

Bling v. Bang!

Filtering Out the Noise



pc: Malcom Lightbody

WELCOME HERE!

Opening Questions



- What is your favorite form of communication with family & friends, other than in person?
- What is your favorite digital resource/website or tool?
- What was your most memorable learning experience as a K-8 student?
- What example comes to mind when you think of an *effective* use of technology in learning? Why?
- What example comes to mind when you think of an *ineffective* use of technology in learning? Why?



Family?

Or random
strangers from
hotel lobbies?

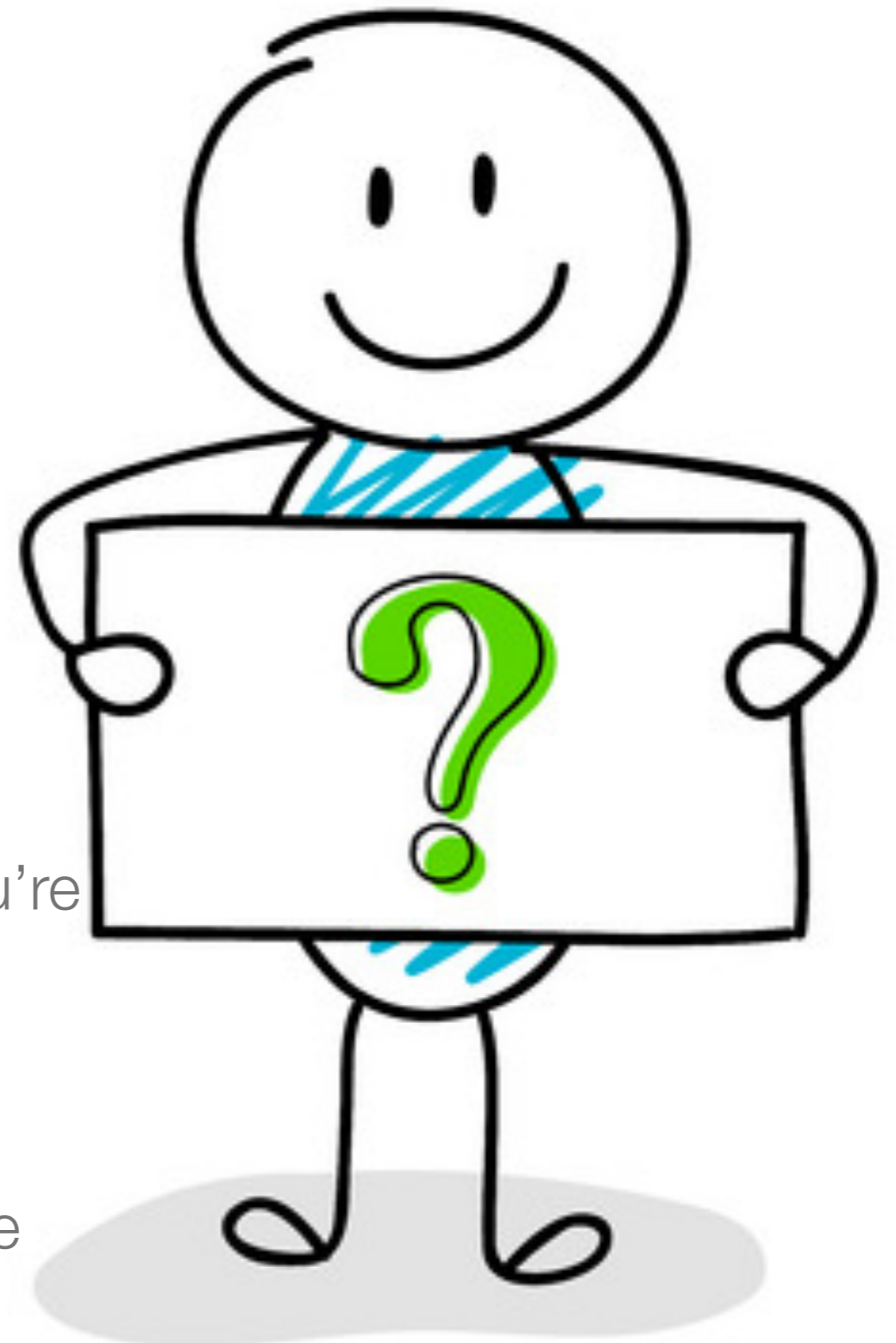


Actual random strangers from a hotel lobby



Introduce a Stranger

1. Find one
2. Introduce yourself, what you do & where you're from
3. Share 1 of your answers from our Padlet
4. Get ready to introduce your new friend to the group



Bonus points if you find something in common with your stranger!



Dear Me,

Don't forget...

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Our #2 RULE...

Ask Questions.

Our #1 RULE...

**Every Hand,
Every Mind,
Every Voice.**





Team-Up!

Make a team of 3

Bonus points for groups of complete strangers!

2 minutes!



Are You Smart?

4 minutes !

Build

- ▶ use only **red** and **yellow** LEGOs
- ▶ create a duck



Share

- ▶ take a picture of your duck
- ▶ find a way to share your creation with those *outside of this room*

bonus points for any **feedback from your audience!*





Re-Group

Leave your duck and lego bag at your table

Re-Group:

New team of 3

Bonus points apply!



Sharing Style

▶ Share & Compare

- ▶ Share pictures of your duck
- ▶ How did the other group create their duck?
- ▶ How were your strategies the same? Different?
- ▶ How did they share their work?
- ▶ In what ways were your methods for sharing & soliciting feedback the same? Different?





Re-Combobulate

Leave your duck and lego bag at your table
Return to your home team!



**bonus points for first team to re-combobulate!*





Reflect

- ▶ Connections (student learning, pedagogy, content, tech)?
- ▶ Disconnects?
- ▶ Same Goal → Different...
- ▶ Right answer?
- ▶ Outside Influence
- ▶ More?



Learning about Learning

“FAIL!” to Learn

Small Shifts, Big Impact

Learn Out Loud



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Learn Out Loud

Question **Fearlessly**

Challenge Thoughtfully

Learn **Openly**

Contribute Generously

WHAT DO

YOU

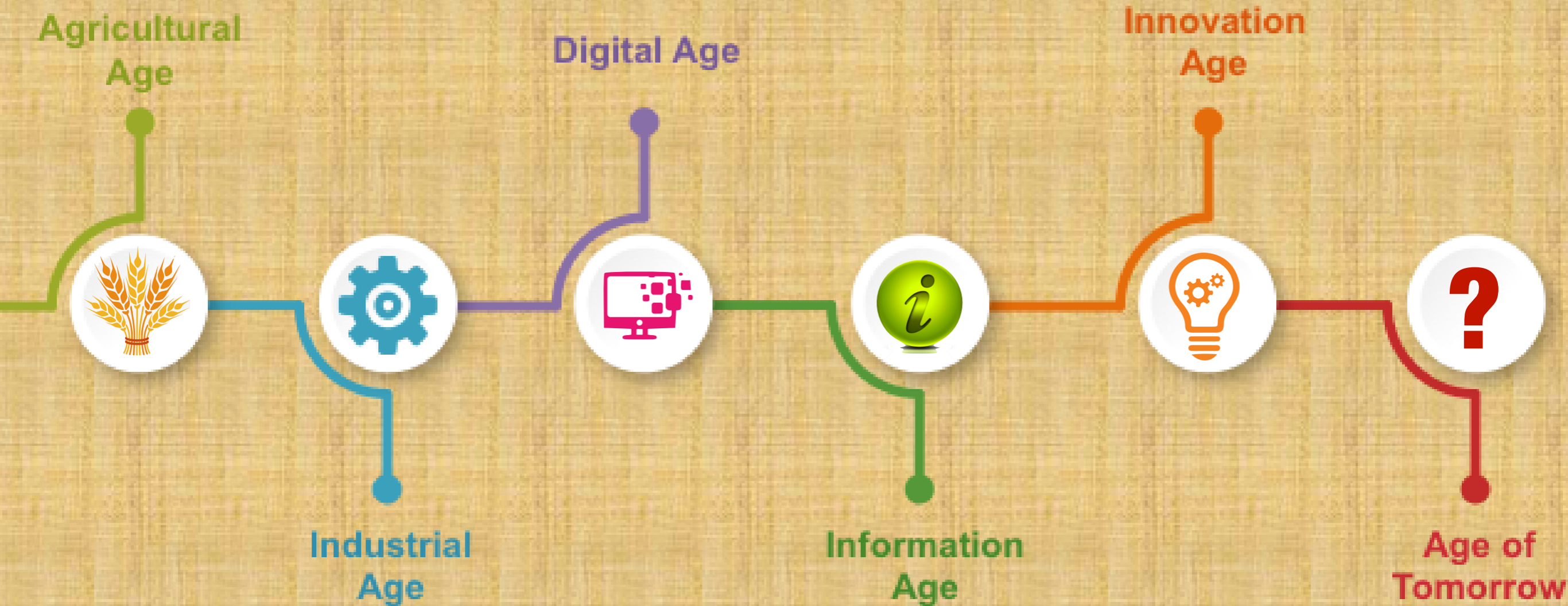
BELIEVE

...about **learning?**

**THIS
BELIEVE...**

...about learning.

Beliefs About Learning Across the Ages



Promises, Promises...

- action research
- advance organizers
- affective education
- assertive discipline
- alternative assessment
- authentic assessment
- back to basics
- background knowledge
- block scheduling
- bloom's taxonomy
- brain-based teaching
- character education
- charter school
- classroom management
- cognitive development
- cognitive dissonance
- collaboration
- computer-assisted instruction
- conflict resolution
- connectivism
- constructivism
- cooperative learning
- critical thinking
- cultural literacy
- curriculum mapping
- data-based decision making
- decentralization
- differentiated instruction
- dimensions of learning
- direct instruction
- discovery learning
- distance learning
- diversity
- effective schools
- enrichment
- esl
- essential questions
- experiential education
- formative assessment
- gifted and talented
- glce's
- globalization
- graphic organizers
- habits of mind
- high-stakes tests
- higher-order thinking
- homeschooling
- iep
- inclusion
- information literacy
- integrated learning systems
- interdisciplinary curriculum
- learning styles
- lifelong learning
- looping
- madelyn hunter lesson plan
- magnet schools
- mainstreaming
- manipulatives
- metacognition
- multiage classrooms
- multicultural education
- multimedia
- multiple intelligences
- nclb
- outcomes based education
- performance assessment
- personal learning networks
- phonics
- portfolios
- problem-based learning
- process writing
- professional learning communities
- project based learning
- rigor and relevance
- rubrics
- scaffolding
- service learning
- social constructivism
- socratic questioning
- spiraling curriculum
- standardized testing
- standards
- stem
- student-led conferences
- systemic reform
- teacher portfolios
- teaching for understanding
- technology integration
- thematic instruction
- tpack
- trade books
- understanding by design
- whole language
- writers workshop
- year round schooling
- 1-to-1 computing
- 21st century skills
- BYOD
- readers workshop
- fountas & pinnell
- flipped classroom
- blended learning

Read
Compare
Research
Contrast
Question
Challenge
Listen
Explain
Think Critically
Write
Analyze
Synthesize
Identify
Communicate
Validate
Persevere
Iterate
Reflect

Learning Across the Ages

Agricultural
Age



Industrial
Age

Digital Age



Information
Age

Innovation
Age



Age of
Tomorrow

Read

Compare

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Listen

Explain

Think Critically

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Analyze

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Validate

Persevere

Iterate

Reflect

World-wide
Unlimited
Amplified
Connected
Multi-modal
Challenging
Accessible
Meaningful
Collaborative
Authentic
Relevant
On-going
Real
Engaging
Provocative
Social
Integrated
Unfinished

Read
Compare
Research
Contrast
Question
Challenge
Listen
Rethink
Think Critically
Write
Analyze
Synthesize
Identify
Communicate
Validate
Explain
Iterate
Reflect

*“We are citizens
of the world”*





http://www.flickr.com/photos/original_gazart/

We have access to **UNLIMITED...**

- Curriculum
- Frameworks
- Lists & Lenses...
- Resources
- Assessments
- Information
- Potential

We have very **LIMITED...**

- Time
- Energy
- Focus
- Funding
- Quality Resources



“We must embrace
what has worked,
adjust what has not,
and work with
students and teachers
to chart the path
forward.”

- US Department of Education, Office of Educational Technology

“Edu Tech”

Technology that supports the overarching vision & goals of the school.

Most often includes:

- Academic goals
- Instructional goals

May also include:

- Social emotional development
- Family engagement
- Professional development
- ...more?



Process

Cyclical

- Selection, Implementation, Reflection & Evaluation
- Strategic and connected
- Each stage informs the others
- No correct starting point
- Commitment
 - time & focus
 - communication
 - shared understanding
 - coherence



Today

- WHY? - vision & goals for teaching & learning
- WHAT? - Digging Deeper
 - Bloom's Taxonomy
 - SAMR
 - TPaCK & TIMS
- HOW? - Guardrails for learning



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Lists & Lenses...



- ✓ Bloom's Taxonomy
- ✓ Gardner's Five Minds
- ✓ Perkins & Tishman's Thinking Dispositions
- ✓ Costa & Kallick's Habits of Mind
- ✓ Pink's Essential Aptitudes
- ✓ Jenkin's New Skills
- ✓ Mishra & Koehler's Transdisciplinary Skills
- ✓ Downe's 21st Century Skills
- ✓ IFTF's Future Work Skills
- ✓ Wagner's Survival Skills
- ✓ ETaP
- ✓ HEAT
- ✓ LoTi Framework
- ✓ TPaCK
- ✓ Prensky's Adopt & Adapt
- ✓ Puentedura's SAMR model
- ✓ November's Transformational 6
- ✓ Digital Learning Resource Matrix
- ✓ Kolb's Triple E Rubric
- ✓ TIMS 5 Levels of Tech Integration

What is
your
school's
vision for
teaching
and
learning?





Our School's Vision & Goals for Student Learning



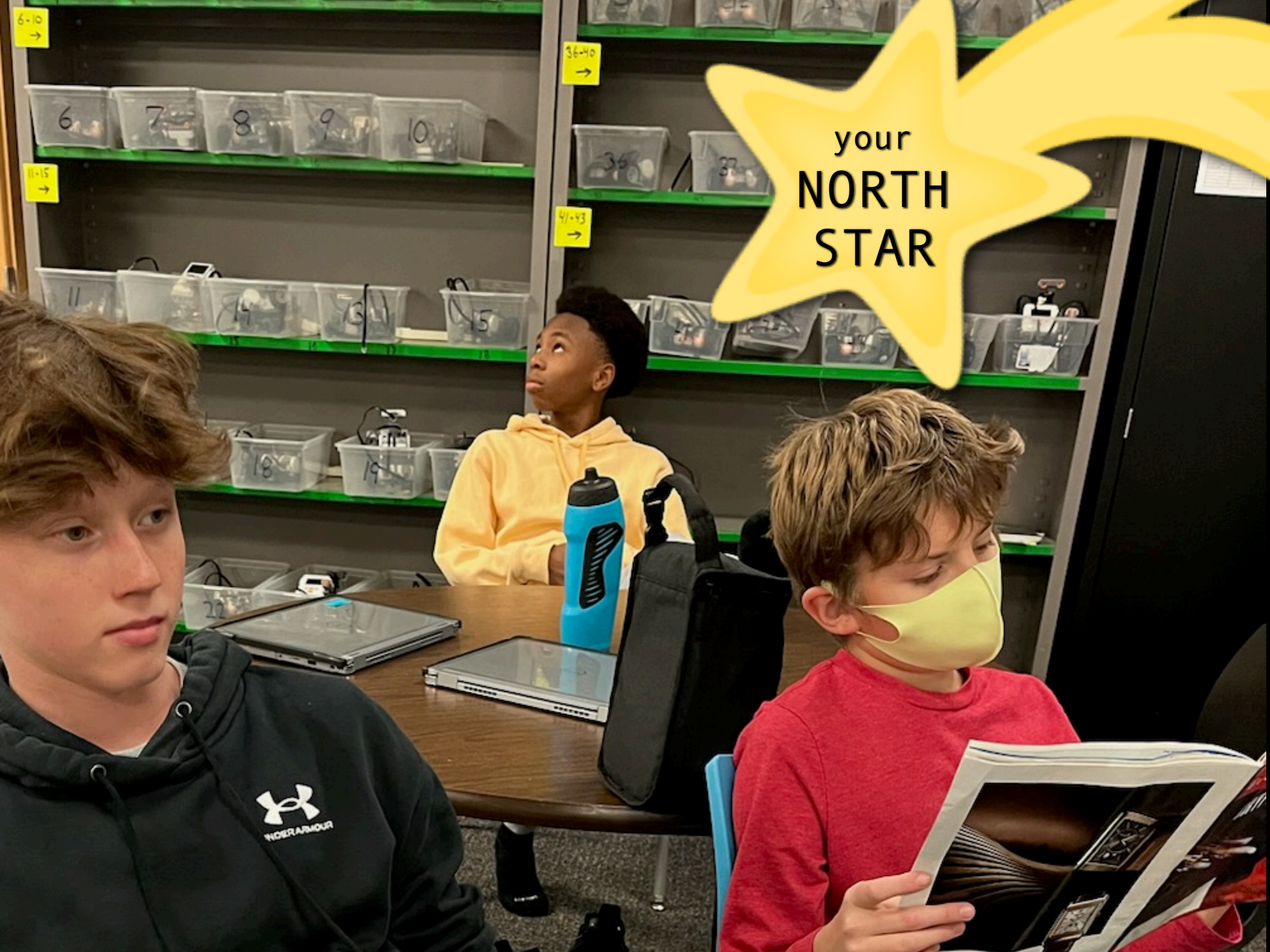
THIS
BELIEVE

your
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Vision & Goals for Student Learning

Ongoing in discussions about student learning?
Professional learning?
Community learning?





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<https://learnoutloud.edublogs.org/ilascd/>

A GROW LEARNING RESOURCE

LEARN OUTLOUD



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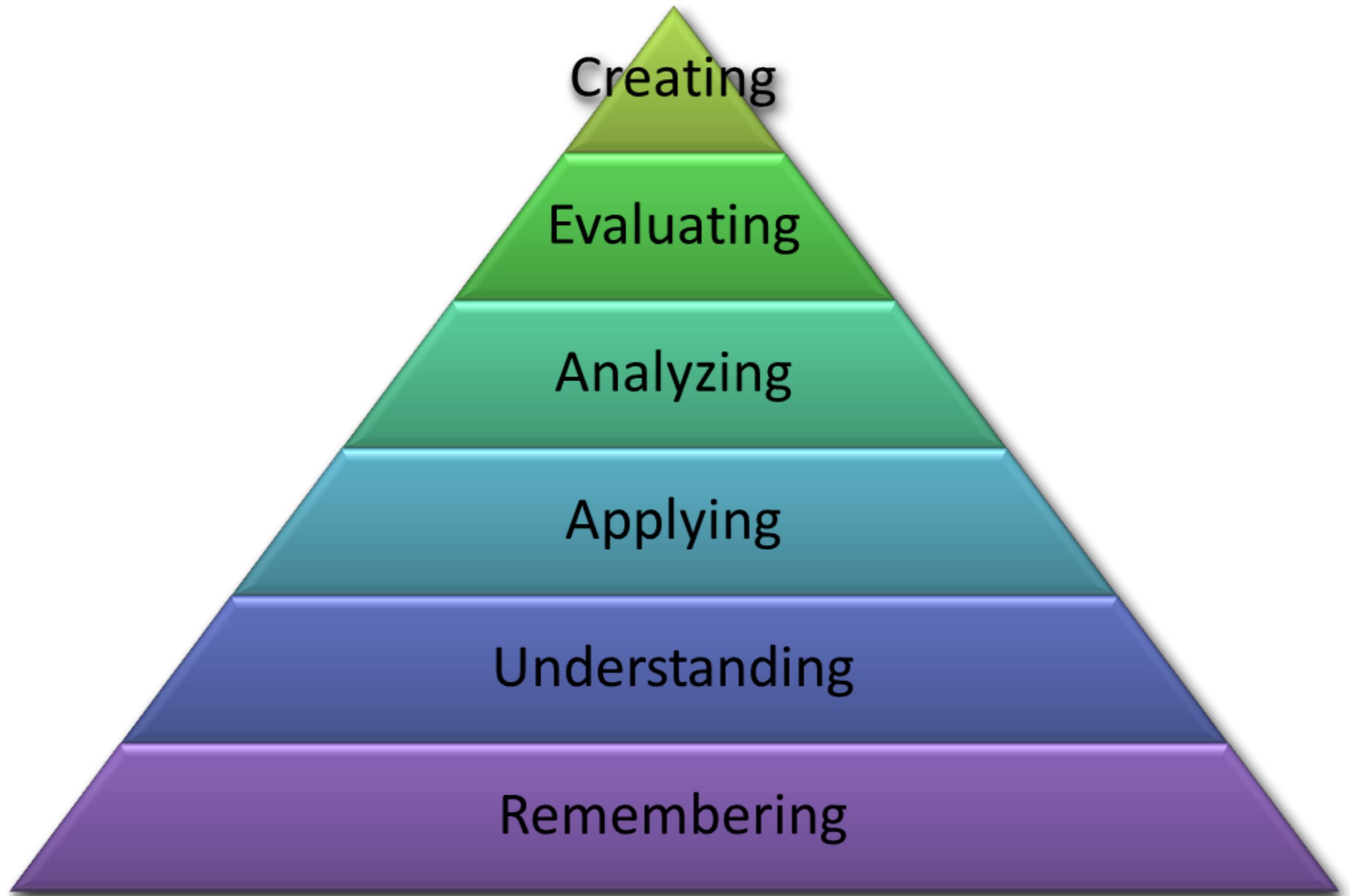
Lenses for Learning



Digging 3Deeper

- Bloom's Taxonomy
 - Habits of Mind
 - 21st Century Skills
- SAMR
 - LoTi
 - ETaP
 - Prensky
- TPaCK & TIMS





Creating

Evaluating

Analyzing

Applying

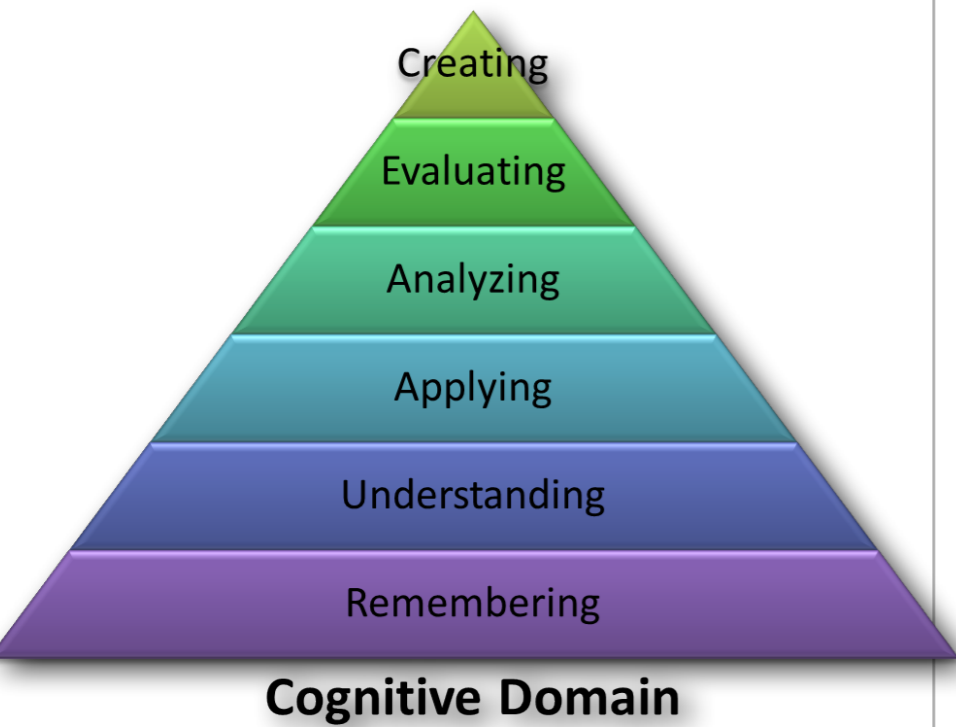
Understanding

Remembering

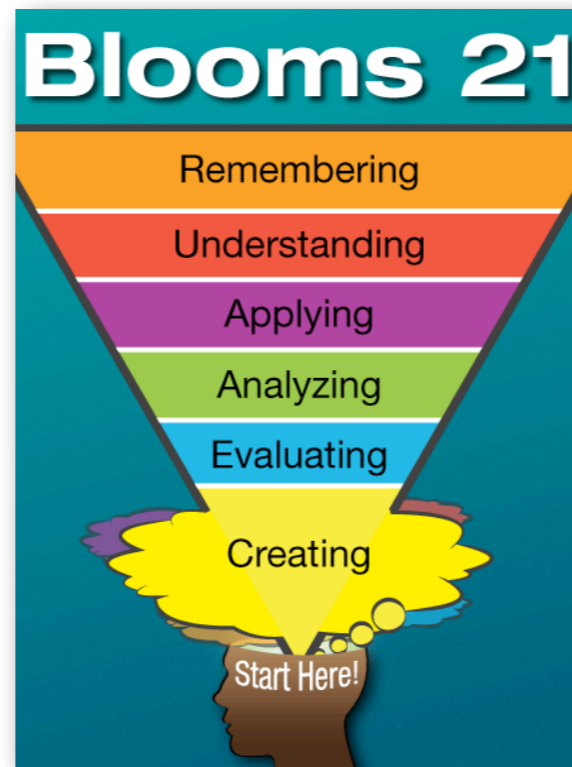
Cognitive Domain



1 ~~3~~D Jigsaw



Original



Flipped

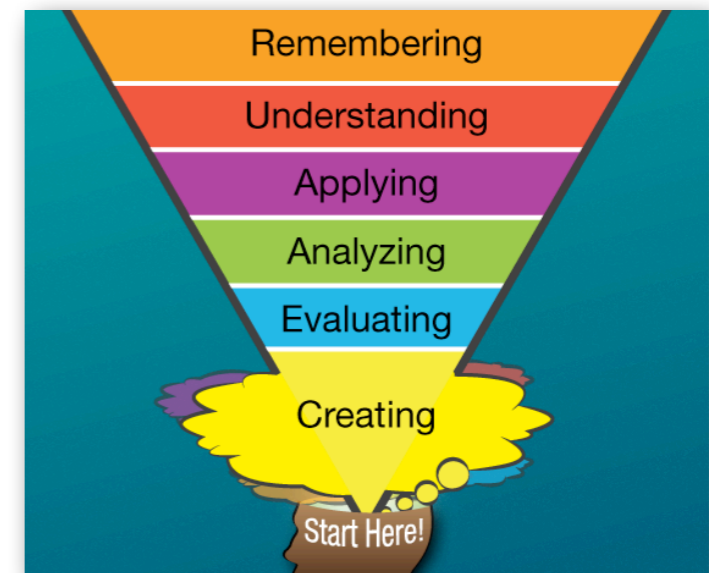
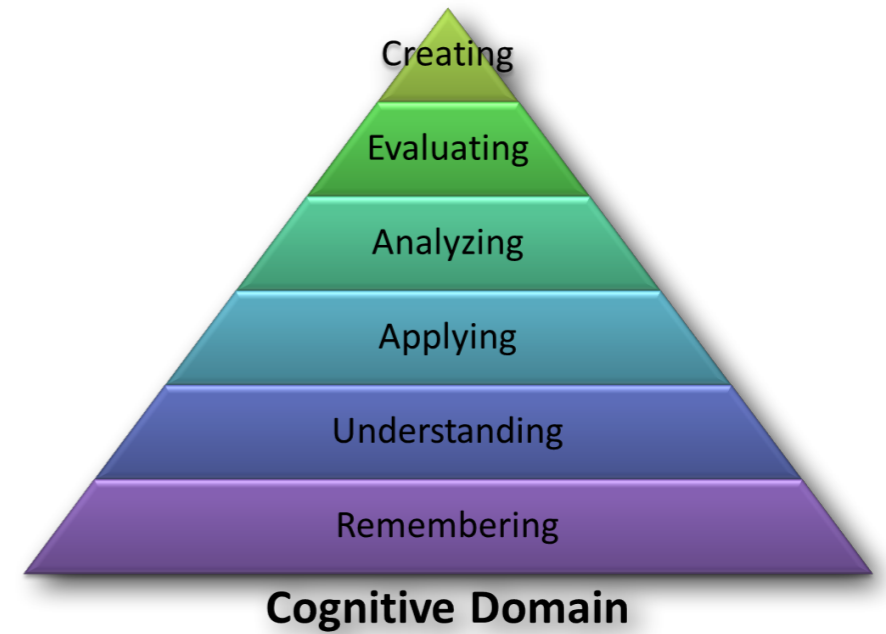


Research



Read-Share-Connect

- Read
- Summarize
 - index cards
 - 3-5 bullet points
- Share
 - each summary
- Connect
 - thinking
 - questions
 - practice
 - learning experiences



TriPod Pick!

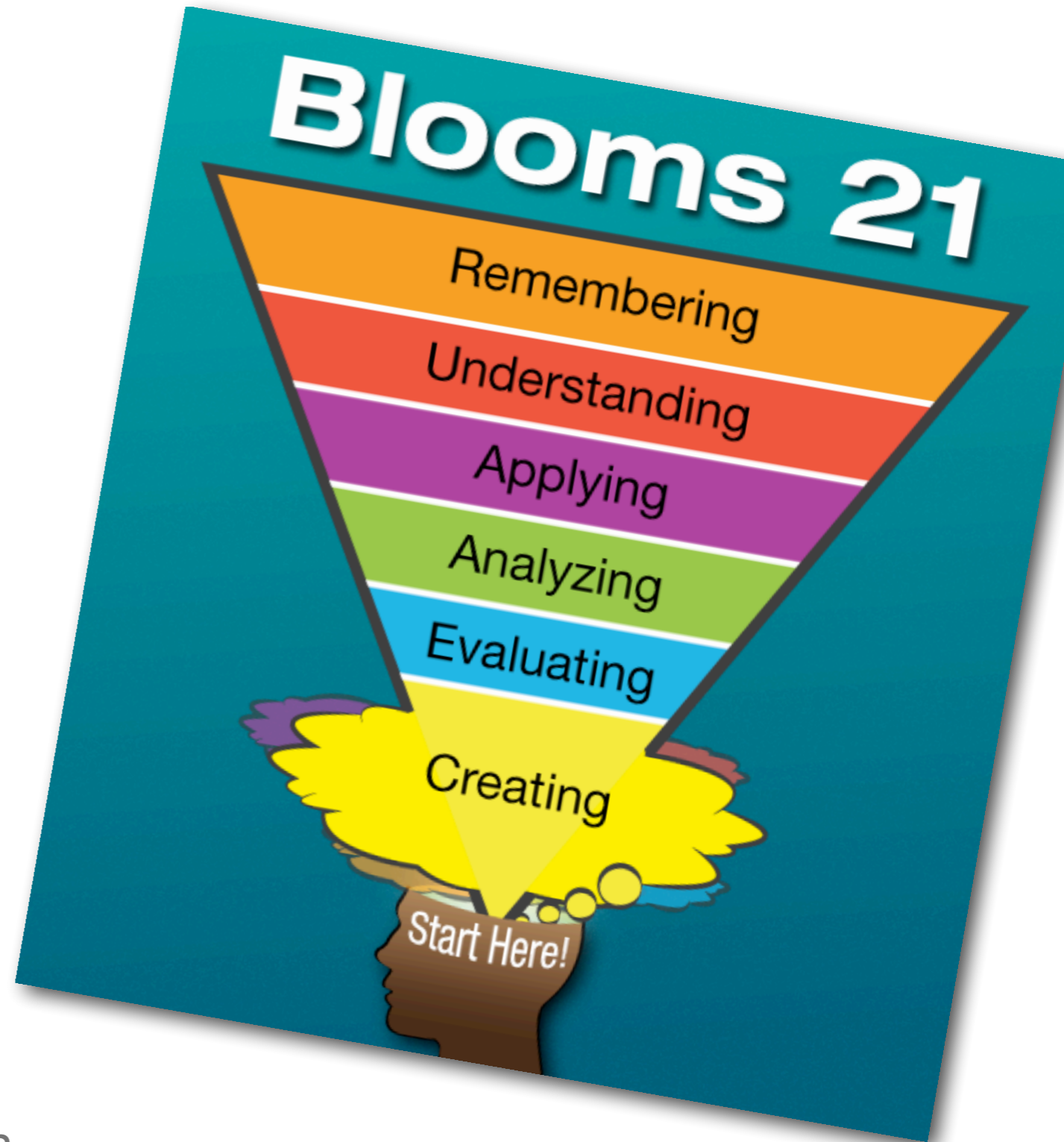
Read Activity *as is*

Discuss with table team

Classify:

- Where does it fall? Why?
- Were there elements that were easier/harder to place? Why?
- How might you modify or tweak to have it fall in a different place in Blooms?

Share: whole group

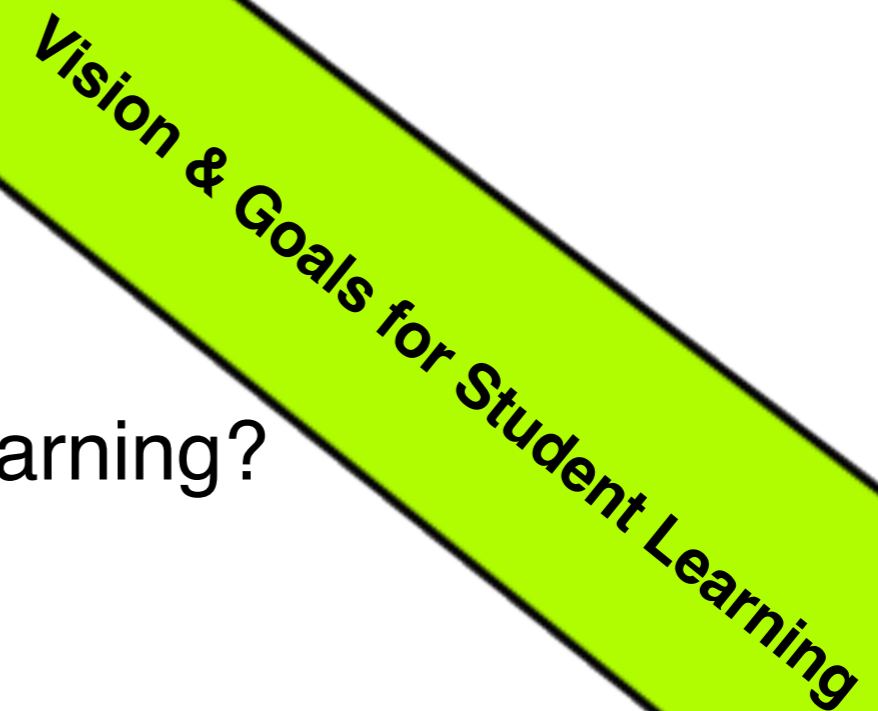




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Vision & Goals for Student Learning

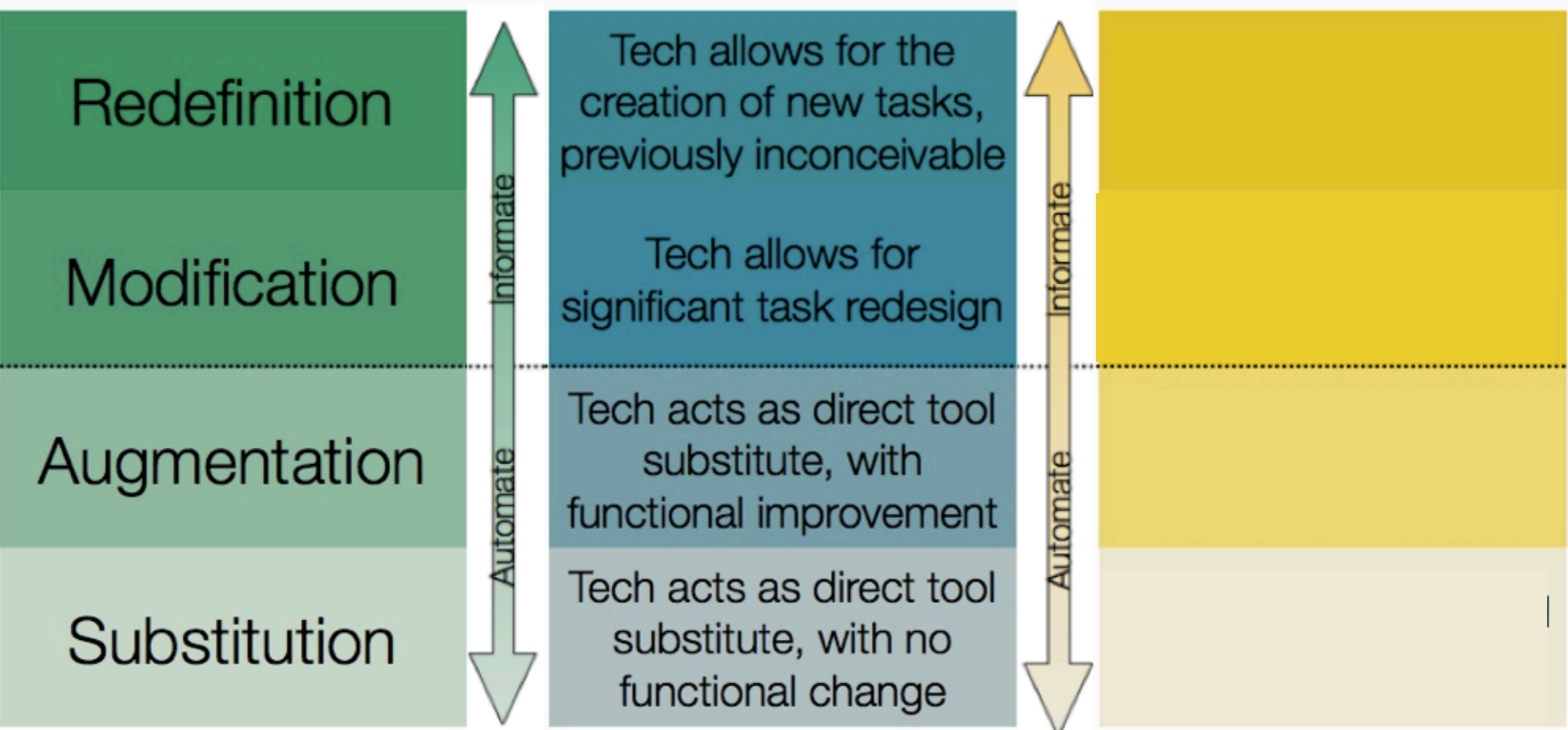
Ongoing in discussions about student learning?
Professional learning?
Community learning?



2 ~~3~~D Classification

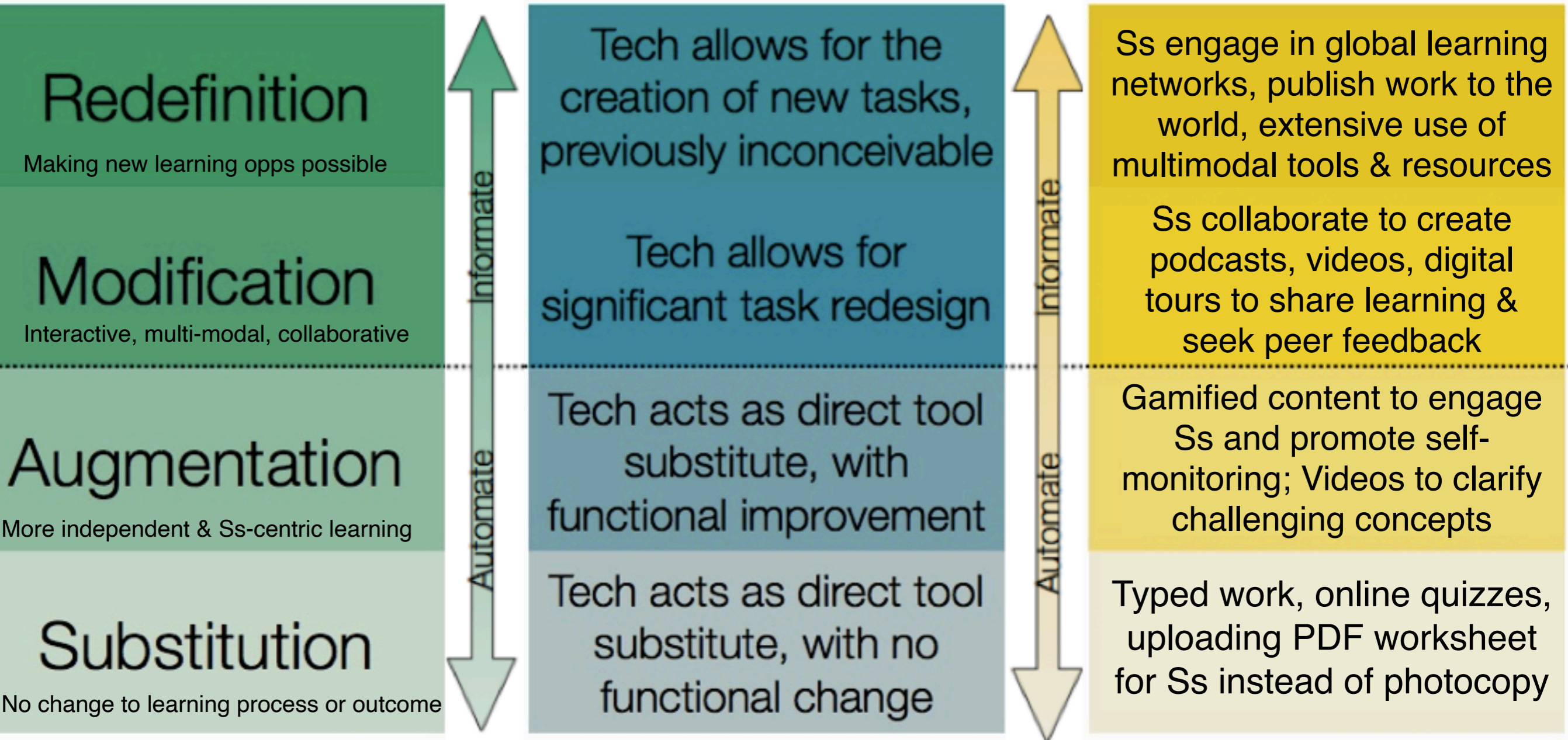


Transformation



Enhancement

Transformation



Enhancement



Classifying in SAMR

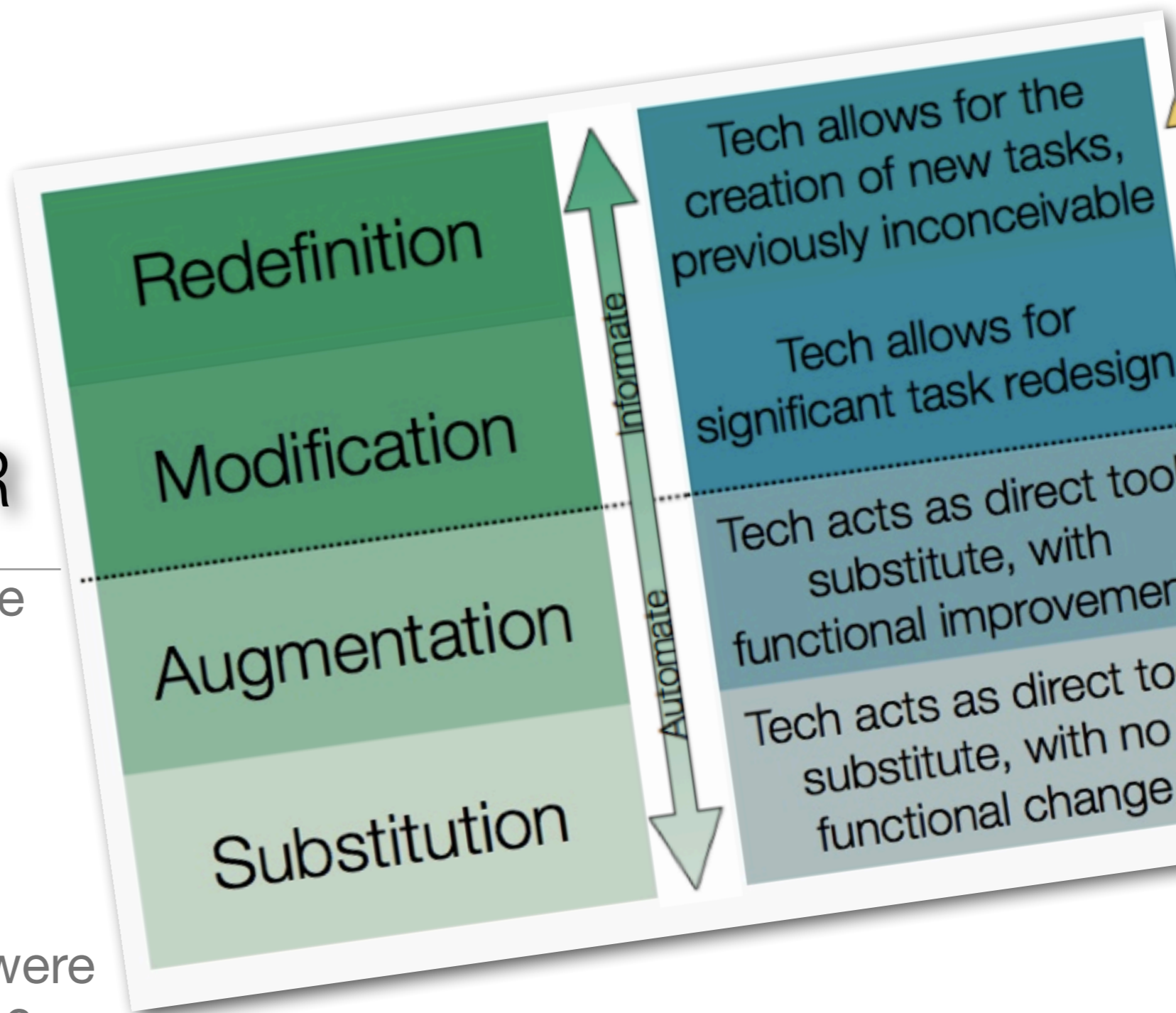
Review your activity once more

Read: *as is*

Discuss with table team

Classify:

- Where does it fall? Why?
- Were there elements that were easier/harder to place? Why?
- How might you modify or tweak so it falls in a different place?



Gaining Perspective

- What process changes are unfolding?
- Describe any changes in relationships
- How are students accessing new information?
- In what way(s) is the development of self-directed thinkers, learners, do-ers being fostered?
- How are students managing their own learning?
- Describe the pedagogies do you see
- How are students acting as contributors to one another's learning?
- What questions are being asked?
- Who owns the learning?

Classifying in SAMR

Double Sticky Notes

1. Stick your Activity to the wall as it is written

2. Add a tweak to your activity, so it moves up a level on the SAMR scale. Stick it to the wall in the new level

Redefinition	App allows for the creation of new tasks, previously inconceivable
Modification	App allows for significant redesign
Augmentation	App acts as direct tool substitute, with functional improvement
Substitution	App acts as direct tool substitute, with no functional change

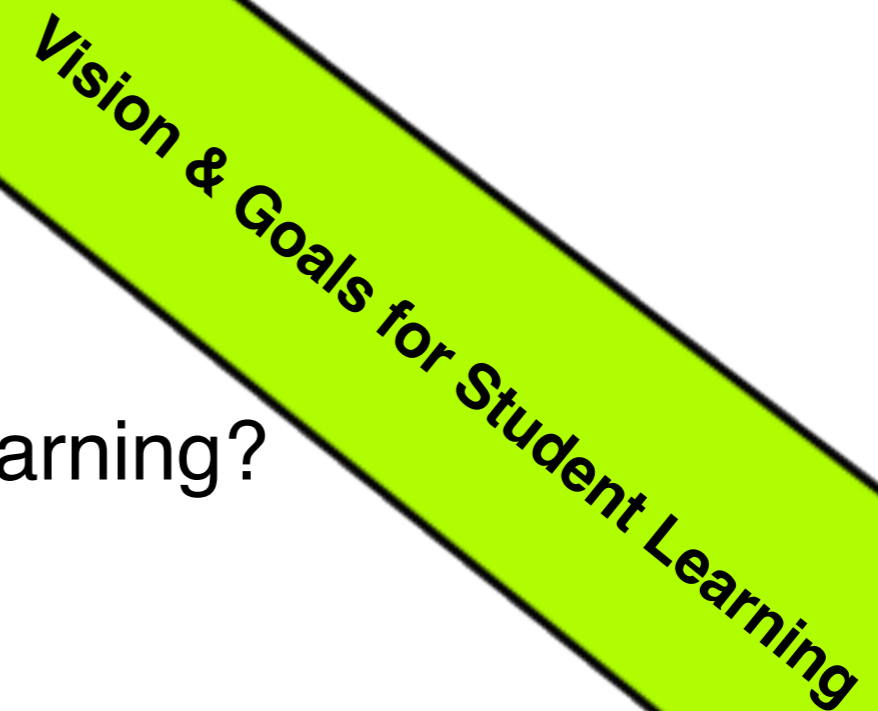




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Vision & Goals for Student Learning

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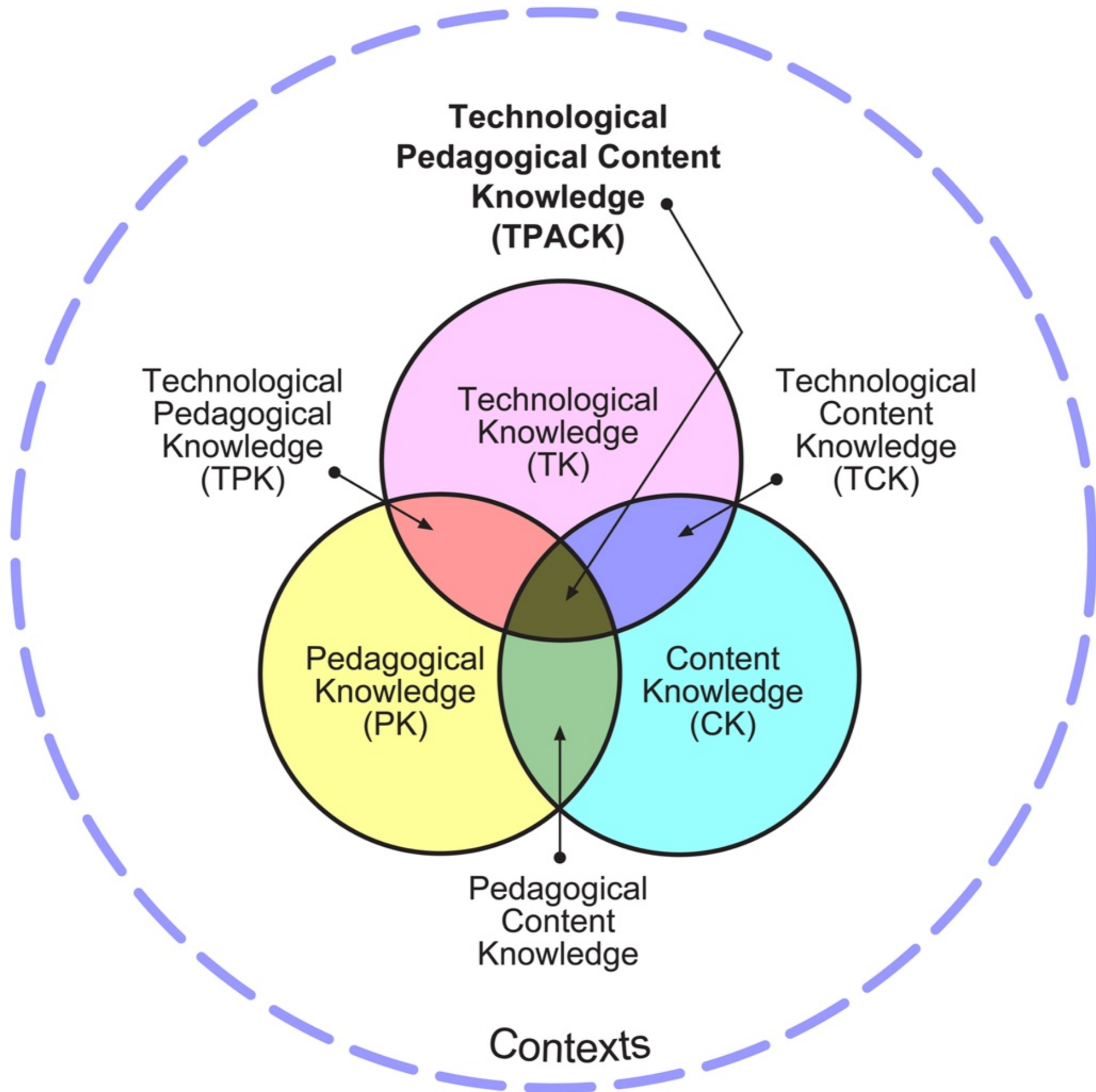
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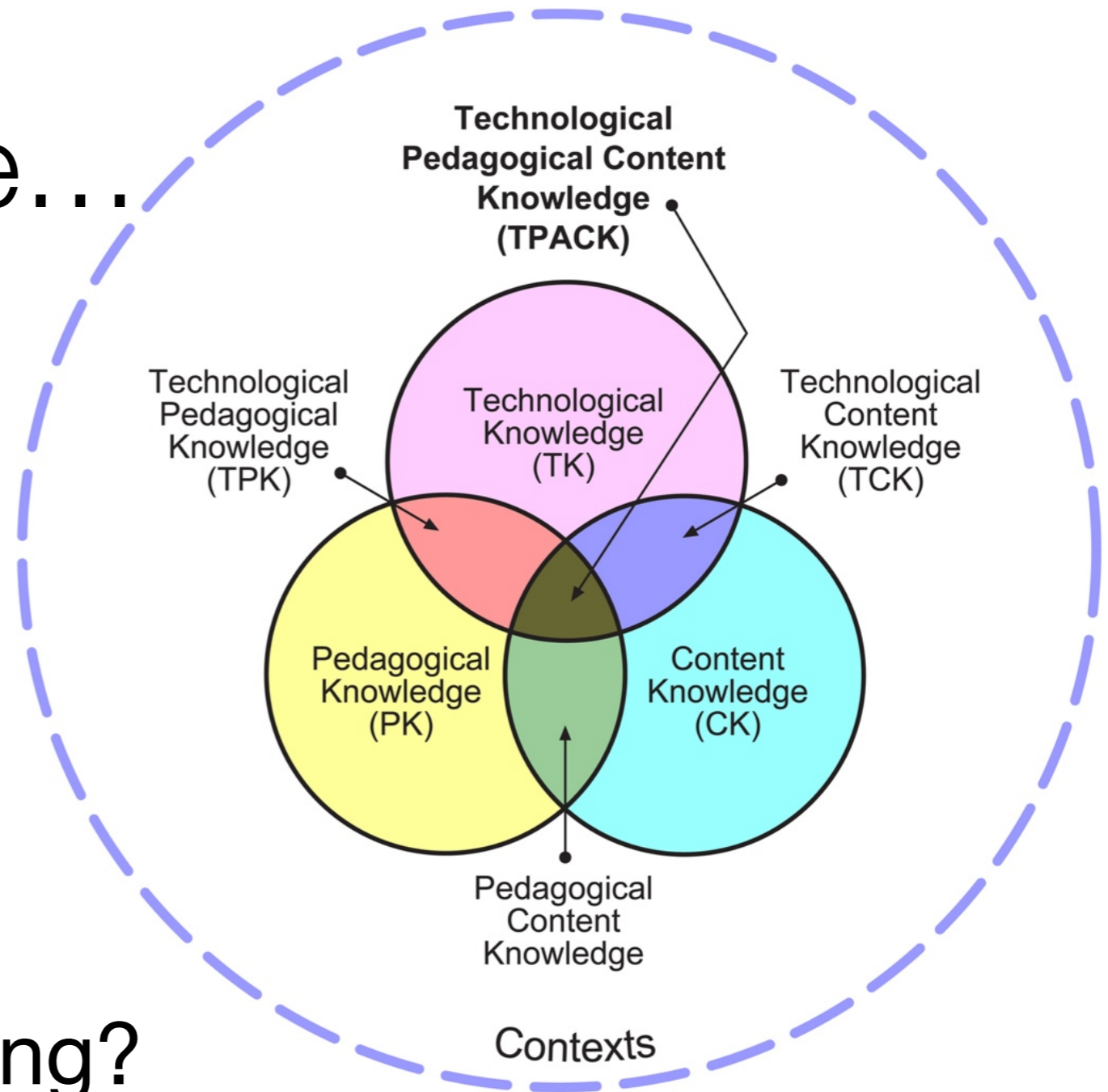
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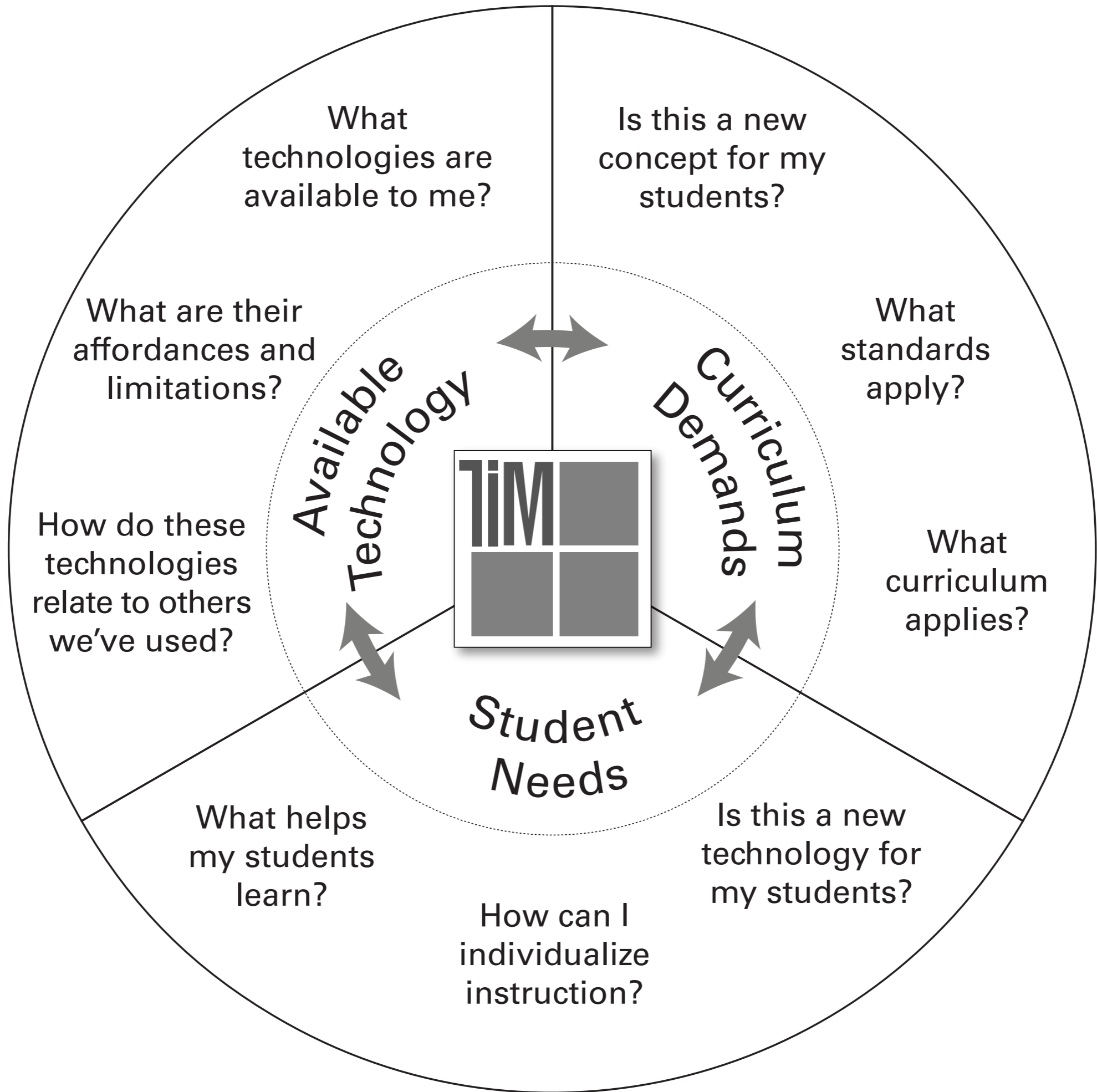




TPaCK Over Time...



1. Where is the learning?
2. How can you tell?
3. What is the focus of student energy?

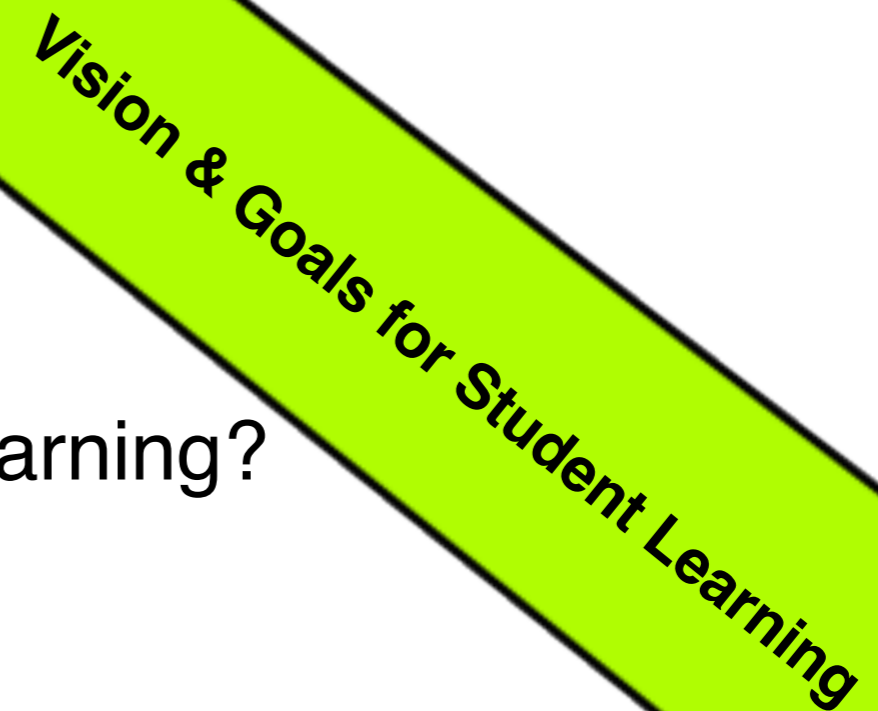




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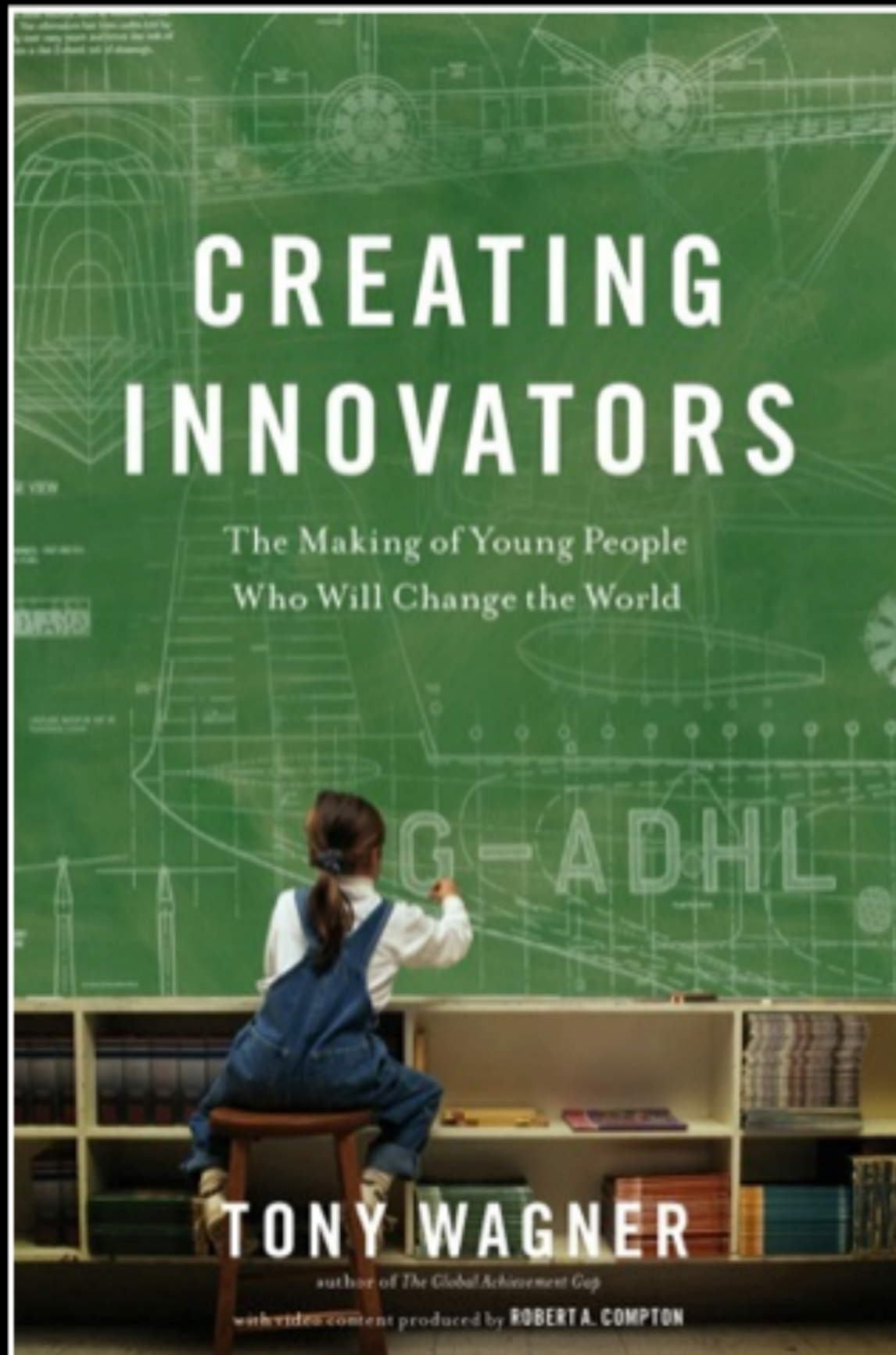
Vision & Goals for Student Learning

Ongoing in discussions about student learning?
Professional learning?
Community learning?



*Just as the music is not in the piano...
the learning is not in the device.*





“The challenge is to set up systems that allow students to follow their interests. People tend to dichotomize approaches in education: The teacher is either telling students what to do, or standing back and letting them figure it out. I think that’s a false choice:

The issue is not structure versus no structure, but rather **creating a different structure.**”

Guardrails ... a different kind of “structure”

Documentation & Reflection

Questioning

Peer & Teacher Feedback

Self Monitoring & Assessment

Goal Setting





GROW LEARNING

Roy McCloud I @roybps
rmccloud@birmingham.k12.mi.us

Sara Wilkie I @sewilkie
sara@growlearning.org