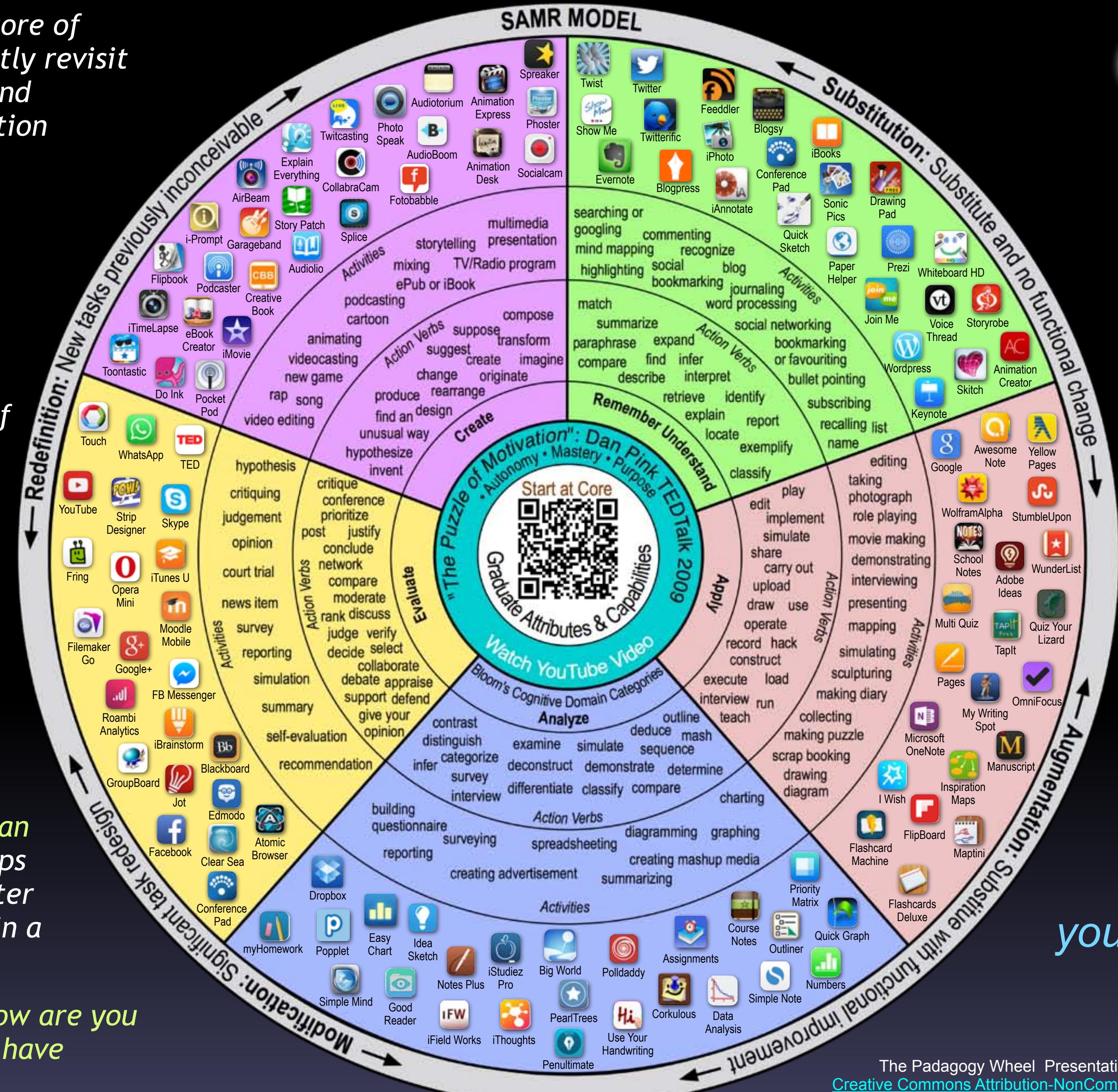


Use it as a series of prompts or gear-like grids to filter your teaching from planning to implementation

Getting the best use of the Wheel



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?**

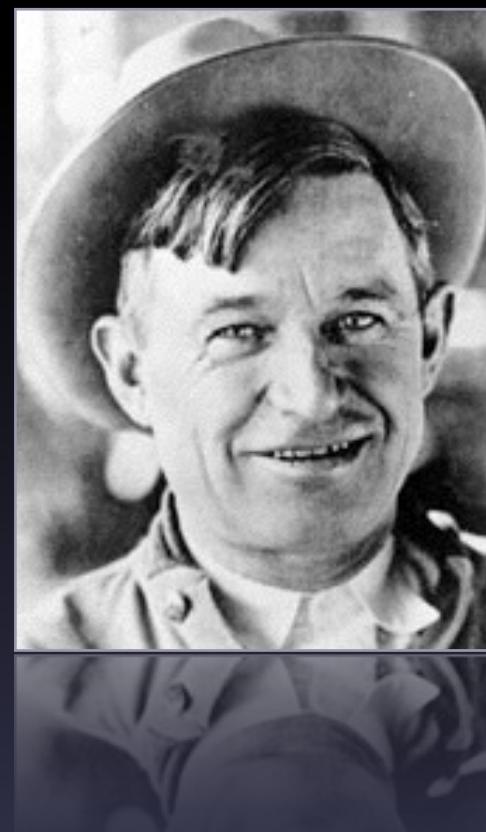


1. Flipped Thinking

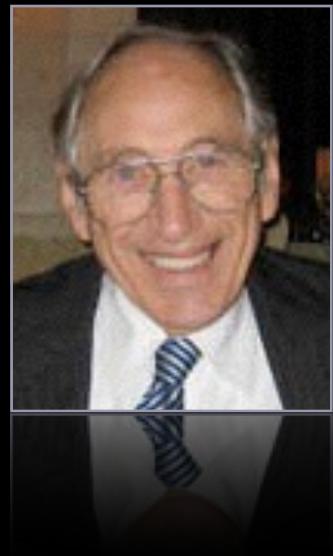
Because shift happens! Use sound educational modelling

*"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

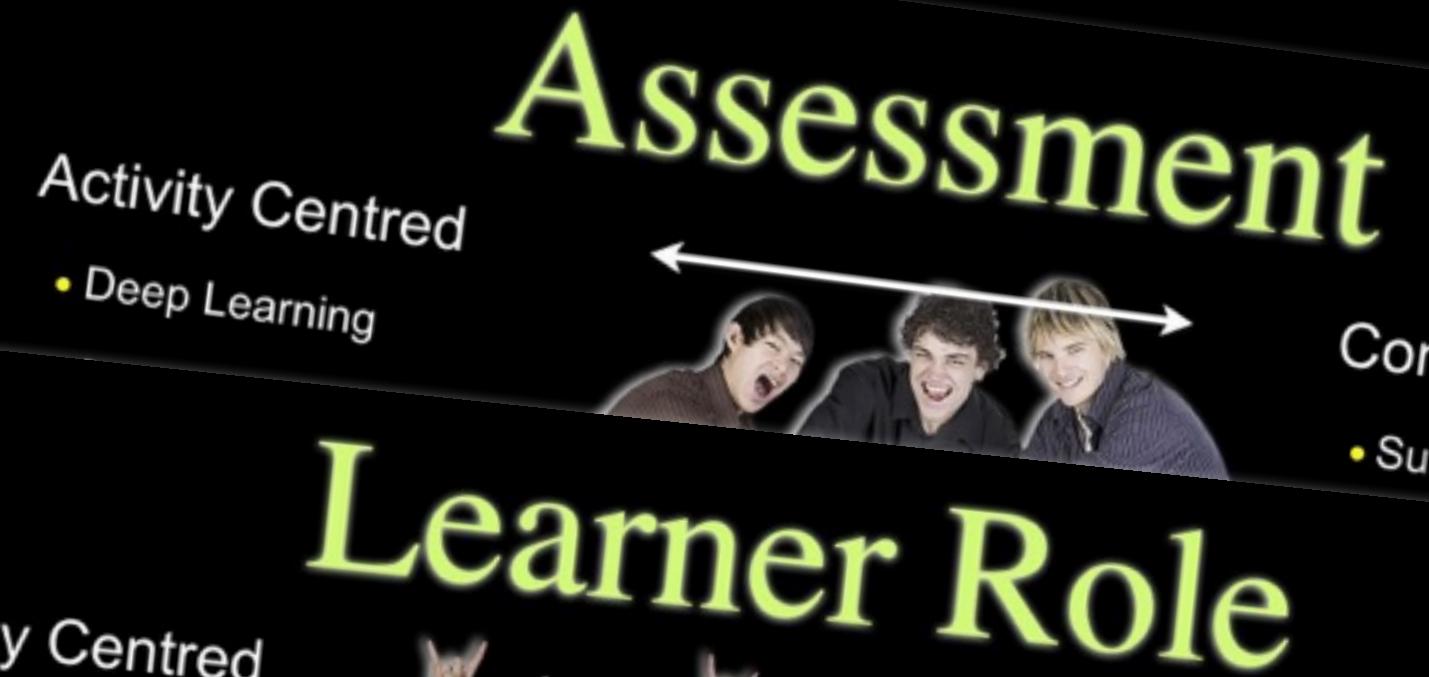
- Paradigm
- Background
- Instructor Role



Content Centred

- Learner Role
- Assessment

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



Activity Centred

- Learning through doing



Content Centred
• Surface Learning

Instructor Role

Activity Centred

- Help students make transitions



Content Centred
• Transmit information

Background

Activity Centred

- Situated approach
- Focus on context



Content Centred

Activity Centred

- Constructivist
- Adult Learning
- Dewy, Kolb, Vygotsky
- Primary of context
- Learner centred



Content Centred

- Behaviourist
- Instructivist
- Skinner
- Primary of content
- Instructor centred

Paradigm

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

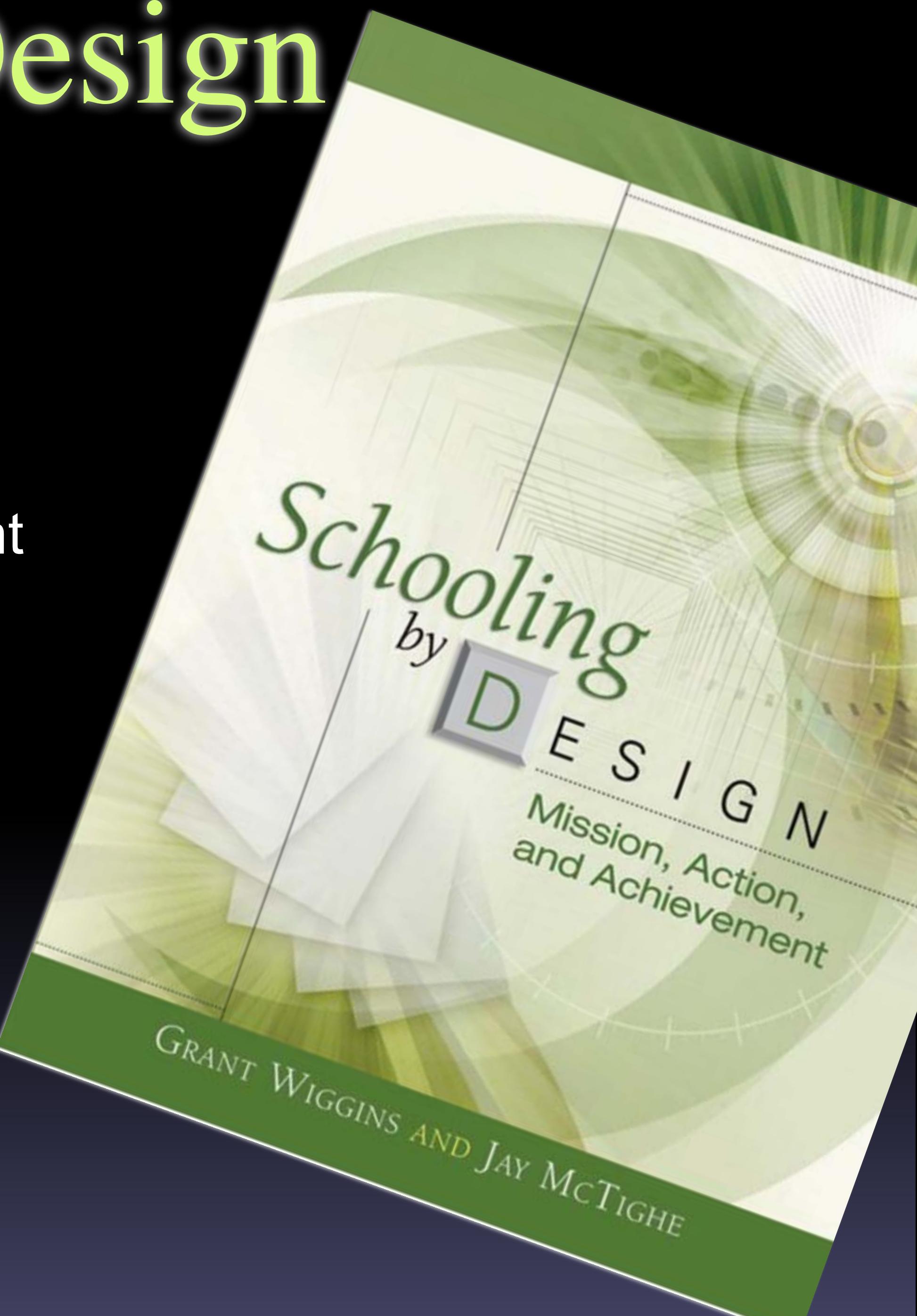
- Identify desired results (big ideas and skills)
- Determine acceptable evidence that support that the desired results have occurred (culminating assessment tasks)
- Plan learning experience and instruction (learning events)

Schooling By Design Book

Bit.ly: bit.ly/schoolbydesignbook

A Study Guide for Schooling by Design

Bit.ly: bit.ly/schoolbydesignstudy





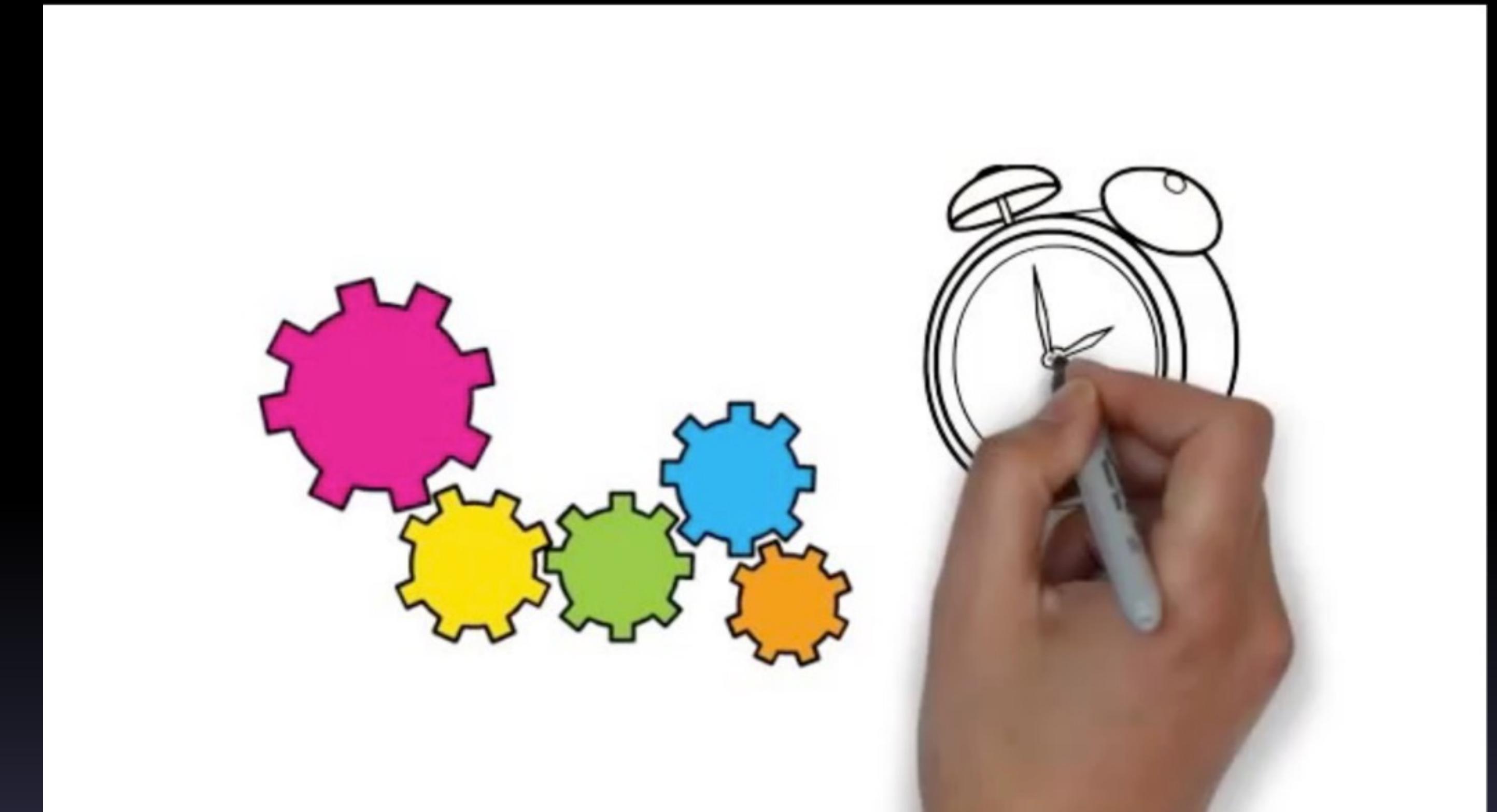
Backward Design & Alignment

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



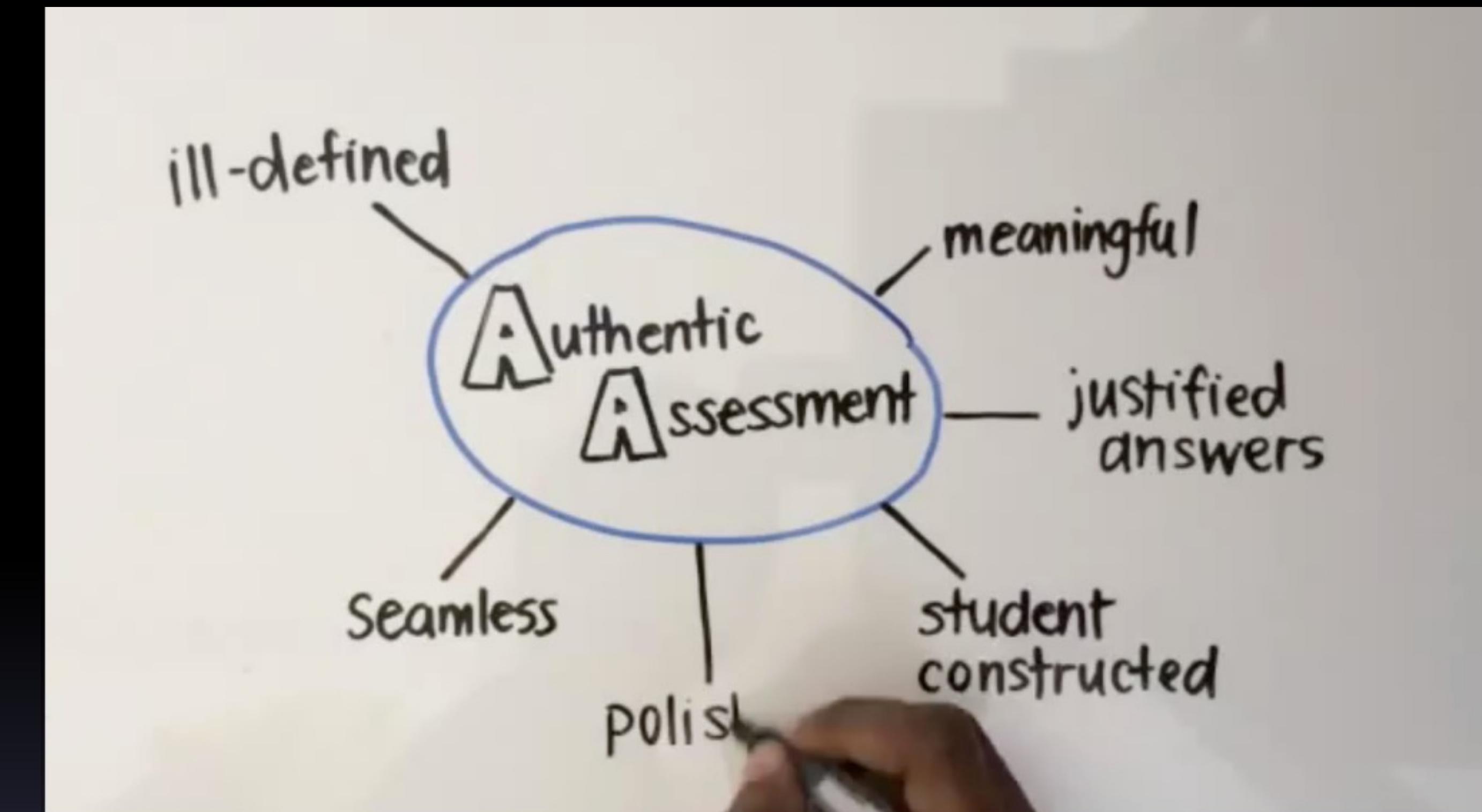
ILM

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>



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



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?

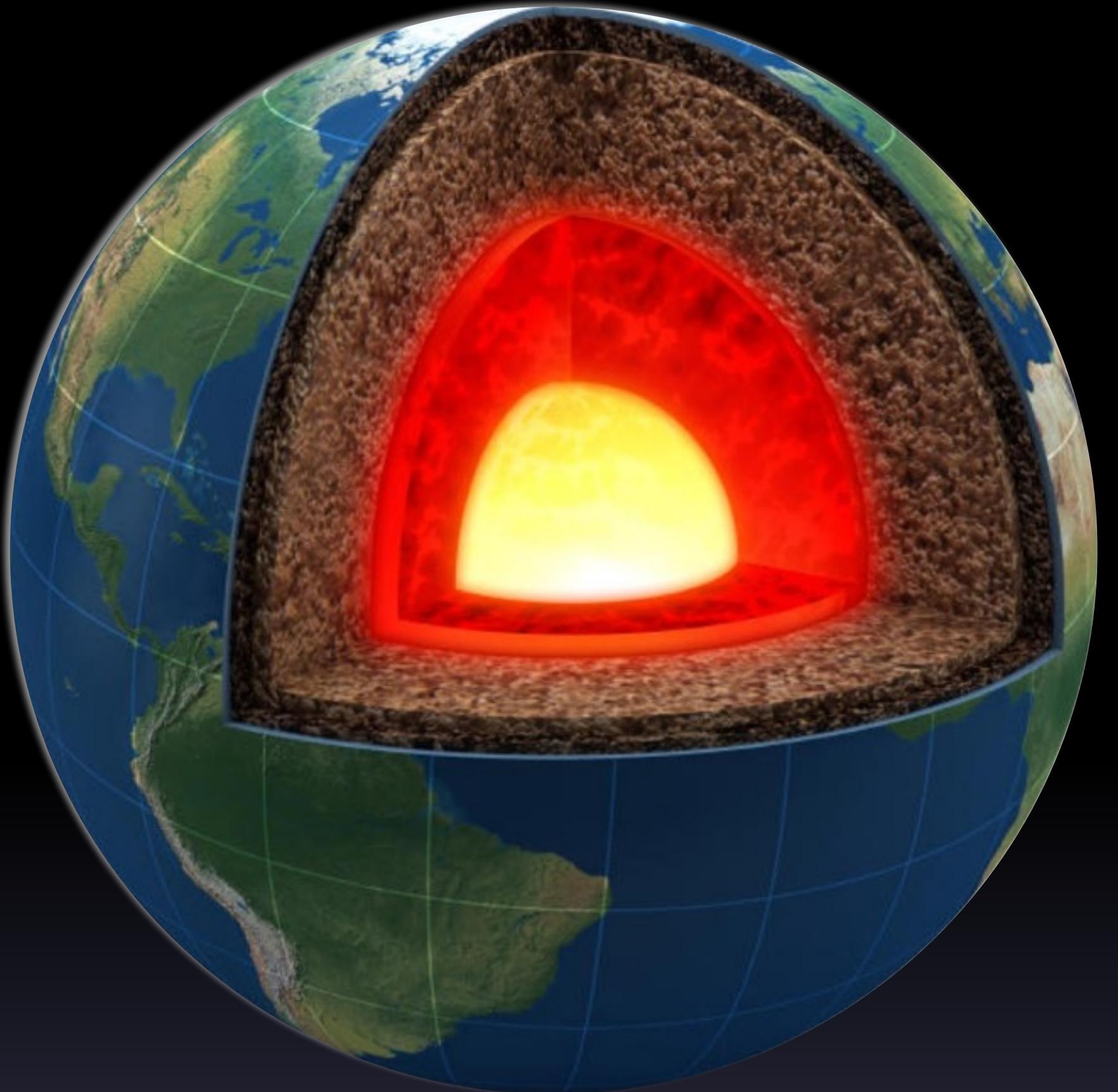
Step 2: how do you build higher order skills into your Learning Outcomes?

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

The screenshot shows a web browser displaying the Edutopia website. The main headline is "4 Things Transformational Teachers Do". Below the headline is a photo of two teachers in a classroom setting. A sidebar on the left lists "RELATED TAGS" including Back to School, Creativity, Professional Development, Teacher Leadership, and Teaching Strategies. A sidebar on the right lists "BROWSE TOPICS" such as Comprehensive Assessment, Integrated Studies, Project-Based Learning, Social and Emotional Learning, Teacher Development, and Technology Integration. Other popular topics listed include Brain-Based Learning, Classroom Management, Classroom Technology, Curriculum Planning, Education Equity, Formative Assessment, Game-Based Learning, Inquiry-Based Learning, Student Engagement, and Teaching Strategies.

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

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



For Reference

Graduate Capabilities from Industry

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

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

12-11-27 07:41 Filed in: [Activity Centred Learning](#) | [Graduate Attributes](#) | [Simulations](#) | [Values](#)

I was suffering from a bad virus and struggling to stay focused at day two of the University Learning and Teaching Festival in Nov 2012, I was not expecting what happened next. Professor Geoff Scott was introduced as a keynote presenter. He is very interesting to listen to and his presentation was engaging. However it was the last slide and how he described it that became my major "Ah Ha!" of the conference. In the days following I kept returning to this slide's content and its implications. I couldn't resist contacting Geoff who was happy to talk to me over SKYPE. I and our dialogue became this episode.

Geoff is Executive Director of Sustainability at UWS and I asked him what is meant by Sustainability in Higher Education his answer could lead to more than one more episode. He describes Educational Sustainability as having four pillars that interact with the four functions of a university: Social, Cultural, Economic and Environmental which interact with research, teaching, engagement and operations.

I wanted Geoff to elaborate on his last slide of his keynote titled "Turnaround Leadership for Sustainability in HE - top 15 capabilities in rank order". They were:

1. Having energy, passion and enthusiasm for EIS
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. Being able to make effective presentations to different groups of practitioners
15. Identifying from a mass of information the core issue/opportunity

These were identified from an International project being run then looked at many different disciplines then university similar top 15 capabilities. Geoff's slide presentation focuses on what is of the heart and what is of the head and how we talk about personal and interpersonal capabilities and how we

Bit.Ly: bit.ly/gradattributes



For Reference



Skills & Attributes of Today's Learners

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

Includes:

[Tony Wagner's Seven Survival Skills](#)

as defined by business leaders in their own words

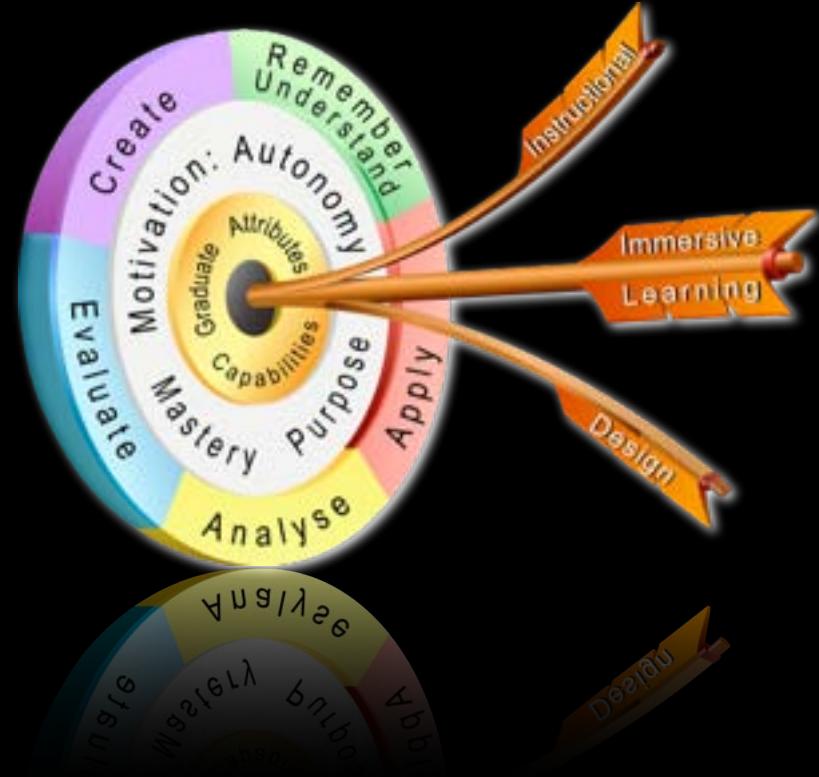
Bit.Ly : <http://bit.ly/21stlearnersskills>



Jackie Gerstein

Graduate Attributes & Capabilities

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

Bit.ly: bit.ly/csugradattributes

For Reference

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Common Glossary

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Students

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[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.



Helping a student go for Gold

Developing a profile of excellence with student commitment



- 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



Disruptive Padagogy Presentation by [Allan Carrington](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).
Based on a work at <http://tinyurl.com/padwheelstory>.



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>

The screenshot shows a web page from the Greater Good Science Center. At the top, there's a navigation bar with links like "Login or Become a Member", "The Unity Moodle LOGIN", "Personal", "Designing Outcomes", "Mobile Learn", "greatergood.berkeley.edu", "unity.net.au/login/index.php", and "ABOUT THE GREATER GOOD SCIENCE CENTER". Below the navigation, the "Greater Good" logo is displayed with the tagline "The Science of a Meaningful Life". The main article title is "How Awe Can Help Students Develop Purpose" by Vicki Zakrzewski, dated June 11, 2013. The article discusses how awe can inspire students to find purpose in life, referencing Ryan Hreljac and William Damon. On the right side of the article, there are social sharing icons for TEXT, COMMENT, SHARE, EMAIL, and PRINT, along with a Facebook "Like" button. To the right of the article, there's a sidebar with various news items and a "Follow Us!" section with links to Facebook, Twitter, YouTube, and LinkedIn. At the bottom right, there's a graphic with colorful smiley faces.

How Awe Can Help Students Develop Purpose

By Vicki Zakrzewski | June 11, 2013 | 4 Comments

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

Imagine being Ryan Hreljac's first grade teacher. After telling your class of six and seven year olds that children in Africa are dying because of lack of clean water, Ryan, one of your students, is so moved he has to do something. What starts as extra vacuuming at home to earn money for wells eventually turns into [Ryan's Well Foundation](#) that, to-date, has brought safe water and sanitation services to over 789,900 people.

As his teacher, you helped Ryan start on the path to a life purpose, which, according to research, may be one of the greatest services you ever render to your students.

William Damon, leading expert in human development and author of *The Path to Purpose*, states that students today may be high achievers but they have no idea what for. He believes that this sense of meaninglessness is one of the main contributors to the skyrocketing suicide and depression rates amongst our youth. One sample statistic: the American College Health Association reported in 2011 that 30 percent of undergraduates were so depressed they could hardly function.

To combat this meaninglessness, Damon argues that students need to find a purpose in life—something that is meaningful to themselves and that also serves the greater good. In a series of studies of over 1,200 youth ages 12 to 26, Damon found that those who were actively pursuing a clear purpose reaped tremendous benefits that were both immediate and that could also last a lifetime.

More immediate benefits included extra positive energy that not only kept students motivated, but also helped them acquire the necessary skills and knowledge to pursue their purpose, making them very strong learners. Youth with a strong sense of purpose also benefited from positive emotions such as *gratitude*, self-confidence, *optimism*, and a deep sense of fulfillment—all of which scientists have found help prevent depression and anxiety.

Students who carry this sense of purpose into adulthood may also benefit in the long run. Research shows that adults who feel their lives have meaning and purpose are happier, more successful at work, and have stronger relationships.

So what does this mean for educators? In-depth interviews of 12 purpose-driven youth from Damon's studies revealed that all of them came to their purpose through people outside their immediate families, including their teachers.

In his book, Damon suggests several ways teachers can help their students discover a sense of purpose, such as asking students about what's most important to them and talking about your own sense of purpose as a teacher.

But new research suggests...

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The Science of Happiness

Next Session of Our Acclaimed Course Begins Sept. 6, 2016



ILM

Motivation

Dan Pink: The surprising truth about what motivates us

Presented as an Interactive Learning Module in the Workshop



- Autonomy
- Mastery
- Purpose



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

10.47 mins



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>



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>



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, and Purpose

by Janet Choi

UNCATEGORIZED | 7.10.13 | DELIVERINGHAPPINESS

Money isn't the most powerful or effective motivator. Back in the 1970's, psychologist Edward Deci ran an experiment showing how incentivizing students with money to solve puzzles actually made them less interested in working on them after being paid. Meanwhile, another group of students who hadn't been offered money, worked on the puzzles longer and with more interest. Deci's work uncovered the powerful and significant difference between extrinsic motivation, the kind that comes from outside sources, and intrinsic motivation, the kind that comes from within yourself.

So how do you attain that intrinsic motivation? Daniel Pink, in his book, [Drive](#), lists three elements of the motivation formula: autonomy, mastery, and purpose. In situations where people are paid fairly, this trio drives, engages, and stimulates us to do our best work.

Here's the breakdown:

Autonomy

Our self-direction is a natural inclination. Pink points to the simple example of how children play and explore all on their own. We're all built with inner drive.

Deci, and his colleague Richard Ryan, have continued to explore the nature of what's called self-determination theory, a theory of motivation that takes into account people's psychological needs. They discovered in a study of workers at an investment bank that managers who offered "autonomy support" — which means helping employees make [progress](#) by giving meaningful feedback, choice over how to do things, and encouragement — resulted in higher job satisfaction and better job performance.

Workplaces can support autonomy by giving people real control over various aspects of their work — whether it's deciding what to work on or when to do it.

It's why learning a language or an instrument can be so frustrating at first. If our interest flags and you may even give up. A sense of progress, not what they can do. If the must-tasks are tasks are too easy, they'll will get

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.

The screenshot shows a blog post titled "Expect Success" on the EdworksPartners.org website. The post is about "What Drives Student Motivation?" by GUEST POST on APRIL 18, 2013. It features a graphic from RSA ANIMATE titled "Drive: The surprising truth...". The graphic illustrates that if you reward something, people get more behavior; if you punish something, people get less behavior. Below the graphic, there is a detailed text discussing the concepts of autonomy, mastery, and purpose, aligned with Common Core State Standards. The sidebar includes recent posts, archives, categories, and meta information.

Expect Success

What Drives Student Motivation?

by GUEST POST on APRIL 18, 2013

RSA ANIMATE

1 IF YOU REWARD SOMETHING DO YOU GET MORE BEHAVIOUR?

2 IF YOU PUNISH SOMETHING DO YOU GET LESS OF THE BEHAVIOUR YOU WANT?

When people are engaged in meaningful work, the motivation for them to do better is not for pay; they are motivated by **autonomy, mastery and purpose**. Pink's book *Drive* is focused on the adult work place, but motivation has no age limit. What do these concepts look like when we are thinking about K-12 instructional practices?

A critical question that must be asked before considering any new resources should be "Is this thinking aligned with [Common Core State Standards](#)?" My answer— you bet it is! For more information regarding the shifts teachers and leaders need to make in preparation for Common Core, consider reading [Core Mind Shift: From the Bell Curve to the J Curve](#).

So, what does it take to provide students with ongoing opportunities to engage learning using the concepts of autonomy, mastery and purpose? How will this help them achieve the benchmarks set by Common Core State Standards, my own state's standards and other national standards important to my work?

Autonomy – Provide students with frequent and authentic opportunities to make choices and engage in critical thinking / design.

- When creating unit and lesson plans provide students several choices for how they demonstrate understanding. One of my favorite middle school Language Arts teachers did just this when her students read *The Outsiders*. Students chose different avenues through which they demonstrated three distinct higher order thinking skills.
- Adopt a collaboration or design thinking process and use it for problem solving inside the classroom and beyond. KnowledgeWorks uses the [Collaborative Design Thinking Process](#) (or one their school chooses) to coaches teach Design Teams and school staff how to use this process (or one their school chooses) to innovate, design or re-design their schools and to build inquiry-based units and then continue to use it to resolve inter-personal conflicts and improve school wide systems which impact learning.

EDWorks Collaborative Design Thinking Process

Design Thinking is a problem-solving model for the purpose of innovation

Stage 1:

- Define the question, challenge or problem
- Do research and research to build knowledge
- Develop multiple perspectives

Stage 2:

- Brainstorm possible answers, solutions, new ideas/approaches
- Draft, tinker, create rapid prototypes

RECENT POSTS

- Just Say No To Summer Slump
- College strategies can be used
- Expanding Horizons at Early College
- Bringing New Opportunities to Students
- Student's Story
- Early College Builds Confidence: Early College High School
- Helping Students Get College-Ready
- Early College High School

ARCHIVES

Archives Select Month

CATEGORIES

- Community Partnerships (7)
- Early College High School (165)
- Education (105)
- High School (28)
- Higher Education (6)
- K-8 (8)
- STEM (31)
- Success Story (22)

META

Log in Entries



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>

The image shows a web browser window with a dark theme. The main content area displays a blog post titled "Elided Branches" with the subtitle "Autonomy, Mastery, Purpose... What's Missing?". The post is dated Tuesday, October 13, 2015. It discusses the four drivers of motivation: Autonomy, Mastery, Purpose, and Relatedness. The post includes several quotes and links to further reading. The sidebar on the right lists other blog posts, such as "Three Signs of a Miserable Job" and "Why Motivating People Doesn't Work". The overall layout is clean and professional, typical of a personal blog or website.



Principles to Motivate Students

Dan Pink: Shift from Motivation 2.0 to Motivation 3.0

ILM

Presented as an Interactive Learning Module in the Workshop



- Autonomy
- Mastery
- Purpose



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

11.03 mins



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

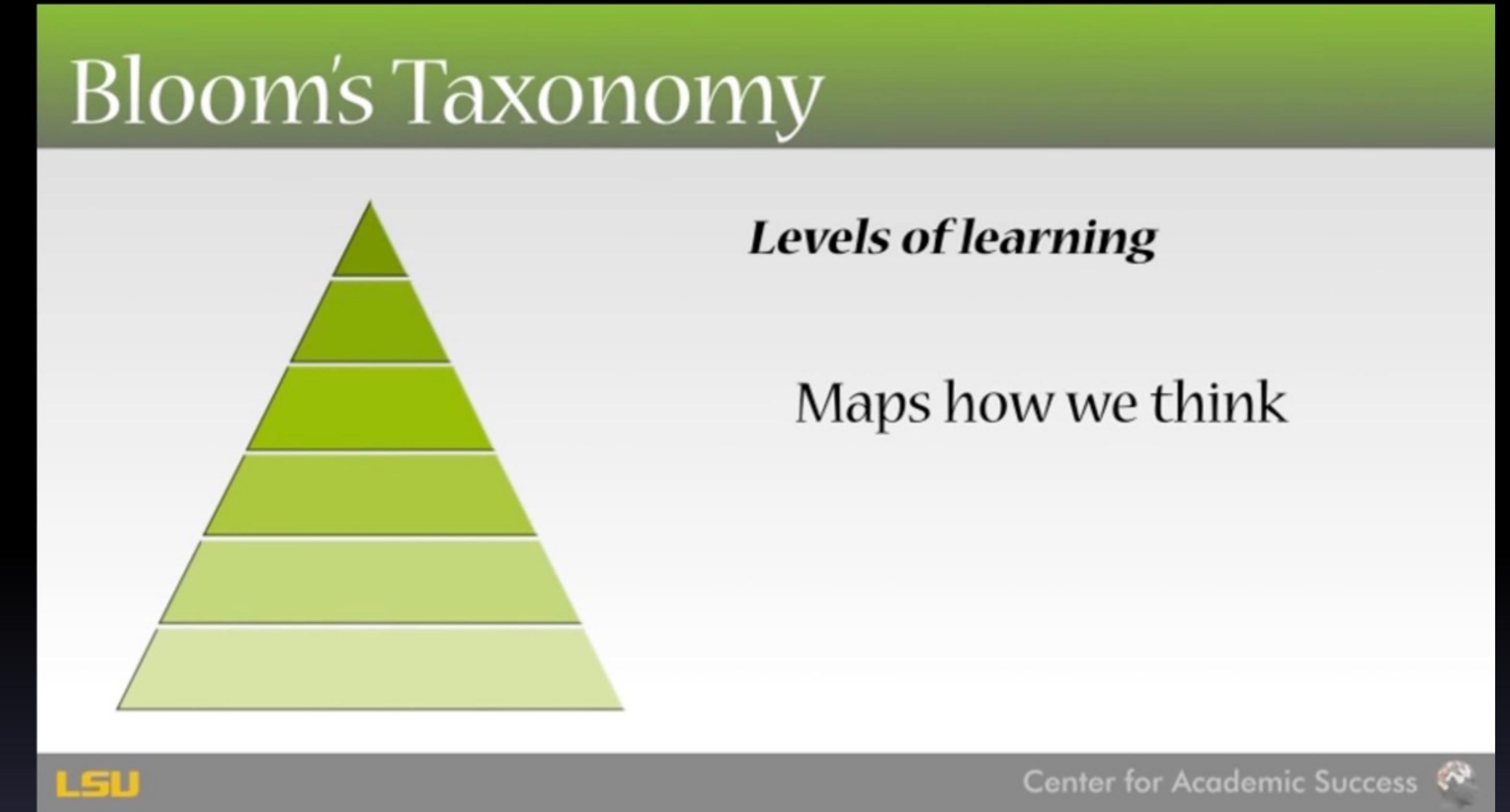


Levels of Learning

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



3.51 mins



Developing Critical Thinking Skills

*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



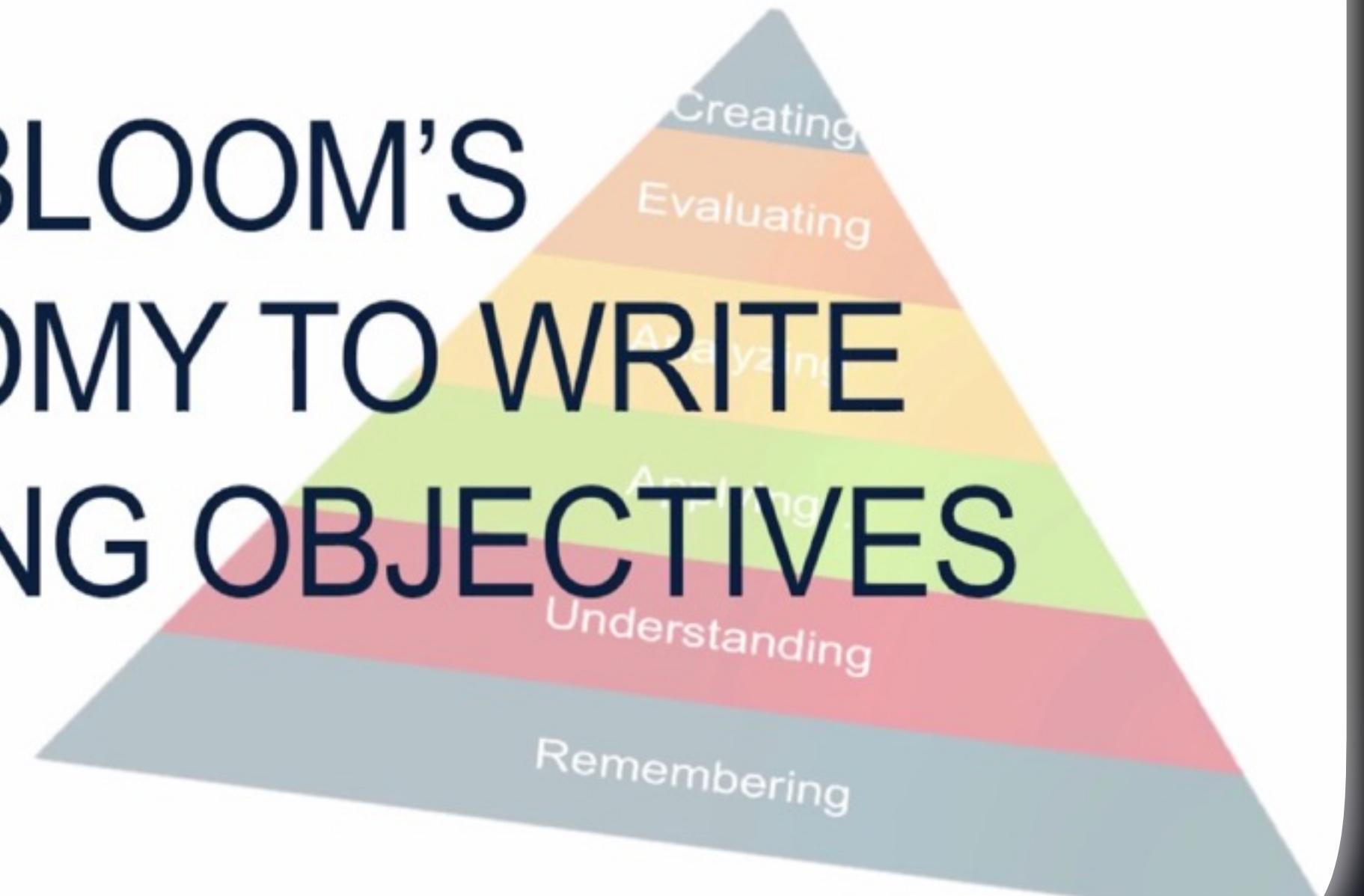
ILM

Writing Learning Objectives

Presented as an
Interactive Learning
Module in the Workshop

JOHNS HOPKINS
UNIVERSITY | Engineering
for Professionals

USING BLOOM'S TAXONOMY TO WRITE LEARNING OBJECTIVES



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



10.52 mins



Using Blooms to frame questions

Presented as an Interactive Learning Module in the Workshop

*Enhancing Mastery,
Autonomy and Purpose
in LL*

Using analysing
and evaluating
questions you get
more meaningful
discussion

**Bloom's Taxonomy for
Discussion Questions**

<https://www.youtube.com/watch?v=legJ-5QyXX0>



2.23 mins

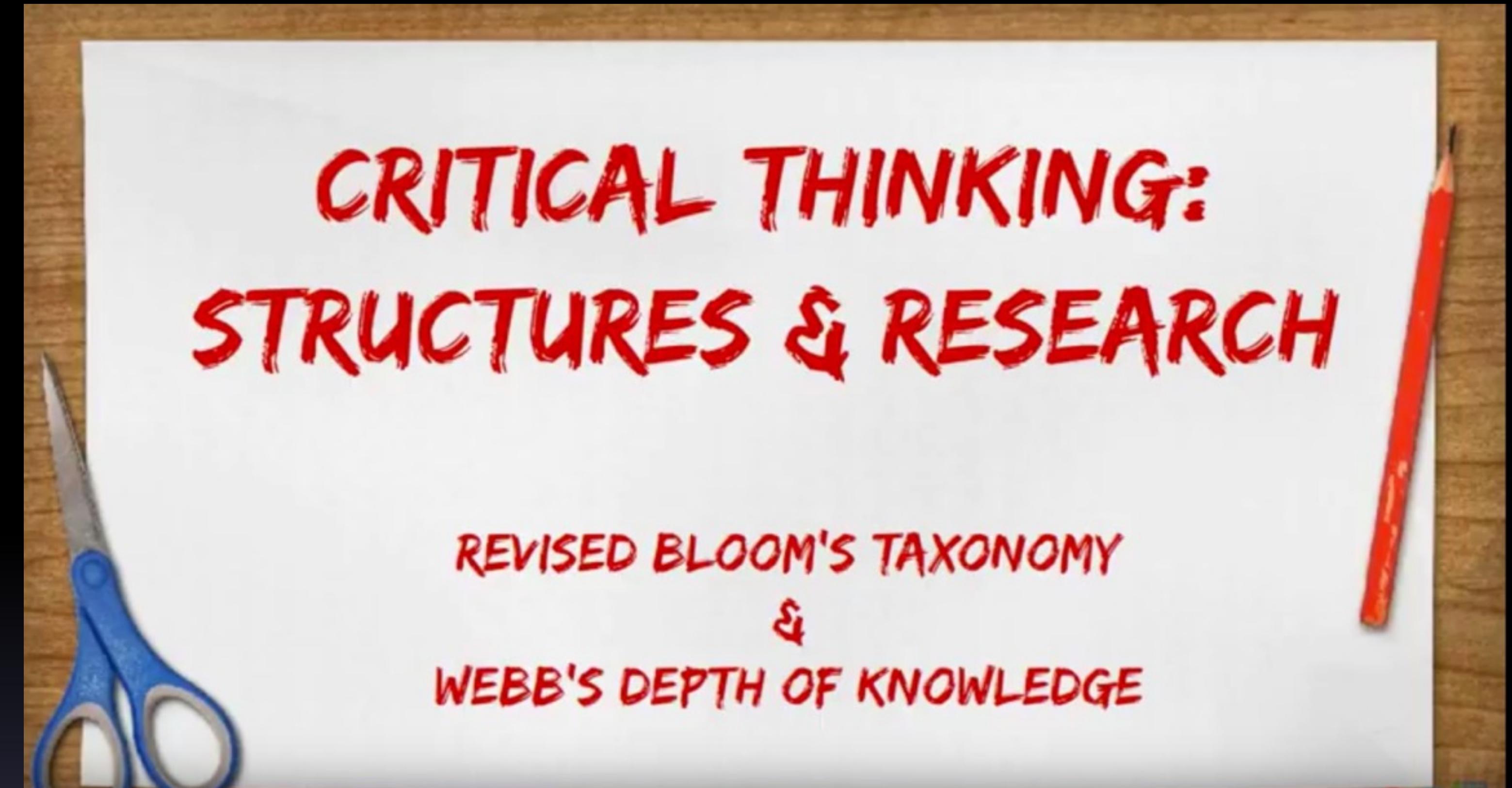


ILM

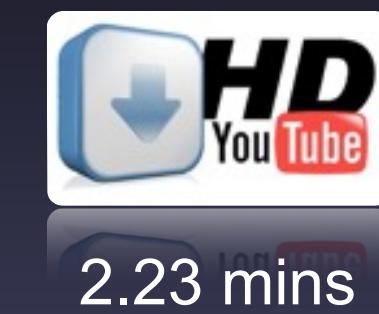
Structures and Research

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=legJ-5QyXX0>

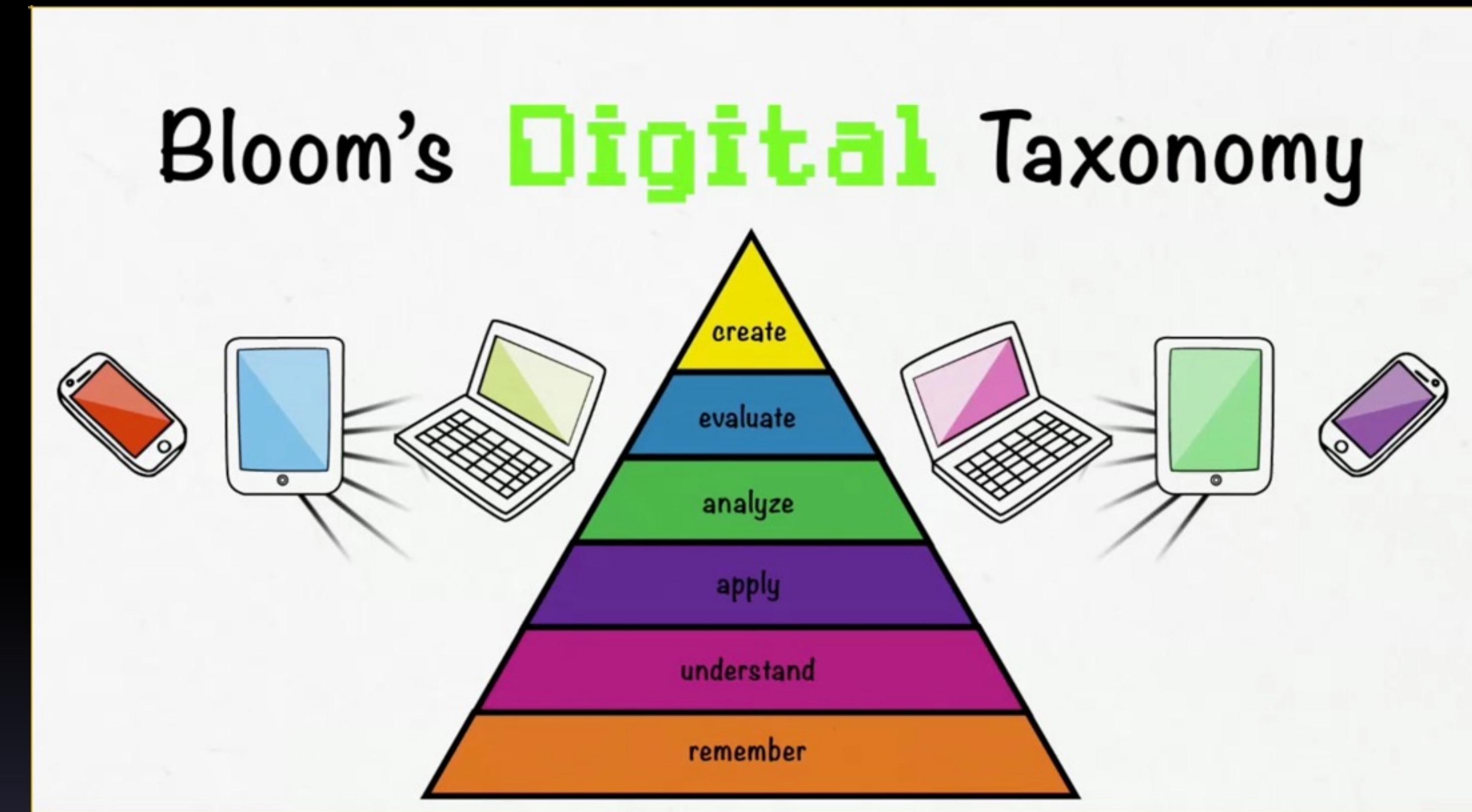




Blooms Digital Taxonomy

Presented as an Interactive Learning Module in the Workshop

*Enhancing Good
Teaching with
Technology*



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



4.59 mins



Claudine

Curriculum - A New Approach



Lebanon

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

Content-based Objectives

- ▶ Recall the definition of electric resistance using Ohm's law:
- ▶ State the definition of electric power: $R = \frac{U}{I}$
- ▶ Define electric power as the rate of conversion of electrical energy: $P = U.I$
- ▶ Express the electric power dissipated by a resistor as the square of the current times the resistance: $P = \frac{W}{t}$
- ▶ Relate the electrical energy consumed by a resistor to the resistance, current and elapsed time through Joule's law: $P = R.I^2$
- ▶ Recognize the limits of operation of a resistor knowing the pair of values (P_{max} , I_{max}) or (P_{max} , U_{max}).
- ▶ Define the kilowatt-hour as the energy delivered in 1 h at a rate of 1 kW.
- ▶ Use the conversion factor: $1 \text{ kW.h} = 3.6 \times 10^6 \text{ J}$ to calculate the electrical energy consumed by an appliance.

Mission-based Objectives

- ▶ Calculate electric power and the cost of running electrical appliances. (Real world problem solver)
- ▶ Analyze your electricity bill and seek means to reduce your electricity consumption. (Critical thinker)

Technology aka App Selection

... choose wisely



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

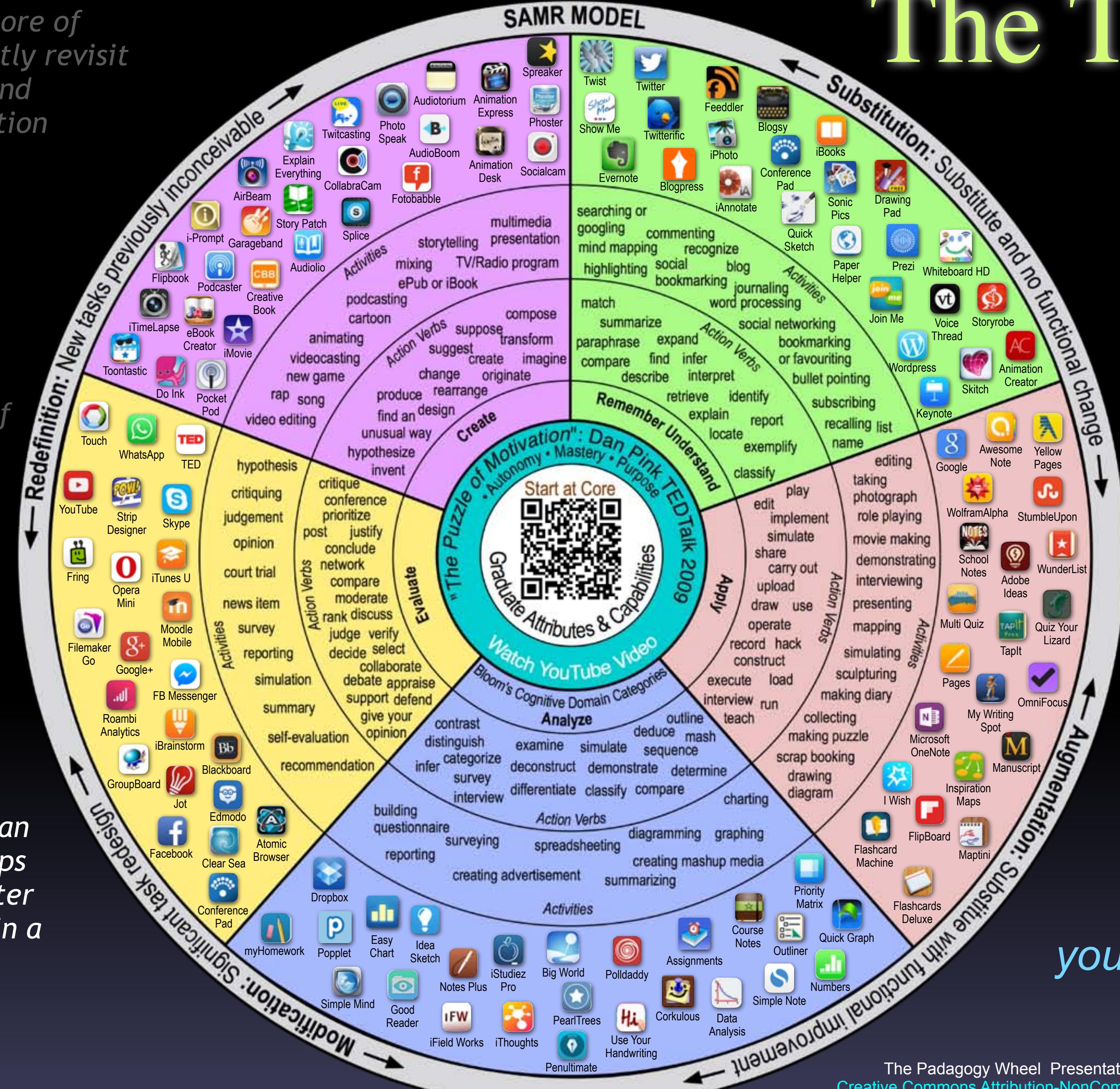
The Technology Grid

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?’

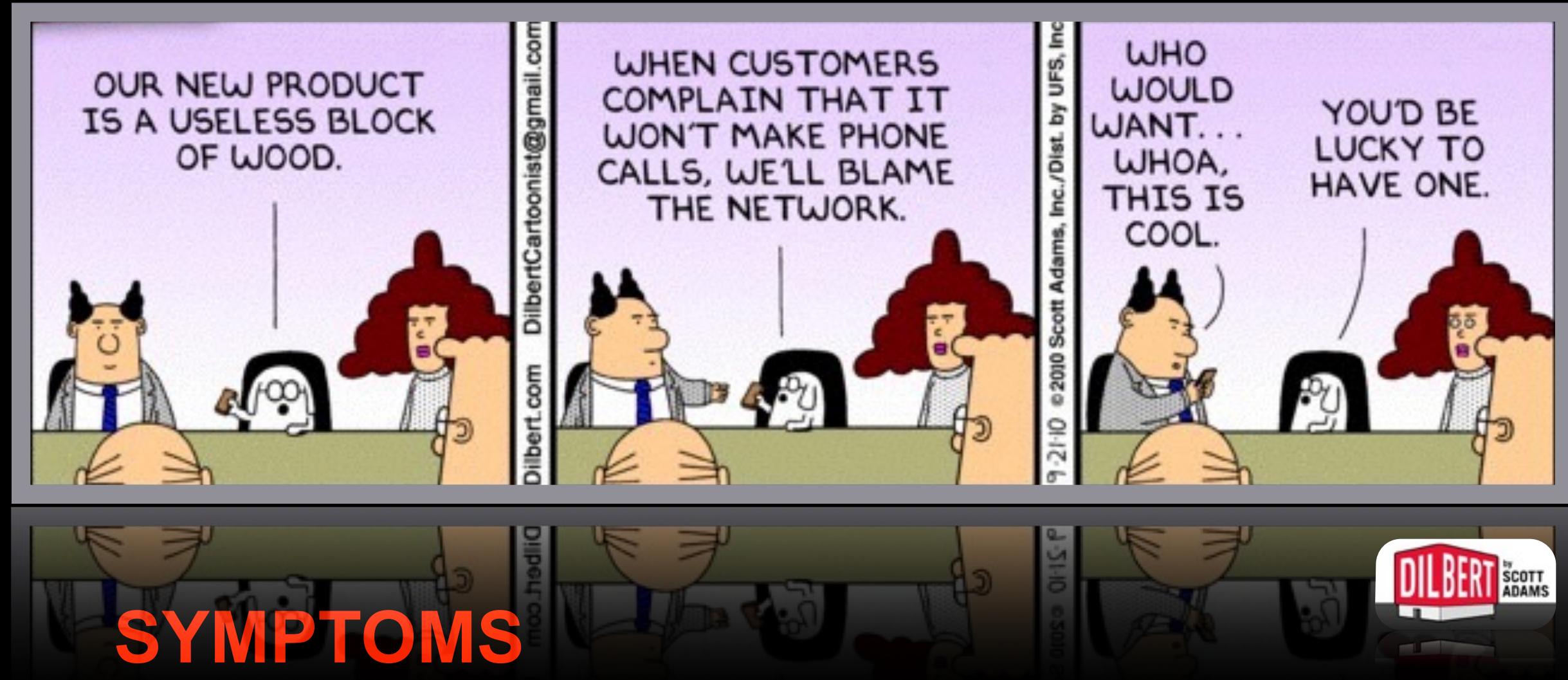
The Blooms Grid: Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.

The Technology Grid: Ask ‘How can this serve your pedagogy?’ The apps are only suggestions, look for better ones and combine more than 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



- 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?”

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



Disruptive Padagogy Presentation by [Allan Carrington](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).
Based on a work at <http://tinyurl.com/padwheelstory>.



Inclusive design for iBooks Author

Greg Alchin

Apple Distinguished Educator & Accessibility Ambassador



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.

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.

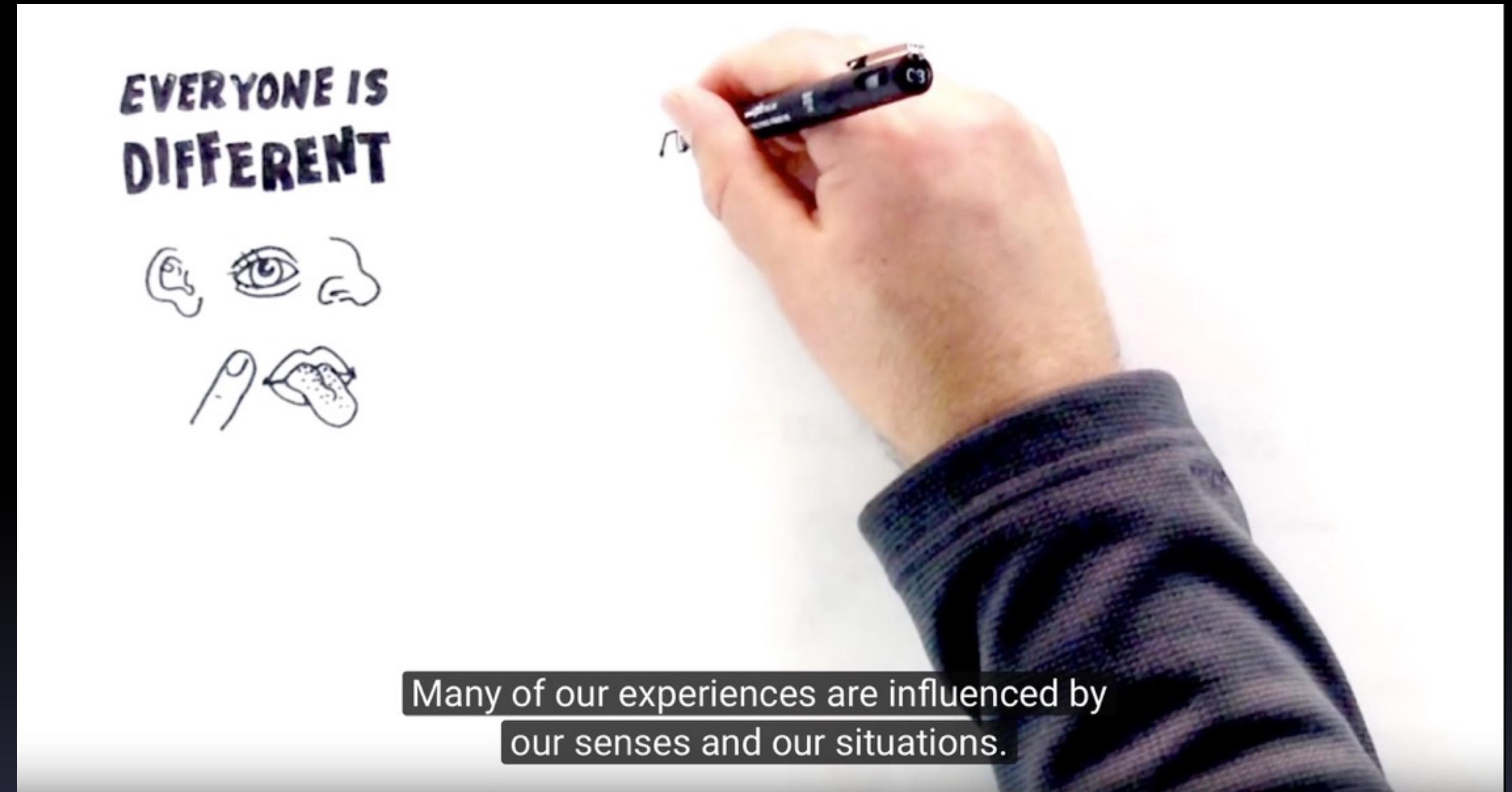




Everyone is Different

The importance of designing for the best User Experience

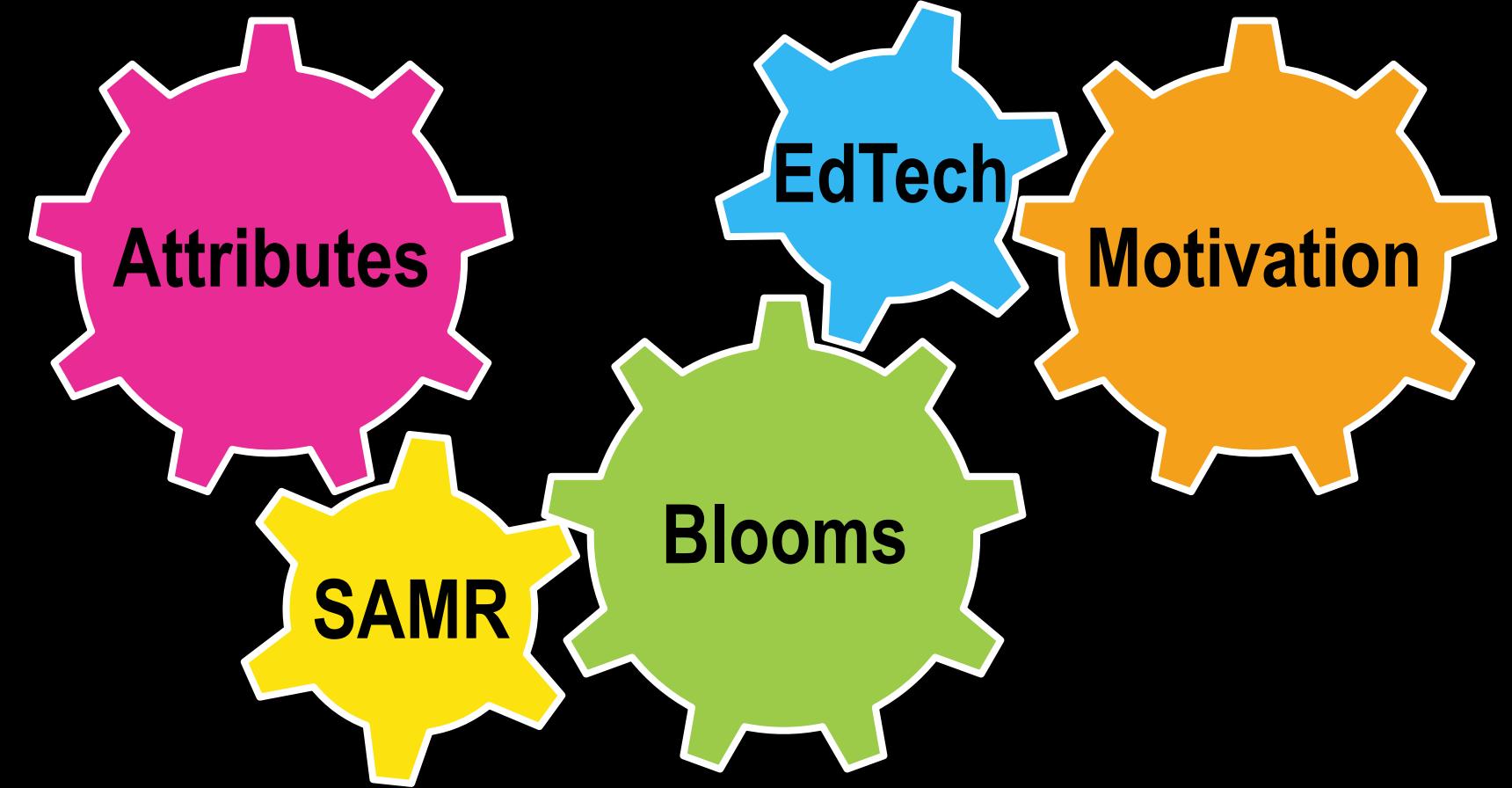
Presented as an Interactive Learning Module in the Workshop



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



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/>

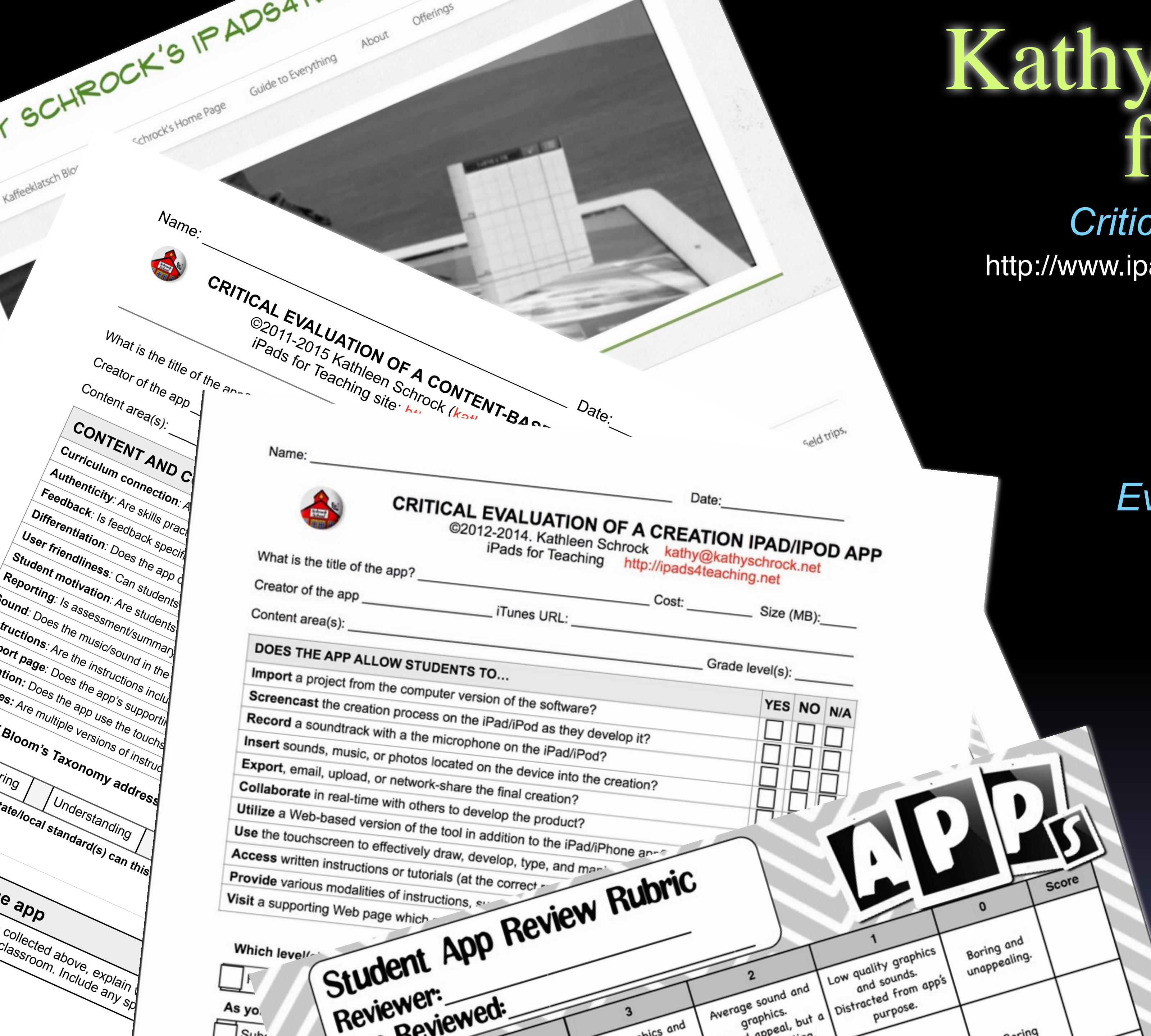
There are many lists of educational applications readily available but it is important that, as a professional, you are able to critically examine an application and determine if it is appropriate for your students' learning profiles. With this end in mind, we have created a set of criteria that will 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](http://ldatschool.ca/wp-content/uploads/2015/06/App_Criteria_eng_final_acc.pdf)

The screenshot shows a web-based checklist titled "App Criteria". At the top, there's a navigation bar with links for "About Us", "Learn About LDs", "Resources", "Educators' Institute", and "Contact Us". Below the title "A Guide to Choosing Educational Apps", there's a "Request A Resource" section with a text input field and a "Request A Resource" button. The main form has fields for "App Name" and "App description, including targeted skills, intended age/grade, and curriculum area". It includes sections for "Cost", "Impact on LDs", and "Additional Comments". The "App Criteria" section lists various evaluation points with checkboxes:

- Indicate which of the following areas, which may be impacted by LDs, the app targets:
 - Phonological processing
 - Processing speed
 - Attention
 - Visual-motor skills
 - Executive function, specifically:
 - Language
 - Visual-spatial (perceptual) skills
 - Memory
 - Other:
- Criteria
 - App increases student understanding or skills in a specific area
 - App provides student with feedback
 - App's settings can be customized, based on student need
 - App is easily navigable and includes a tutorial or help feature
 - App is highly engaging
 - App promotes collaboration and sharing
 - App is skill specific or general
- Yes / No Response to Criteria
- Additional Comments



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/appssstudents>



For Reference

© 2011-15. Kathy Schrock. All rights reserved. Permission to reproduce for classroom use granted.

Kathy Schrock's iPads for Teaching

Creation Apps

<http://bit.ly/appscreation>

Content-based Apps

<http://bit.ly/appscontent>



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)

<input type="checkbox"/> Remembering	<input type="checkbox"/> Understanding	<input type="checkbox"/> Applying	<input type="checkbox"/> Analyzing	<input type="checkbox"/> Evaluating	<input type="checkbox"/> Creating
--------------------------------------	--	-----------------------------------	------------------------------------	-------------------------------------	-----------------------------------

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

<input type="checkbox"/> Substitution	<input type="checkbox"/> Augmentation	<input type="checkbox"/> Modification	<input type="checkbox"/> Redefinition
---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

BLOOMS: Both

SAMR: Creation only

Mobility Apprubic

iPad App Assessment Rubric for Librarians

- 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]

For Reference

The image shows a screenshot of a mobile application interface titled "iPad App Assessment Rubric for Librarians". The top navigation bar includes links for "Wiki Home", "Recent Changes", "Pages and Files", "Members", and a search bar. Below the navigation is a sidebar with links to "Home", "IPads", "KINECT", "Nooks", "VITAL Grant", "Other Dept of Libraries", "Wikis", "CPS Professional Library", "CPS Virtual Library", "Dept of Libraries", and "SOAR". The main content area is titled "Support for Learning" and contains four Likert-scale questions:

- "App supports learning objectives" (radio buttons 1-5)
- "App's reading level matches target age group" (radio buttons 1-5)
- "App's use leads to skills mastery; app demonstrates a sound pedagogical approach" (radio buttons 1-5)
- "App demonstrates accuracy, authority, and relevance of content" (radio buttons 1-3)

Below the questions, there is a note: "Directions: Complete form to evaluate app. 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]. Rubric created by librarians participating in the CPS "iPad in the Library" program." A "Template Gallery" link is also present.

skip to main content

Department of Education

Primary Support
Practical support for primary teachers

Home Education Schools Online Careers About us

Primary Support • Tablet Technology for Education • Applications

Applications

Applications Evaluation rubric for tablet device applications

Schools are encouraged to research and evaluate applications to select those that best meet identified learning needs. The Department of Education does not endorse or recommend any particular application.

The Application Evaluation Framework

Evaluation Framework

Differentiation

Authenticity

Interactivity

Skills reinforced are not clearly connected to the Australian Curriculum content descriptions.

Skills reinforced are a prerequisite or requirement of the Australian Curriculum content descriptions.

Skills reinforced are clearly linked to the Australian Curriculum content descriptions.

Skills reinforced are explicitly linked to the Australian Curriculum content descriptions.

Create: Application allows students to plan; invent; compose; design; imagine.

Some aspects of the application are presented in a contrived game/simulation format.

Interaction is limited to student guess.

Targeted skills are practiced in an authentic learning environment.

Activity is specific and targeted to improved student achievement. Produces evidence electronically for teacher and student.

Create: Application offers complete control to adjust settings to student needs.

Work independently to launch and run the application.

Highly engage with the application.

Evaluate: Application allows students to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Links to Australian Curriculum content descriptions

Remember: Application allows students to exhibit memory of previously learned materials by recalling facts, terms, basic concepts and answers to describe; name; find; list; tell.

Apply: Application allows students to use new knowledge and solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way to show, complete; use; examine; illustrate; classify; and solve.

Analyse: Application allows students to examine and break information into parts by identifying motives or causes; make inferences and find evidence to support generalisations; and compare; examine; explain; identify; categorise; contrast; and investigate.

Create: Application allows students to plan; invent; compose; design; construct; imagine.

Evaluate: Application allows students to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Department of Education

THE GOVERNMENT OF WESTERN AUSTRALIA

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

Domain	1	2	3	4
Links to Australian Curriculum content descriptions	Skills reinforced are not clearly connected to the Australian Curriculum content descriptions.	Skills reinforced are a prerequisite or requirement of the Australian Curriculum content descriptions.	Skills reinforced are clearly linked to the Australian Curriculum content descriptions.	Skills reinforced are explicitly linked to the Australian Curriculum content descriptions.
Cognitive opportunities	Remember: Application allows students to exhibit memory of previously learned materials by recalling facts, terms, basic concepts and answers to describe; name; find; list; tell.	Apply: Application allows students to use new knowledge and solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way to show, complete; use; examine; illustrate; classify; and solve.	Analyse: Application allows students to examine and break information into parts by identifying motives or causes; make inferences and find evidence to support generalisations; and compare; examine; explain; identify; categorise; contrast; and investigate.	Create: Application allows students to plan; invent; compose; design; construct; imagine.
Level of technology integration	Evaluate: Application allows students to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.			
Substitution: T				

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



For Reference

Ways to Evaluate Edu Apps

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 in Hand with TONY VINCENT

Ways to Evaluate Educational Apps

March 04, 2012

I am conducting a series of workshops in Florida and was asked to share a rubric to help teachers evaluate educational apps as part of the workshop. In 2010 Harry Walker developed a [rubric](#), and I used his rubric (with some modifications by Kathy Schrock) as the basis for mine. (Read Harry Walker's paper [Using the Effectiveness of Apps for Mobile Devices](#).)

Others are creative apps that a learner may use again and again, so it's a challenge to craft a rubric for them. Some are used to practice a discrete skill, such as reading comprehension. Others are creative apps that a learner may use again and again, so it's a challenge to craft a rubric for them. Some are used to practice a discrete skill, such as reading comprehension. I tried to make my rubric work for the broadest range of apps, from drill and kill skills. Factor [Samurai](#), for example, encourages the use of higher order thinking skills to adjust difficulty, but it's

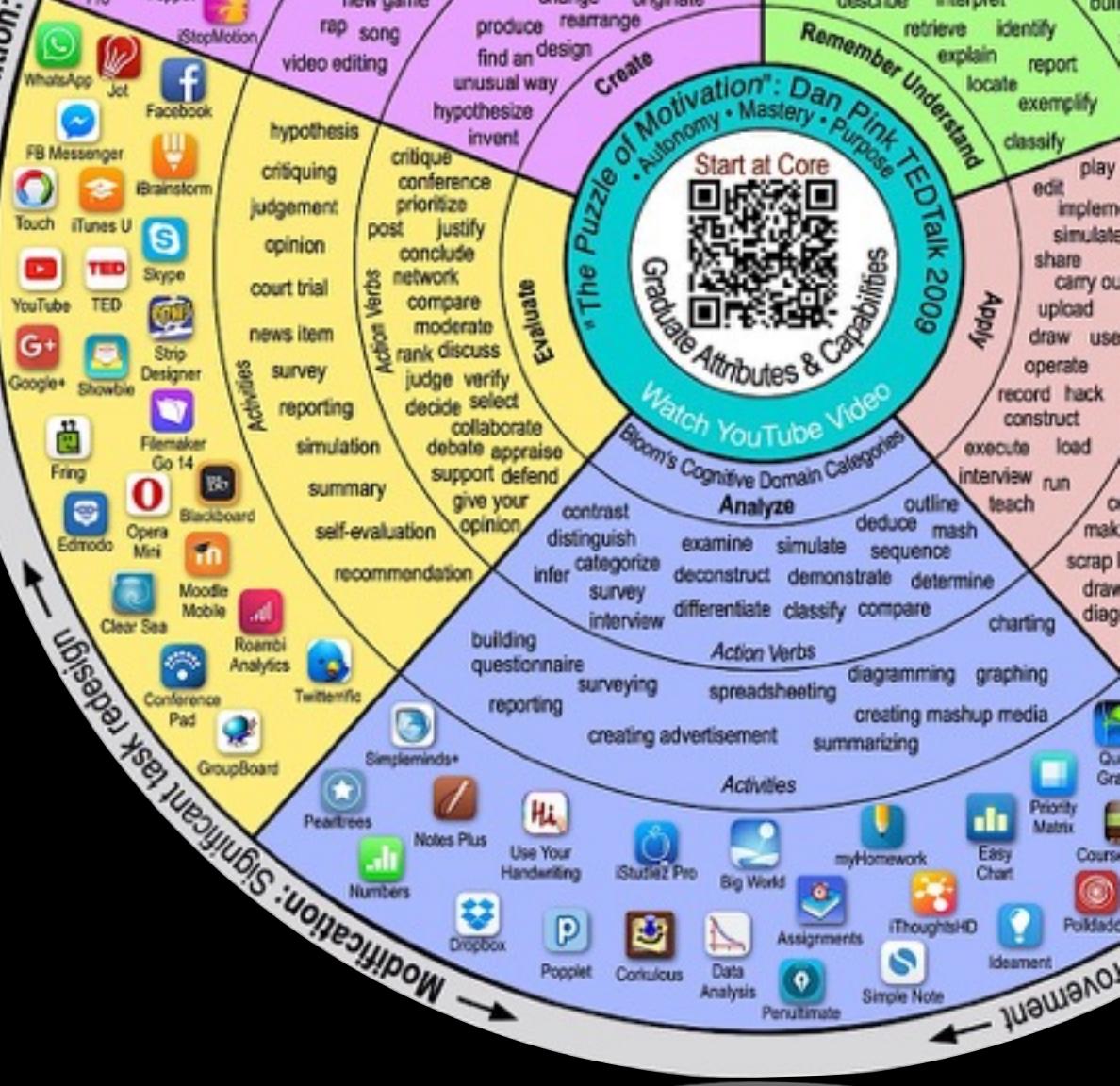
Educational App Evaluation Checklist					
App Name:	_____				
Purpose for App:	_____				
Relevance	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>The app's focus has a strong connection to the purpose for the app and appropriate for the student</td> <td>The app's focus is related to the purpose for the app but mostly appropriate for the student</td> </tr> </table>	4	3	The app's focus has a strong connection to the purpose for the app and appropriate for the student	The app's focus is related to the purpose for the app but mostly appropriate for the student
4	3				
The app's focus has a strong connection to the purpose for the app and appropriate for the student	The app's focus is related to the purpose for the app but mostly appropriate for the student				
Customization	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>App offers complete flexibility to alter content and settings to meet student needs</td> <td>App offers some flexibility to alter content and settings to meet student needs</td> </tr> </table>	4	3	App offers complete flexibility to alter content and settings to meet student needs	App offers some flexibility to alter content and settings to meet student needs
4	3				
App offers complete flexibility to alter content and settings to meet student needs	App offers some flexibility to alter content and settings to meet student needs				
Feedback	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Student is provided specific feedback</td> <td>Student is provided general feedback</td> </tr> </table>	4	3	Student is provided specific feedback	Student is provided general feedback
4	3				
Student is provided specific feedback	Student is provided general feedback				
Thinking Skills	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>App encourages the use of higher order thinking skills including creating, evaluating, and analyzing</td> <td>App encourages the use of lower order thinking skills</td> </tr> </table>	4	3	App encourages the use of higher order thinking skills including creating, evaluating, and analyzing	App encourages the use of lower order thinking skills
4	3				
App encourages the use of higher order thinking skills including creating, evaluating, and analyzing	App encourages the use of lower order thinking skills				
Usability	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Student can launch and operate the app without assistance</td> <td>Student can launch and operate the app with some assistance</td> </tr> </table>	4	3	Student can launch and operate the app without assistance	Student can launch and operate the app with some assistance
4	3				
Student can launch and operate the app without assistance	Student can launch and operate the app with some assistance				
Engagement	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Student uses the app regularly and consistently</td> <td>Student uses the app occasionally</td> </tr> </table>	4	3	Student uses the app regularly and consistently	Student uses the app occasionally
4	3				
Student uses the app regularly and consistently	Student uses the app occasionally				
Sharing	<table border="1"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>App's content can be shared with others</td> <td>App's content cannot be shared with others</td> </tr> </table>	4	3	App's content can be shared with others	App's content cannot be shared with others
4	3				
App's content can be shared with others	App's content cannot be shared with others				
1 Connect to the purpose for the app and not just the student					
App Name: _____ Purpose for App: _____					
✓ Use of app is relevant to the purpose and student needs Help or tutorial is available in the app Content is appropriate for the student					
Information is error-free, factual, and reliable Content can be exported, copied, or printed					
App's settings and/or content can be customized History is kept of student use of the app					
Design of app is functional and visually stimulating Student can exit app at any time without losing progress					
Works with accessibility options No in-app purchases					
App is free of charge An app can be used for multiple devices					

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](#).





ILM

Learning Sequences

aka App Smashing

Presented as an Interactive Learning Module in the Workshop



<https://vimeo.com/71366694>



3.49 mins



Tom Daccord

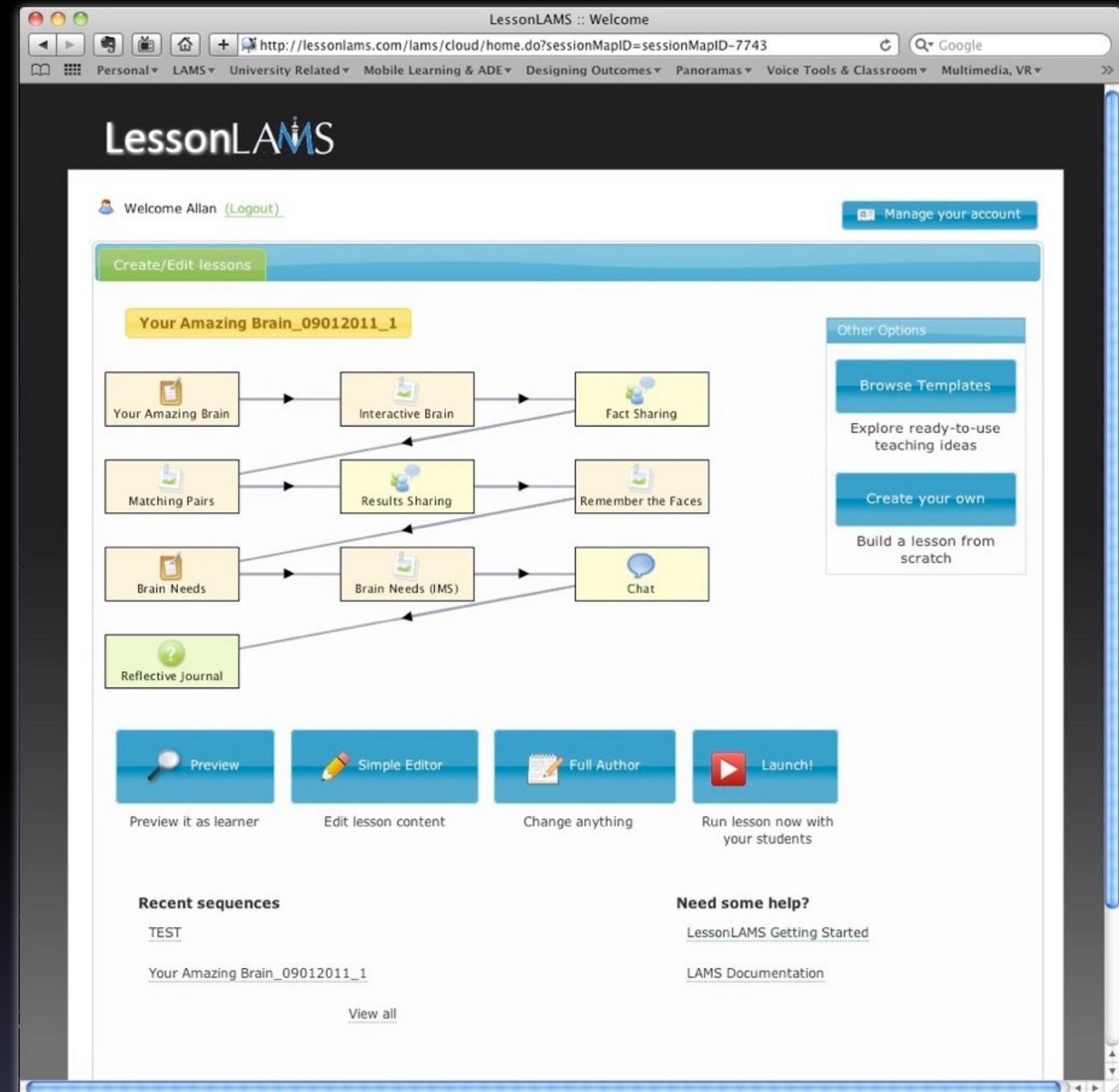
"iPads aren't simply a vehicle to deliver apps. They are mobile and portable devices that enable students and teachers to create digital media. Educators will see more success if they focus on what students can create using iPads and if they keep an open mind and look past subject-specific apps and integrate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

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

Think of App Smashing as Learning Sequences

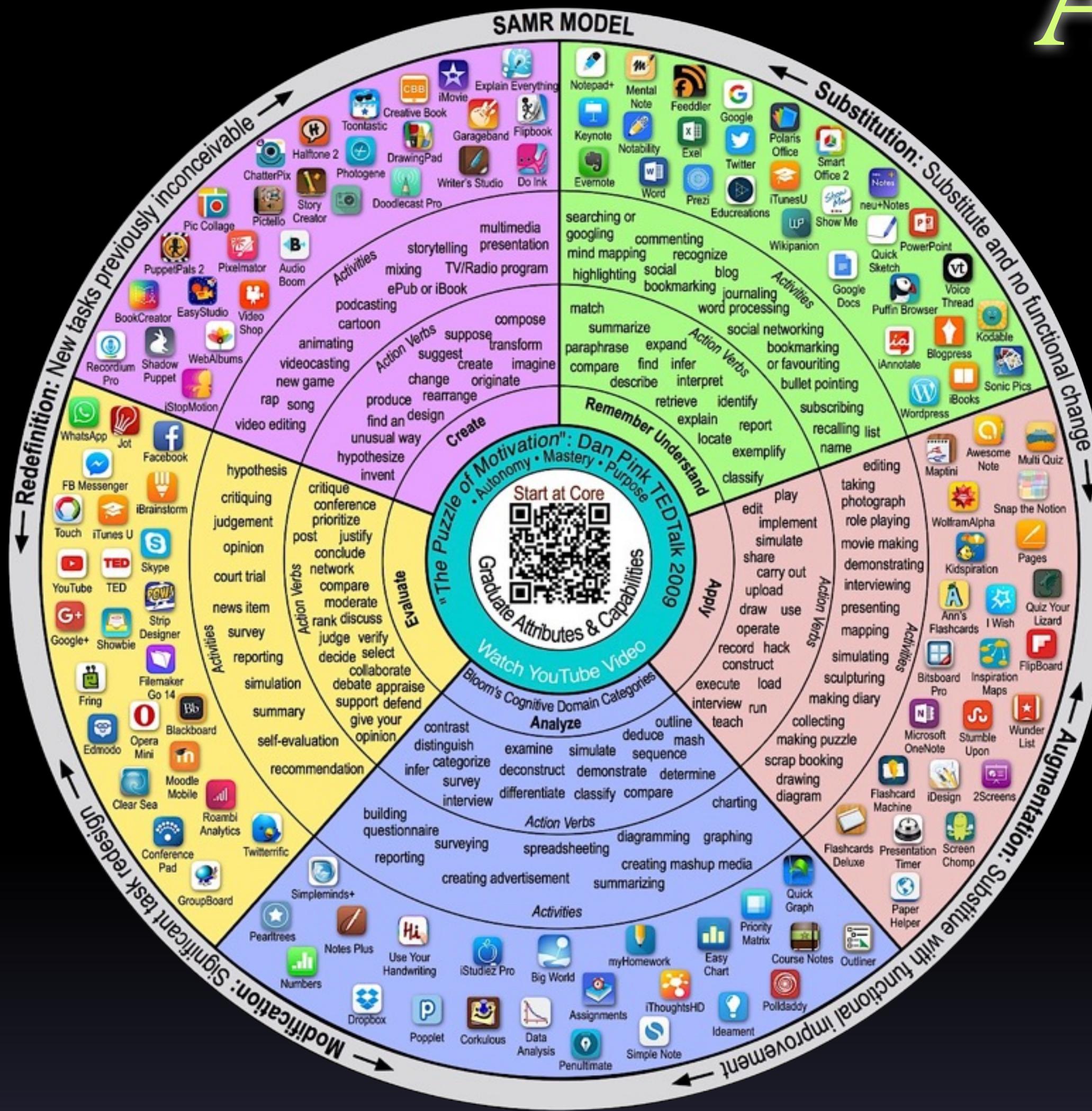
The Learning Activity Management System (LAMS) was developed by Macquarie University in Australia. It is a creative digital lesson planning platform

- 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

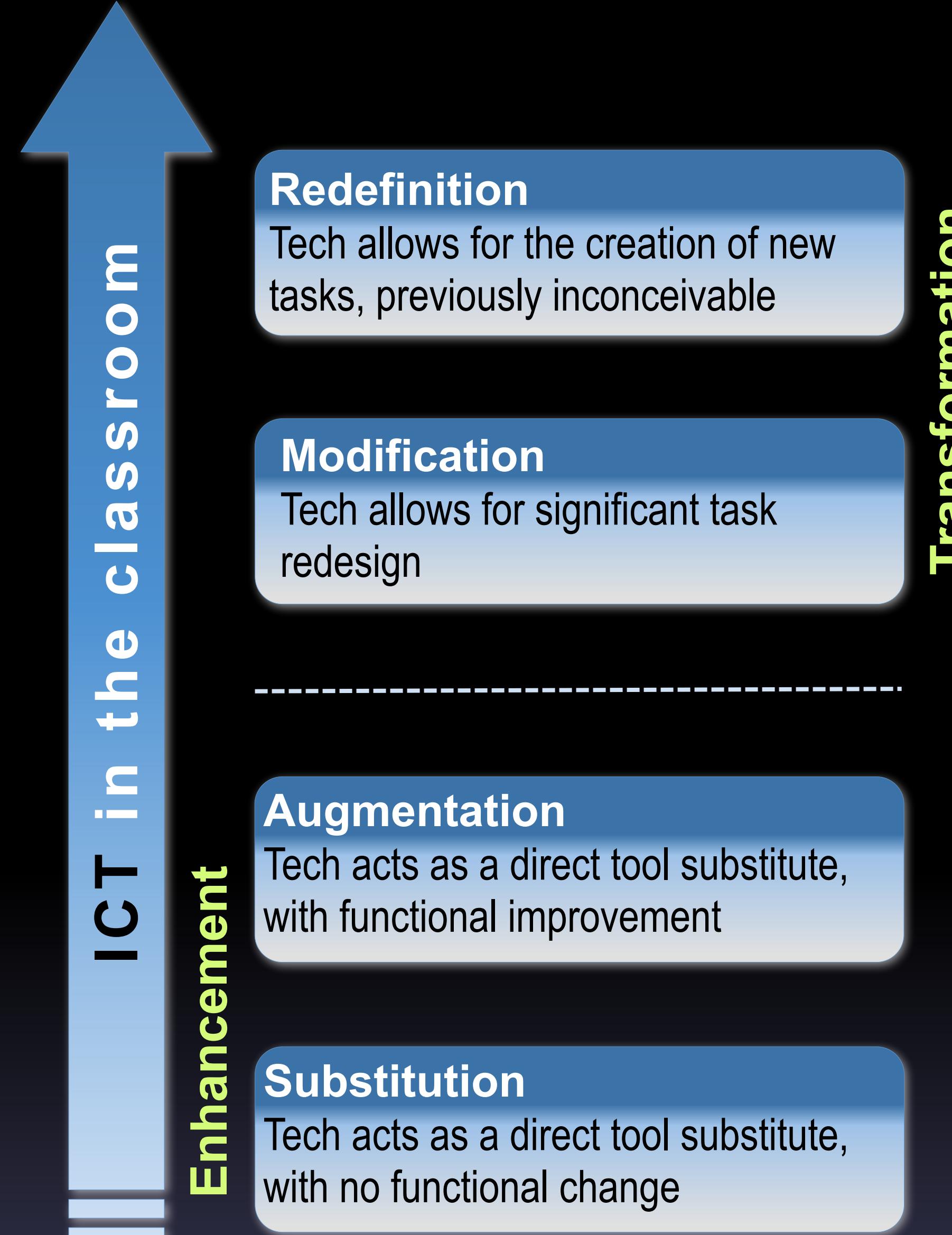


“Disruptive innovation is not a tactic. It’s a mindset.”

Luke Williams: [Disrupt](#)

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



SAMR Model: Helping to design learning activities

Ruben R. Puentedura, Ph.D.



Introducing the SAMR Model

*Moving your teaching from edtech
enhanced to transformational*

Presented as an Interactive Learning Module in the Workshop

ICT in the classroom

Enhancement

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Transformation

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

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

Introduction to the SAMR Model

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



4.22 mins



ILM

The Impact of the SAMR Model

with Dr Ruben R. Puentedura, PhD

ICT in the classroom

Enhancement

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

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

Transformation



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



4.41 mins



Applying The SAMR Model

with Dr Ruben R. Puentedura, PhD

Presented as an Interactive Learning Module in the Workshop

ICT in the classroom

Enhancement

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

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



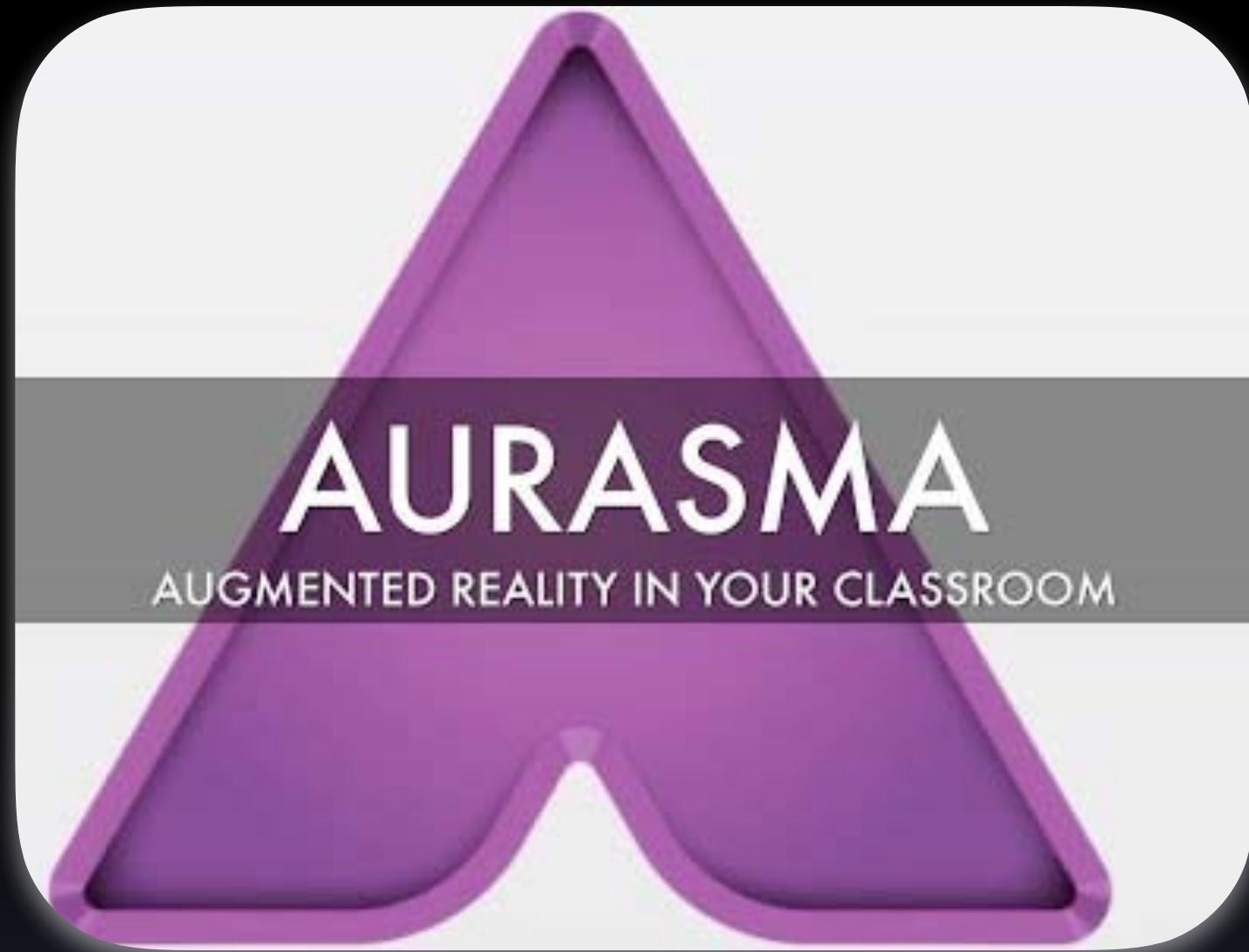
7.06 mins



SAMR: Redefining the Task

AR App Aurasma has amazing possibilities

Presented as an Interactive Learning Module in the Workshop

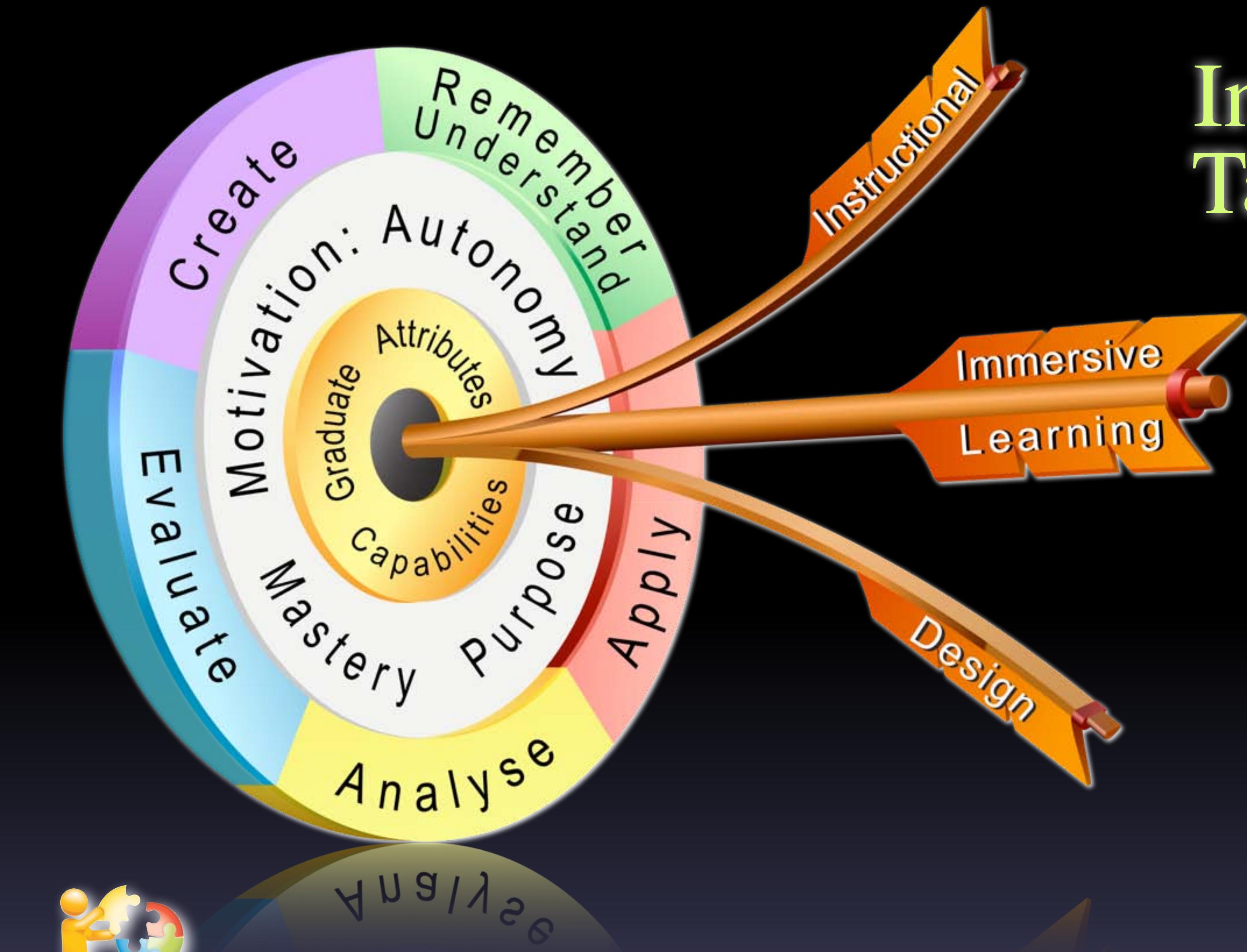


<https://youtu.be/yImySLQyhmA>



2.40 mins

At the Padagogy Wheel Core:



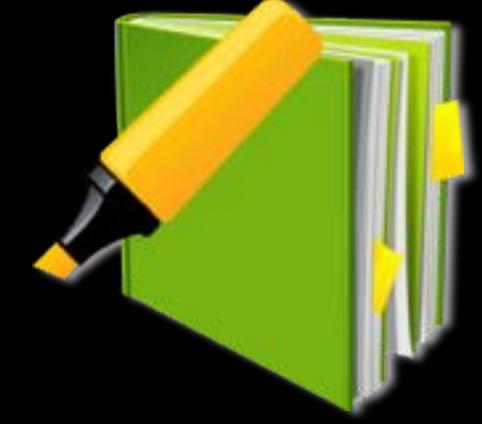
Immersive Learning Targets Engagement

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

Bullseye!

Action Research Project

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



For Reference



- 4 Teachers
- Teaching Science
- 116 students
- 11-12 years old
- Pedagogy 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

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



ENG Version
Allan



SPA Version
Aroldo



GER Version
Tobias



CHI Version
Johnnie



NOR Version
Ellen



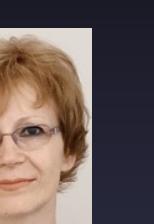
ARA Version
Claudine



FRE Version
Jérémie



RUS Version
Olga



CZE Version
Lucie



@allanadl



ENGLISH
Version



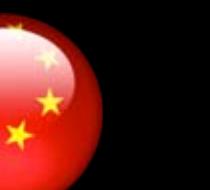
SPANISH
Version



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



@allanadl

In Support of Excellence

Allan's Learning and Teaching Blog

<http://www.designingoutcomes.com>



allanadl



@allanadl



allan@designingoutcomes.net