Workshop: *Main Learning Areas*

Integrating Educational Goals, Effective Pedagogies, ICTs & Personal Learning

– Welcome
– Getting Tech details sorted / Posting Goals to the White board
– Intro to Course WebQuest
– Using our Online Network
– Web 2.0 as a Concept
– Proposing Harmony: MCEETYA, "Developing" School goals, best pedagogies, interesting ICT tools
– Core Activity Formats

Managing Information

– Bookmarks: Delicious, Scootle, Diigo, Clipmarks,
– RSS: Pageflakes
– Media: YouTube, iTunes, TED,

Your Digital Workspace

– Learning Community: Facebook, Ning
– Resource Spaces: Wordpress

Digital Productions

– Text – blog posts, opinions, research, reflections,
– Multimedia – Video, audio, tutorials, slideshows,
– Discussion – Debate, feedback, queries,
– Action – class lessons, online projects, WebQuests

Cool Web 2 tools

– Weblogs
– Social networking
– Social Bookmarking
– Specific tools: timeliners, video production, virtual environments,

Contemporary Learning: *Pedagogy, ICTs and Practice*

Easy as 1, 2, 3

1. Look to Learning
2. ClassPortals → WebQuests
3. MyPlace & Other Projects

   Create Your Own!

Module 1 – *Course Immersion*

Learning Scenario

Imagine that a government agency produces a large number of documents outlining a new vision for teaching and learning, one that is more in tune with changes currently transforming other professions and even daily life. Imagine that this agency "got it right".

Challenge:

How would you make sense of this new direction, survey the ramifications for your own professional learning and then begin the task of translating a good vision into "best practice"?

Module 1 – *Course Immersion*

Activities
– "Web 2.0" terminology
– Playing with Web 2 tools
– Case Study: Bookmarking, a progression from tools to ?
– "Contemporary Learning"
– Joining an online space
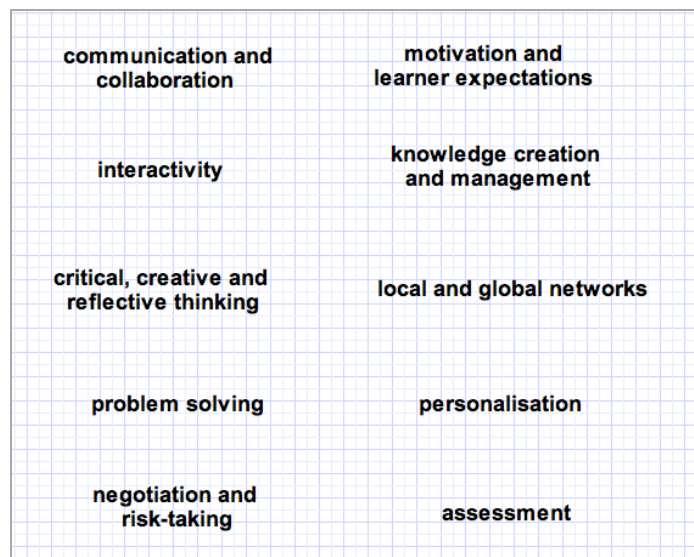– Decking out your page

Resources
– MCEETYA - Digital Education, Contemporary Learning
– Blogs and articles featured on Victor's Members Space

Building Professional Knowledge

Content	Understandings	Skills	Integrations
The MCEETYA goals for "Learning in an Online World" The characteristics of "Web 2.0" Important learning opportunities offered through emerging technologies	How emerging technologies support personal learning How emerging technologies challenge current schooling routines The potential for both positive and negative impacts from newer technologies.	Navigating with a "Web 2" browser Downloading and use social bookmarking Join a professional social network and customise your homepage	Installing software extensions needed to take advantage of online learning Using Web 2 tools to interact with core documents and peers Linking useful resources to a personally accessible and editable online workspace

MCEETYA: *Contemporary Learning*

communication and collaboration
motivation and learner expectations
interactivity
knowledge creation and management
critical, creative and reflective thinking
local and global networks
problem solving
personalisation
negotiation and risk-taking
assessment

gliffy Online - MCEETYA1,

communication and collaboration	motivation and learner expectations
interactivity	knowledge creation and management
critical, creative and reflective thinking	local and global networks
problem solving	personalisation
negotiation and risk-taking	assessment

- Gliffy - http://www.gliffy.com/publish/1625371/
- Xmind share: http://share.xmind.net/tommarch/mceetya-contemporary-learning/share/
- Bubbl.us - http://bubbl.us/

21st century learning

Continuous learning with clear purpose and connection to the real-world is critical to developing the capabilities, dispositions and literacies required to participate in society and to deal with the complexity of issues and change.

Knowledge is situational, complex, diverse and rapidly changing. Learning is inquiry-focussed, requiring application construction and creation of knowledge.

Learners connect understandings across disciplines, applying key concepts and evaluating multiple solutions within ethical frameworks. This requires high levels of personalisation and collaboration.

Pivotal to learning is the innovative application of technologies creating new dimensions in:

- personalisation

- negotiation and risk-taking

- critical, creative and reflective thinking

- problem solving

- knowledge creation and management

- interactivity

- communication and collaboration

- local and global networks

- motivation and learner expectations

- assessment.
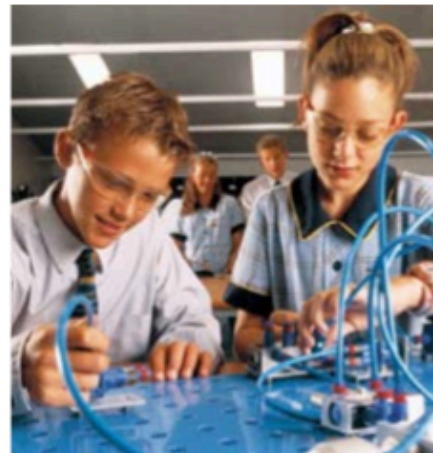
From MCEETYA's *Learning in an Online World* series: "Contemporary Learning" - http://www.mceetya.edu.au/verve/_resources/ICT_LearningOnlineWorld-ContemporaryLearning.pdf

MCEETYA: *Achieving Digital Learning*

from [Digital Education - Making Change Happen](#)

The MCEETYA document Digital Education – Making Change Happen identifies 10 elements that define "Developing", "Accomplished" and "Leading" Schools. Of these, six can be promoted through participation in AISV's Authentic Learning Series.

Participation in the series demonstrates that, at the school level, preconditions exist that highlight "enabling leadership" and "supporting professional learning". Besides these two elements, four more are the focus of the Authentic Learning Series:

Personalising and extending student learning

Personalising and extending student learning refers to the school's capacity to use ICT to extend and differentiate student learning opportunities, and to support students to manage and direct their learning.

Connecting learning beyond the school

Connecting learning beyond the school refers to the school's use of ICT to support communication and collaboration with the wider school community, and to connect students and staff to external knowledge and learning networks.

Developing measuring and monitoring student ICT capabilities

Developing measuring and monitoring student ICT capabilities refers to how the school supports and collects evidence of students' confidence, engagement and skill in using ICT, and uses this data to improve learning programs.

Providing, accessing and managing teaching and learning resources

Providing, accessing and managing teaching and learning resources refers to the school's systems for planning for, selecting, creating, storing, retrieving, and making use of digital learning and teaching resources in all learning areas across the school.

ICT Teacher Skills for Authentic Learning

Considers & Understands
"Developing"

Uses & Shares
"Accomplished"

Creates & Initiates
"Leading"

Course Intro WebQuest

What is Web 2.0?

Mini WebQuest juxtaposing Web 1 & Web 2 sites

Roles
– Content Provide
– Socialite
– Software Developer
– Information Manager
– Marketer
– Dataminer

Big Question(s):
– How do relate? What is the 2.0 aspect?
– How can they be used for teacher professional learning?
– How can they be used for Student Learning?

Group Transformation
– Where's the Caged Steak Knife?

Module 2 - *Learning to Look*

Learning Scenario

What if you worked in a profession so altered by new technologies that the job description seemed to change overnight. One day the order of business had been, let's say, that all widgets came out to the same specifications, one identical and interchangeable to another. Overnight… **the job changed***. Now, instead of standardized widgets, you're working with gems and your task is to bring out the highest value in each one. To achieve this requires great expertise as each one must be treated individually to bring out its unique lustre and brilliance.*

Guess what, "Welcome to your new job…"

Challenge:

The good thing is that although the new job is unlike any you've ever done before, it's just like what you've always been doing… huh? How can a classroom that used to be for "teaching," transform into a community of self-initiated learners?

Module 2 - *Learning to Look*

Activities
– The Caged Steak Knife & the Open Source Community (WebQuest Prompt)
– Constructing a Pedagogical Scaffold from Alphabet Blocks: SDT, DoL, HoM, IM, C^4
– "Look to Learn"
– Gathering Resources & Experimenting with Prompts http://tommarch.com/l2l/
– DIY
– Next Steps – Reflection & professional learning: identifying themes, sure fire strategies

Resources
– http://aisv.wordpress.com
– Blogs and articles featured on Victor's Members Space

Building Professional Knowledge

Content	Understandings	Skills	Integrations
The three core elements of Self-Determination Theory. "Disposition," its elements and the role of "teaching" Locations for rich resources such as iTunes, YouTube, Flickr, RSS feeds, etc.	How perceptions of autonomy, competence and relatedness affect intrinsic motivation. Why creating a culture of inquiry surpasses "instructional strategies" How "Learning to Look" activities can promote sensitivity and inclination toward Critical Thinking	Reflect on how varying aspects of autonomy, competence and relatedness can alter a learning experience. Reflect on aspects of classroom life that have an impact on "sensitivity" and "inclination" Locating or creating Learning to Look activities.	Reviewing past lessons / units for the variables of autonomy, competence and relatedness. Design a Learning to Look activity and use it with students Using a projector, rich resources and prompts in a group of students.

Teacher ICT Skills Outcomes

Frequently uses rich resources to engage students in authentic inquiry as a means to promote a culture of critical thinking and self-determined learning.

Module 3 - *ClassPortals*

Learning Scenario

Imagine that your students develop a sense of mastery and enthusiasm for Learning to Look but want more. Participating in and even facilitating the activities themselves works, but too often the pressures of an ongoing curriculum curtail pursuing further inquiry. What if you had a facility to support ongoing, sporadic investigations on main interests and themes that have emerged through Learning to Look activities?

Challenge:

By using a Weblog as a platform, you could empower students as authors to post, comment on and track how topics might evolve over time. Hey, this sounds like this could develop some good Habits (of Mind)…

Module 3 - *ClassPortals*

Activities

− Discovering the Parts of a ClassPortal
− Build the blog
− Pageflakes for Feeds and popular Themes
− Enable Authors & design a classroom routine
− Produce content (Podcasts, Videos / YouTube Channel, Flowgrams, Dipity timelines, Flickr streams, etc.
− CEQ-ALL ("seek all") – personal learning framework

Resources

− ClassPortals @ AISV: http://classportals.wordpress.com/
− Tutorials on Pageflakes, podcasts, etc.
− Blogs and articles featured on Victor's Members Space

Building Professional Knowledge

Content	Understandings	Skills	Integrations
The elements of a ClassPortal Differentiating learning through extension, enrichment and remediation. Familiarity with a Habits of Mind model (Sizer, Costa, Marzano, etc.) Deeper experience with promoting autonomy, competence and relatedness.	How a blog can be used to gather, process and produce digital content. How to leverage a class blog as a resource for individualising student learning. How metacognition can link rich online resources to core content. Develop strategies to detect and encourage self-directed learning.	Using an "Admin" Dashboard and modifying setting to suit needs. Setting up and integrating RSS Feeds. Publishing Web-based content through a rich-text WYSIWYG editor.	Syncing core content with related themes that can be investigated through the ClassPortal. Using "adult wisdom" to enrich students' exploration of topics through mutual learning.

Teacher ICT Skills Outcomes

− Support deep learning through ongoing thematic inquiry using real, rich and relevant online resources and interactions.
− Begin production of digital content

Module 4 – *WebQuests 2.0*

Learning Scenario

Suppose students eagerly adopt opinions, argue positions and debate solutions to challenging problems. Now imagine that they have even built up a body of evidence from which to launch their case? So what's the problem? What happens when students might be willing, even eager, just not able? WebQuests began in 1995 as one of the first good ways to use the Web for learning. Even as technologies have changed solid pedagogies endure.

Challenge:

Set up a scaffolded learning activity (AKA "WebQuest") that uses an authentic scenario, open-ended questions, a range of perspectives and rich resources to help students transform information into understanding.

Module 4 – *WebQuests 2.0*

Activities

– The Parts & Purposes of a the critical attributes of WebQuests
– Is you or is you ain't a WebQuest?
– **Issue → Perspectives, "Uncovering" the curriculum**
– Drafting a WebQuest – Links, Roles, Content, Skills & Outcomes
– **Managing the process**
  – Wiki for knowledge bank
  – Ning for Group / Role + workspace

Resources

– WebQuests for Learning: http://ozline.com
– BestWebQuests & Web-and-Flow
– "The Learning Power of WebQuests"
– The WebQuest Design Process

Building Professional Knowledge

Content	Understandings	Skills	Integrations
The elements of a WebQuest	How a WebQuest supports transformative thinking.	Use a blog to easily publish a WebQuest or other Web-based learning activity.	Adding a WebQuest to a ClassPortal in order to prompt problem-solving.
WebQuests as a means to differentiate a unit of work.	How a WebQuest supports knowledge acquisition, problem solving and affective learning.	Frame questions that target specific kinds of learning.	Use in-person and online spaces to model and encourage student use of questions that target different kinds of learning.
The differences among Project-based learning, Problem-based learning and WebQuests.	Why a specific approach might be the best one for a long-term project.	Locate or create scaffolds to support a range of learners.	Gather and link to a collection of scaffolds that suit your learners.
The "Flow" Channel	How scaffolding can be set and diminished.	Organise lessons with scaled scaffolding.	Empower students to orchestrate their own conditions for Flow experiences.

Teacher ICT Skills Outcomes

– Design a differentiated learning activity that uses scaffolds to prompt problem-solving and reflective thinking.
– Engage in professional learning through an online community of practice.

Module 5 - *Consolidating Strengths*

Learning Scenario

What if learning were a continuum where some things are understood now and others to be mastered at another time? Hang on, it is! We have spent four days and many hour together in-person and online. Like students, teachers come to learning with previous experiences and skills as well as areas that are ongoing challenges. Also, as we would with our students, we want you to achieve a sense of mastery with what you have achieved so far. Of the many strategies, tools and pedagogies you've explored this year, what would you like to consolidate so that it becomes a comfortable part of your professional practice?

Challenge:

Use this time to self-assess and reflect on how you can contribute to "Contemporary Learning."

Module 5 – *Consolidating Strengths*

Activities
– Review the MCEETYA goals and descriptors for Contemporary Learning
– Assess your progress on the ICT Certificate for Authentic Learning
– Evaluate your school as Developing, Accomplished or Leading.
– Showcase a digital learning artifact from this year that you or your students have created.

Resources
– All previous AISV resources

Building Professional Knowledge

Content	Understandings	Skills	Integrations
Knowledge of the MCEETYA goals & descriptors. The "ICTs for Authentic Learning" checklist, categories and levels. Mastery of at least one main strategy from the workshop series.	A professional opinion on how the MCEETYA goals can and/or do contribute to learning in your school. Identification of how you work with the five strands of the ICTs for Authentic Learning. The ability to articulate how rich resources and authentic learning pedagogies work together to support students' personalized learning.	The ability to locate or navigate to a body of professional resources that support your educational philosophy. Reflect on your current level as an Authentic educator who uses ICTs. The means to easily produce at least one type of learning strategy from the course.	Pedagogical Strategies - Use of autonomy supportive strategies, using scaffolds as needed to build student competence and an interpersonal presence that encourages. Student Learning – a focus on nurturing a disposition to inquire and pursue learning. Online Resources – a facility with finding and using real, rich and relevant resources. Digital Citizenship – A willingness to engage students on issues that may challenge their well-being or question ethical behaviours. Professional Learning – confidently leverage an online learning community to ensure your professional development

Teacher ICT Skills Outcomes
– Design a differentiated learning activity that uses scaffolds to prompt problem-solving and reflective thinking.
– Engage in professional learning through an online community of practice.

Module X - *Extension*

Learning Scenario

Picture this: you've found yourself in a group of people gathered together to learn something. The thing is, you already know what it is they're learning. What do you do? Muck-up? Check e-mail? Cruise Stumbleupon? Wait! ... You could look to your own interests and abilities and choose to learn more. Why not?

Challenge:

If you have already mastered Learning to Look activities, facilitate a thriving ClassPortal and invoke WebQuests as needed, have you considered organizing your own global project, leading peers in a learning community, becoming a content provider or blazing a CEQ-ALL ("seek all") trail?

Module X – *Extension*

Possible Activities
– CEQ-ALL for Teachers
– Mapping the K-12 Online Landscape
– MyPlace Leadership
– Finding the (unevenly distributed) Future
– Maxing out your Presence (Blog, Twitter, YouTube, Classroom 2.0, etc.)

Resources
– All previous AISV resources

Building Professional Knowledge

Content	Understandings	Skills	Integrations
The nature of K-12 online learning.	Deciphering patterns and directions across a range of exemplary online learning samples.	The ability to communicate using a variety of software.	Taking advantage of online environments and communities to maximise personal learning and contribution to the field.

Teacher ICT Skills Outcomes
– Serve as a leader in the field of authentic learning with ICTs by sharing expertise and content across online spaces.

Appendix & Resources

Main Web sites

– Private Professional Network for AISV Members - http://members.victor.edu.au
– AISV Diigo Group - http://groups.diigo.com/groups/victor
– Learning to Look gateway – http://ozline.com/l2l
– AISV ClassPortals site – http://classportals.wordpress.com
– AISV MyPlace / Projects site - http://aisvprojects.wordpress.com/

References

MCEETYA Documents

  note: All the MCEETYA documents below are pdf files.
– Contemporary Learning
– Pedagogy Strategy
– Research Strategy
– Digital Education - Making Change Happen

AISV Documents
– "We are Here" – draft of the rationale Authentic Learning with ICTs
– ICT Skills for Authentic Learning Checklist

Measures
– Self-Determination Theory Questionnaires -
   http://www.psych.rochester.edu/SDT/measures
– Costa & Kallick's Habits of Mind Rubric -
   http://www.chsvt.org/wdp/Habits_of_Mind_Curriculum_VT_WDP.pdf
– McREL Standards for Self-Regulation –
   http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=23
– McREL Standards for Thinking and Reasoning –
   http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=21