The Driving Question

How do we **mobilize** and **foster** new pedagogies for deep learning in **schools** through **infusing** the **power** of **digital technologies?**

Why Deep Learning? Why Now?

We have really good schools and teachers, but we don't have digital schools the way we have a digital society.

Society has changed and the lack of motivation of young people has to be addressed.

Its not easy for teachers. They see this lack of motivation…but how much are they willing to change their best practices

Krista Kiuru, Minister for Education, Finland Saturday May 24, 2014

Core Message

The **design** of quality learning experiences that incorporate **new pedagogies** and are accelerated by **digital technologies** will build **deep learning competencies** in learners.

Key to this is the development of new **learning partnerships**.

New Pedagogies:

A Fusion of

proven pedagogical practices and emerging innovative practices.

NEW PEDAGOGIES FOR DEEP LEARNING | A GLOBAL RESEARCH PROJECT

NEW PEDAGOGIES

STUDENT VOICE AND AGENCY
BLENDED LEARNING
PROJECT BASED/ INQUIRY LEARNING
DIRECT INSTRUCTION

A fusion of proven pedagogical practices and emerging innovative practices.

LEARNING PARTNERSHIPS

STUDENTS
PARENTS
TEACHERS
EXPERTS
INDUSTRY
COMMUNITY

Changes in how relationships between students, teachers, families and community are conceived and structured.

LEVERAGING DIGITAL

ACCESS
PERSONALISATION

Embedding digital technologies into classroom practice to accelerate, amplify and add value to learning.

CONNECTING & COLLABORATING
REAL TIME ASSESSMENT, FEEDBACK & REPORTING
AUTHENTIC RICH LEARNING CONTEXTS
CONNECTING FAMILIES WITH THEIR CHILD'S LEARNING

LEARNING ENVIRONMENT

HOME
GLOBAL
OUTDOORS

A climate and culture for learning – interactive learning environments where students are deeply engaged and motivated.

SCHOOL
LIBRARIES
VIRTUAL

Department of Education & Training

★ CHANGE LEADERSHIP ★ CAPACITY BUILDING ★ NEW MEASURES ★ COLLABORATIVE INQUIRY CYCLE ★

New Pedagogies for Deep Learning
A Global Partnership

The assessment shift

Table 1. The paradigm shift in assessment of student learning

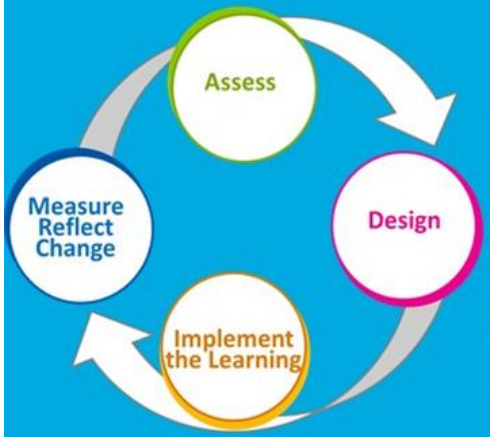
Current assessment paradigm	Towards next generation assessment
Top down and driven by system needs	Bottom up and driven by student learning needs and aspirations
Over-emphasis on grading and scoring student performance	Greater emphasis on monitoring student progress and generating feedback to improve teaching and learning
Over-reliance on limited responses elicited to 30-60 decontextualized multiple choice or short, closed response items mostly involving low cognitive demand processes	Greater use of assessment tasks embedded into learning activities requiring deep engagement and deep learning
All students of the same age cohort take the same test at the same time regardless of readiness	Personalized assessments adapted to students' readiness and interests
Little feedback, few clues as to what to do next and too late	Use of data analytics and other sources such as peer review to generate instant, real-time actionable feedback on multiple indicators
Many key student learning outcomes not amenable to paper-and-pencil testing ignored	Assessment of the full range of outcomes, including higher-order cognitive skills and a range of intra- and inter-personal skills

Building the narrative

How will we "Shift Practice"?

and Why!!!

Process



Suite of Tools

Learning Conditions	New Pedagogies	Deep Learning Outcomes
Rubrics to assess: ▪ System Conditions ▪ Cluster Conditions ▪ School Conditions	**Learning Design Framework** Clarifying the new pedagogies	**Deep Learning Competencies Framework** Learning Progressions

What's in it for Victorian schools?

- Identifying **a framework** for deep learning competencies.
- Providing **new measures and** tools to review practice and indicate **learning progressions**.
- Identifying, building and sharing **new models of pedagogical practice.**
- The precise use of **digital technologies to accelerate learning.**

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Finding What Works- Learning from the Work

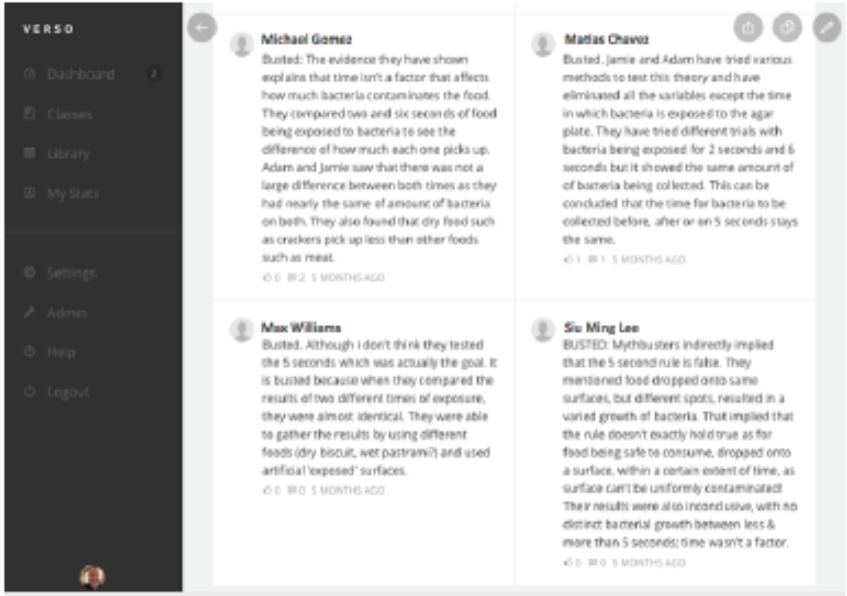


Fig 5: Authentic visibility on original thinking from every student.

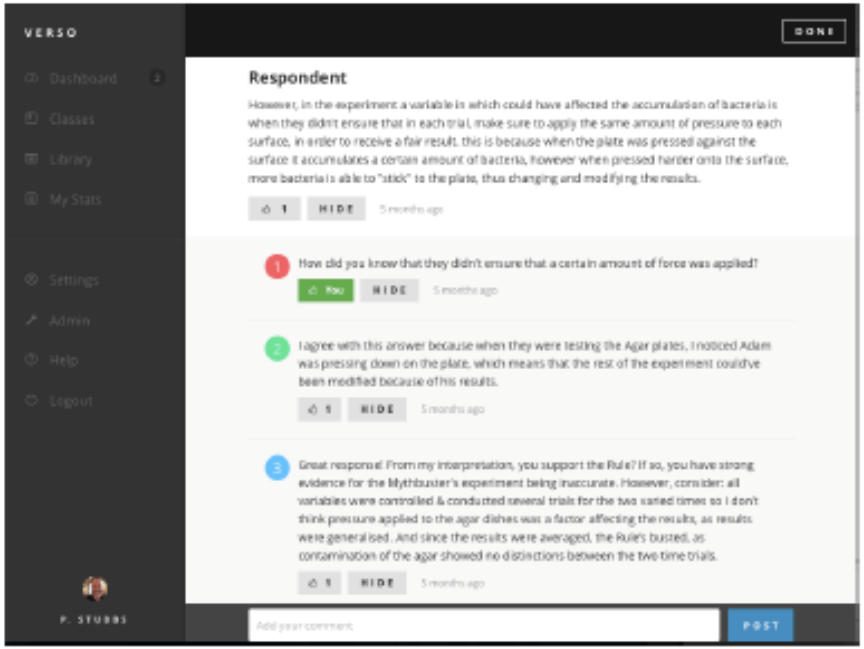


Fig 6: Students activated as learning resources for one another.

Visibility on other ideas / perspectives offers the first layer of peer feedback
Students can then comment on each other's responses, offering feedback and feed forward.

Teachers provide feedback that moves learning forward.

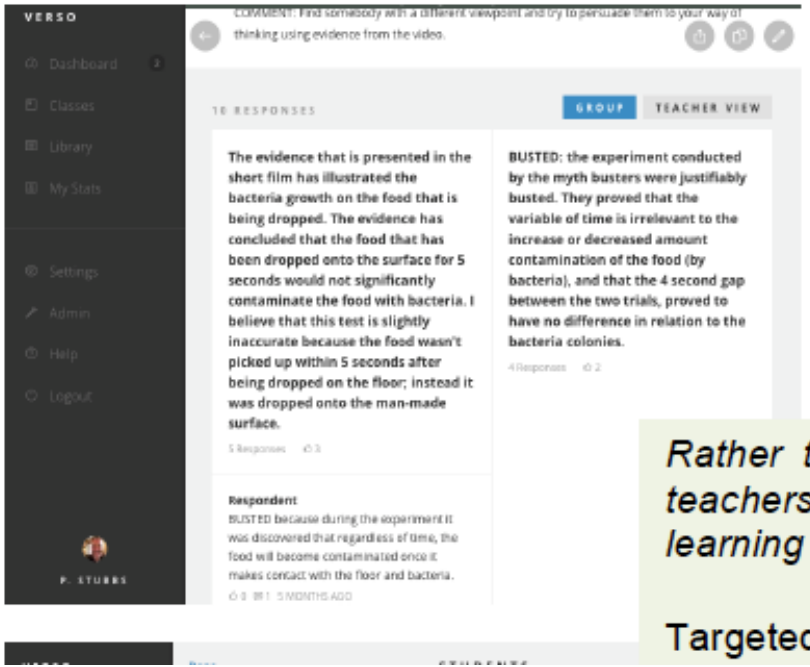


Fig 7: Using evidence and data to adapt what happens in classrooms to meet learner needs. Verso allows students with similar perspectives to be grouped to facilitate planning. The collection of authentic evidence of student learning identifies learning gaps and offers feedback on successful teaching.

Rather than teaching to one level or 25 different levels, teachers should use assessment to identify individual learning needs and group students accordingly"

Targeted Teaching: Grattan institute

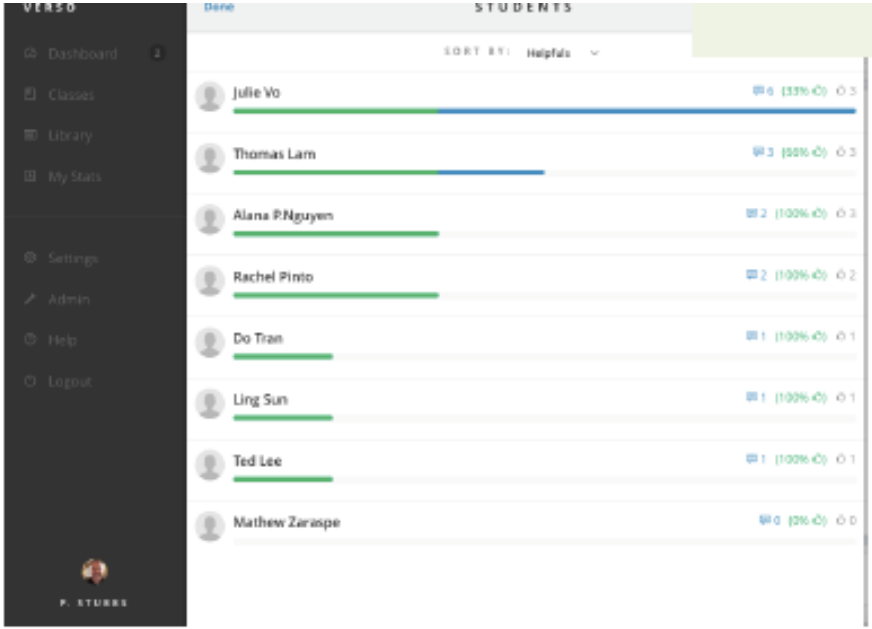
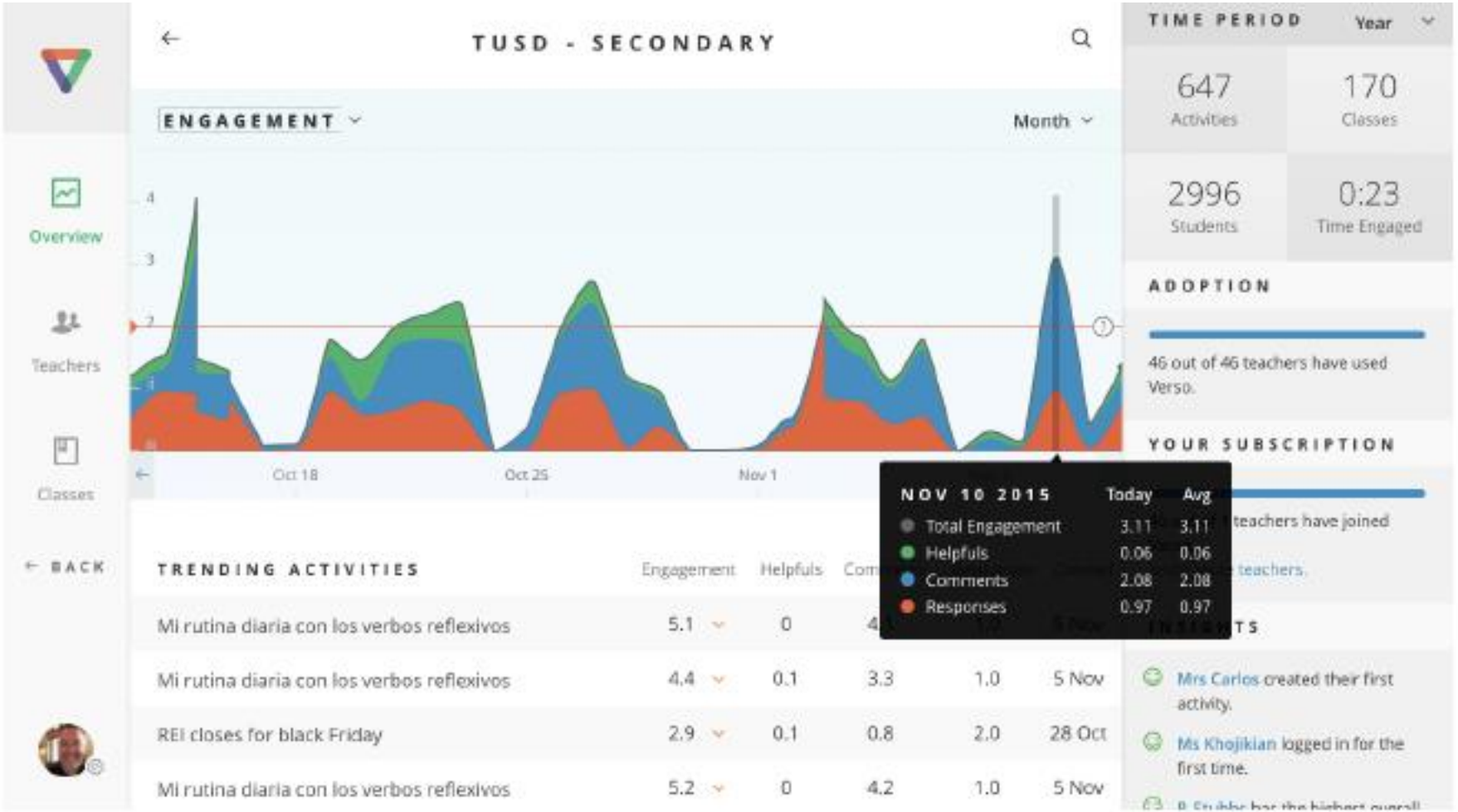


Fig 8: Teacher has access to student engagement data for each activity and activities over time.

This process data informs
teacher : student learning conversations and highlights progress over time against key learning goals. Students have access to their own data, allowing them to learn from and improve their own behaviours.


TUSD - SECONDARY
ENGAGEMENT
Month
Overview
Teachers
Classes
BACK
Oct 18
Oct 25
Nov 1
NOV 10 2015
Today
Avg
Total Engagement 3.11 3.11
Helpfuls 0.06 0.06
Comments 2.08 2.08
Responses 0.97 0.97
TRENDING ACTIVITIES
Engagement
Helpfuls
Mi rutina diaria con los verbos reflexivos 5.1 0
Mi rutina diaria con los verbos reflexivos 4.4 0.1 3.3 1.0 5 Nov
REI closes for black Friday 2.9 0.1 0.8 2.0 28 Oct
Mi rutina diaria con los verbos reflexivos 5.2 0 4.2 1.0 5 Nov
TIME PERIOD
Year
647
Activities
170
Classes
2996
Students
0:23
Time Engaged
ADOPTION
46 out of 46 teachers have used Verso.
YOUR SUBSCRIPTION
Mrs Carlos created their first activity.
Ms Khojikian logged in for the first time.