All slides used in this Seminar are available online now

http://tinyurl.com/allanspresentations

Designing Outcomes

Do You Believe this?

Quote by Queen Rania of Jordan
youthfortechnology.org

- Do you believe in Transformative Teaching and Learning?
- What is it?
- What does a transformed student “look like” in the 21st Century?
- How do you do it?

Disruptive Padagogy

Stirring the Status Quo

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

Luke Williams: Disrupt

Richard Branson captures the essence of disruptive thinking when he says this:

“One has to passionately believe it is possible to change the industry, to turn it on its head, to make sure that it will never be the same again.”

Introducing Allan

- Learning Designer and Apple Distinguished Educator
- Two Masters - Education (online) & Interactive Multimedia
- Awarded 2012 OLT National Citation for Outstanding Contributions to Student Learning
- Awarded 2011 University of Adelaide Award for Excellence in Support of the Student Experience
- Background in printing, publishing, web development & educational multimedia
- Worked in corporate & VET sectors
- 20+ countries & led schools in Hawaii, Texas & Paraguay
- Taught communications, market research, print production & using the internet for education
- Passion for online collaboration & facilitation

Designing Outcomes

Telephone: +61 402468777
Tweeter: @allanADL
Email: allan@desingingoutcomes.net

University of Adelaide, Adelaide South Australia

Padagogy Seminars

- Padagogy 101 and 201
- Over 600 staff
- 20 universities
- 5 countries
- 3 years

Padagogy 101 Seminar
Brisbane Queensland

I’m the inventor of the Padagogy Wheel

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

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

What's all the Flipping Fuss

Is this Back to the Future or what?

- **Flipped thinking:** Because shift happens! Use sound educational modeling
- **Flipped planning:** Start with the graduate finish with content
- **Flipped syllabus:** Assessment first then plan activities, then insert content in context
- **Flipped pedagogy:** Content delivered online via JiTT (1999), frees up valuable face-to-face to focus on interaction and higher order creativity

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Flipping the Curriculum Design

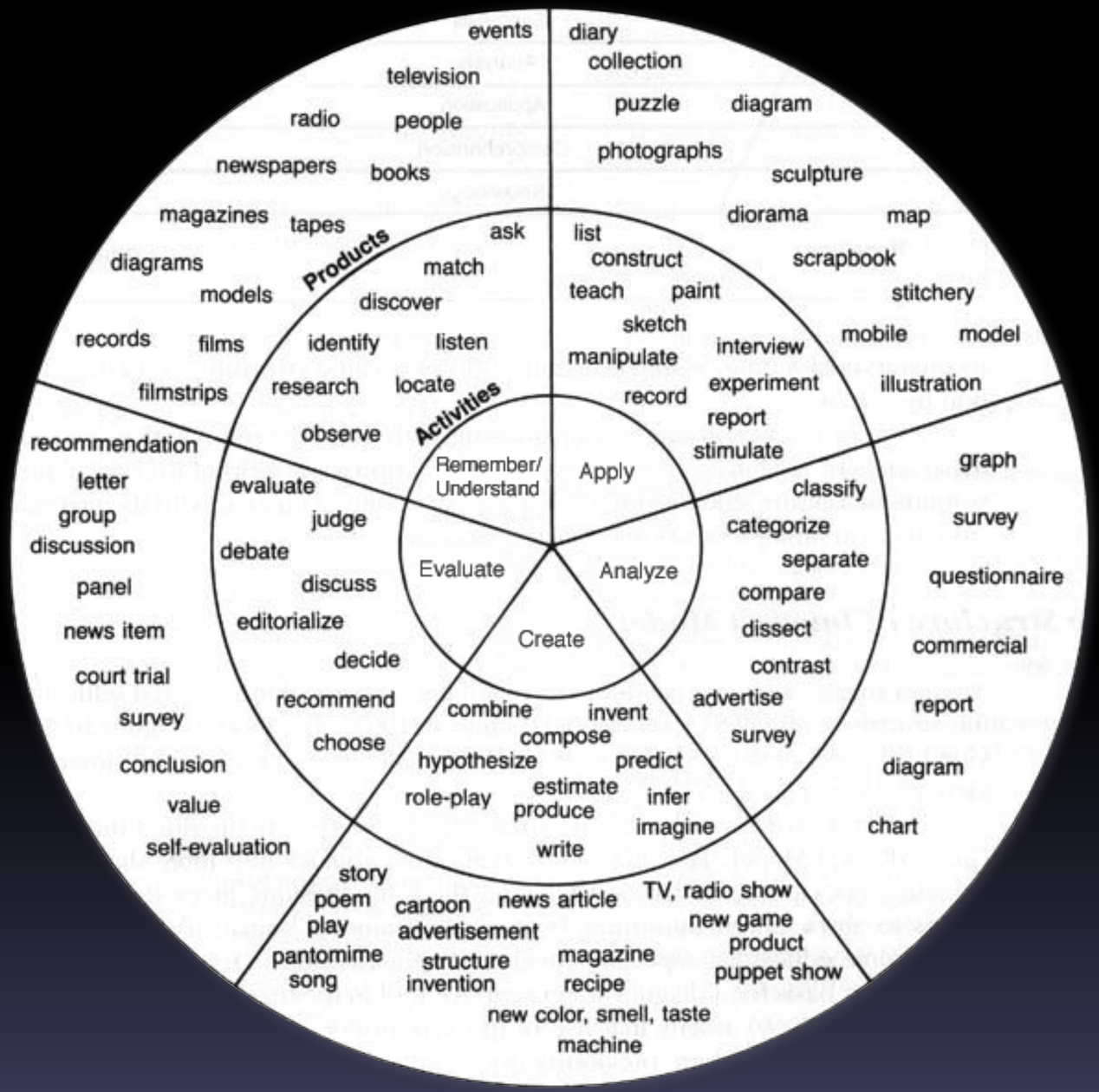
It's All About the Students

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

Designing Outcomes

1. **Graduate Attributes:** What do you want your graduate to look like? Also ask your students.
2. **Learning Outcomes:** When they finish course what do you want students to have learnt?
3. **Authentic Assessment:** How will you know they have?
4. **Learning Activities:** What do they need to do to ensure they are ready for the assessment?
5. **Contextual Content:** Which content to use and where it goes in the learning sequences?

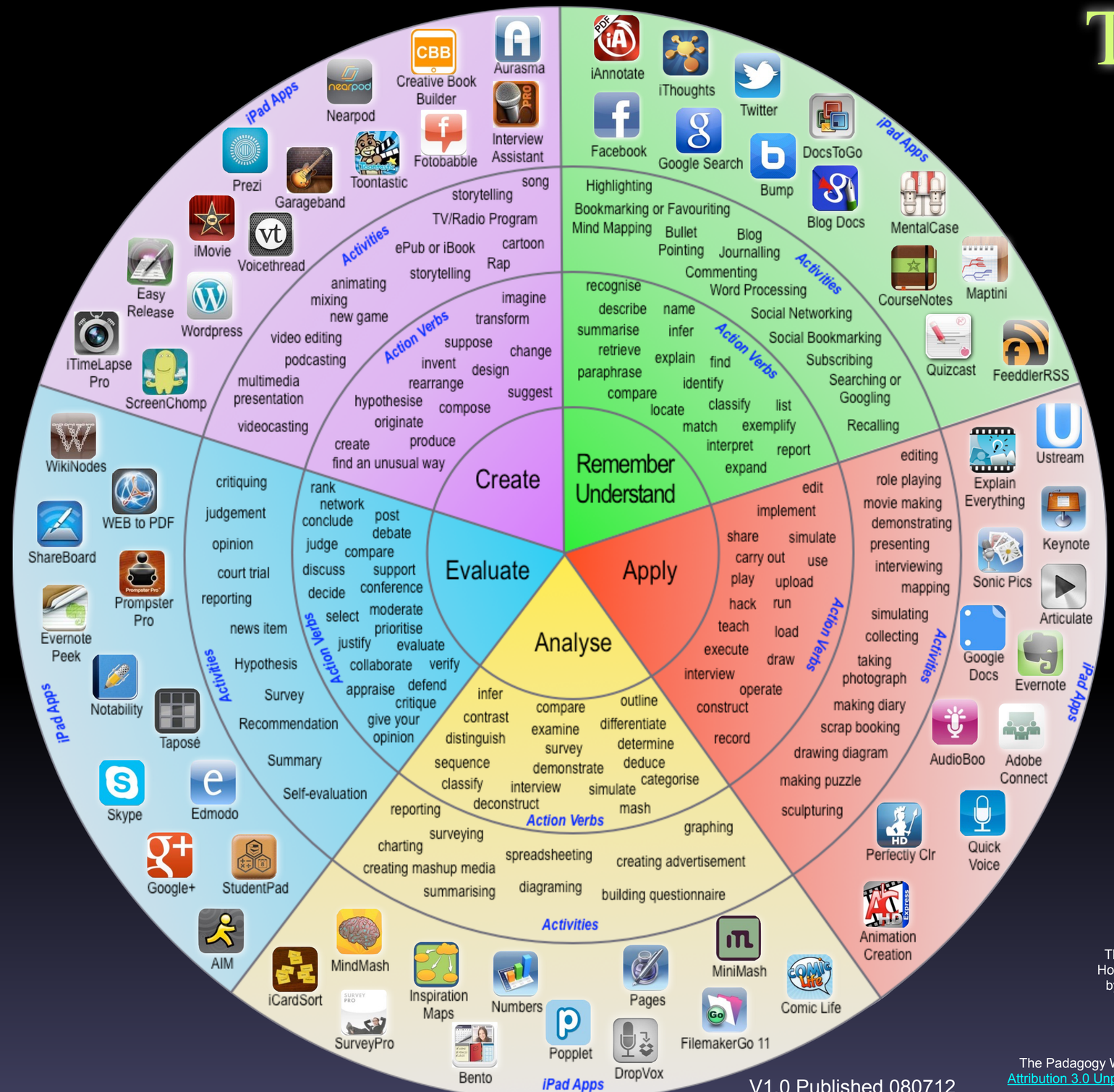
Bloom's Taxonomies



http://edorigami.wikispaces.com/

Andrew Churches
Curriculum Manager Computer Studies
& Senior School Learning Innovator
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

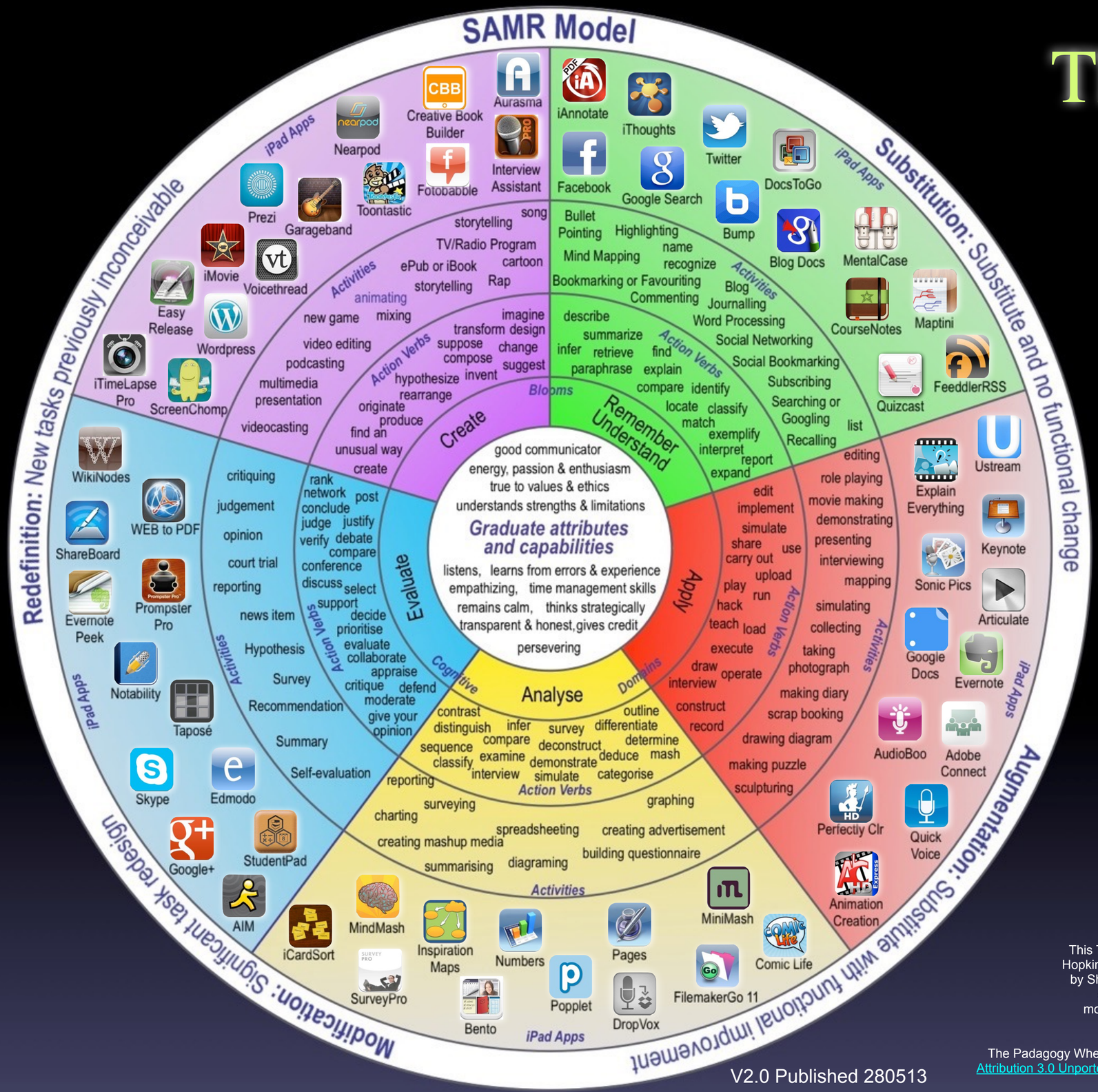
Standing on the Shoulders of Giants

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

Designing Outcomes

V2.0 Published 280513

Standing on the Shoulders of Giants

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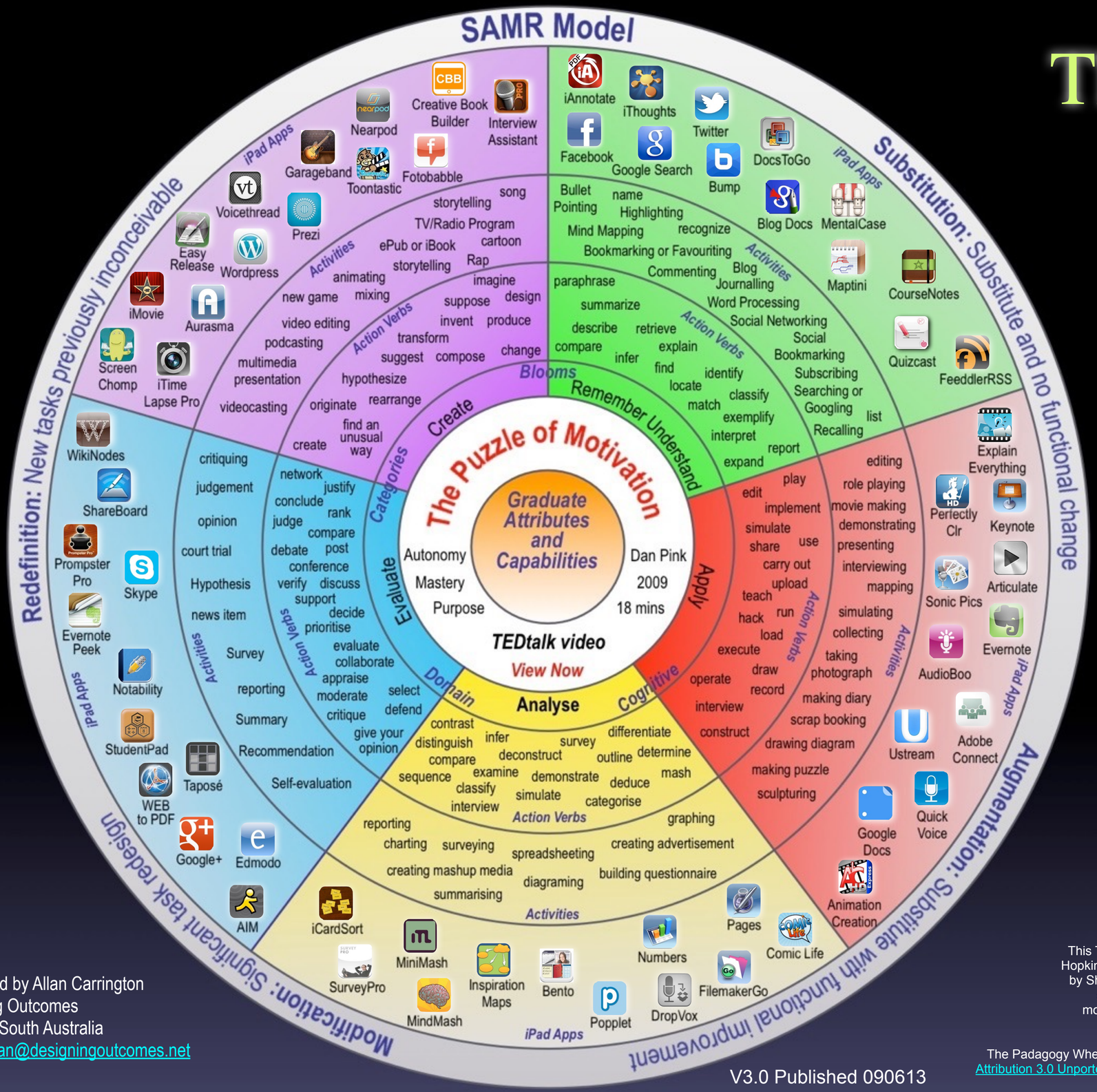
The Padagogy Wheel V3.0



- 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

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

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

Poster V3.1 Published 090613

Start with Attributes and Motivation

Developing a profile of excellence with student commitment

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

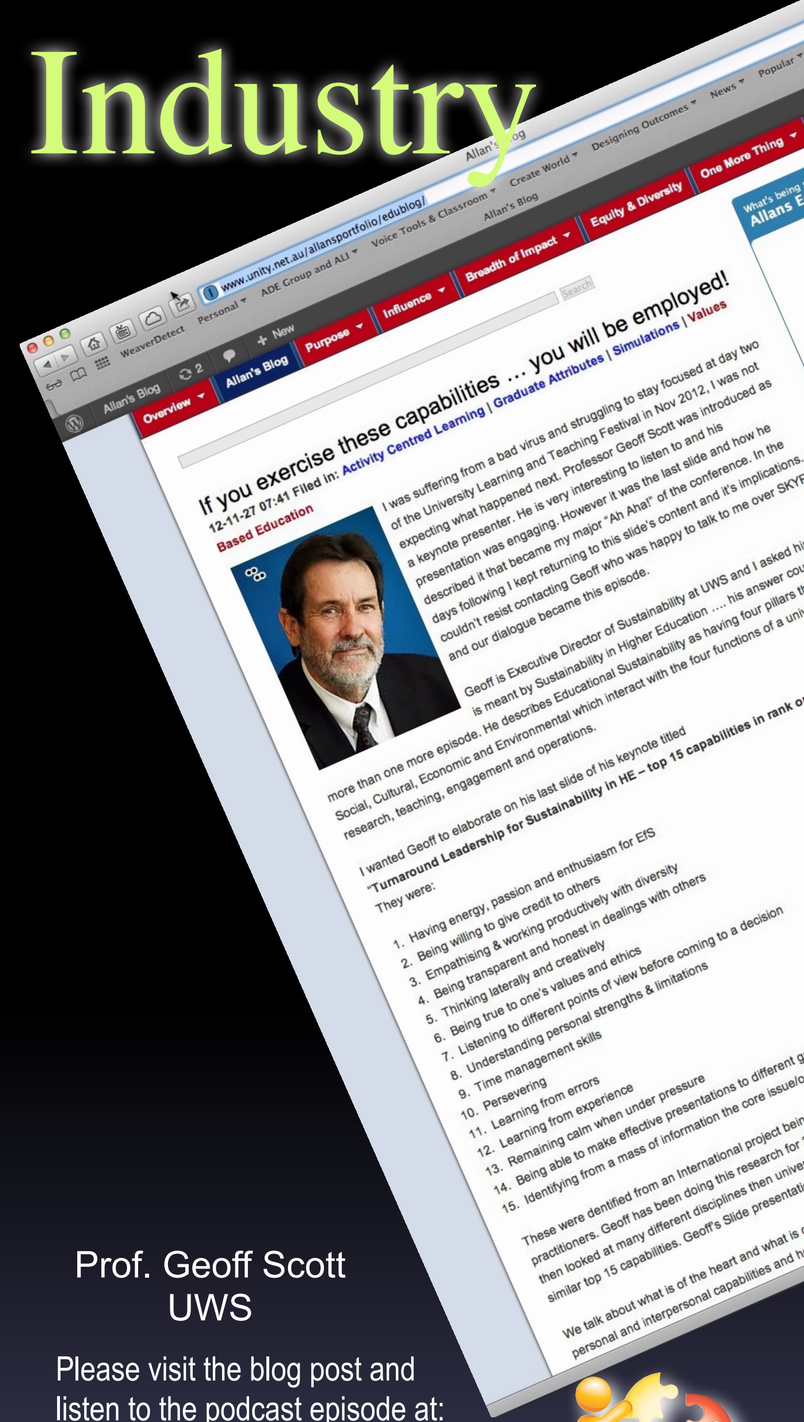
- Develop an Excellent Graduate Profile
- Recruit Student Participation
- Request Feedback on Profile
- Establish Learning Contracts
- Sieve every teaching idea, activity and assessment through the grid of Autonomy, Mastery and Purpose

Designing Outcomes

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. Being able to make effective presentations to different groups
15. Identifying from a mass of information the core issue/opportunity



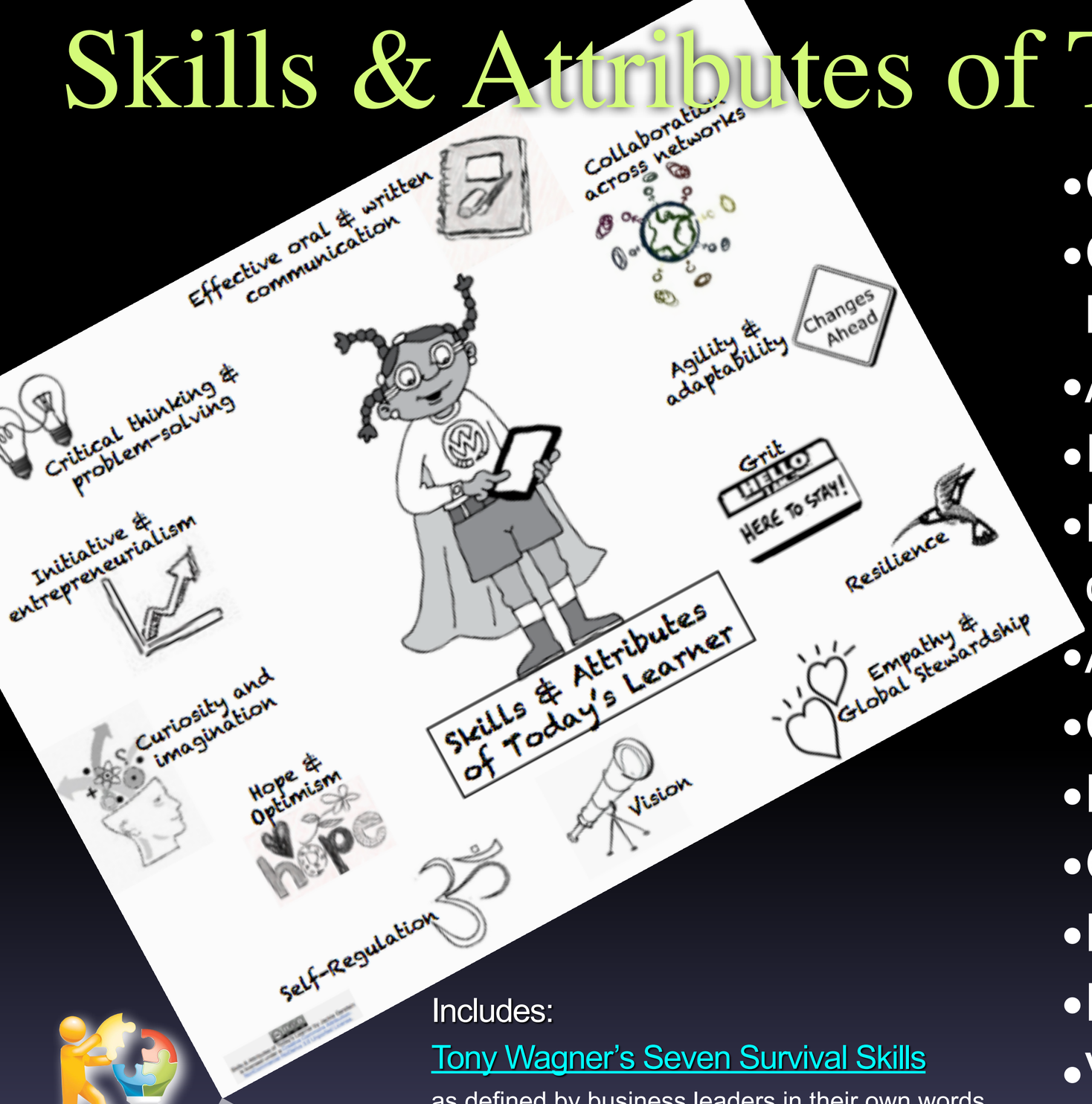
Prof. Geoff Scott
UWS

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

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

Designing Outcomes

Skills & Attributes of Today's Learners



- Critical thinking & problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing & analyzing information
- Curiosity and imagination
- Empathy & Global Stewardship
- Grit
- Resilience
- Hope and Optimism
- Vision
- Self Regulation

Includes:

Tony Wagner's Seven Survival Skills

as defined by business leaders in their own words

Jackie Gerstein

Designing Outcomes

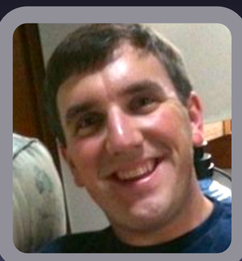
Graduate Attributes & Capabilities

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

Designing Outcomes

Updated Padagogy Wheel Tackles The Problem of Motivation in Education

"The new version of the Padagogy Wheel tackles a major question that is lurking in the back of everyone's mind. If it's not … it should be. It's about the problem of motivation in education. How do we motivate students, teachers, parents, and everyone else to get excited about learning? How do you stay motivated? What works and what doesn't?"



Jeff Dunn
Editor Edudemic

Designing Outcomes

Drive: The Surprising Truth about what Motivates us

- Autonomy
- Mastery
- Purpose

10.48 mins

RSA Animate adaption of Dan Pink's teaching on Motivation

13,837,529 views

SAMR Model

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

Ruben R. Puentedura, Ph.D.

HD YouTube Video: 1.59 mins

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Grey-Matter Grids

Turning a Graphic into a Mindset Model

The Attributes Grid

What do you expect an excellent graduate of a program is to "look like" i.e. what is it that a graduate is and does that makes them and their communities define them as successful?

The Motivations Grid

How does the learning environment and activity experience I am building, give the learner autonomy, mastery and purpose?

The Blooms Grid

This is the "By the time you finish this workshop/seminar/lesson you should be able to <choose and action verb> by <then choose an activity or outcome>." type of thinking.

The Technology Enhancement Grid

With learning objectives and outcomes sorted, now think about technology aka apps. How can this technology serve your pedagogy?

The SAMR Grid

Is there any task you can build into the activity that without the technology would not be possible?

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

FREAKING NEWS
PHOTOSHOP CONTESTS

Don't ignore the Elephant in the room - make him work for you

Social Media

English Version Three only

Statististics as at Mar 21st 2105		2014 1 year	2015 3 mths	Total 15 mths
Blog http://tinyurl/alsltblog	Page Views	234,191	46,753	280,944
	Visits	157,962	34,733	192,695
Padagogy Wheel Poster (single PDF) http://tinyurl.com/padwheelposter3	Hits	131,514	41,071	172,585
	Downloads	109,012	30,312	139,324

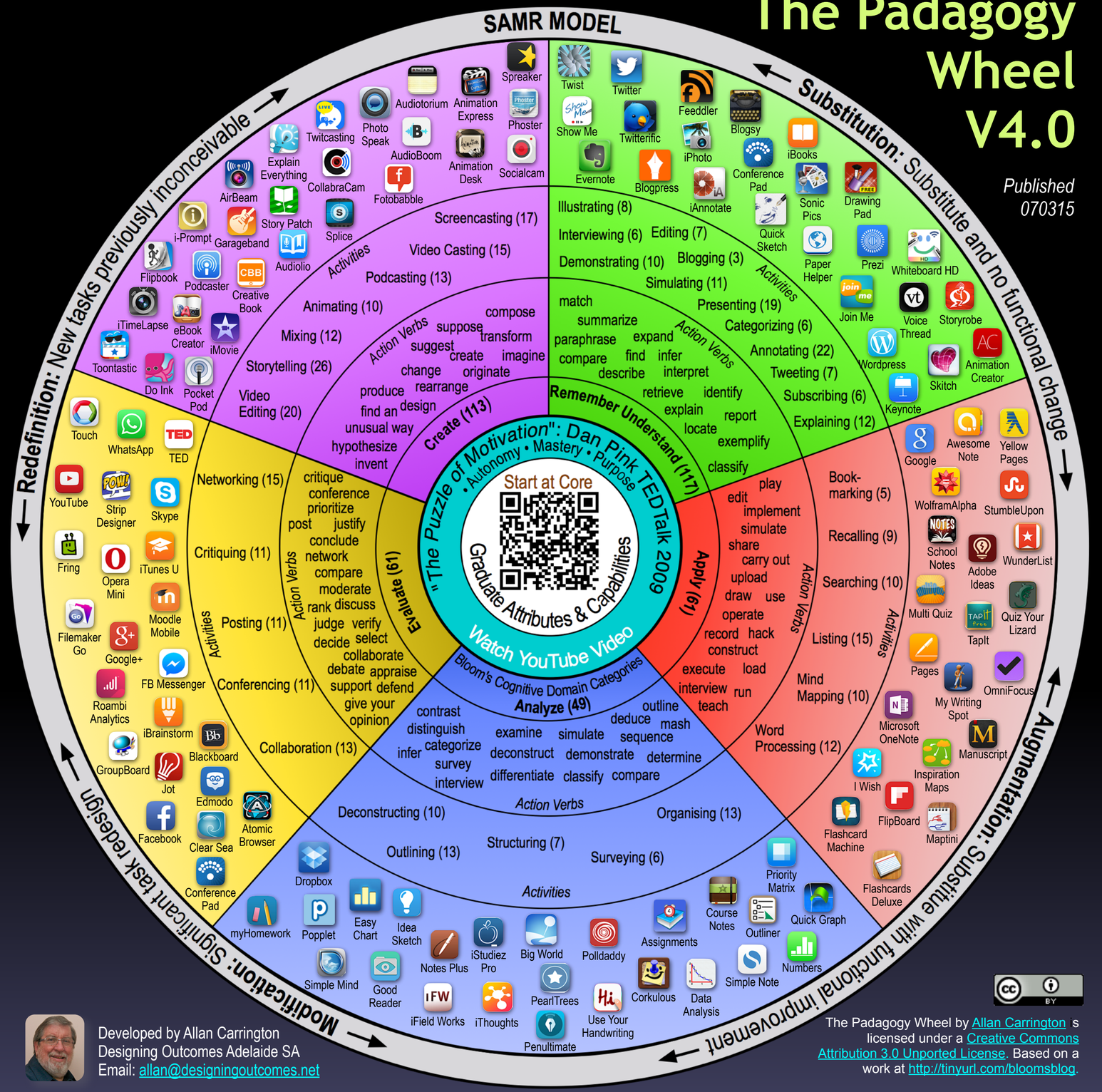
An exciting announcement

The Padagogy Wheel Version 4.0

Designing Outcomes

The Padagogy Wheel V4.0

Published 070315



- Links to descriptions and download of 122 of the latest and most popular educational iPad apps
- Added app selection criteria and links to pedagogy resources of the APPitic online directory of educational apps.
- Appitic resources are available in 19 different languages

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

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

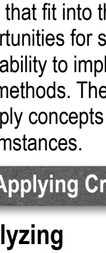
Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Evaluating Criteria

Creating

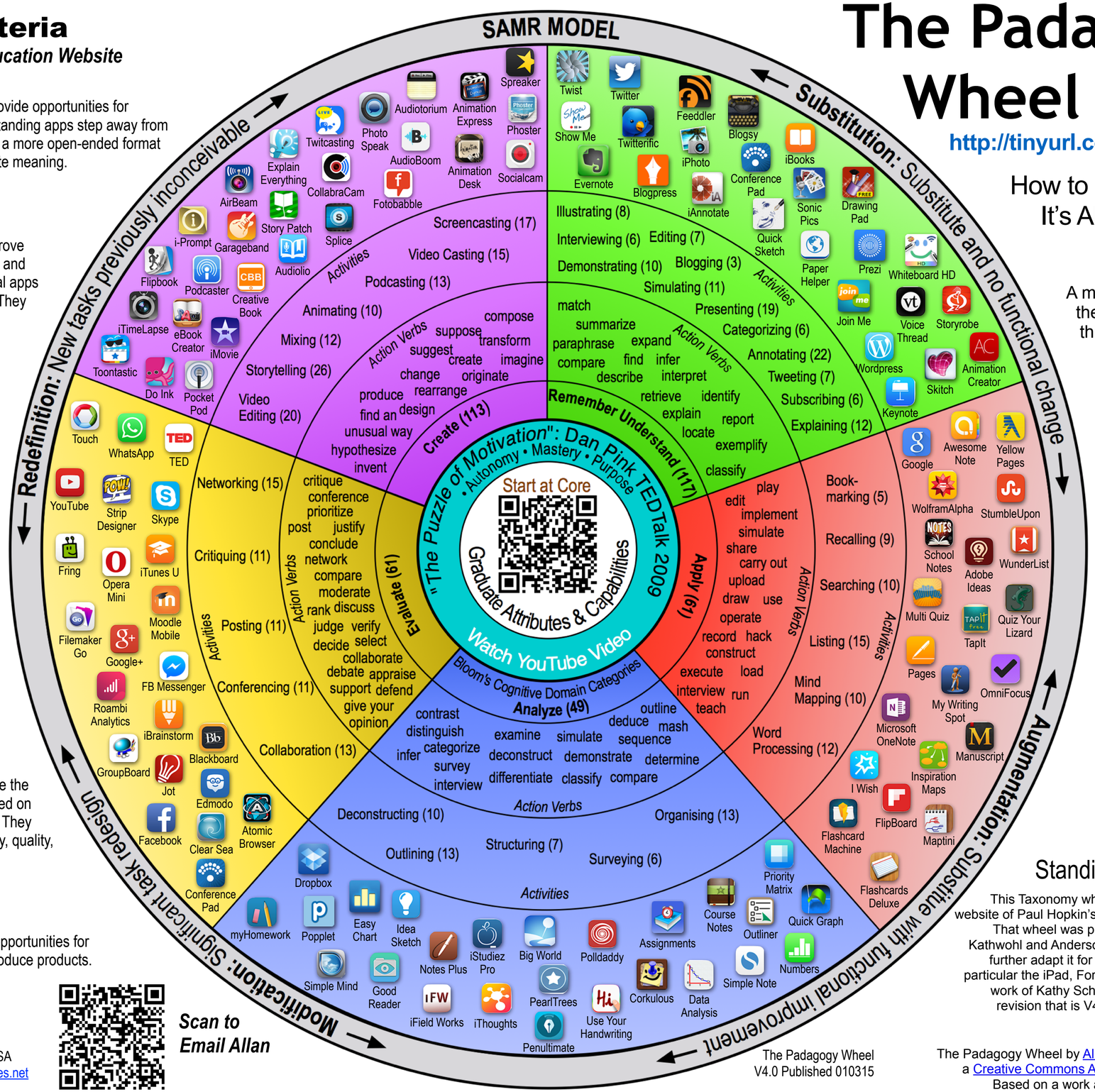
Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

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

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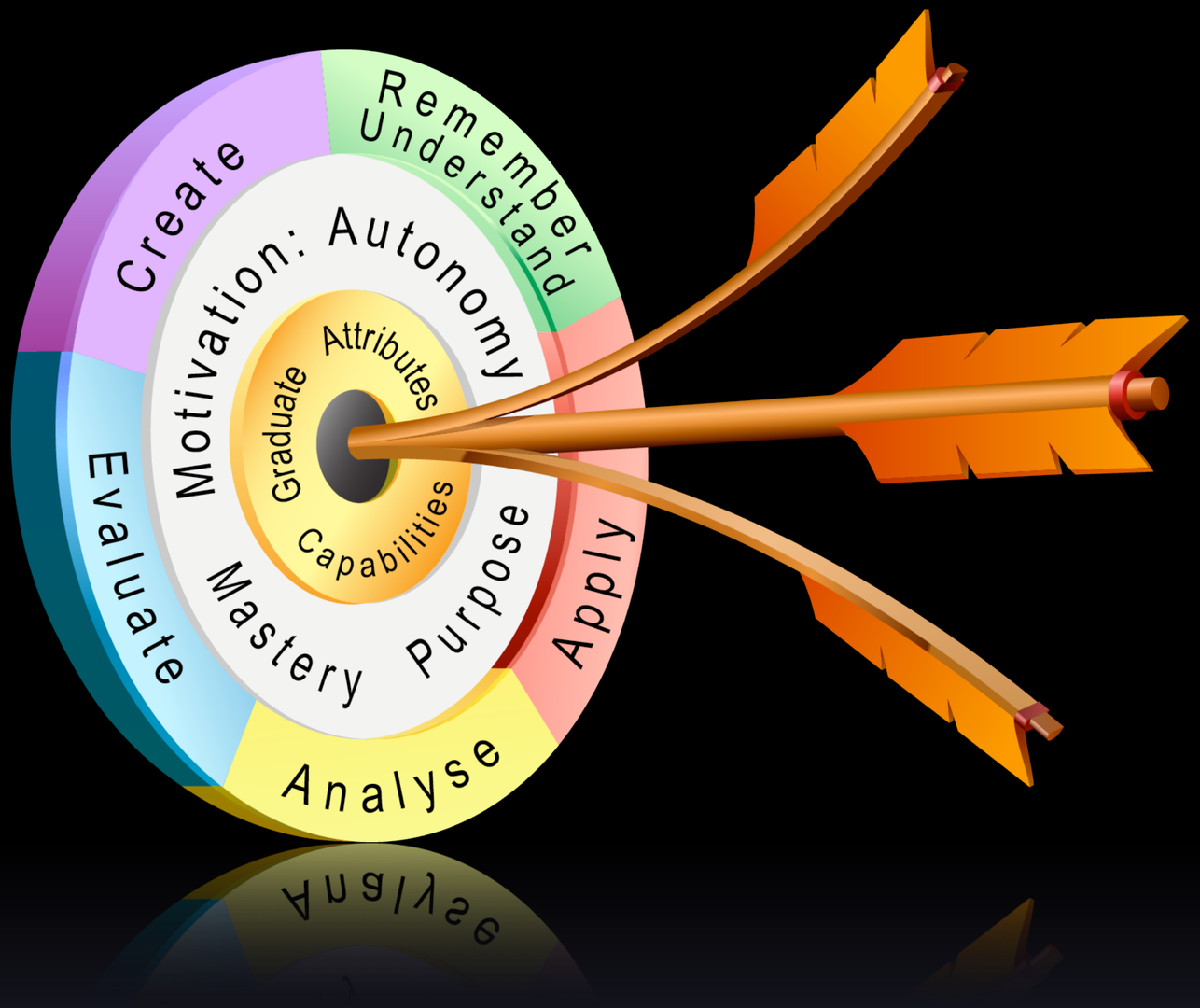
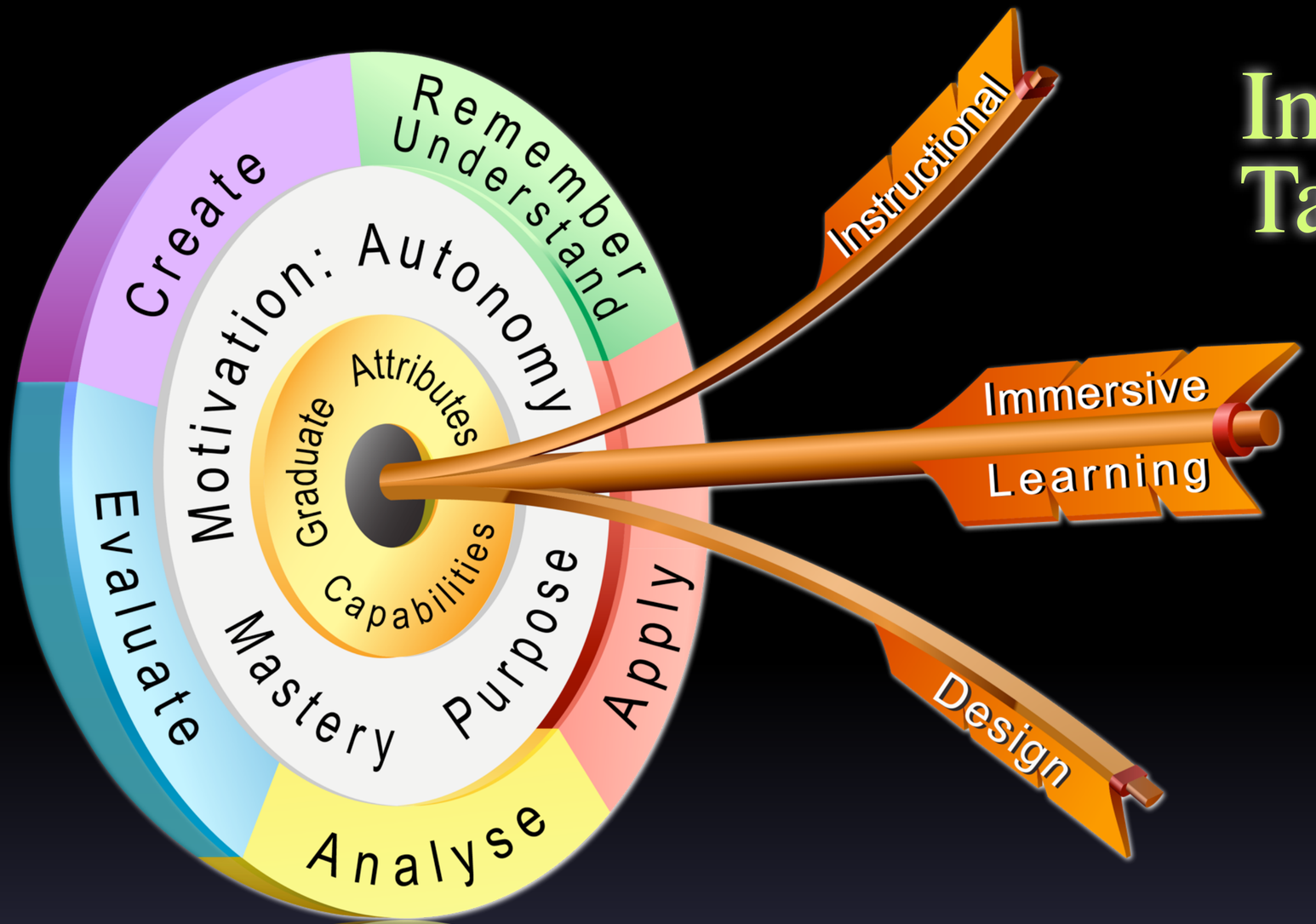
The Padagogy Wheel V4.0 Published 010315



For Transformative Learning: Start at the Core of the Wheel

Designing Outcomes

At the Padagogy Wheel Core:



Immersive Learning Targets Engagement

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

Bullseye!

Designing Outcomes

An Endorsement

Dr Matt Harris is Chair-elect of the Board of Directors for the International Society for Technology in Education (**About ISTE**). Matt will take over as Chair of the Board in 2016, becoming the first person to hold the post while living and working outside of the United States.

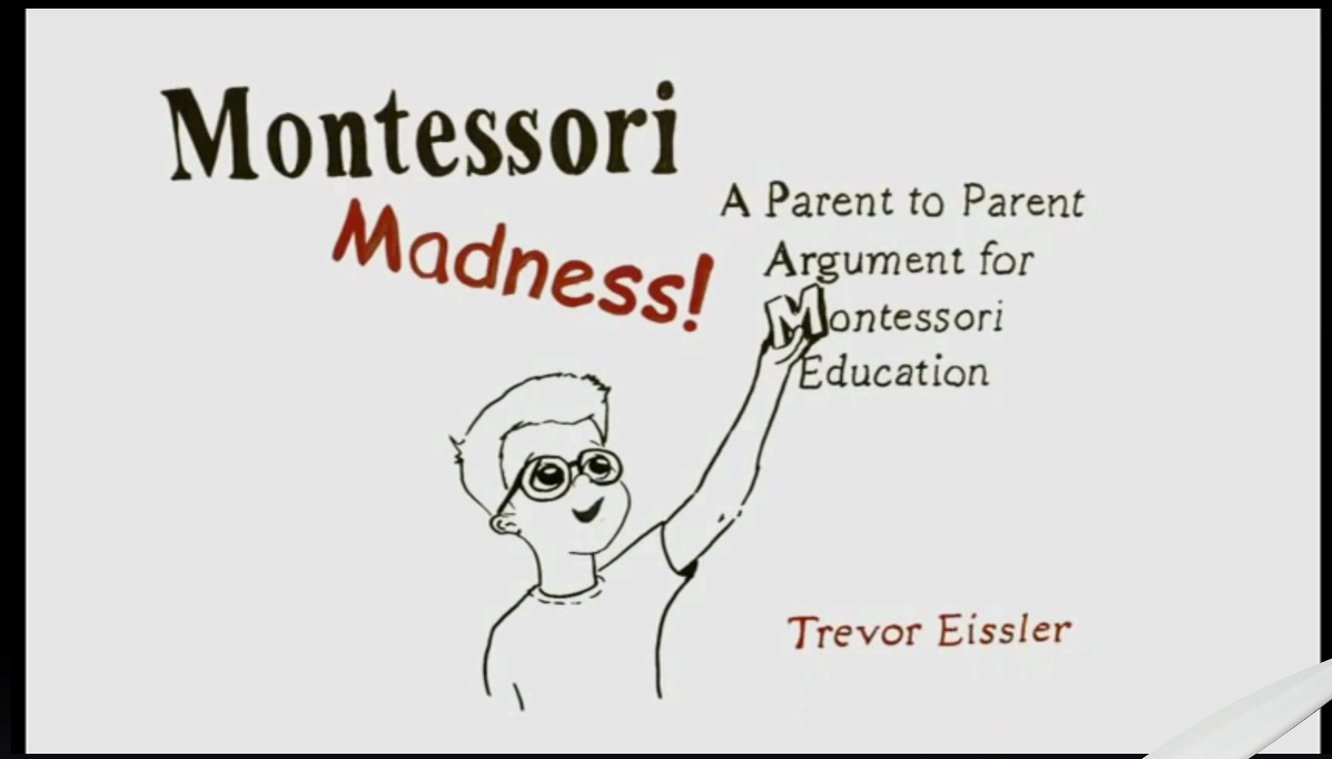
Matt Harris博士是美国国际教育技术协会（关于ISTE）董事会当选主席。Matt将于2016年接任董事会主席，成为第一位不在美国居住和工作的主席。

"In my experiences as an EdTech leader, I find that contemporary educators are passionate about using technology to extend and deepen learning. Most recognise the changing landscape of "the real world" and the modern pedagogies needed to prepare students for that world. However, more often than not, they find challenges in applying these new concepts with specific tools. With Allan Carrington's Padagogy Wheel Model, teachers have an at-hand reference that ties apps to specific learning outcomes directly connected to modern pedagogies and theories. They can easily sit with the wheel during lesson planning time to find tools that will best aid their students or use it during class time to extend or deepen learning towards a specific 21st century skill or content area. ***This connection of theory, practice, and application makes the Padagogy Wheel an invaluable resource that should be on the wall of every classroom***".

"我在EdTech担任领导期间，发现当代教育家热衷于使用技术来扩展和深化学习。他们中的大多数人意识到"现实世界"在不断变化，而现代教育学需要帮助学生在进入那个世界之前做好充分准备。然而，他们在使用特定工具实现这些新概念时经常遇到困难。Allan Carrington 的Padagogy轮模型正是为教师提供了一个简易的使用指南。该指南将apps和基于现代教育学和理论的学习产出相联系，方便教师在备课时从Padagogy轮查找最适合自己学生的工具，或者在课堂上使用该轮扩展或深化对某个21世纪技能或领域的学习。Padagogy轮将理论、实践和应用相结合，是一个宝贵的资源。因此，推荐每位教师将其引进课堂。

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

Montessori Vs Conventional School



5.31 mins

- All about fanning the inner flame or drive
- Children not forced to learn
- Stoking by: hands on • self-paced • collaborative • challenging • joyful learning
- Divergent not convergent thinking
- Innovation instead of standardisation
- Mixed age classrooms
- Grab interest while it is hot

Action Research Project

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

Maria Montessori
b1870 - d1952

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'

- 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

Higher Order Thinking is easier in the Language of the Heart

- Launched the Padagogy Wheel translation project
- Sent out Tweets asking for help
- Have commitment to translate into 18 languages … so far
- Four languages published so far
  - English
  - Spanish
  - German
  - Chinese

Spanish

La traducción al Español es de Aroldo David Noriega de ISTE (Instituto de Educación a Distancia Santa Elisa, Ciudad de Guatemala).El recurso PW V4. Español está en el blog de Diseño Instruccional

http://tinyurl.com/padwheelSP

Criterios para seleccionar aplicaciones

del sitio Listas APPitic App para la educación

Comprensión: Las Apps (aplicaciones) que caben en esta categoría de "comprensión" proveen formas para que los estudiantes expliquen ideas o conceptos. Las apps de comprensión no son meramente aquellas que permiten seleccionar una respuesta correcta sino que permiten establecer un formato más abierto para que los estudiantes parafraseen o expliquen los significados.

Criterio para la comprensión

Recordar: Aplicaciones (apps) que caen en esta categoría mejoran la habilidad del usuario para definir términos, identificar hechos, y recordar o localizar información. Estas piden al usuario seleccionar una respuesta correcta de una lista, secuenciar contenido o introducir datos.

Criterio para recordar

Aplicación: Apps que caen en esta categoría proveen oportunidades para que los estudiantes demuestren su habilidad para implementar procedimientos o métodos aprendidos. Estas también resaltan la habilidad de aplicar conceptos en circunstancias fuera de contexto o no familiares.

Criterio para aplicar

Análisis: Apps que caen en esta categoría mejoran la habilidad del usuario para diferenciar entre lo relevante e irrelevante, determinar relaciones y reconocer la organización del contenido.

Criterio para el análisis

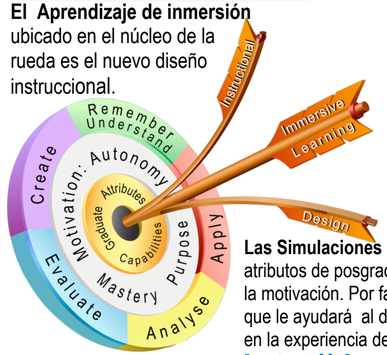
Evaluación: Apps que en la categoría de "evaluación" mejoran la habilidad del usuario para juzgar material o métodos basados en criterios establecidos por ellos mismos o fuentes externas. Estas ayudan a los estudiantes a emitir juicios sobre la fiabilidad, exactitud, calidad, efectividad sobre el contenido y así tomar decisiones con sustento.

Criterio para la evaluación

Creación: Apps que caen en la categoría de "creación" proveen a los usuarios oportunidades para generar ideas, diseñar planes, procesos y productos.

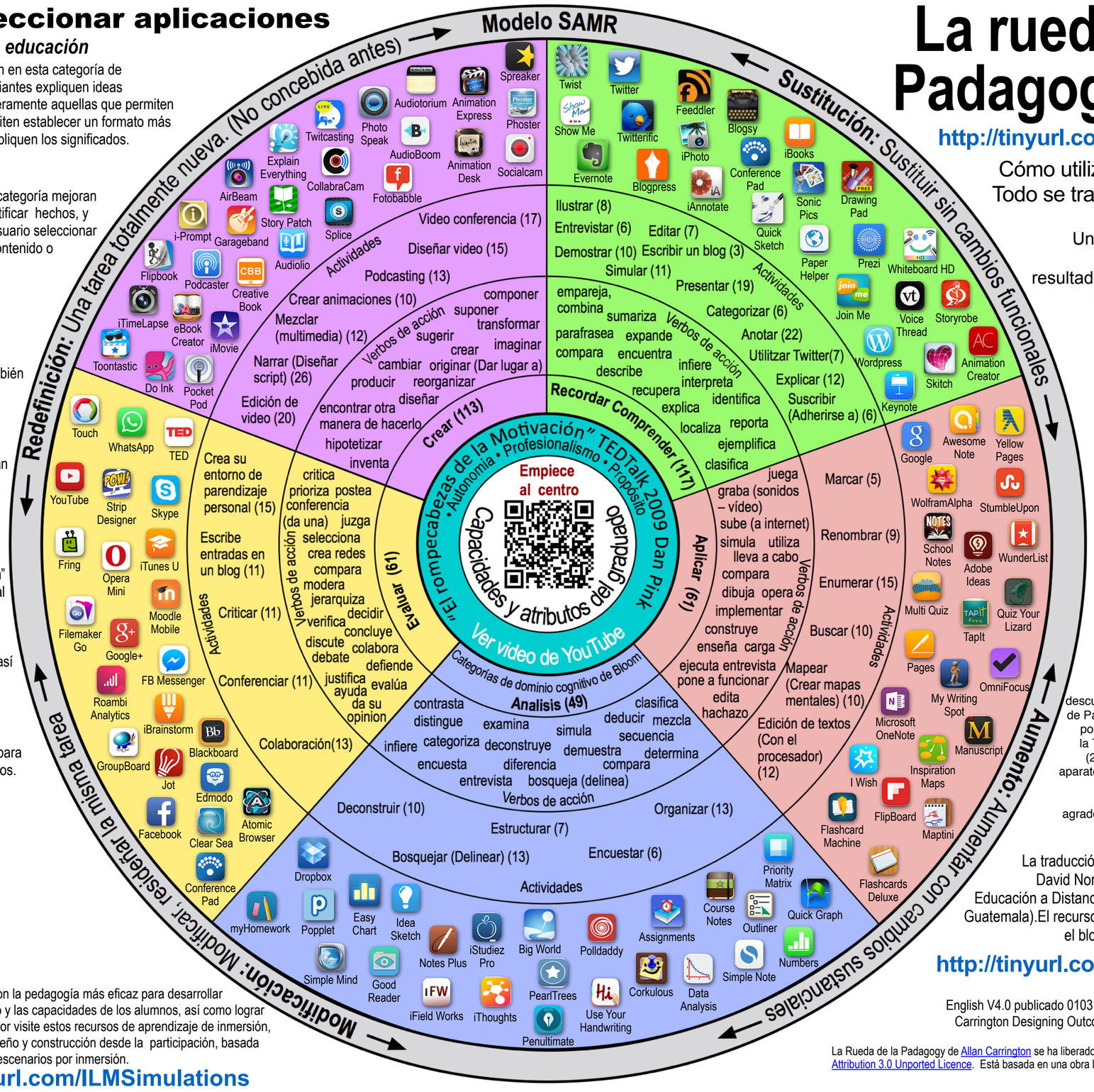
Criterio para la creación

El Aprendizaje de inmersión ubicado en el núcleo de la rueda es el nuevo diseño instruccional.



Las Simulaciones son la pedagogía más eficaz para desarrollar atributos de posgrado y las capacidades de los alumnos, así como lograr la motivación. Por favor visite estos recursos de aprendizaje de inmersión, que le ayudará al diseño y construcción desde la participación, basada en la experiencia de escenarios por inmersión.

http://tinyurl.com/ILMSimulations



La rueda de la Padagogy V4.0

http://tinyurl.com/posterV4SP

Cómo utilizar la Rueda de la Padagogía: Todo se trata del plano de la materia gris.

Una metodología para conseguir mejores resultados con este modelo de enseñanza.(EN)

APPitic APP LISTS FOR EDUCATION

http://appitic.com

Es un completosiglas en inglés y está disponible en 19 idiomas. Este sitio web ha identificado 400 aplicaciones (apps) alineadas al Dominio Cognitivo de la Taxonomía de Bloom y 122 de ellas están enlazadas directamente desde la Rueda de la Padagogy.

Sobre los hombros de los gigantes

La Rueda de la Taxonomía (sin las aplicaciones), fue descubierta al inicio en el sitio web de consultoría educativa de Paul Hopkin en mmiweb.org.uk Esa rueda fue producida por Sharon Artley y era una adaptación de la Revisión de la Taxonomía de Bloom (1956) por Krathwool y Anderson (2001). La idea para adaptarla luego para pedagogía en aparatos móviles y particularmente el iPad, V2.0 y V3.0 debo reconocérsela a Kathy Schrock en su sitio Bloomin´Aps. Para las revisiones mayores como la V4.0 debo agradecer al equipo de ADEs que crearon el sitio APPitic en sitio Listado de Aplicaciones de APPitic.

La traducción al Español es de Aroldo David Noriega de ISTE (Instituto de Educación a Distancia Santa Elisa, Ciudad de Guatemala).El recurso PW V4. Español está en el blog de Diseño Instruccional

http://tinyurl.com/padwheelSP

English V4.0 publicado 010315. Spanish V4.0 publicado 080415 Diseñado por Allan Carrington Designing Outcomes Adelaide SA Email: allan@designingoutcomes.net

German

Die deutsche Übersetzung wurde von Prof. Dr. Volkmar Langer, Präsident, Hochschule Weserbergland, University of Applied Sciences, Am Stockhof 2, D-31785 Hameln Deutschland bereitgestellt. Volkmar wird über das Padagogy Wheel in seinem HSW-Learningblog berichten.

http://tinyurl.com/padwheelDE

Auswahlkriterien der App

von der APPitic App Lists for Education Webseite

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 Verstehens

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 Erinnerns

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 Anwendens

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 Analysierens

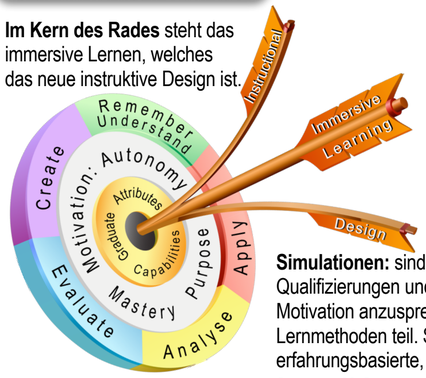
Bewerten: Apps, die der Phase des „Bewertens" zuzuordnen sind, verbessern die Fähigkeit des Anwenders, auf Basis von selbst festgelegten Kriterien oder externen Quellen Materialien oder Methoden zu beurteilen. Sie unterstützen Studierende dabei, die Glaubwürdigkeit, Richtigkeit, Qualität und Effektivität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

Kriterien des Bewertens

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

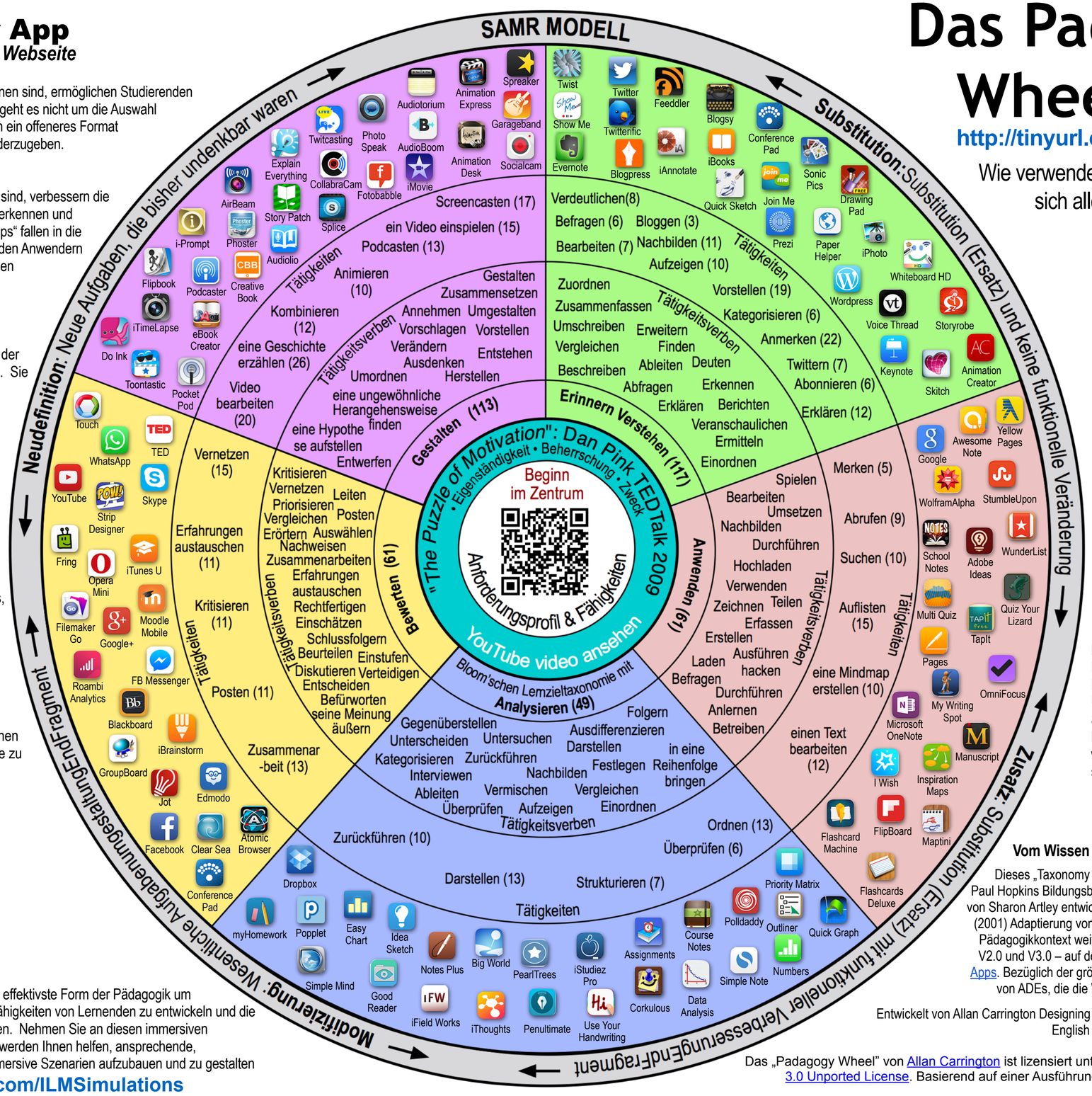
Kriterien des Gestaltens

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 Wheel V4.0

http://tinyurl.com/posterV4GER

Wie verwendet man das „Padagogy Wheel": Es dreht sich alles um die Aktivierung der grauen Zellen

Eine Methodik um die besten Ergebnisse mit diesem Model der Lehre zu erhalten.

APPitic
APP LISTS FOR EDUCATION

http://appitic.com

ist ein verständliches Online-Verzeichnis von „Bildungsapps", entwickelt von Apple Distinguished Educators (ADEs) und in 19 Sprachen verfügbar. Die Webseite identifiziert 400 Apps mithilfe der Bloom'schen Lernzieltaxonomie mit 122 der bekanntestens Apps, die an das „Padagogy Wheel" anknüpfen.

Die deutsche Übersetzung wurde von Prof. Dr. Volkmar Langer, Präsident, Hochschule Weserbergland, University of Applied Sciences, Am Stockhof 2, D-31785 Hameln Deutschland bereitgestellt. Volkmar wird über das Padagogy Wheel in seinem HSW-Learningblog berichten.

http://tinyurl.com/padwheelDE

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

Chinese

相关文字的翻译工作和app的筛选为我们整个团队共同努力的结果。感谢以下团队成员——澳大利亚：阿德莱德饶洁敏和王尔吉；中国：湖南长沙湖南农业大学张翼然，以及广东广州华南师范大学焦建利教授和他的优秀团队。他们的付出使得中文版的Padagogy轮得以出版。请访问我们的中文版博客“支持卓越”查看更多关于Padagogy轮的资讯。

http://www.chinesepw.com

App筛选标准

摘自*APPitic App Lists for Education*网站

识记层次筛选标准

识记：该层次的Apps能够帮助学习者提升定义术语、识别事实、回顾知识和查找信息的能力。许多教育类的Apps都属于这个层次。学习者可以在这些Apps上做选择题、配对题、排序题或简答题。

理解层次筛选标准

理解：该层次的Apps能够为学习者提供阐述观点，明晰概念的机会。这个层次的Apps不在于为学习者提供"标准"答案，而在于帮助他们采用更加开放的形式来总结内容、诠释意义。

应用层次筛选标准

应用：该层次的Apps帮助学习者展示自己运用所学到的流程和方法的能力；同时也注重培养他们运用概念解决新问题的能力。

分析层次筛选标准

分析：该层次的Apps能提高学习者区分相关和不相关信息、确定各部分之间的关系、提炼内容结构的能力。

评价层次筛选标准

评价：该层次的Apps能够提升学习者使用自身或他人设置的标准来评估材料或方法的能力。它们帮助学习者判断内容的可靠性、精度、质量、效益，并做出有理有据的决策。

创造层次筛选标准

创造：该层次的Apps帮助学习者激发创意、设计方案和创作作品。

APPitic
APP LISTS FOR EDUCATION

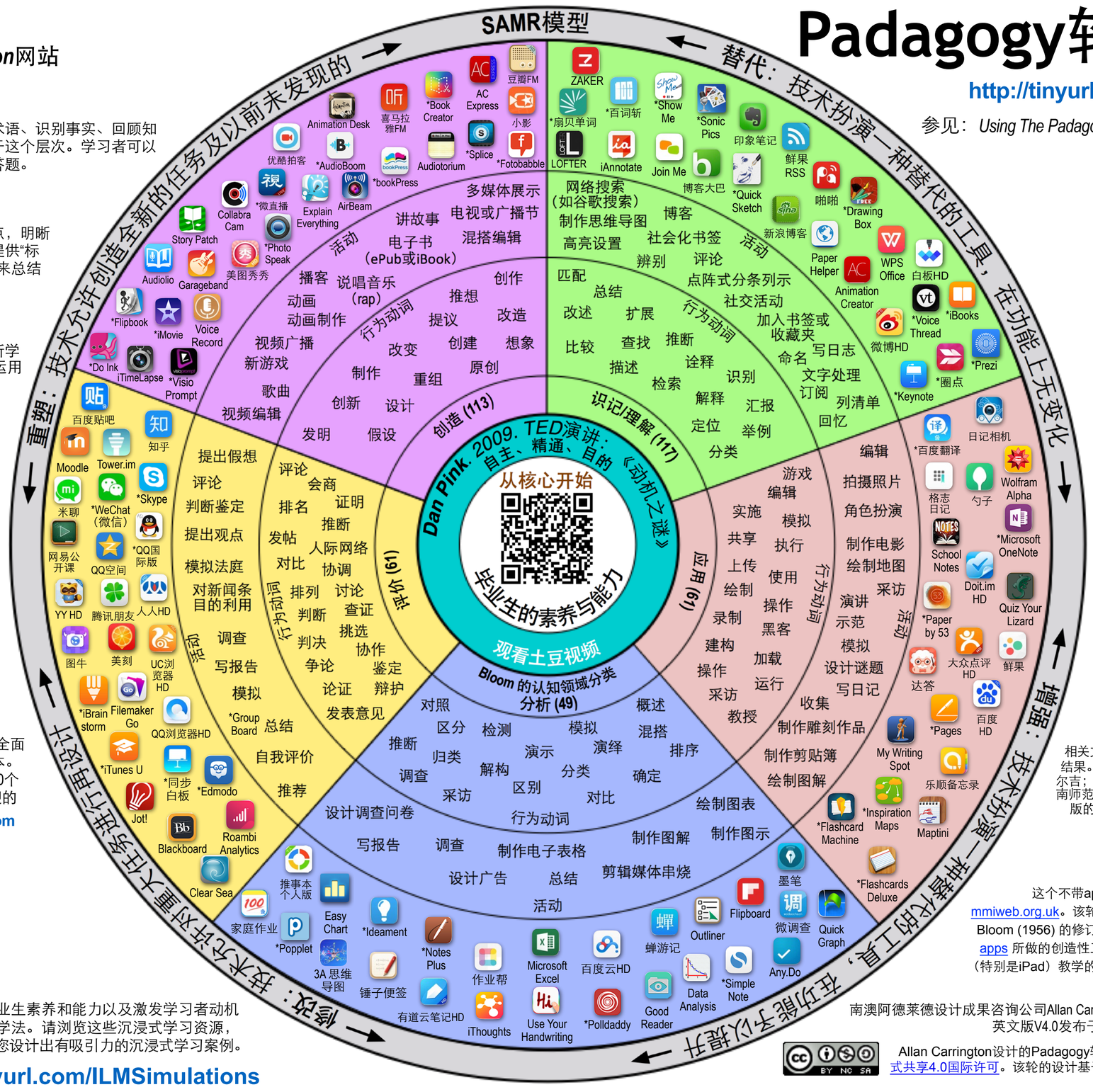
是由苹果杰出教育工作者（ADEs）开发的一个全面的教育Apps在线目录。目前推出了19种语言版本。该网站依据Bloom的认知领域教育目标收录了400个Apps，而Padagogy轮则专门列出了其中最受欢迎的122个Apps。

http://appitic.com

位于此轮核心的沉浸式学习便是新的教学设计。

模拟是培养毕业生素养和能力以及激发学习者动机的最有效的教学法。请浏览这些沉浸式学习资源，它们将能帮助您设计出有吸引力的沉浸式学习案例。

http://tinyurl.com/ILMSimulations



Padagogy轮 V4.0

http://tinyurl.com/posterV4CHI

参见：*Using The Padagogy Wheel: It's All About Grey-matter Grids (GGs)*
这种教学模式的最佳应用方法
http://tinyurl.com/gmginteraction

*Padagogy*轮在语言教学中的应用

Anderson & Krathwohl等人(2001)修订的布鲁姆教育目标分类的六个层次从低到高依次为识记、理解、应用、分析、评价和创造，它们构成了一线教师课堂教学设计的基础。如Padagogy轮所示，语言教师在备课过程中，可以根据具体的教学目标及其对应的行为动词，设计相应的教学活动，选择图中满足该活动需求的Apps，形成系统的教学设计方案，并应用该方案实施基于移动终端的语言教学活动。

例如：在英语读写教学中，为了提高学生对文章的理解能力，教师选用了"理解"层次的行为动词——"总结"和"解释"，并选用该层次所推荐的"Mindmanager"开展"制作思维导图"活动来展示文章的提纲和细节。之后为了加深学生对文章的理解，并为写作输出做好准备，教师可以基于文章设计相关讨论话题并组织学生开展头脑风暴式讨论。此时，教师可选用"评价"层次中的行为动词——"发表意见"和"发帖"开展"评论"和"提出观点"等活动，让学生使用"新浪微博"或者"微信"发表自己的见解和评论。

推荐阅读：
Web2 4 Languages Teachers: iPad Apps
http://web2-4languageteachers.wikispaces.com/iPad+apps
Teaching Languages with iPads
https://teachinglotewithipads.wordpress.com
加(*)的apps可能对语言教学有较大的帮助。

焦建利，教育技术学博士，广州华南师范大学教育信息技术学院副院长，未来教育研究中心主任。
Email：jiaojianli@126.com
个人博客：http://www.jiaojianli.com/

相关文字的翻译工作和app的筛选为我们整个团队共同努力的结果。感谢以下团队成员——澳大利亚：阿德莱德饶洁敏和王尔吉；中国：湖南长沙湖南农业大学张翼然，以及广东广州华南师范大学焦建利教授和他的优秀团队。他们的付出使得中文版的Padagogy轮得以出版。请访问我们的中文版博客"支持卓越"查看更多关于Padagogy轮的资讯。

http://www.chinesepw.com

鸣谢

这个不带apps的分类学轮，最早源于Paul Hopkin的教育咨询网站mmiweb.org.uk。该轮是Sharon Artley基于Anderson和 Krathwohl (2001) 对Bloom (1956) 的修订版而创作的。感谢Kathy Schrock 在她的网站 bloomin apps 所做的创造性工作，使我产生了修订第2和第3版以便适用于移动设备（特别是iPad）教学的想法。而我在第四版进行的重大修改则得益于ADEs团队的APPitic the App Lists for Education网站。

南澳阿德莱德设计成果咨询公司Allan Carrington著 Email allan@designingoutcomes.net

英文版V4.0发布于 2015.03.01 中国版V4.0 发布于2015.07.07

Evangelising the Cause

- 669 Chinese Pedagogy Wheel posters in the last 5 days (150715)
- Poster published on QQ to 150,000 teachers on 150715
- Tracking the downloads, the latest total is …

http://www.chinesepw.com

Languages in Production

- Russian
- Catalan
- Portuguese
- Dutch
- Filipino
- French
- Greek
- Irish
- Italian
- Japanese
- Norwegian
- Turkish
- Korean
- Arabic

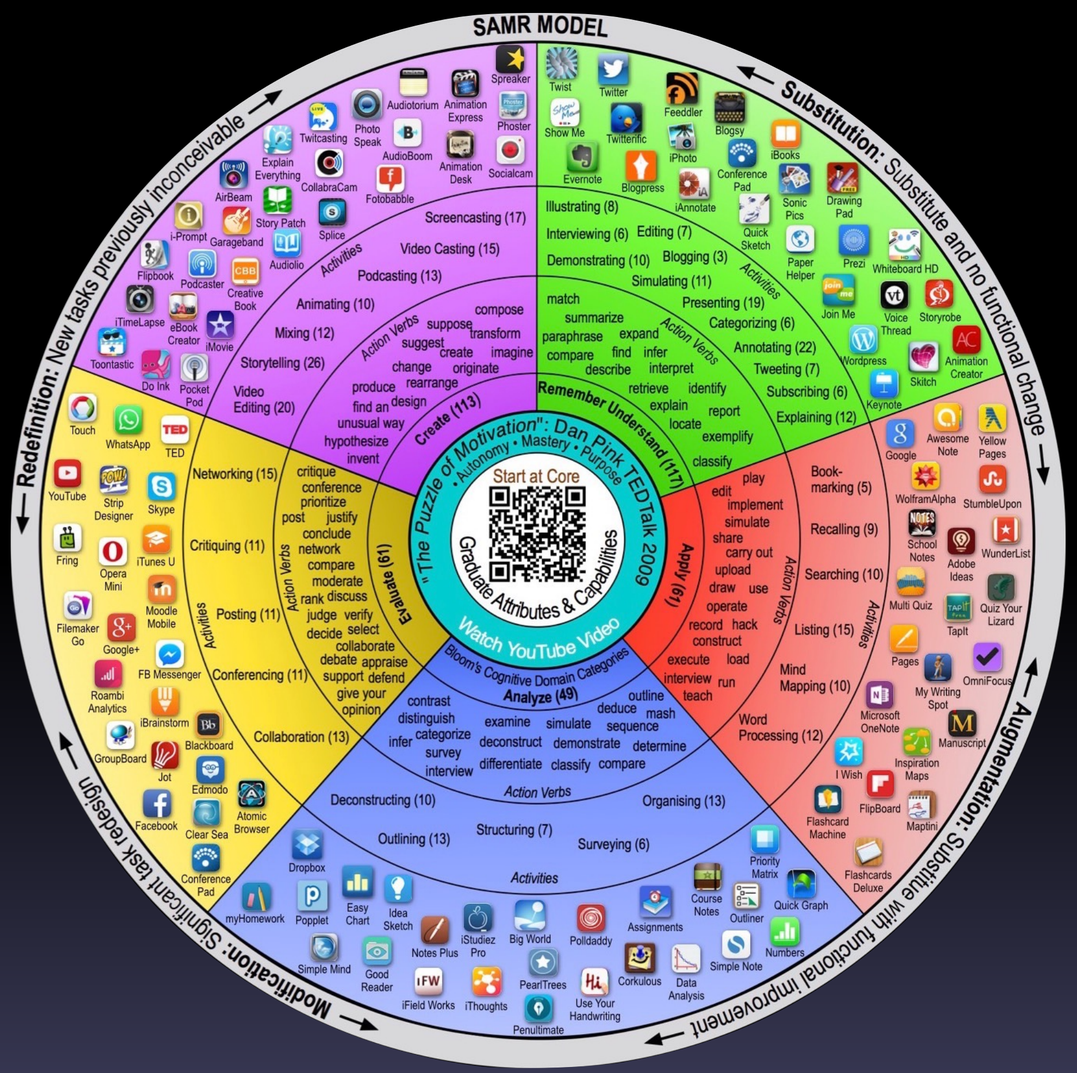
Where To Next?

- More Languages
- More functionality
- More resources
- More best practice examples
- More interactivity

The Pedagogy Wheel is under constant development

The Pedagogy Wheel V5

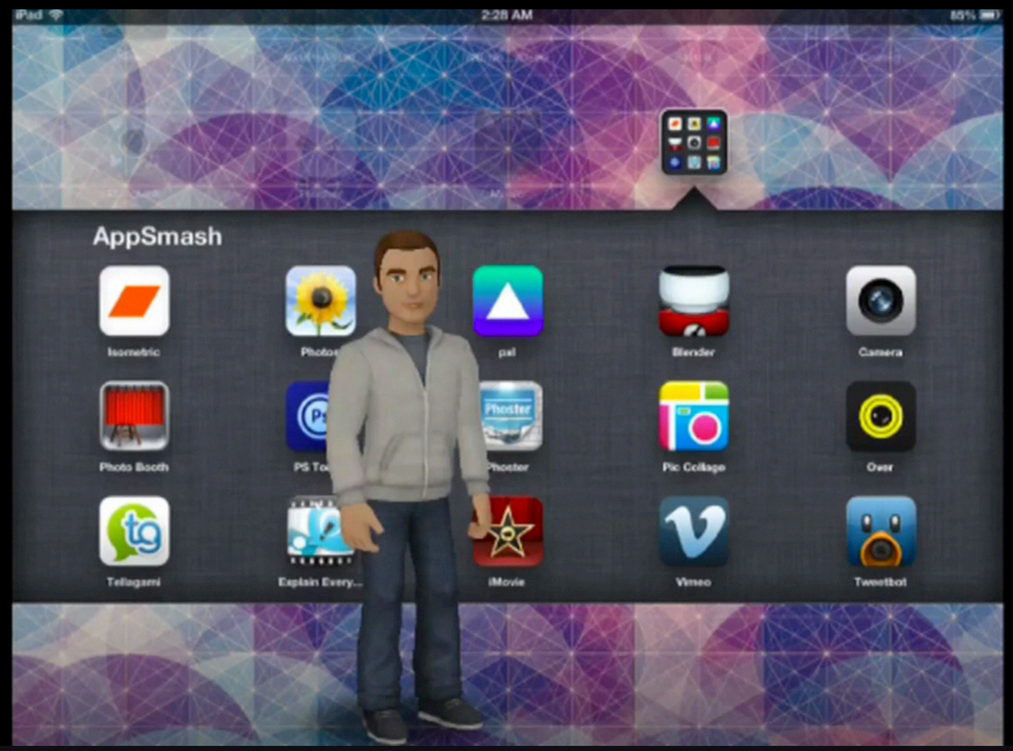
in Brainstorming Mode … Got Any Ideas?



- Dynamic population of apps based on pedagogical decisions
- From an infographic to an App
- Links to examples of best practice
- From Apps to Learning Sequences

Learning Sequences

aka App Smashing



3.49 mins

- 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).
- Modeled on processes developed in 2003 by LAMS: The Learning Activity Management System. Visit *LessonLAMS*.

In Support of Excellence

Allan's Learning and Teaching Blog

http://tinyurl.com/alsltblog

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