Module 3 – 21st Century Learning Design

In Module 1 and 2 we have looked at and begun building our skills in Coaching theory and skills. This provided the necessary skills to support teachers to implement a 21st Century Learning Design in classrooms.

In the following module we will build our own understanding and reflect on our own practice in implementing 21st Century learning skills.

For this module we will be using another Microsoft Partners in Learning Program called 21st Century learning Design. We have modified it slightly to suit the context of this program. The content and intent have not been changed.

Throughout this module you will use your coaching skills developed in Module two, and participate in two specific coaching sessions to lead each other through deepening 21st Century learning Design in existing programs.

This part of the Training Program is for Face-To-Face facilitation. Those taking this module online should work through the self-directed 21st Century Learning Design course at: XXXXXXXXXXX

Introduction to 21st Century Learning Design

‘If you do not know to which port you are sailing, no wind is favourable.’
Lucius Annaeus Seneca, Rome 5 BC-65 AD

Task 1 - Before During and After Activity

- Before starting this Activity, Complete the ‘Before’ Column of the ‘Before, During and After’ Activity Table at the end of this module.

Task 2 - After working through the introduction to 21CLD with your facilitator, answer the question below either in your journal or in the space provided.

- What is the essence of your purpose with 21CLD? How might you communicate this with clarity to those you are coaching?
Collaboration

‘Collective intelligence and connectivity are essential for our futures in a networked world, where people work collaboratively to create the new together.’ George Siemens 2006

Tuning in
1. With your facilitator, read through the Collaboration Overview and Big Ideas paying particular attention to the Yes/No examples.
2. In pairs, complete the ‘Continue, Start, Stop!’ Activity by answering the questions below. You should do this in the context of developing more collaborative learning activities in your classroom and daily practice
   a. What is something that affirms what you already do, that you will continue to do?
   b. What is something of importance you have learned that you will start doing?
   c. What is something you will stop doing?

Read and Code
1. Read and discuss the Rubric and Coding Flow Chart for the Collaboration Dimension
2. You will now split into three smaller groups and code a Learning Activity. You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. AS you choose the code, be prepared to substantiate your reasoning with your group.
   a. House on Mango Street
   b. Olympics Site Selection
   c. Doing Business in Birmingham

Strengthen a Learning Activity
In the same smaller groups look at the ‘House on Mango Street’ Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop collaboration skills.

Share these strategies with your whole group.

Reflection
Silently reflect on the collaboration dimension and your reactions to the learning you just experiences.
- Ideas gained from conversation about the Collaboration Rubric? Realisations? Wonderings?
- Challenges
- Describe the types of interactions learners who collaborate on this learning activity would have (e.g., interactions, conversations).
- What do students learn from being more collaborative as defined by this dimension?
Knowledge Construction

‘Knowledge construction creates the new rather than reproduces what is already known.’ Dalton

Tuning in

1. With your facilitator, read through the Knowledge Construction Overview and Big Ideas paying particular attention to the Yes/No examples.
2. In different pairs to above, work through the ‘3-2-1’ Activity by answering the questions below. You should do this in the context of developing learning activities that focus on Knowledge Construction in your classroom and daily practice
   a. 3 insights gained about Knowledge Construction
   b. 2 strategies or ideas to build Learning Activities with stronger Knowledge Construction focus
   c. 1 action I will take and implement in either classroom practice or coaching practice.

Read and Code

1. Read and discuss the Rubric and Coding Flow Chart for the Knowledge Construction Dimension
2. You will now split into three smaller groups and code a Learning Activity (consider swapping your group members a little bit). You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. AS you choose the code, be prepared to substantiate your reasoning with your group.
   a) Indigenous Cultures
   b) House on Mango Street
   c) Design a Catapult

Strengthen a Learning Activity

In the same smaller groups look at the ‘Design a Catapult’ Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop Knowledge Construction skills.

Share these strategies with your whole group.

Reflection

Silently reflect on the Knowledge Construction dimension and your reactions to the learning you just experiences.

- Connections made? New ideas gained? How might you apply and use your learning?
- What does it mean to build knowledge? How is building knowledge different from reproducing knowledge?
- How can I modify learning activities to give students more opportunity to build knowledge? How would these modifications affect students’ understanding of the content?
- What are some ways to plan learning activities that provide students with better opportunities to build knowledge?
Self-Regulation

'We have a key teaching responsibility to actively develop self-regulation capabilities in learners, and to progressively increase learner self-responsibility as we do so.' Dalton 2013

Tuning in

1. With your facilitator, read through the Self Regulation Overview and Big Ideas paying particular attention to the Yes/No examples.
2. As a Group you will now participate in the ‘Give one Get One’ activity.
   a. All Stand Up
   b. As instructed you will move around the room and when told to stop you will find a partner and:
      i. Give one Idea about Self Regulation
      ii. Get one Idea about Self Regulation

Read and Code

1. Read and discuss the Rubric and Coding Flow Chart for the Self Regulation Dimension
2. You will now split into three smaller groups and code a Learning Activity. You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. As you choose the code, be prepared to substantiate your reasoning with your group.
   a. Great Train Internet
   b. Falklands War
   c. Design a Catapult

Strengthen a Learning Activity

In the same smaller groups look at the 'Design a Catapult' Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop Self Regulation skills.

Share these strategies with your whole group.

Reflection

Silently reflect on the Self Regulation dimension and your reactions to the learning you just experiences.

- What implications might there be for teaching practice? What’s one thing I will do?
- What are the benefits of having students plan how they will do their work?
- How can I provide more opportunities for my students to regulate their own learning?
Midway Activities

Task 1 - Practice the Coaching Cue Card focusing on Collaboration, Knowledge Construction or Self Regulation.

- Work in pairs for this activity. Each of your should choose a unit of work that you feel could better incorporate one of the learning dimensions of Collaboration, Knowledge Construction and Self Regulation. Using the Coaching Cue Card protocol, help your partner to strengthen this learning activity to answer that need.
- You will run through the activity twice, swapping roles to ensure both of you have a turn as a coach and coachee.
- Feel free to move to a break out area, or somewhere away from your larger group so you can find some privacy and quiet. This will enable a deeper more focused experience.

Task 2 - Before During and After' Table

- Complete the ‘During’ Column of the ‘at the end of this module.

Real World Problem Solving and Innovation

‘Given that one of our criteria for maximizing learning is “steeped in real-life problem-solving,” ...the whole raison d’etre of schooling becomes a single expanded entity called “learning about and for life” and doing it in a passionate and purposeful manner.’ Fullan 2013

Tuning in

3. With your facilitator, read through the Real World Problem Solving and Innovation Overview and Big Ideas paying particular attention to the Yes/No examples.
4. In pairs, complete the ‘Continue, Start, Stop!’ Activity by answering the questions below. You should do this in the context of developing learning activities that involve more real world problem solving and innovation in your classroom and daily practice
   a. What is something that affirms what you already do, that you will continue to do?
   b. What is something of importance you have learned that you will start doing?
   c. What is something you will stop doing?

Read and Code

3. Read and discuss the Rubric and Coding Flow Chart for the Real World problem Solving and Innovation Dimension
4. You will now split into three smaller groups and code a Learning Activity. You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. AS you choose the code, be prepared to substantiate your reasoning with your group.
   a. House on Mango Street
   b. School Change
   c. Design a Catapult
**Strengthen a Learning Activity**

In the same smaller groups look at the ‘House on Mango Street’ Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop Real World Problem Solving and Innovation skills.

Share these strategies with your whole group.

**Reflection**

Silently reflect on the collaboration dimension and your reactions to the learning you just experienced.

Real-life challenges? Opportunities to innovate?

- How can learning activities enable the development of problem-solving skills?
- Does my classroom management style have to change if I give my students learning activities that require them to problem-solve? What are some concrete examples?

**ICT for Learning**

‘Don’t focus on technology - focus on its use.’ Fullan 2013

**Tuning in**

5. With your facilitator, read through the ICT For Learning Overview and Big Ideas paying particular attention to the Yes/No examples.

6. In different pairs to above, work through the ‘3-2-1’ Activity by answering the questions below. You should do this in the context of developing learning activities that focus on Knowledge Construction in your classroom and daily practice
   a. 3 insights gained about ICT for Learning
   b. 2 strategies or ideas to build Learning Activities with stronger ICT for Learning focus
   c. 1 action I will take and implement in either classroom practice or coaching practice.

**Read and Code**

5. Read and discuss the Rubric and Coding Flow Chart for the ICT for Learning Dimension

6. You will now split into three smaller groups and code a Learning Activity (consider swapping your group members a little bit). You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. AS you choose the code, be prepared to substantiate your reasoning with your group.
   a. Great Train Internet
   b. Falklands War
   c. Munting Munggo

**Strengthen a Learning Activity**

In the same smaller groups look at the ‘Munting Munggo’ Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop ICT for Learning skills.

Share these strategies with your whole group.
Reflection
Silently reflect on the ICT for Learning dimension and your reactions to the learning you just experiences.

- How might I focus on the use of technology for more powerful learning?
- What are some ideas for giving my students learning activities that incorporate ICT at the highest level possible?

Skilled Communication

‘Communication is at the heart of all human interaction and 21st C learning. Both the outcome/product and the process of communication are central to improving learning and communication capabilities.’
Dalton 2013

Tuning in
1. With your facilitator, read through the Skilled Communication Overview and Big Ideas paying particular attention to the Yes/No examples.
2. As a Group you will now participate in the ‘Give one Get One’ activity.
   a. All Stand Up
   b. As instructed you will move around the room and when told to stop you will find a partner and:
      i. Give on Idea about Skilful Communication
      ii. Get one Idea about Skilful Communication

Read and Code
7. Read and discuss the Rubric and Coding Flow Chart for the Skilled Communication Dimension
8. You will now split into three smaller groups and code a Learning Activity. You should look at one of the following Learning Activities and code it using the rubric or flow chart, which ever you prefer. As you choose the code, be prepared to substantiate your reasoning with your group.
   a. Indigenous Cultures
   b. School Cultures
   c. Design a Catapult

Strengthen a Learning Activity
In the same smaller groups look at the ‘Indigenous Cultures’ Activity and discuss 2 strategies that the teacher could integrate to improve the opportunity to develop Skilled Communication skills.

Reflection
Silently reflect on the Skilled Communication dimension and your reactions to the learning you just experiences.

- How skilful was my own communication during this session? What might be some implications for teaching practice?
- What are two innovations I could make to typical learning activities to help students develop stronger communication skills, as defined by this dimension?
- What can I do as an educator to support building these skills?
Endpoint Activities

Practice the Coaching Cue Card focusing on Real World Problem Solving and Innovation, ICT for Learning and Skilful Communication.

Task 1 - You will work in pairs for this activity. Each of your should choose a unit of work that you feel could better incorporate one of the learning dimensions of Collaboration, Knowledge Construction and Self Regulation. Using the Coaching Cue Card protocol, help your partner to strengthen this learning activity to answer that need.

You will run through the activity twice, swapping roles to ensure both of you have a turn as a coach and coachee.

Task 2 - Now complete the ‘after column’ in your ‘Before, During, After reflection’ Activity.

Task 3 – Think –Pair – Share - From Imagining to Putting into Action.

- If you had the best possible year in your classroom in which 21st Century Learning is the focus of all planning and action, what sort of learning and outcomes would the students have experienced and produced? What would be the result of this year?
- If the above description is what you would love as the result of this year, what are the activities and strategies you need to put in place in order to achieve these? List everything and anything, no matter how big or small.
- Of all these strategies above, what is one strategy you will do tomorrow to ensure this change happens?

21CLD Debrief

‘No one can persuade another to change. Each of us guards a gate of change that can only be opened from the inside.’ Ferguson 1980

1. Take some time to individually reflect on the following questions:
   - What realisations? What shifts in your own thinking and understanding? What key actions might you now take?
   - How did this module help me think differently about the learning activities I do with my students?

2. Come together as a group in a circle. You can either stand or sit for this activity. Moving around the circle and giving all a chance to answer, answer the following two questions:
   - ‘One thing I feel affirmed by is...’
   - ‘One thing I’m taking away from this session is...’
   - ‘One thing I will do as a result of this... is...’
<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
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<tbody>
<tr>
<td><strong>Thoughts, Questions or Wonderings going through your mind about 21CLD</strong></td>
<td>What shifts are taking place in your thinking? What questions or wonderings have been answered for you?</td>
<td>What is one thing you will do as a result of this module? What is something you now understand that you were unsure about before?</td>
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*From Dalton, J; Learning Talk*

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