

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

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

A fusion of proven pedagogical practices and emerging innovative practices.

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

DEEP LEARNING

Authentic engagement in real world challenges. It is the ability to master and leverage existing content knowledge, making links to reinterpret and create new meaning.

- COLLABORATION
- CRITICAL THINKING
- CREATIVITY
- CITIZENSHIP
- COMMUNICATION
- CHARACTER
- CURRICULUM FRAMEWORK

LEARNING PARTNERSHIPS

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

- STUDENTS
- PARENTS
- TEACHERS
- EXPERTS
- INDUSTRY
- COMMUNITY

LEVERAGING DIGITAL

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

- ACCESS
- PERSONALISATION

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

LEARNING ENVIRONMENT

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

- HOME
- GLOBAL
- OUTDOORS
- SCHOOL
- LIBRARIES
- VIRTUAL

The assessment shift

Table 1. The paradigm shift in assessment of student learning

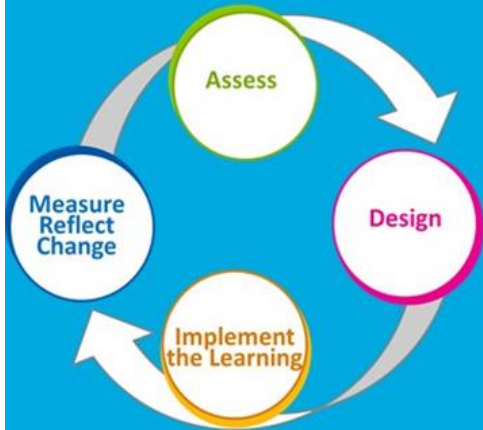
Current assessment paradigm	Towards next generation assessment
Top down and driven by system needs	Bottom up and driven by student learning needs and aspirations
Over-emphasis on grading and scoring student performance	Greater emphasis on monitoring student progress and generating feedback to improve 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



Learning
Conditions

Rubrics to assess:

- System Conditions
- Cluster Conditions
- School Conditions

Suite of Tools

New
Pedagogies

Learning Design
Framework

Clarifying the
new pedagogies

Deep Learning
Outcomes

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

VERSO

- [Dashboard](#)
- [Classes](#)
- [Library](#)
- [My Stats](#)
- [Settings](#)
- [Admin](#)
- [Help](#)
- [Logout](#)

<p>Michael Gomez</p> <p>Busted: The evidence they have shown explains that time isn't a factor that affects how much bacteria contaminates the food. They compared two and six seconds of food being exposed to bacteria to see the difference of how much each one picks up. Adam and Jamie saw that there was not a large difference between both times as they had nearly the same amount of bacteria on both. They also found that dry food such as crackers pick up less than other foods such as meat.</p> <p>👤 1 🗨️ 2 5 MONTHS AGO</p>	<p>Matias Chavez</p> <p>Busted. Jamie and Adam have tried various methods to test this theory and have eliminated all the variables except the time in which bacteria is exposed to the agar plate. They have tried different trials with bacteria being exposed for 2 seconds and 6 seconds but it showed the same amount of bacteria being collected. This can be concluded that the time for bacteria to be collected before, after or on 5 seconds stays the same.</p> <p>👤 1 🗨️ 1 5 MONTHS AGO</p>
<p>Max Williams</p> <p>Busted. Although I don't think they tested the 5 seconds which was actually the goal, it is busted because when they compared the results of two different times of exposure, they were almost identical. They were able to gather the results by using different foods (dry biscuit, wet pastamilli) and used artificial 'exposed' surfaces.</p> <p>👤 0 🗨️ 0 5 MONTHS AGO</p>	<p>Siu Ming Lee</p> <p>BUSTED: Mythbusters indirectly implied that the 5 second rule is false. They mentioned food dropped onto same surfaces, but different spots, resulted in a varied growth of bacteria. That implied that the rule doesn't exactly hold true as for food being safe to consume, dropped onto a surface, within a certain extent of time, as surface can't be uniformly contaminated. Their results were also inconclusive, with no distinct bacterial growth between less & more than 5 seconds; time wasn't a factor.</p> <p>👤 0 🗨️ 0 5 MONTHS AGO</p>

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

The screenshot shows the VERSO LMS interface. On the left is a dark sidebar with navigation options: Dashboard, Classes, Library, My Stats, Settings, Admin, Help, and Logout. At the bottom of the sidebar is a profile icon and the name 'P. STUBBS'. The main content area has a dark header with a 'DONE' button. Below the header, the title 'Respondent' is displayed. The main text of the post reads: 'However, in the experiment a variable is which could have affected the accumulation of bacteria is when they didn't ensure that in each trial, make sure to apply the same amount of pressure to each surface. In order to receive a fair result, this is because when the plate was pressed against the surface it accumulates a certain amount of bacteria, however when pressed harder onto the surface, more bacteria is able to "stick" to the plate, thus changing and modifying the results.' Below the text are buttons for '1' (upvote), 'HIDE', and '5 months ago'. There are three replies, each with a numbered icon (1, 2, 3), a text block, and buttons for upvotes, 'HIDE', and '5 months ago'. The first reply asks 'How did you know that they didn't ensure that a certain amount of force was applied?'. The second reply agrees with the original answer, mentioning 'Agar plates' and 'Adam was pressing down on the plate'. The third reply provides a detailed response about experimental variables and averaging. At the bottom of the main area is a text input field with the placeholder 'Add your comment' and a blue 'POST' button.

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.

The screenshot shows the Verso interface with a sidebar on the left containing navigation options: Dashboard, Classes, Library, My Stats, Settings, Admin, Help, and Logout. The main content area displays a discussion thread. At the top, a comment prompt reads: "COMMENT: Find somebody with a different viewpoint and try to persuade them to your way of thinking using evidence from the video." Below this, there are 10 responses. The first response, with 5 replies, states: "The evidence that is presented in the short film has illustrated the bacteria growth on the food that is being dropped. The evidence has concluded that the food that has been dropped onto the surface for 5 seconds would not significantly contaminate the food with bacteria. I believe that this test is slightly inaccurate because the food wasn't picked up within 5 seconds after being dropped on the floor; instead it was dropped onto the man-made surface." The second response, with 4 replies, is a rebuttal: "BUSTED: the experiment conducted by the myth busters were justifiably busted. They proved that the variable of time is irrelevant to the increase or decreased amount contamination of the food (by bacteria), and that the 4 second gap between the two trials, proved to have no difference in relation to the bacteria colonies." Below the rebuttal, it says "4 Responses" and "2" replies. A third response, with 0 replies, is a respondent's reply: "BUSTED! because during the experiment it was discovered that regardless of time, the food will become contaminated once it makes contact with the floor and bacteria." The interface also shows "10 RESPONSES", "GROUP" and "TEACHER VIEW" tabs, and a user profile for "P. STUBBS" at the bottom left.

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.

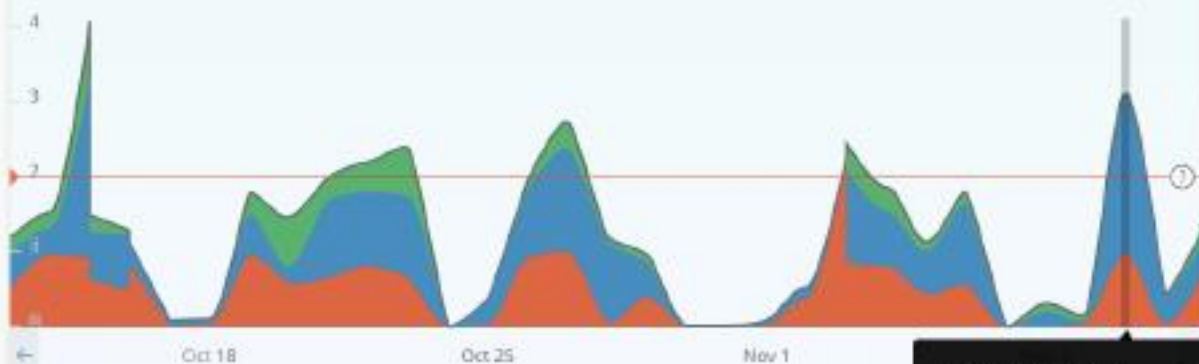


TUSD - SECONDARY



ENGAGEMENT

Month



TIME PERIOD Year

647

Activities

170

Classes

2996

Students

0:23

Time Engaged

ADOPTION

46 out of 46 teachers have used Verso.

YOUR SUBSCRIPTION



Overview



Teachers



Classes

BACK

TRENDING ACTIVITIES

Mi rutina diaria con los verbos reflexivos

Engagement

Helpfuls

Comments

5.1

0

4

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



NOV 10 2015

Total Engagement

Today

Avg

Helpfuls

Comments

Responses

3.11

3.11

0.06

0.06

2.08

2.08

0.97

0.97

teachers have joined

teachers

TS



Mrs Carlos created their first activity.



Ms Khojikian logged in for the first time.



B. Enkibe has the highest overall