Designing Innovative, Inquiry-Based Learning Experiences to Engage All Learners

Backchannel:
#5eTransform

Hello!

“Learner Advocate with a Lifetime Guarantee”

Lainie Rowell
lainierowell.com
@lainierowell

Agenda

- Transformational Teaching and Learning
- Cycle of Inquiry for Professional Learning (Let's get meta!)
- 5 E's + Practical Tips for Designing Innovative Learning Experiences to Engage All Learners
- Deep Dive / Design Time
- Q & A

How are you feeling about learning today?

"I just can't get enough of these Staff Development Days. They definitely improve my teaching!" ...said no teacher ever!

someecards
user card

Today's Deliverable - #1

Instant Wins…

Photo by rawpixel on Unsplash

Today's Deliverable - #2

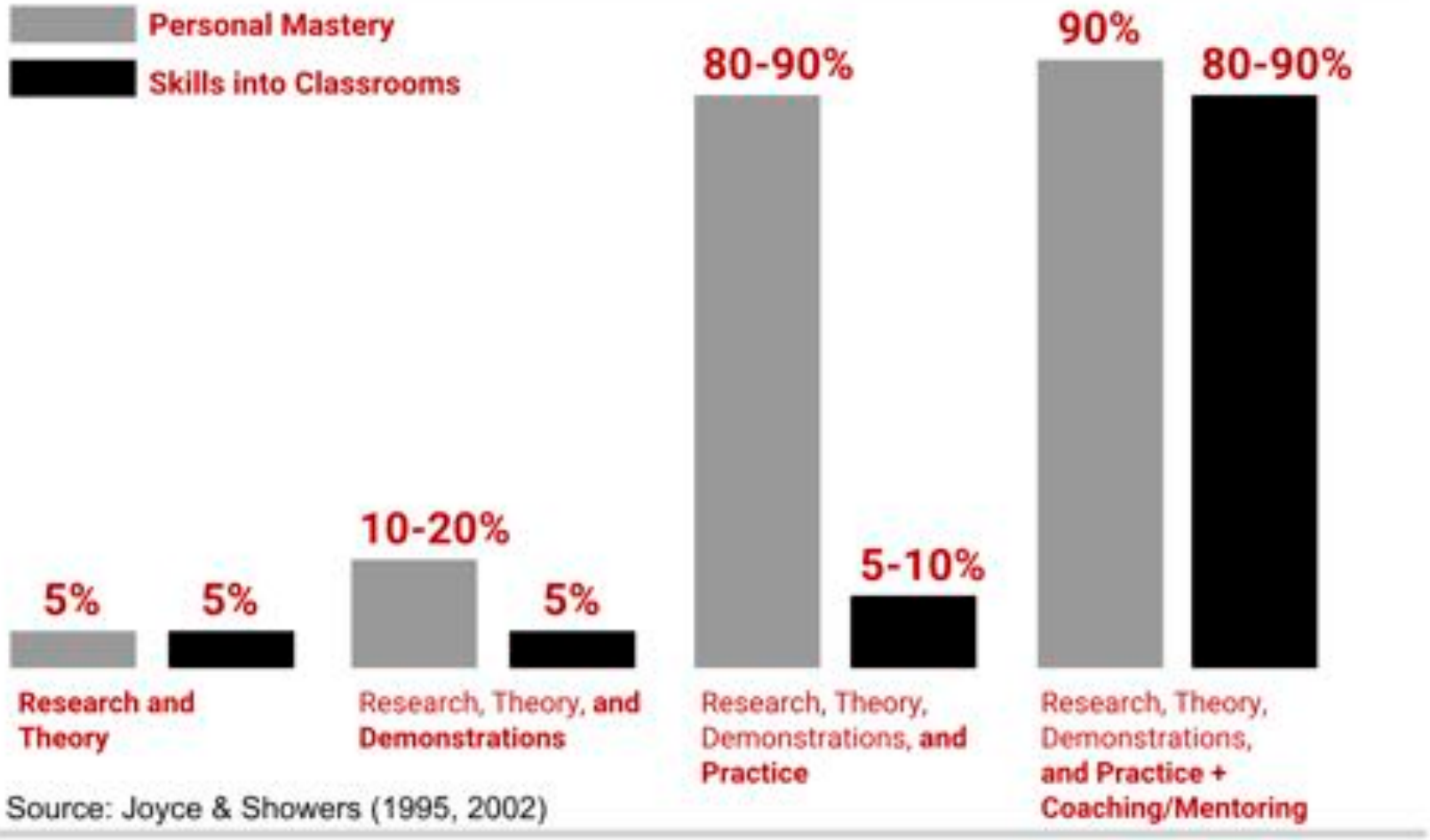
Design Template (Takeaway) and time to create your own 5 E's

Topic, Skill, Concept, or Process:

Recommendation: Watch Alan November's TED Talk and/or read this article on the Transformational Six to prepare for designing.
If you will be using this as a Hyperdoc, replace the "tips" with graphics before you share with learners. Sample here.

Important Note: The tips provided do not live solely in one specific "E". These strategies can be applied in a variety of ways!

Engage	[Whole group activity to activate schema and engage students in the focus of the topic, skill, concept, or process to learn.]	Tips: • Do something unexpected! Check out the hook in this lesson! • Use media - ClassHook, GoNoodle, GIFs & other types of visual/audio. • Create your own visuals with tools like Canva and Typorama! • Even more hook ideas via Matt Miller!
Explore	[Independently, with partners, or in small groups, students participate in a shared experience to actively manipulate materials and explore new topics, skills, concepts, or processes.]	Tips: • Encourage new lines of inquiry. Use this Questioning Toolkit and/or QFT to help Ss develop good questions. • Is there an opportunity to teach critical thinking on the web here? • Try collaborative note-taking. Here is one template.
Explain	[Independently, with partners, or in small groups students verbalize their understanding of the content. Teachers direct instruction to teach new vocabulary and to explain topics, skills, concepts, or processes.]	Tips: • Leverage OER like TED Ed (Edutopia & ISTE articles on OER) • Use watchkin.com to remove distractions from YouTube videos. • Check out Prism for "crowdsourcing interpretation" of text to make thinking visible. • Could we make a global connection?
Elaborate	[Students practice skills and extend thinking. The elaborate activity is an opportunity to develop a deeper level of understanding about the topic, skill, concept, or process.]	Tips: • Search edtechteacher.org/apps & thomascmurray.com/digitaltools for content-creation tools for Ss! • PhotosforClass & Pics4Learning for images to use in projects. *Unsplash is also great, but not designed for K-12; Know your learners/content. :-)
Evaluate	[Reflect and evaluate next steps for instruction based on student performance. Teachers assess for understanding of key concepts. Students assess their abilities and set new goals. Use the data to guide the next cycle of inquiry to teach and meet the individual needs of students.]	Tips: • The Ultimate Crowdsourced Comparison Chart - tools that make thinking visible. Note: This chart is open for anyone to edit. Please help make it better! • This doesn't just happen at the end! Consider game-based formative assessment as a hook. • Remember peer & self-assessment!


Personal Mastery
Skills into Classrooms
5%
5%
10-20%
5%
80-90%
5-10%
90%
80-90%
Research and Theory
Research, Theory, and Demonstrations
Research, Theory, Demonstrations, and Practice
Research, Theory, Demonstrations, and Practice + Coaching/Mentoring
Source: Joyce & Showers (1995, 2002)

How do we know if teaching and learning is innovative?

Education 😍
Alliterations & Acronyms

- 3 R's
- 4 C's
- 5 E's
- 6 R's
- SAMR
- TPAK
- SCAMPER

Transformational Six by Alan November

Clearing the Confusion between Technology Rich and Innovative Poor: Six Questions

by Alan November of November Learning | NovemberLearning.com

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Transformational Six by Alan November

1. Did the assignment build capacity for critical thinking on the web?
2. Did the assignment develop new lines of inquiry?
3. Are there opportunities for students to make their thinking visible?
4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?
5. Is there an opportunity for students to create a contribution (purposeful work)?
6. Do students own their learning?

What do you want **teaching and learning** to look like for your learners in **3-4 years**?

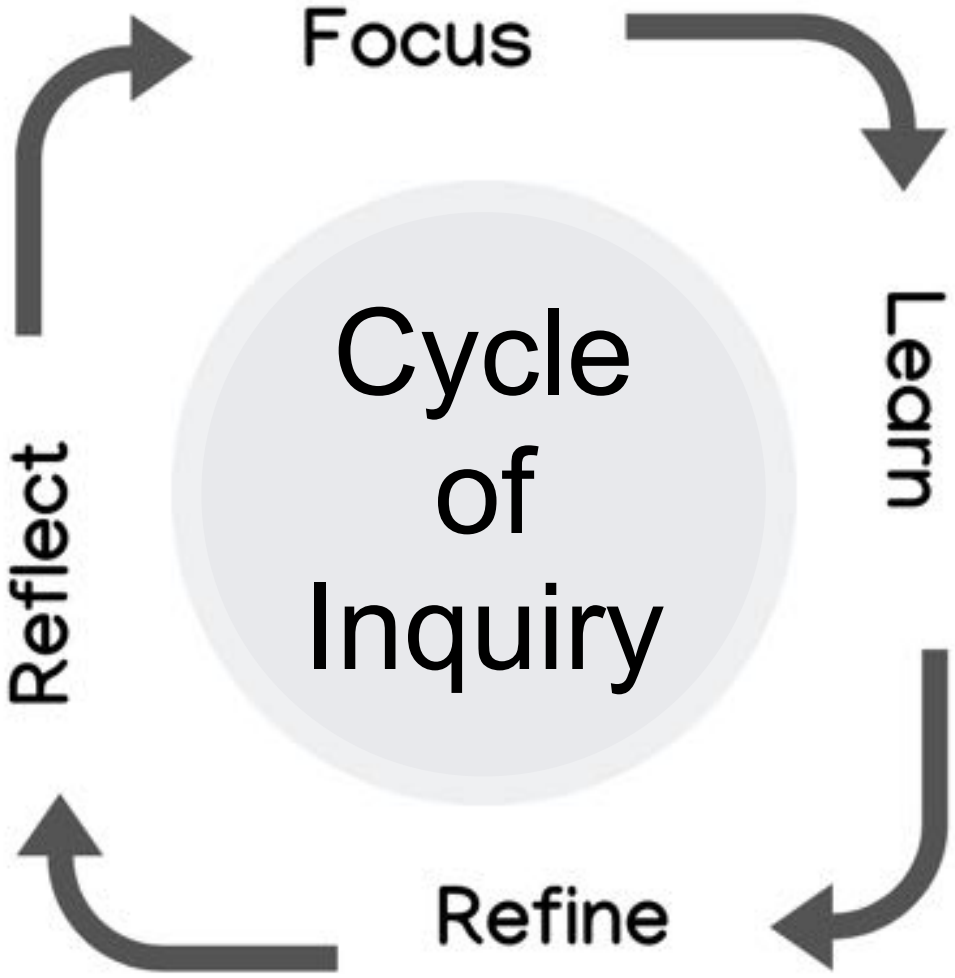
Brainstorm with your group and write it down on the chart paper at your table.

Choose **5 <u>words</u> from your paper that *best describe*** what you want **teaching and learning** to look like for your learners in 3-4 years.

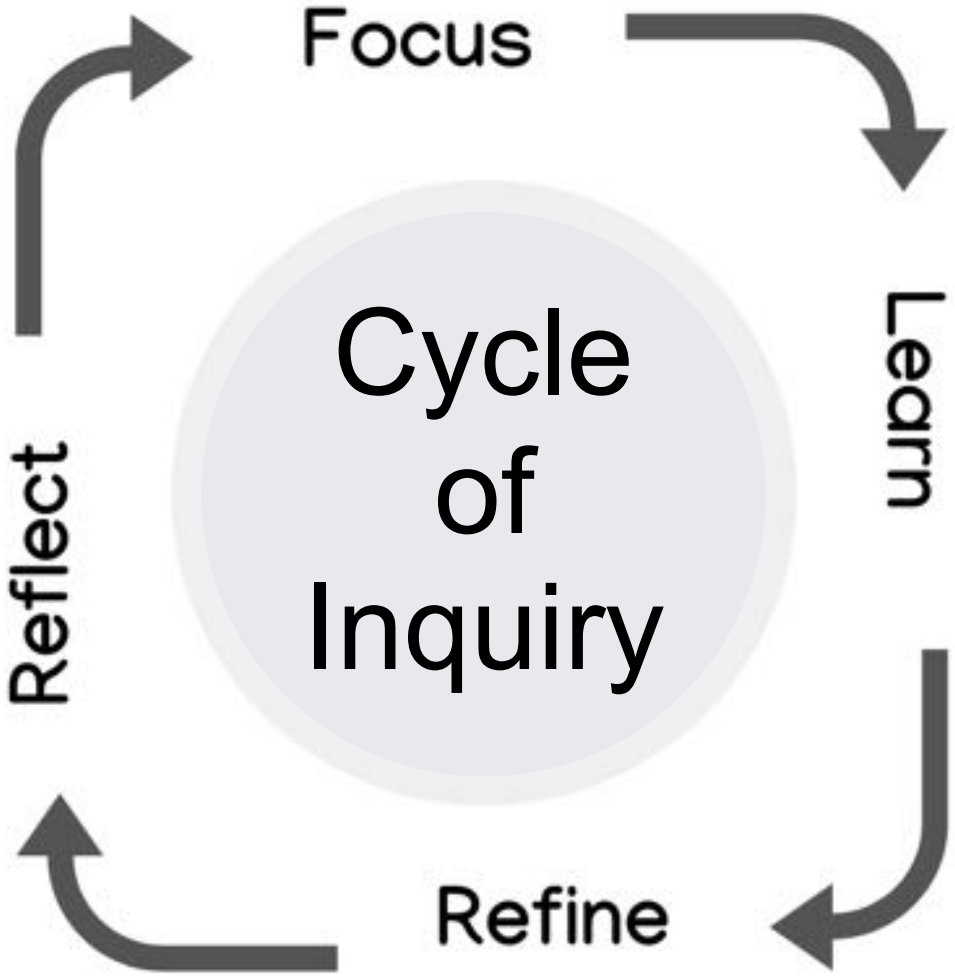
Share your words:

Take your 5 words and weight them.
You get 10 votes…

Example:
A word you feel passionately about might get entered 5 or 6 times. A word you care about, but are not as passionate about might only get 1 vote.
The only rule is that all 5 words need to be represented at least once.


Focus
Learn
Refine
Reflect
Cycle of Inquiry

Cycle of Inquiry
FOCUS
wonder
engage
analyze
observe
LEARN
explore
develop
question
investigate
design
REFINE
create
iterate
implement
explain
modify
REFLECT
share
synthesize
celebrate
evaluate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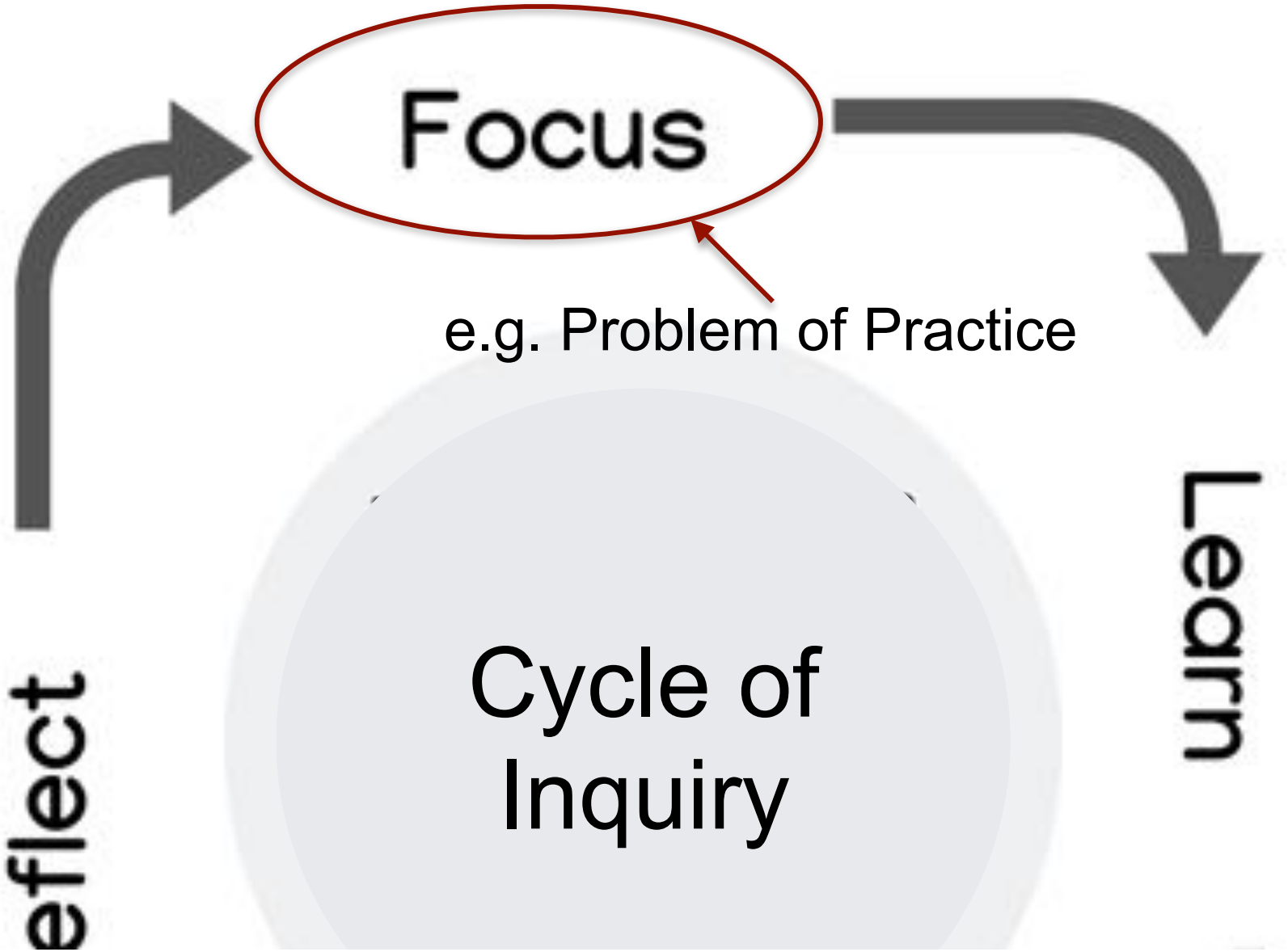
Learn
Refine
Reflect
Cycle of Inquiry


Focus
e.g. Problem of Practice
Learn
eflect
Cycle of Inquiry

Identifying a Problem of Practice

- Does the problem focus on the **instructional core**?
- Is it **observable**?
- Is it within the school or district's **control** and can be **improved in real time**?
- If acted on, will the problem make a **significant difference for student learning**?

menti.com

Sample:

Goal:
90% of my students will be able to identify and describe the main ideas of a text.

Problem of Practice:
Many of our students tune out when we study primary historical documents. What can we do to enhance levels of engagement?

Identifying a Problem of Practice

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menti.com

equifinality

/equi·finality/

: the property of allowing or having the same effect or result from different events

Simon Sinek
SUBSCRIBE FOR DAILY MOTIVATION

5 E's Learning Design

Engage

Explore

Explain

Elaborate

Evaluate

Note: This is displayed as a linear process, but realistically, in inquiry-based learning cycles, we often move back and forth between steps.

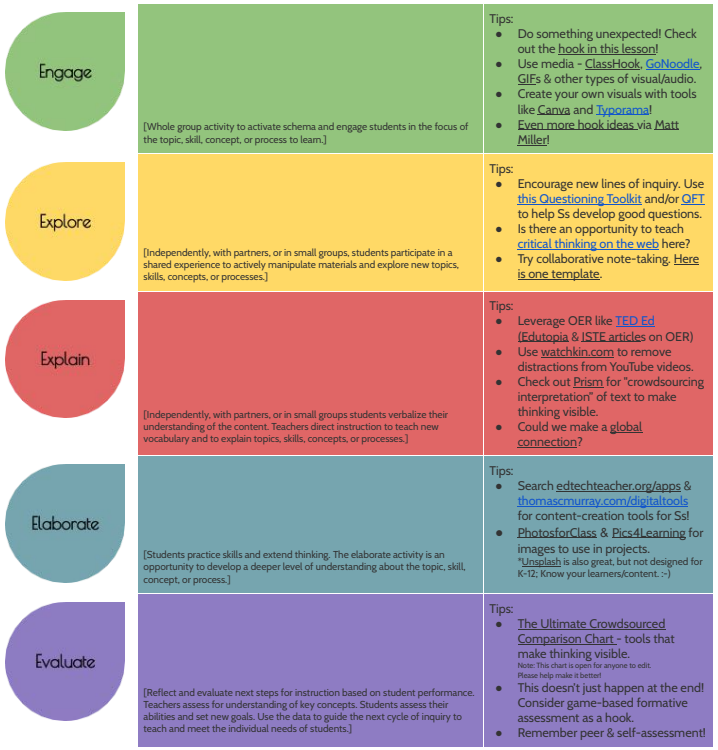
5 E's Meets the Transformational Six

+

Clearing the Confusion between Technology Rich and Innovative Poor: Six Questions

5 E's Meets the Transformational Six

Destination

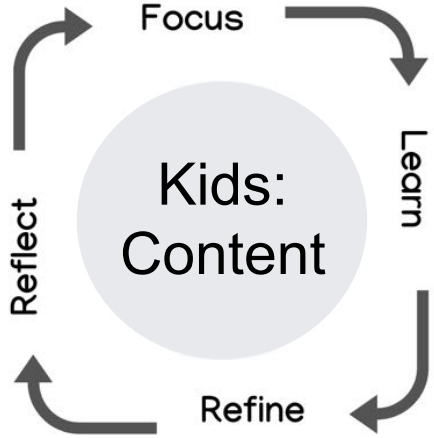


Tips = ***Possible*** Route

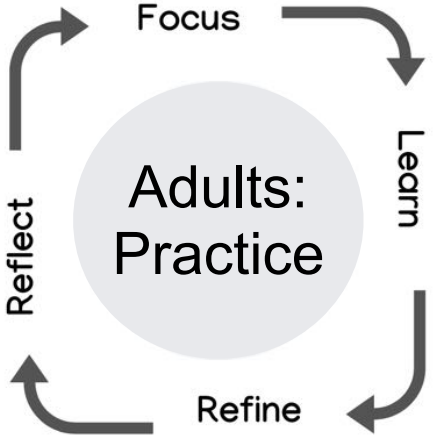
This doc: bit.ly/5etransform

Consider this:

Kids are engaged in a cycle of inquiry for deeper learning of the content.



Adults are engaged in a cycle of inquiry to improve their practice.



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Engage

This doc: bit.ly/5etransform

vector

A vector, as defined below, is a specific mathematical structure. It has numerous physical and geometric applications, which result mainly from its ability to represent magnitude and direction simultaneously.
Wind, for example, had both a speed and a direction and, hence, is conveniently expressed as a vector. The same can be said of moving objects and forces. The location of a points on a cartesian coordinate plane is usually expressed as an ordered pair (x, y), which is a specific example of a vector. Being a vector, (x, y) has a a certain distance (magnitude) from and angle (direction) relative to the origin (0, 0). Vectors are quite useful in simplifying problems from three-dimensional geometry.

ClassHook

Search | Search | Premium | Pedagogy | Browse | Lainie Rowell

Vectors

Clip Segment: Entire video | Subtitles

Add to | 0 | I used this | Bookmark

Share your advice! Add a discussion question or write a comment on this clip.

E MS HS

Math → Geometry → Vector

Physics → Motion → Vectors

Suggest tags

This clip states the definition of a vector in a comical way, through one of the main characters whose name is Vector!

Discussion Questions

1. What math term would you use for a villain or superhero?

Add a discussion question

Standards

Add a standard

Comments

Use media!

Source: ngssphenomena.com

“What questions do you have?”

Source: ngssphenomena.com

“What questions do you have?”

Source: giphy.com

5 E's Meets the Transformational Six

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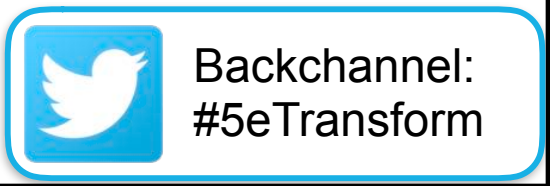

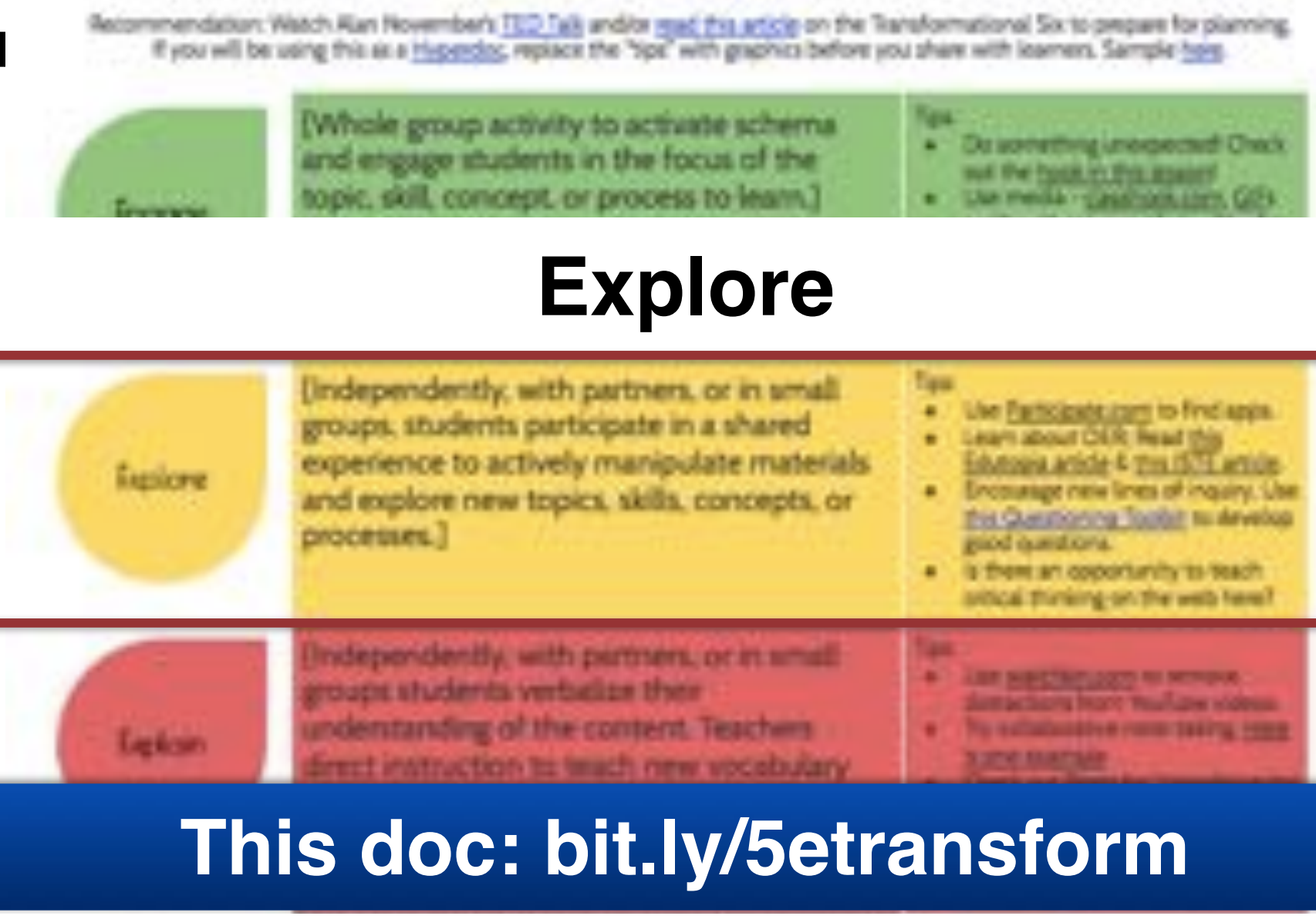

Explore

This doc: bit.ly/5etransform

Before grade school, kids average over 300 questions a day…

Question Formulation Technique (QFT)

The
Right Question Institute
A Catalyst for Microdemocracy

QFT Components

- Design a question focus
- Produce questions
- Work with closed-ended & open-ended questions
- Prioritize questions
- Plan next steps
- Reflect

Share your thinking…

- **Ask** as many questions as you can in 2 mins.
- **Do not stop** to answer, judge or to discuss the questions.
- **Number** each question as it comes to you.
- **Write** down every question *exactly* as it is stated.
- **Change** any statements into a question.

MAGMA
Lee

Categorize Questions

Please don't discuss.

Closed - yes, no, 1-word or 1-right answer

Open - require more explanation

Rework Questions

closed ➜ open
open ➜ closed

Closed - yes, no, 1-word or 1-right answer

Open - require more explanation

Prioritize Questions

Why those 3?
What numbers?

Agree on **three** questions that you consider to be most important.

Next Steps

Your space… Your thinking…

- How will you address or answer your **priority** questions?
- Where will you start?
- How will you address remaining questions?

This elephant wandered out of a forest and into the streets of a city in North Bengal, India, attacking houses, shops and vehicles over a period of hours. The elephant was finally calmed with three tranquilizer darts.

The clash appeared to have a happy ending: The authorities said they returned the creature to the forest.
nytimes.com - What's Going On In This Picture

Question Formulation Technique (QFT)

The Right Question Institute
A Catalyst for Microdemocracy

	Choose a QFocus	Students Produce Questions	Students Improve Questions	Students choose priority questions	Questions are used for instruction	Students reflect on their learning
Level 1	X	X with significant teacher support		X the teacher chooses	X	
Level 2	X	X with teacher modeling and support		X the teacher chooses	X	
Level 3	X	X		X the teacher and students choose	X	
Level 4	X	X		X	X	
Level 5	X	X		X	X	X
Level 6	X	X	X classifying questions as open or closed	X	X	X

Design a Question Focus

**(created from curriculum content;
helps learners generate questions)**

- Statement
- Image
- Audio
- Object
- Title
- Other?

The New York Times

LOG IN

What's Going On in This Picture?

Intriguing Times images stripped of their captions -- and an invitation to students to discuss them live.

Latest Search

What's Going On in This Picture? | May 21, 2018

Look closely at this image, stripped of its caption, and join the moderated conversation about what you and other students see.

By THE LEARNING NETWORK

“

Who knows what we will need to learn 30 years from now, but we do know that we will need to be able to read, we will need to be good at searching for information, collating it and then deciding whether it is right or wrong.

~Sugata Mitra
Educational Researcher
Winner of the 2013 TED Prize

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Stanford | GRADUATE SCHOOL OF EDUCATION News

November 22, 2016

Stanford researchers find students have trouble judging the credibility of information online

Education scholars say youth are duped by sponsored content and don't always recognize political bias of social messages.

BY BROOKE DONALD

When it comes to evaluating information that flows across social channels or pops up in a Google search, young and otherwise digital-savvy students can easily be duped, finds a new report from researchers at Stanford Graduate School of Education.

The report, released this week by the Stanford History Education Group (SHEG), shows a dismaying inability by students to reason about information they see on the Internet, the authors said. Students, for example, had a hard time distinguishing advertisements from news articles or identifying where information came from.

Stanford education scholars find many students have trouble judging the

Middle School Students
"…of the 203 students surveyed, more than 80 percent believed a native ad, identified with the words "sponsored content," was a real news story."

Reading Like a Historian

ROUND EARTH
VS
FLAT EARTH

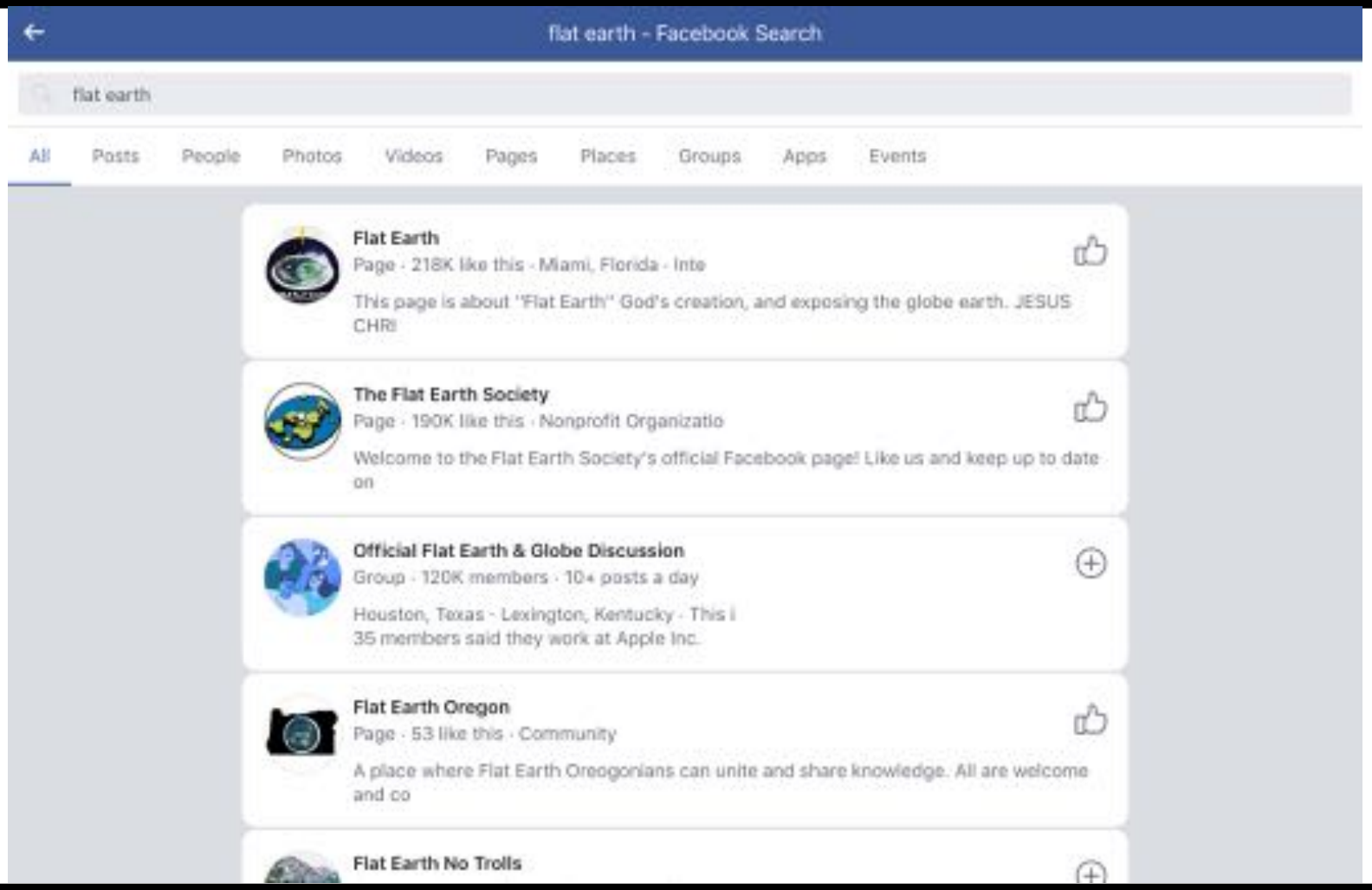
On "Behind The Curve"

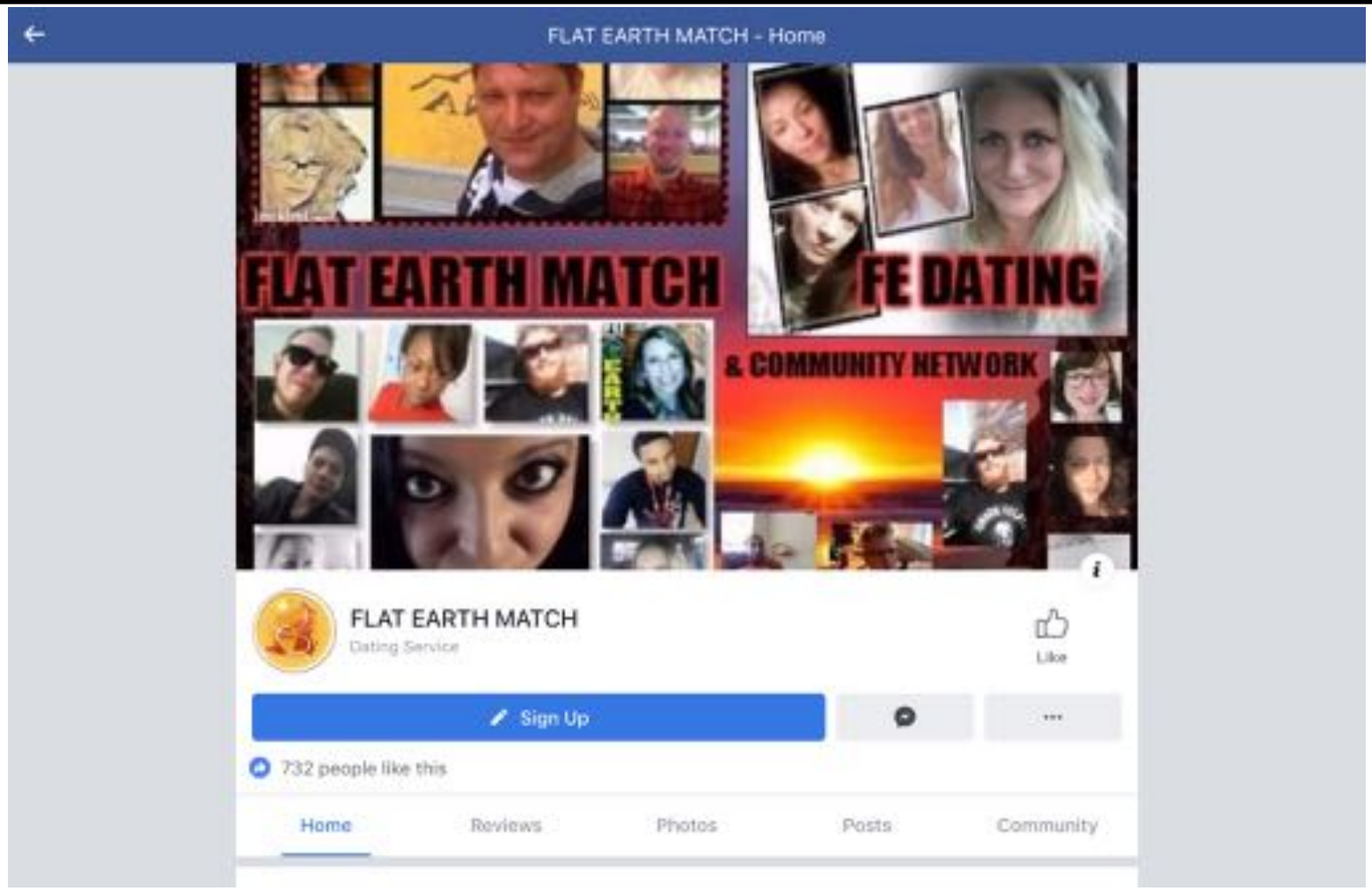
01 Mar 2019 by Tom Bishop

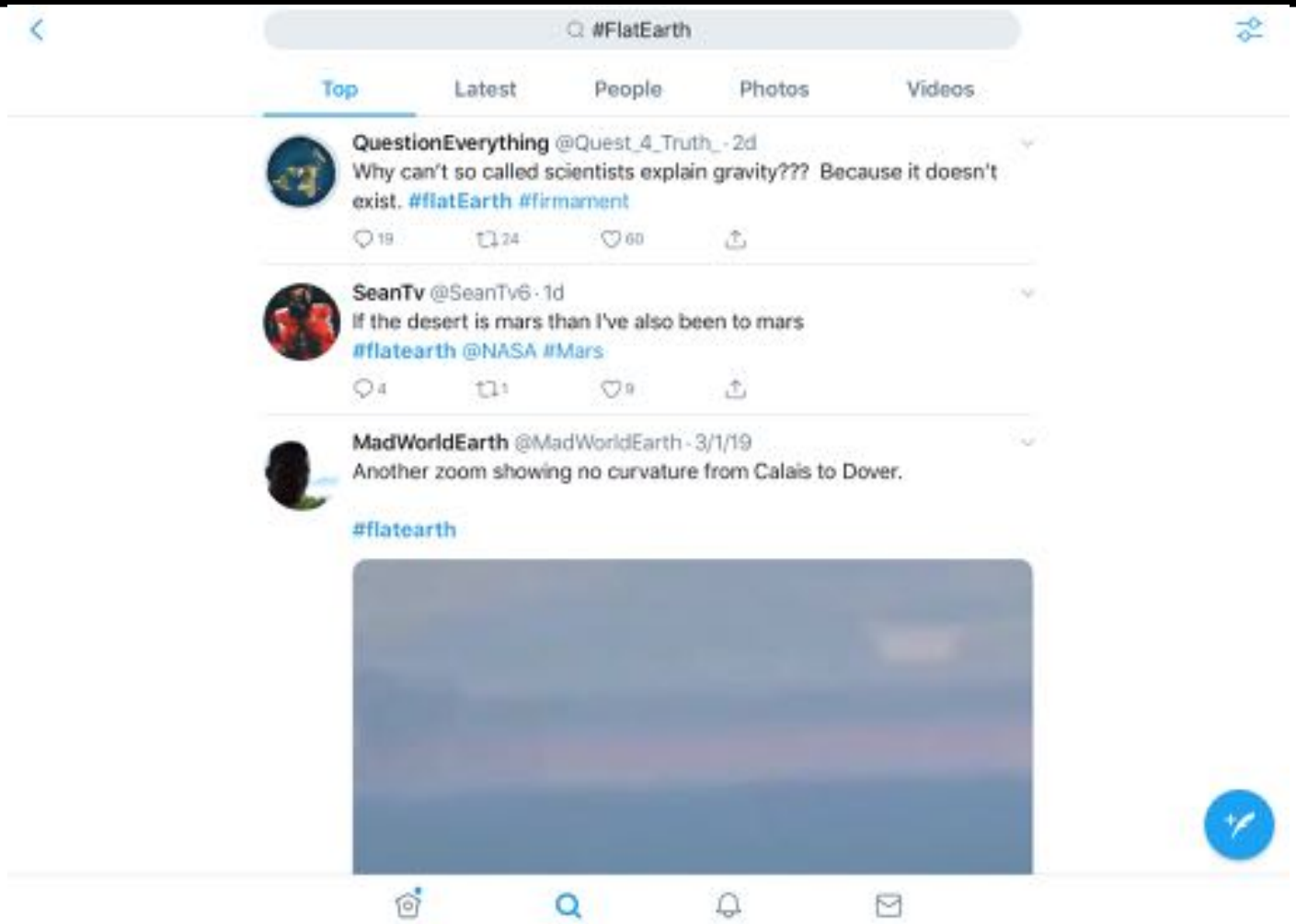
It has come to our attention that a documentary titled *Behind the Curve* has appeared on Netflix and is introducing significant numbers of new people into the Flat Earth discussions. After viewing this piece we feel that the work depicts a poorly researched Flat Earth Theory. It should be noted that the Flat Earth Society was not consulted with the science of the documentary and that the topics discussed should be further researched.

About

This is the home of the world-famous Flat Earth Society, a place for free thinkers and the intellectual exchange of ideas. This website hosts information and serves as an archive for Flat Earth Theory. It also offers an opportunity to discuss this with the Flat Earth


flat earth - Facebook Search
flat earth
All
Posts
People
Photos
Videos
Pages
Places
Groups
Apps
Events
Flat Earth
Page · 218K like this · Miami, Florida · Inte
This page is about "Flat Earth" God's creation, and exposing the globe earth. JESUS CHRI
The Flat Earth Society
Page · 190K like this · Nonprofit Organizatio
Welcome to the Flat Earth Society's official Facebook page! Like us and keep up to date on
Official Flat Earth & Globe Discussion
Group · 120K members · 10+ posts a day
Houston, Texas · Lexington, Kentucky · This i
35 members said they work at Apple Inc.
Flat Earth Oregon
Page · 53 like this · Community
A place where Flat Earth Oreogonians can unite and share knowledge. All are welcome and co
Flat Earth No Trolls


FLAT EARTH MATCH - Home
FLAT EARTH MATCH
FE DATING
& COMMUNITY NETWORK
FLAT EARTH MATCH
Dating Service
Like
Sign Up
732 people like this
Home
Reviews
Photos
Posts
Community


#FlatEarth
Top
Latest
People
Photos
Videos
QuestionEverything @Quest_4_Truth_ · 2d
Why can't so called scientists explain gravity??? Because it doesn't exist. #flatEarth #firmament
19
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SeanTv @SeanTv6 · 1d
If the desert is mars than I've also been to mars
#flatearth @NASA #Mars
4
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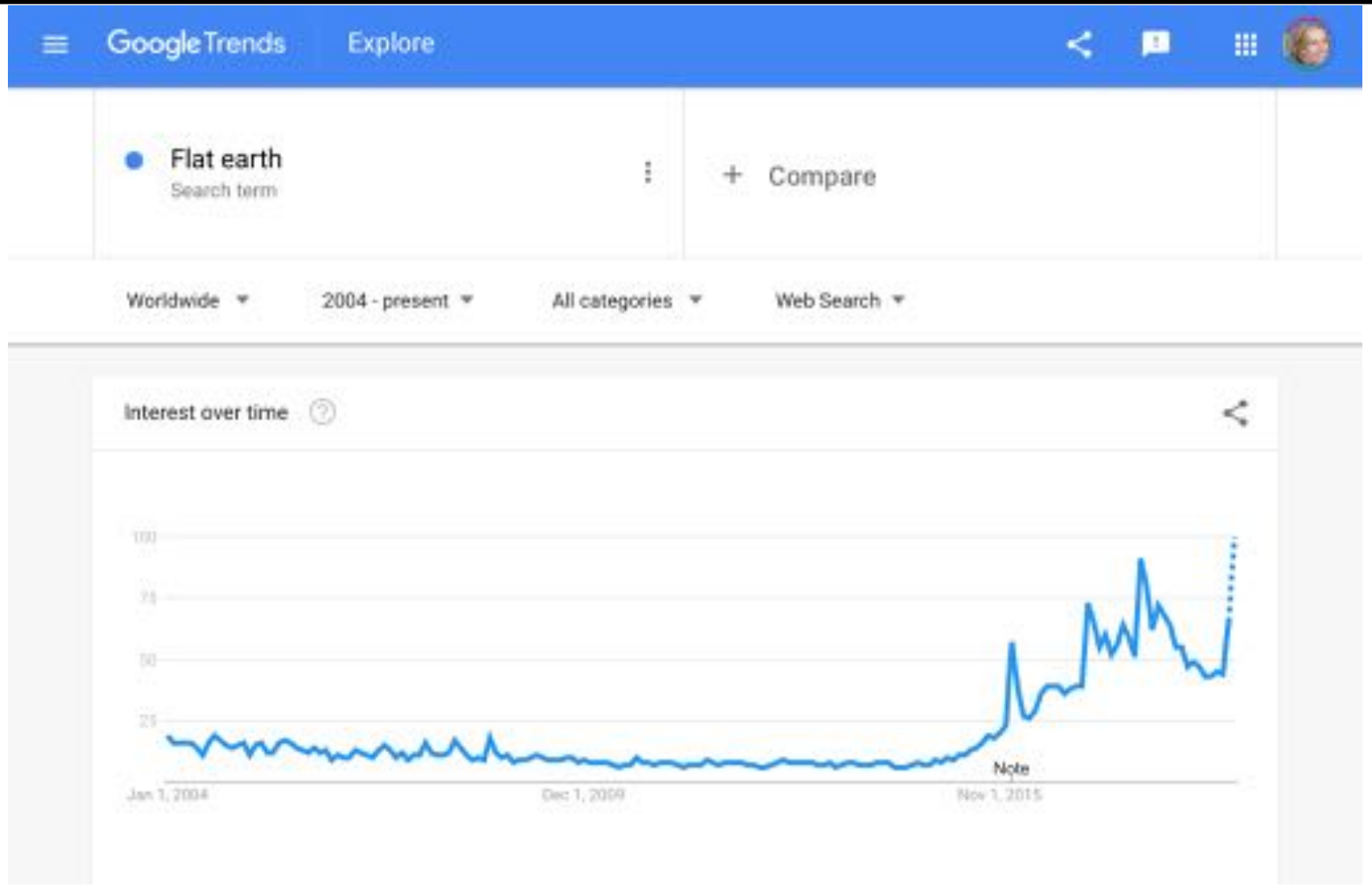
MadWorldEarth @MadWorldEarth · 3/1/19
Another zoom showing no curvature from Calais to Dover.
#flatearth

Flat-Earthers Plan Party Cruise to Ice Wall

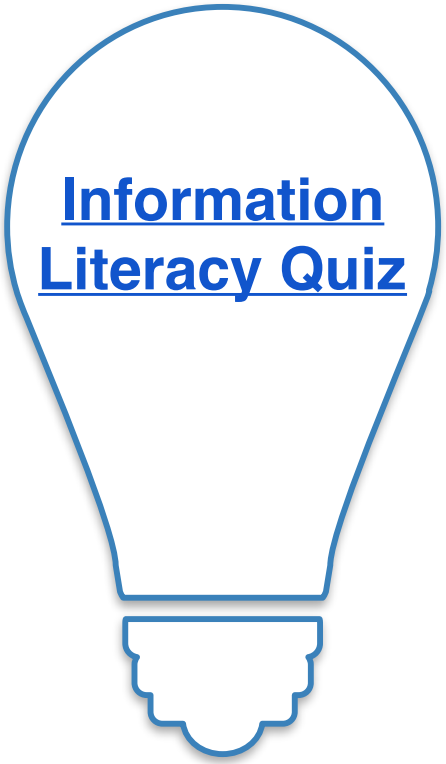
The Flat Earth Conference has announced its plans for an adventure to the edge of the disc.


Google Trends
Explore
Flat earth
Search term
Compare
Worldwide
2004 - present
All categories
Web Search
Interest over time
100
75
50
25
Note
Jan 1, 2004
Dec 1, 2009
Nov 1, 2015

Question:
How do we anchor kids (and ourselves) in reality?

Answer:
<u>Inquiry and reason</u>
guided by essential skills such as info lit.

Is there an opportunity to teach critical thinking on the web?



Google | Inside Search

powersearchingwithgoogle.com

Home | How Search Works | Tips & Tricks | Features | Search Stories | Playground | Blog | Help

Sharpen your search skills

Join a free course to help you become a better searcher

Knowing how to find answers on Google is an important skill in today's digital age. Taught by Google's Search experts, this online class will help you search smarter, so you can find the information you need — even in the most challenging situations.

Start now

What you'll learn

This is an online, community-based course showcasing search techniques and how you can use them to solve real, everyday problems. Dan Russell, a senior research scientist at Google, will cover topics that will help you:

- Find just what you're looking for, faster
- Get right to the most credible sources
- Solve even the most challenging questions

5 E's Meets the Transformational Six

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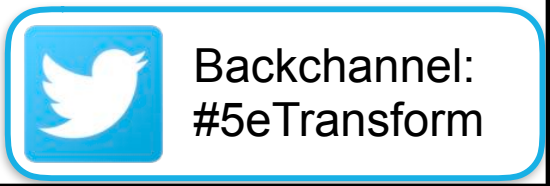
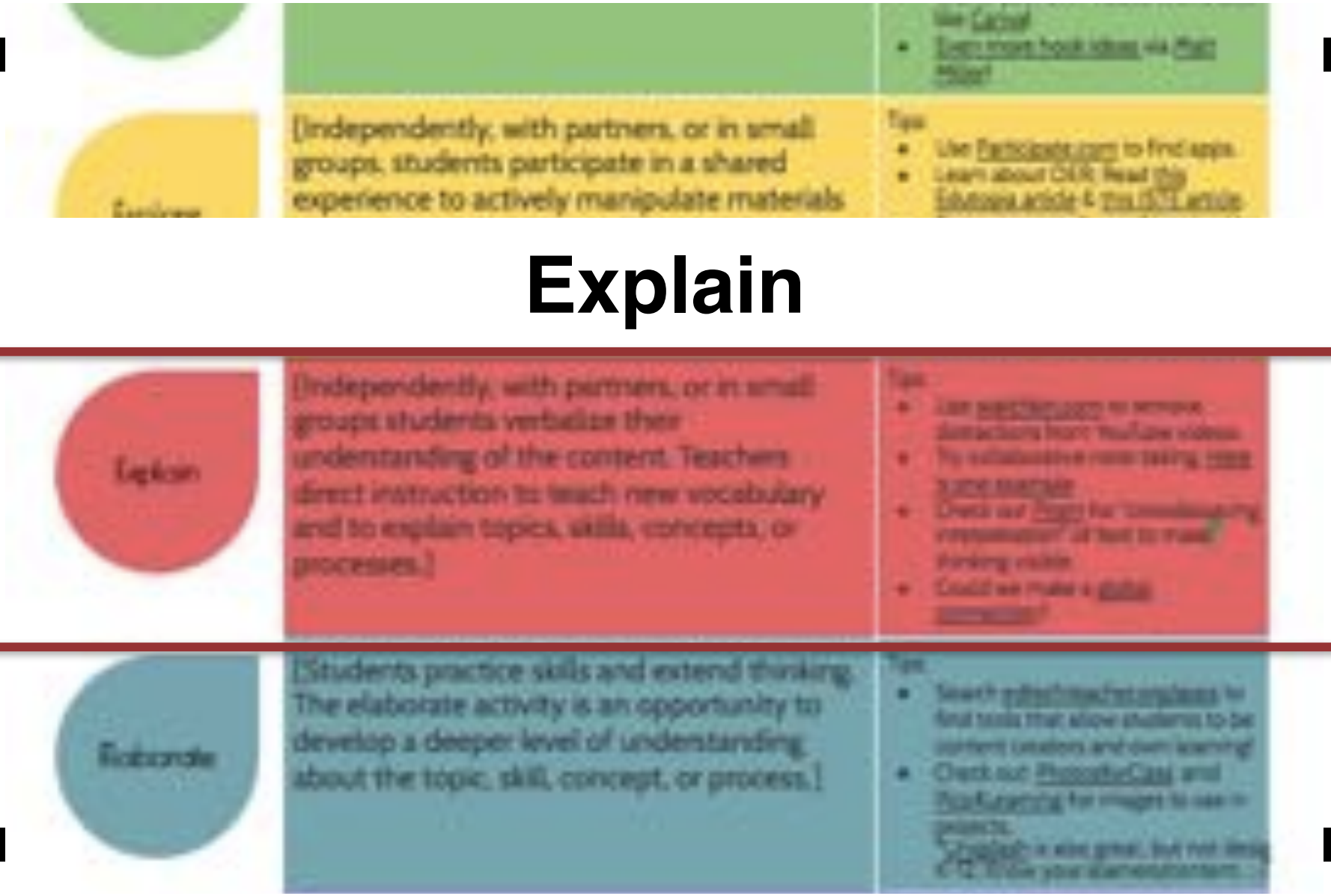
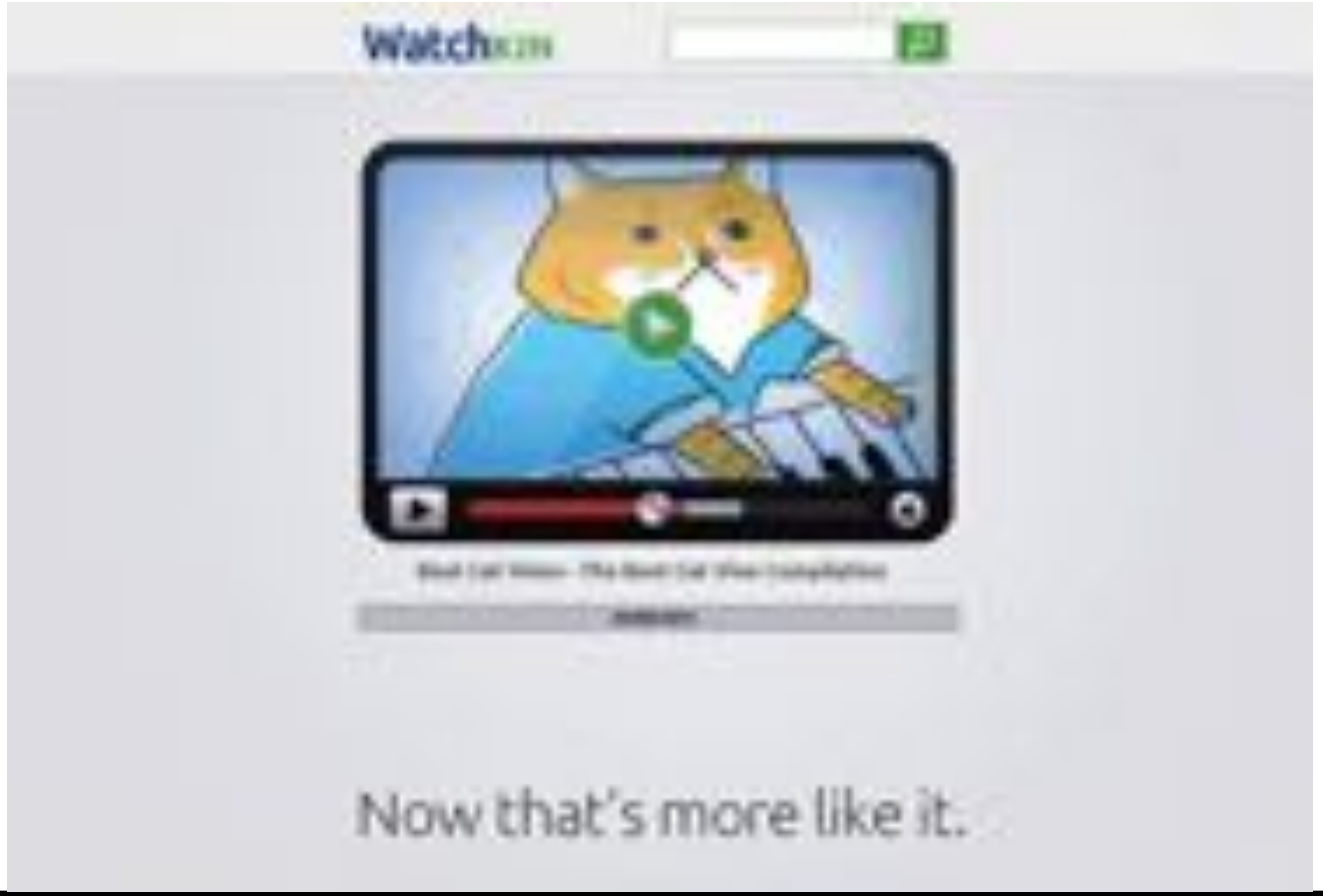




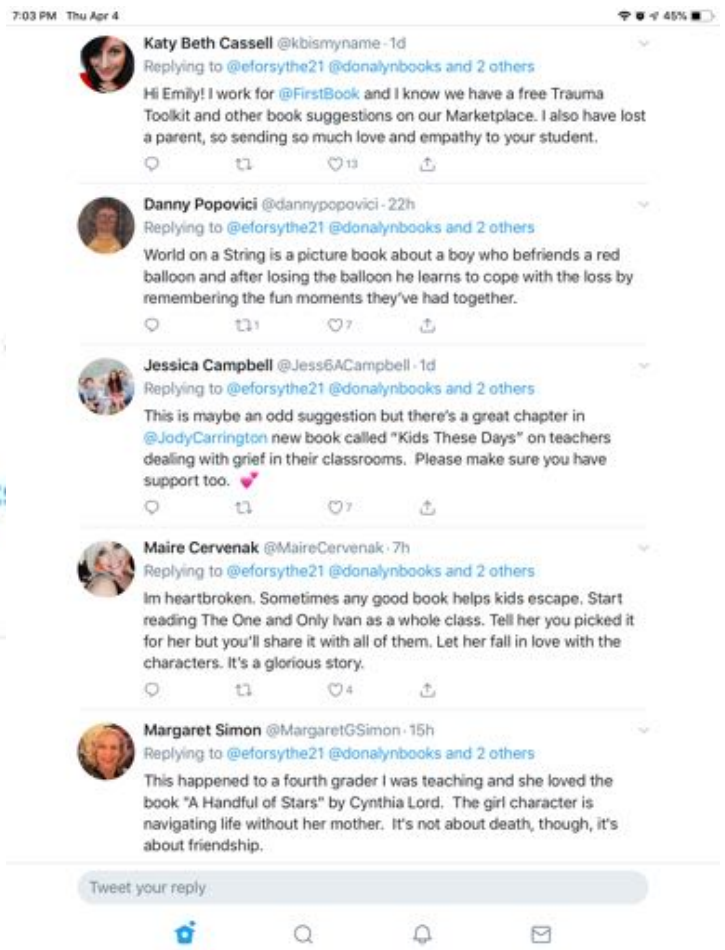
Explain

WatchKIN



Could we make a global connection?

Emily Forsythe @eforsythe21 · 1d
I have a 3rd grade student who just lost her mom to awful circumstances. Book suggestions for her or for me as a first year teacher trying to help her cope with it are appreciated. @donalynbooks @MrSchuReads @Jarrett_Lerner
108
33
117


7:03 PM Thu Apr 4
45%
Katy Beth Cassell @kbismyname · 1d
Replying to @eforsythe21 @donalynbooks and 2 others
Hi Emily! I work for @FirstBook and I know we have a free Trauma Toolkit and other book suggestions on our Marketplace. I also have lost a parent, so sending so much love and empathy to your student.
13
Danny Popovici @dannypopovici · 22h
Replying to @eforsythe21 @donalynbooks and 2 others
World on a String is a picture book about a boy who befriends a red balloon and after losing the balloon he learns to cope with the loss by remembering the fun moments they've had together.
1
7
Jessica Campbell @Jess6ACampbell · 1d
Replying to @eforsythe21 @donalynbooks and 2 others
This is maybe an odd suggestion but there's a great chapter in @JodyCarrington new book called "Kids These Days" on teachers dealing with grief in their classrooms. Please make sure you have support too.
7
Maire Cervenak @MaireCervenak · 7h
Replying to @eforsythe21 @donalynbooks and 2 others
Im heartbroken. Sometimes any good book helps kids escape. Start reading The One and Only Ivan as a whole class. Tell her you picked it for her but you'll share it with all of them. Let her fall in love with the characters. It's a glorious story.
4
Margaret Simon @MargaretGSimon · 15h
Replying to @eforsythe21 @donalynbooks and 2 others
This happened to a fourth grader I was teaching and she loved the book "A Handful of Stars" by Cynthia Lord. The girl character is navigating life without her mother. It's not about death, though, it's about friendship.
Tweet your reply

#engchat

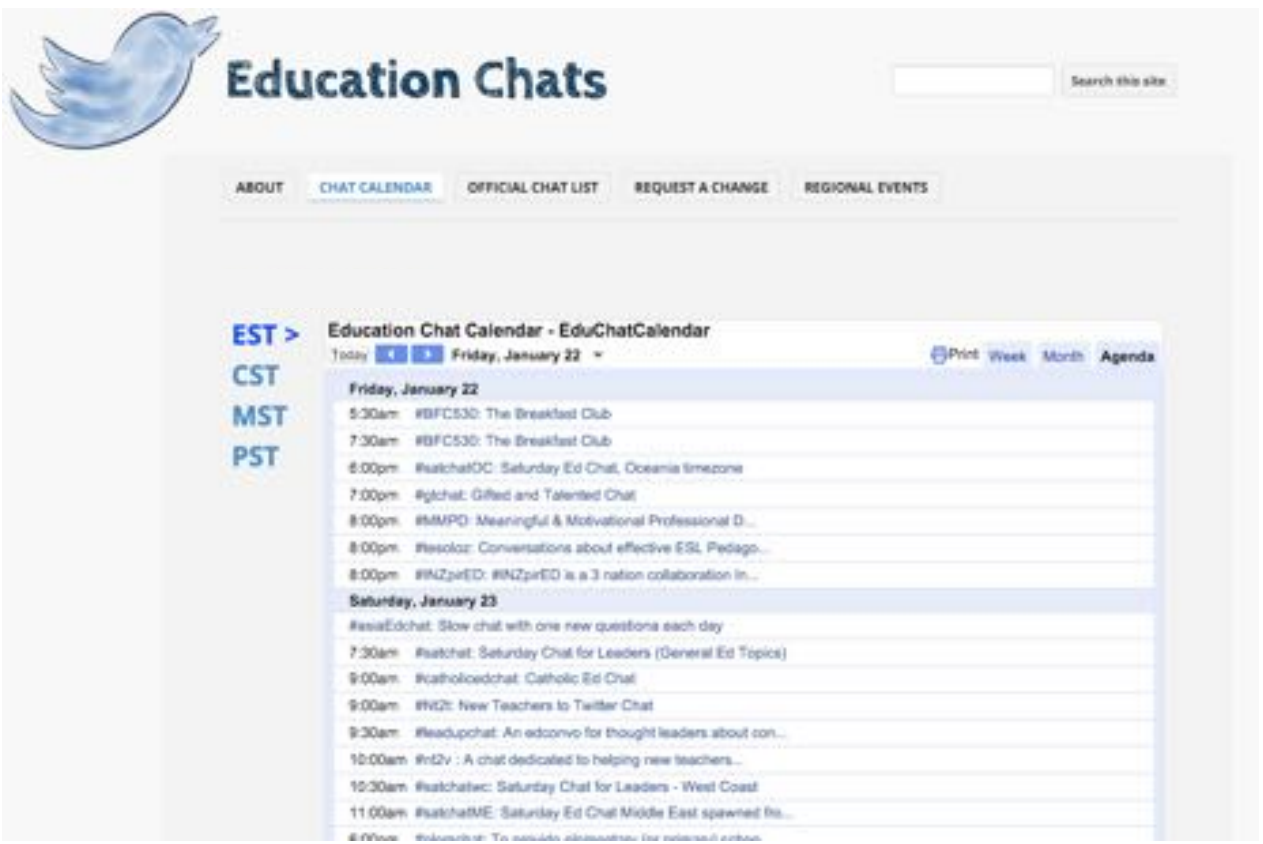
#education

#globaled

#edchat

#CatholicEdChat
#iteachmath
#edchat

twitter



tinyurl.com/edtwitterchats

Backchannel:
#5eTransform

Activity - Twitter Search

- Think of one topic or current event you would like to learn more about
- Go to twitter.com/search

Tip: use operators for advanced search.

- Search a hashtag like #GlobalEd
- Explore more education hashtags at tinyurl.com/hashtaged
- How could this apply to your work with students?

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Education Media Design & Technology
Master's Degree - Online
NO TEACHER LEFT BEHIND!
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Home
ePals Tour
Email
Connect
Projects
How To
Forums
Groups » ePals » About ePals » ePals Overview
Search
ePals Overview
ePals Tour: Overview | Classroom Match | SchoolMail™ | SchoolBlog™ | In2Books | News & Awards | Testimonials | School Districts
ePals, the Internet's leading global learning community.
Community, connections, solutions - ePals, the global platform for learning online.
ePals is a Global Community of collaborative learners, teachers, and academic experts in 200 countries and territories.
ePals provides Connections to students, classes, and school districts worldwide that are safe and secure.
ePals is the safe and protected solution for linking classes, schools, and school districts globally via ePals SchoolMail™, ePals SchoolBlog™, and Classroom Match.
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District Administrators
ePals provides you:
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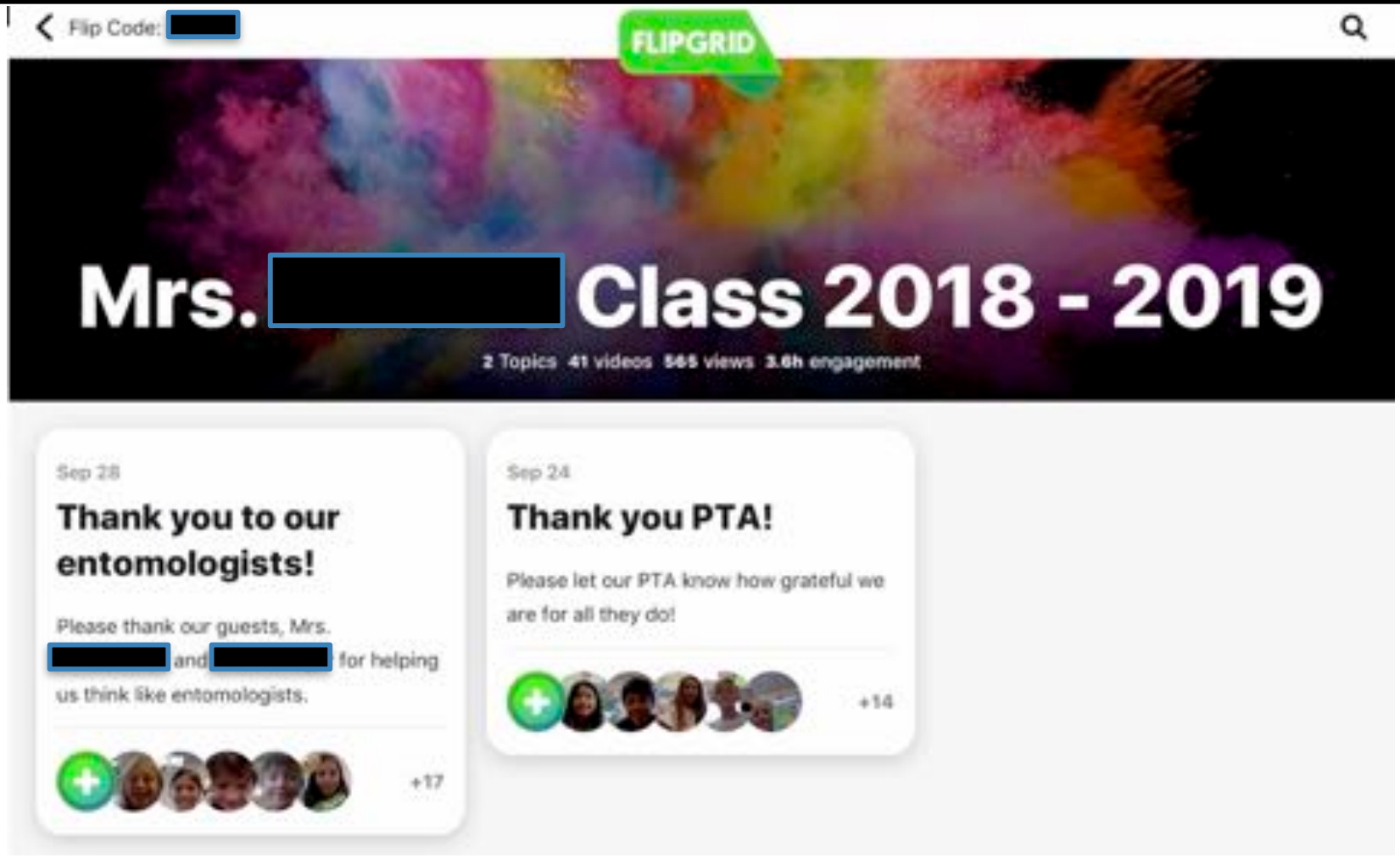

Flip Code: [redacted]
FLIPGRID
Mrs. [redacted] Class 2018 - 2019
2 Topics 41 videos 565 views 3.6h engagement
Sep 28
Thank you to our entomologists!
Please thank our guests, Mrs. [redacted] and [redacted] for helping us think like entomologists.
+17
Sep 24
Thank you PTA!
Please let our PTA know how grateful we are for all they do!
+14

Flip Code: [redacted]
Thank you to our entomologists!
Sep 28 22 Responses 329 views 2.1h engagement
Please thank our guests, Mrs. [redacted] and Mrs. [redacted] for helping us think like entomologists.
Moderated
0:13
Emma W
0:25
Anna C
1:03
Bodhi O

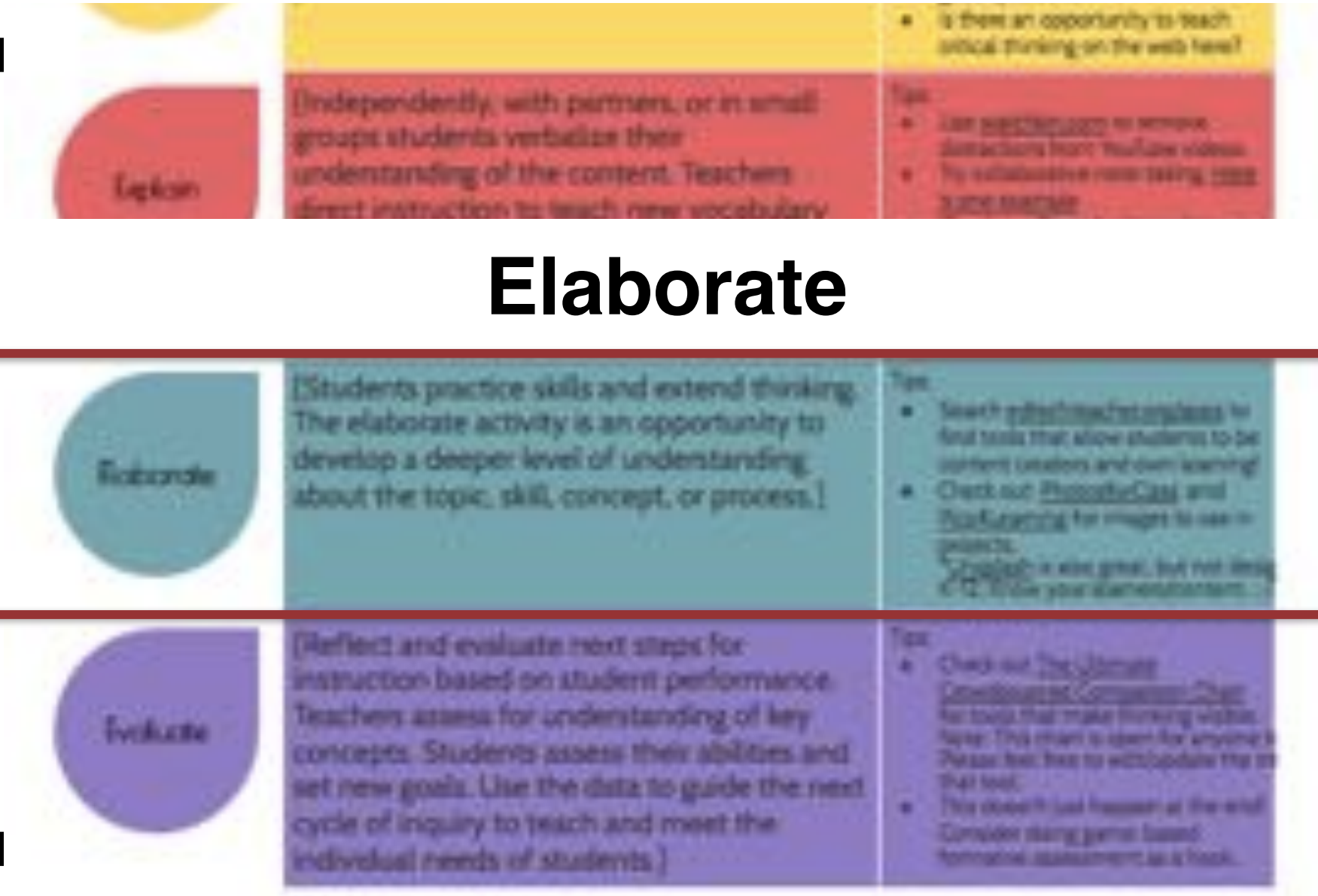
Flip Code: 4545
0:10
Bodhi O
Oct 1, 2018 02:05p 4 views

5 E's Meets the Transformational Six

Topic, Skill, Concept, or Process:

Recommendation: Watch Alan November's TED Talk and/or read this article on the Transformational Six to prepare for planning. If you will be using this as a Hyperdoc replace the "tips" with graphics before you share with learners. Sample here.

Engage	[Whole group activity to activate schema and engage students in the focus of the topic, skill, concept, or process to learn.]	Tips • Do something unexpected! Check out the hook in this lesson! • Use media - Cavendish.com, GIFs and/or other types of visual/audio. • Create your own visuals with a tool like Canva! • Even more hook ideas via Alan Hiser!
Explore	[Independently, with partners, or in small groups, students participate in a shared experience to actively manipulate materials and explore new topics, skills, concepts, or processes.]	Tips • Use Participate.com to find apps. • Learn about OER. Read this Edutopia article & this ISTE article. • Encourage new lines of inquiry. Use this Questioning Toolkit to develop good questions. • Is there an opportunity to teach critical thinking on the web here?
Explain	[Independently, with partners, or in small groups students verbalize their understanding of the content. Teachers direct instruction to teach new vocabulary and to explain topics, skills, concepts, or processes.]	Tips • Use watchtv.com to remove distractions from YouTube videos. • Try collaborative note taking, more [illegible] example. • Check out Flipgrid for "[illegible] explanation" of text to make thinking visible. • Could we make a digital [illegible]?
Elaborate	[Students practice skills and extend thinking. The elaborate activity is an opportunity to develop a deeper level of understanding about the topic, skill, concept, or process.]	Tips • Search edtechteacher.org/apps for find tools that allow students to be content creators and own learning! • Check out PhotoPeach and RonReporting for images to use in projects. • [illegible] is also great, but not [illegible] to be your element/content.
Evaluate	[Reflect and evaluate next steps for instruction based on student performance. Teachers assess for understanding of key concepts. Students assess their abilities and set new goals. Use the data to guide the next cycle of inquiry to teach and meet the individual needs of students.]	Tips • Check out The Ultimate Classroom Comparison Chart for tools that make thinking visible. Note: This chart is open for anyone to [illegible]. Please feel free to add/update the [illegible] that exist. • This doesn't just happen at the end! Consider doing game based formative assessment as a hook.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• Check out PhotoPeach and PicMonkey for images to use in projects.
Thinglink is also great, but not free if 12 to the your elementary class
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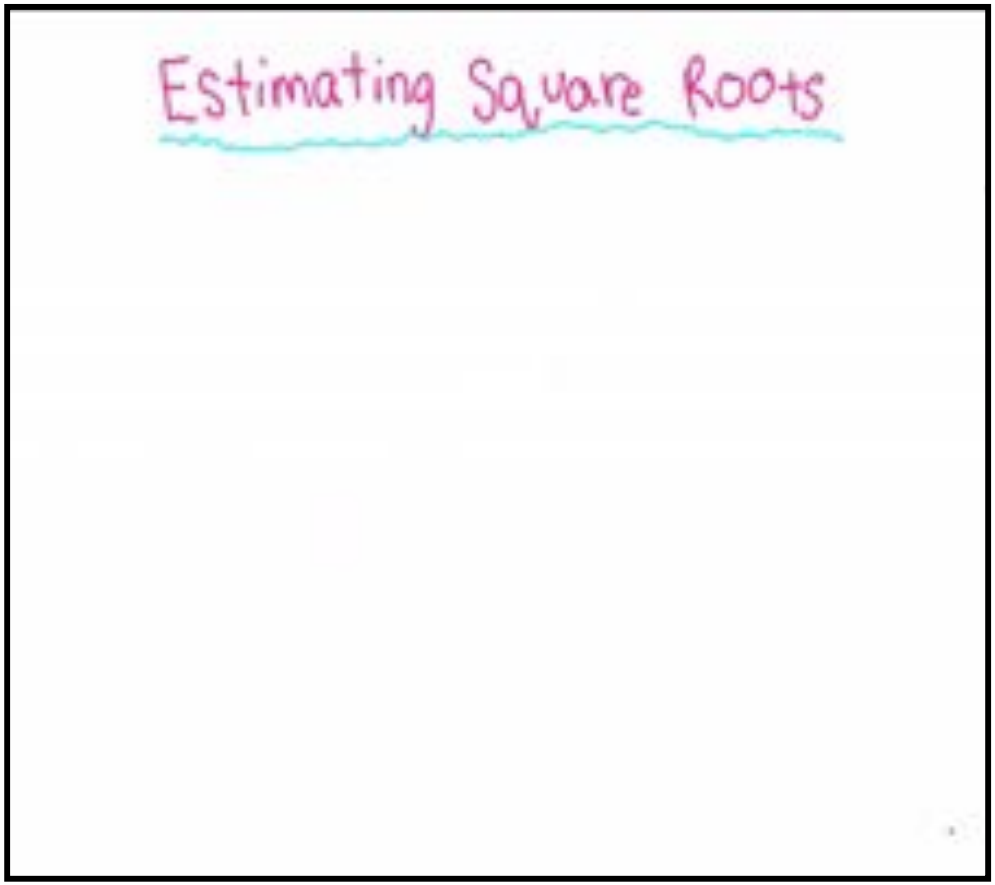
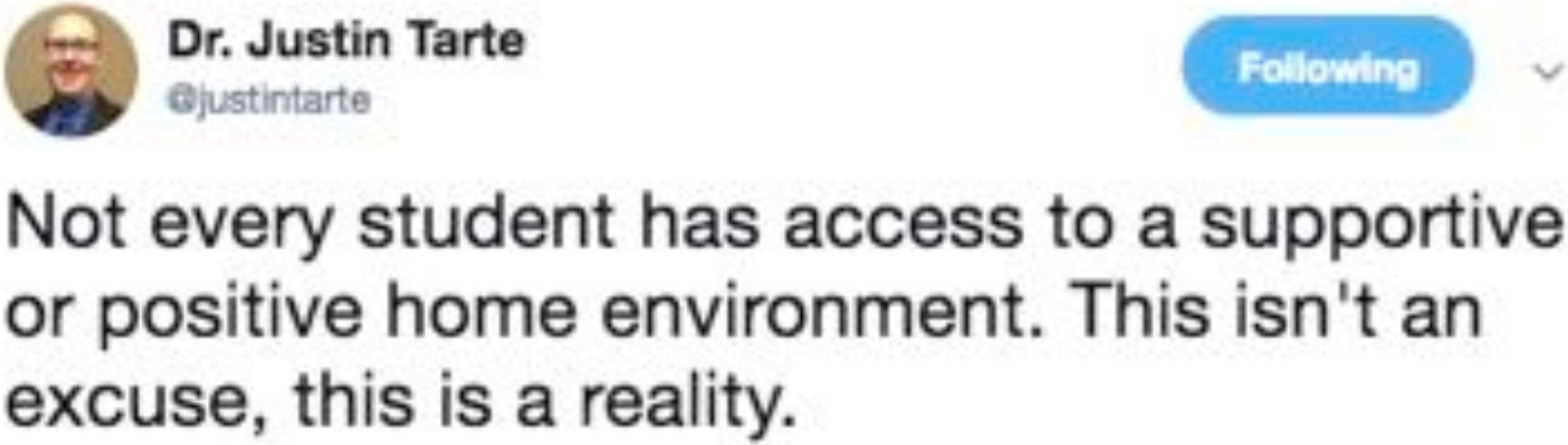
Elaborate

mathtrain.tv



Make your kids explainers of <u>EVERYTHING</u>!

Helps with one of the homework problems:



Homework Reality: A point of friction.

Do your students' **families know how to explain** it like you do?

Do parents ever report **stress and family fighting** over HW?

Are your **students prepared to explain** it like you do?

At home, do your students have **access to someone** who can help?

Are there fluent English speakers at home? Could they **help a struggling reader**?

Do you ever suspect cheating or **too much adult assistance**?

WHEN I GROW UP
I WANNA BE A
YouTuber

WHEN I GROW UP
I WANNA BE A
YouTuber

Make a donation to Wikipedia and give the gift of knowledge!
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article
discussion
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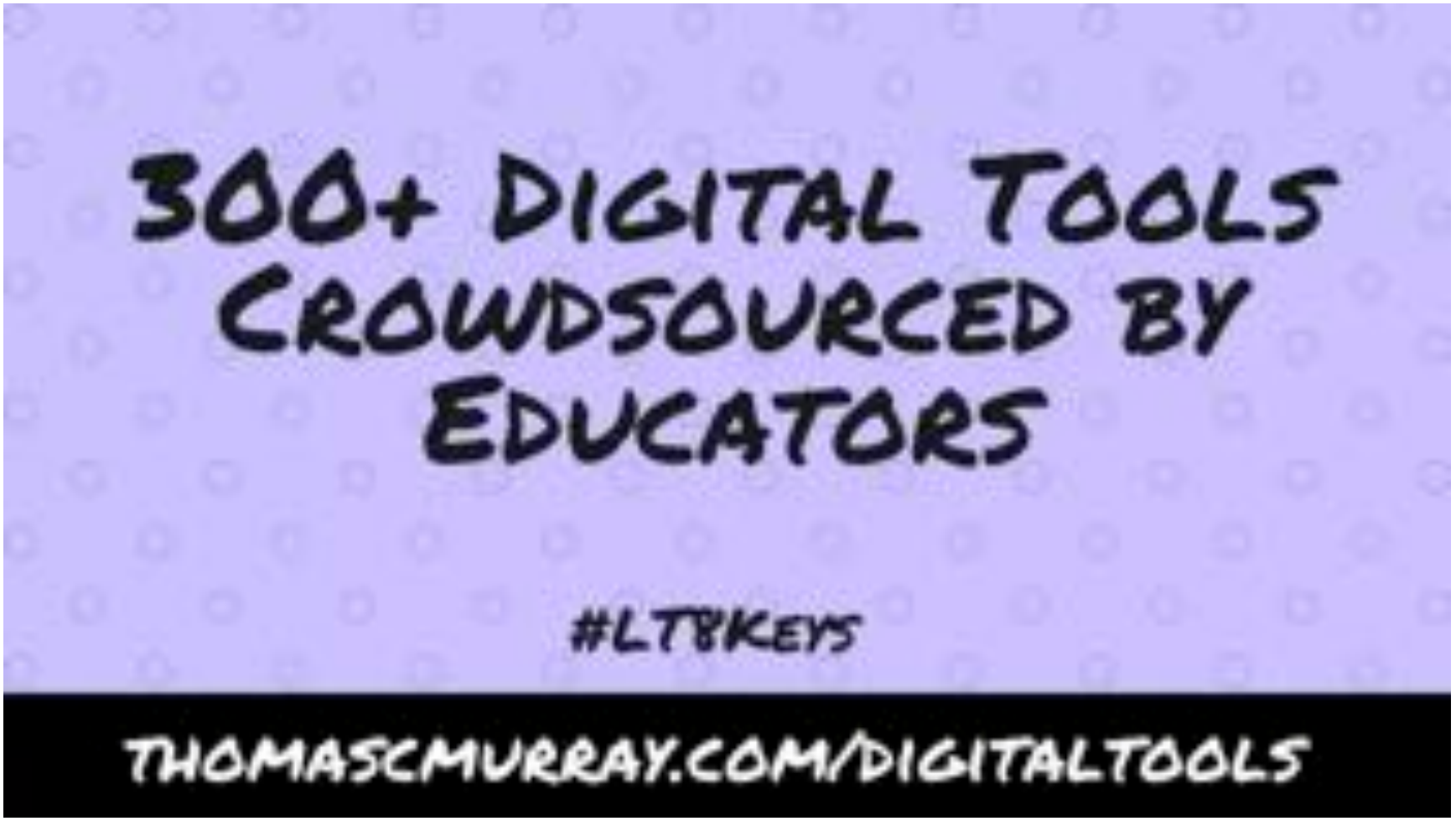
history
WIKIPEDIA
The Free Encyclopedia
navigation
Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
Pitot House
From Wikipedia, the free encyclopedia
Coordinates: 29°58′N 90°05′W
The Pitot House is a historic landmark in New Orleans, and is listed on the National Register of Historic Places.
The Pitot House is an 18th century Creole Colonial Plantation located at 1440 Moss Street in New Orleans, Louisiana. The Pitot House is currently owned by the Louisiana Landmark Society and the society uses that house as its head quarters. The house is located on Bayou St. John. The house was moved several blocks from its original location to the current site in order to prevent its destruction.
Contents [hide]
1 History
2 House
3 Garden
4 External links
The James Pitot House
History
[edit]
The Pitot House was built in 1799 by Don Bartolome Bosque and was never a fully-functional plantation home, but rather a country retreat. The house is named after James Pitot, the owner of the house from 1810 to 1819 and the first American Mayor of New Orleans. Inside are American antiques from the early 1800s, but the antiques are not original to the home. One portrait, of Sophie Gabrielle, is the only artifact actually owned by a past resident. Other notable owners of the house include Mme. Rillieux, the great-grandmother of Edgar Degas; Felix Ducayet; and Mother Frances Cabrini, the first American saint.


300+ DIGITAL TOOLS
CROWDSOURCED BY
EDUCATORS
#LTBKEYS
THOMASCMURRAY.COM/DIGITALTOOLS

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Recommendation: Watch Alan November's TED Talk and/or read this article on the Transformational Six to prepare for planning. If you will be using this as a Hyperdoc replace the "tips" with graphics before you share with learners. Sample here.

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Explain	[Independently, with partners, or in small groups students verbalize their understanding of the content. Teachers direct instruction to teach new vocabulary and to explain topics, skills, concepts, or processes.]	Tips • Use easethe.com to remove distractions from YouTube videos. • Try collaborative note taking, more [illegible] some example. • Check out Flipgrid for "crowdsourcing explanations" of text to make thinking visible. • Could we make a digital connection?
Elaborate	[Students practice skills and extend thinking. The elaborate activity is an opportunity to develop a deeper level of understanding about the topic, skill, concept, or process.]	Tips • Search edtechteacher.org/apps for find tools that allow students to be content creators and own learning! • Check out PhotoPeach and RonReporting for images to use in projects. • Padlet is also great, but not [illegible] it to [illegible] your students/others.
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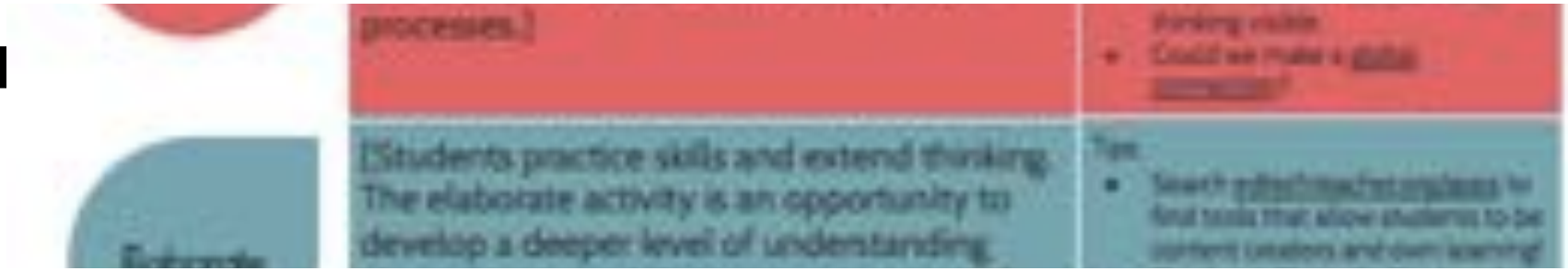
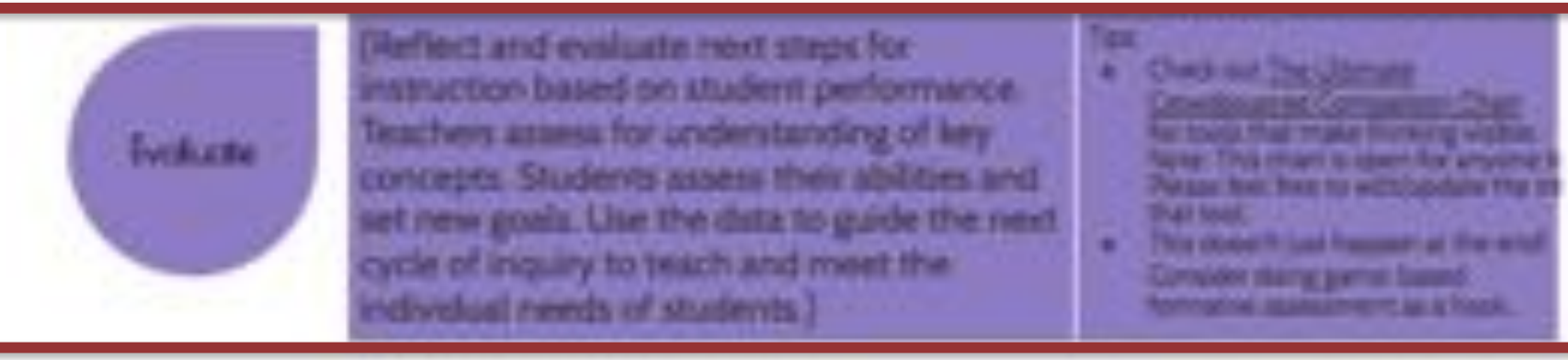

processes.]
[Students practice skills and extend thinking. The elaborate activity is an opportunity to develop a deeper level of understanding.

Evaluate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	A	B	C	D	E	F	G
1	Additional Resources at lainierowell.com	Welcome! Please help with some of the tools that need review in this matrix (scroll down). Don't forget to include yourself in the "Contributor" column. Thanks!					
2		Unique Features	Question & Response Options	Analyzing Results / Reporting	Collaboration	Required Access	Contributor(s)
3	Plickers	Learners use Plicker cards instead of devices; Ideal for 1-device classroom	Multiple Choice; True/False	Charts; data export and individual question reports	Sharing quiz questions is not available	One Teacher iPad or Android w/ app installed	@lainierowell
4	Padlet	Sticky notes for random topics	Ask question and students respond via "stickynotes"	Collect and read on own	All students can write notes Can require names or anonymously	Teacher & learner devices with a browser	@zonie71 Krista Harmsworth
5	FlipGrid	Video discussion platform	In addition to video response, students can add a title and linked file to videos to verbalize their thinking	Qualitative data; Videos can be downloaded and shared in portfolios	Moderation available to create "walled garden" discussions	Teacher & learner devices w/ an app or browser	@lainierowell
6	vensoapp.com	Students can't see other responses until they post their own. Peer to peer anonymity (Teachers see names etc.) Teacher can group students based on their ideas.	Text and links as responses. Data attached to process as well as perspective. Students "Like" valuable ideas.	Students get data (by class, by activity and over time)about their capacity to collaborate and think critically. Teacher gets student data on perspecties and engagement (quantity and peer assessed quality)	community library of activities. Teachers can share activities and view decisional data re student engagement	any device or operating system. Cross platform. Synchs with Google. Web based app. Students can use browser version if required	Phil Stubbs @flipythinking
7	EDpuzzle	Online videos with interactive learning experiences	Multiple Choice; True/False; Short Answer	View class results and drill down to individual results	Community; find & customize lessons	Teacher & learner devices with a browser; Voice recording not available on some mobile devices	@lainierowell
8	Formative	Drawings/typed responses display as-it-happens; transform pre-existing	Drawing (Show your work), Typed Response, Multiple	Three views: live spreadsheet, one question at a time and summary	Teachers share assignments	Teacher & learner devices w/ an app or browser	@goformative

Deep Dive

Shoelace Activity

HEALTH
INSPIRED

How do we know if teaching and learning is innovative?

Review/Check for Understanding

Scenario 1

Backchannel:
#5eTransform

Transformational Six by Alan November

1. Did the assignment build capacity for critical thinking on the web?
2. Did the assignment develop new lines of inquiry?
3. Are there opportunities for students to make their thinking visible?
4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?
5. Is there an opportunity for students to create a contribution (purposeful work)?
6. Do students own their learning?

Transformational?
A. Yes
B. No
C. Not Sure

Scenario 2

Backchannel:
#5eTransform

Transformational Six by Alan November

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5. Is there an opportunity for students to create a contribution (purposeful work)?
6. Do students own their learning?

Transformational?
A. Yes
B. No
C. Not Sure

Scenario 3

Backchannel:
#5eTransform

Transformational Six by Alan November

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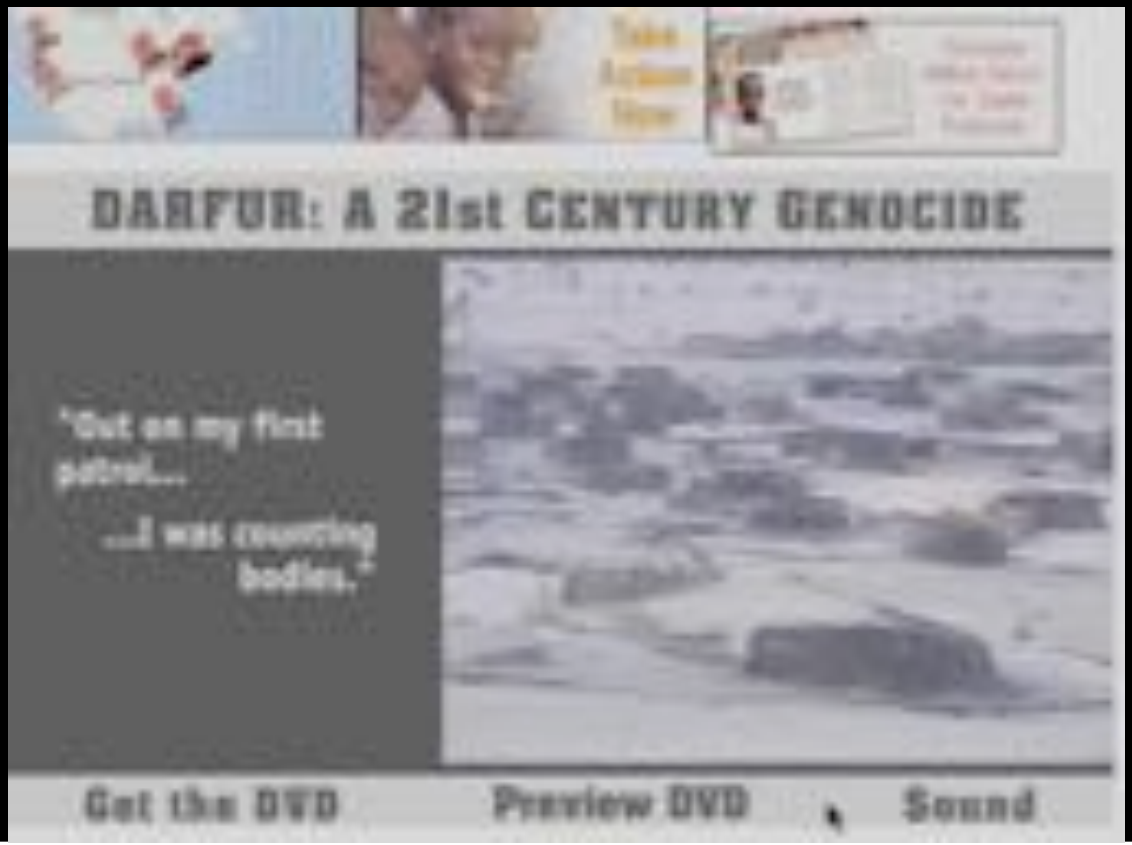
5. Is there an opportunity for students to create a contribution (purposeful work)?
6. Do students own their learning?

Transformational?
A. Yes
B. No
C. Not Sure

Scenario 4


DARFUR: A 21st CENTURY GENOCIDE
"Out on my first patrol...
...I was counting bodies."
Get the DVD
Preview DVD
Sound

Backchannel:
#5eTransform

Transformational Six by Alan November

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3. Are there opportunities for students to make their thinking visible?
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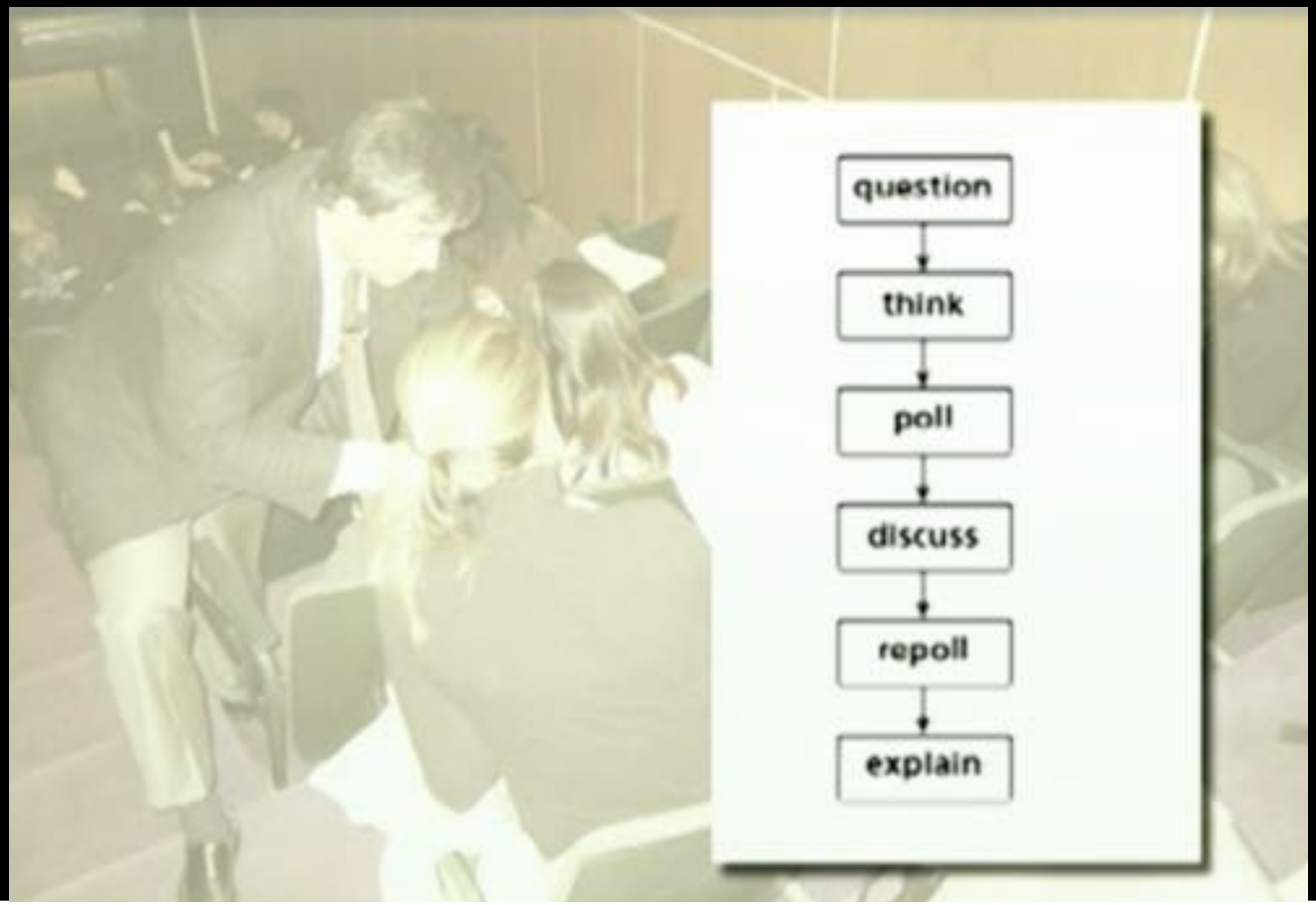
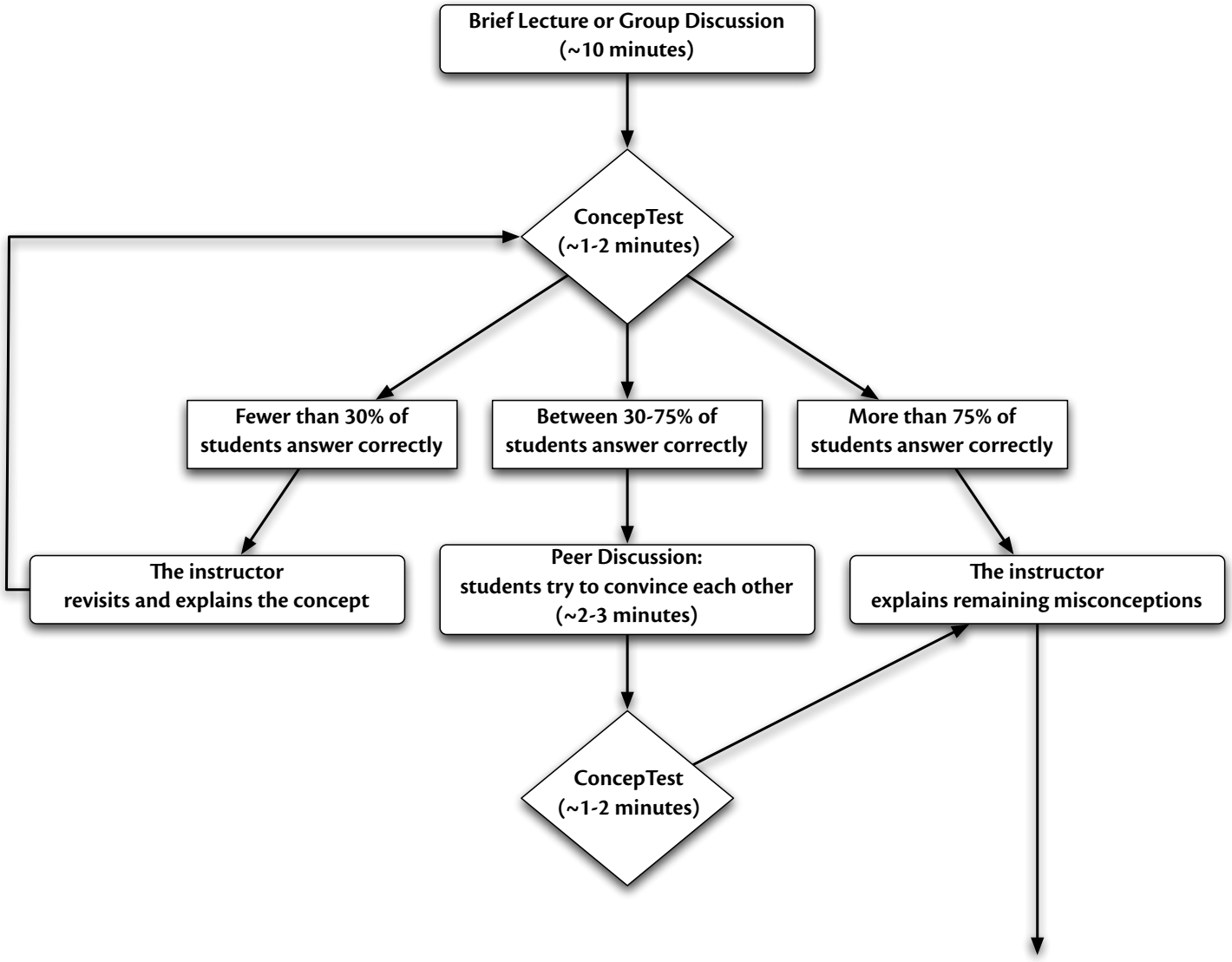
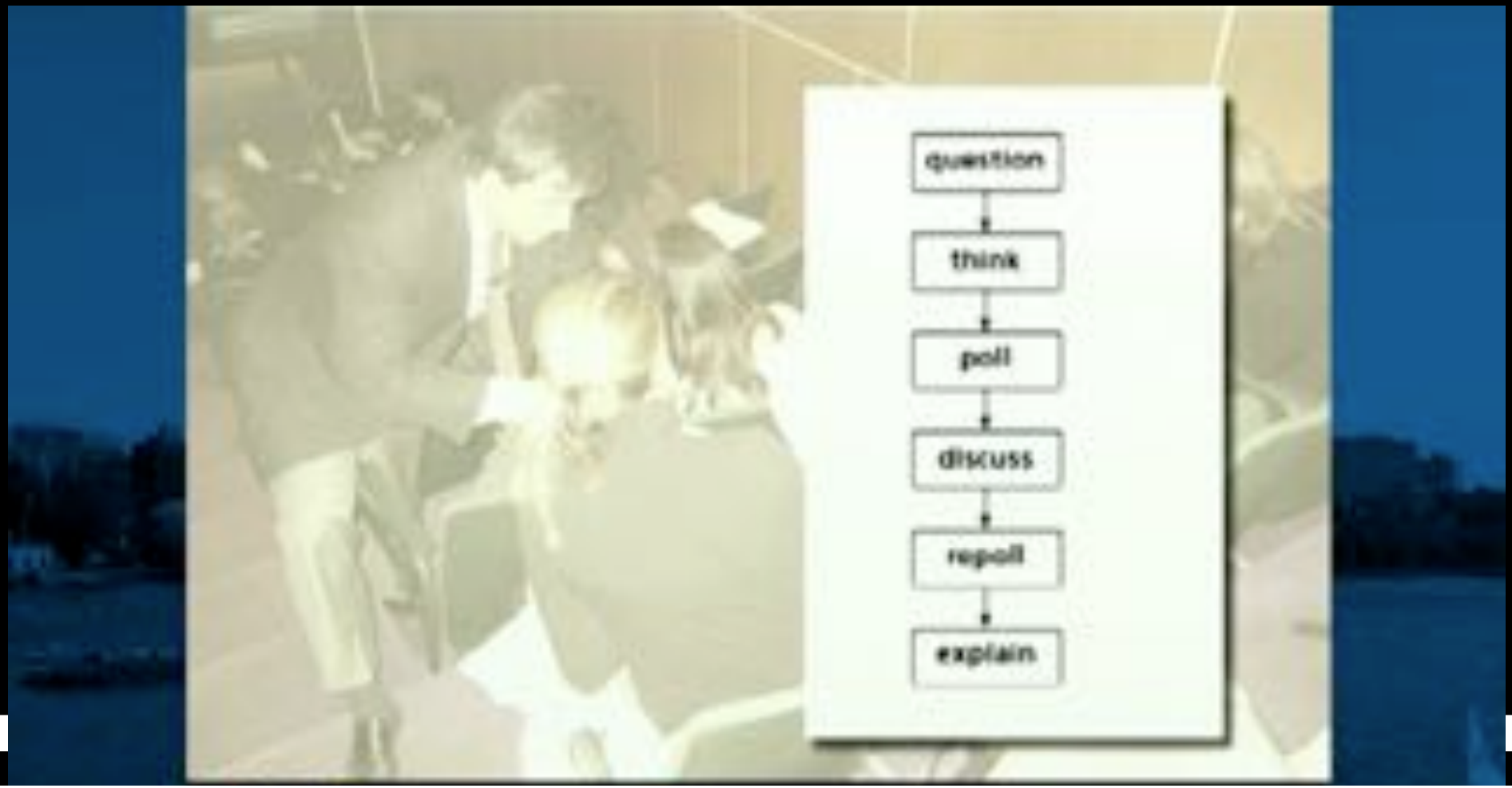
Mazur- Peer Instruction





Mazur, E. *Peer Instruction - A User's Manual*. Prentice Hall (1997)

Mazur- Peer Instruction

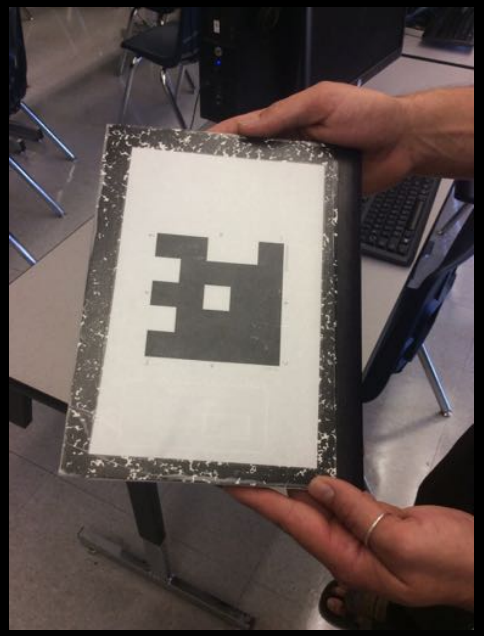


“

The fellow-pupil can help more than the master because he knows less. The difficulty we want him to explain is one he has recently met. The expert met it so long ago he has forgotten.

~C. S. Lewis

Single-Device Classroom



plickers.com

Peer-to-peer explanations:

When students explain what they've learned to peers, fading memories are reactivated, strengthened, and consolidated. This strategy not only increases retention but also encourages active learning (Sekeres et al., 2016).

Identifying a Problem of Practice

- Does the problem focus on the **instructional core**?
- Is it **observable**?
- Is it within the school or district's **control** and can be **improved in real time**?
- If acted on, will the problem make a **significant difference for student learning**?

menti.com

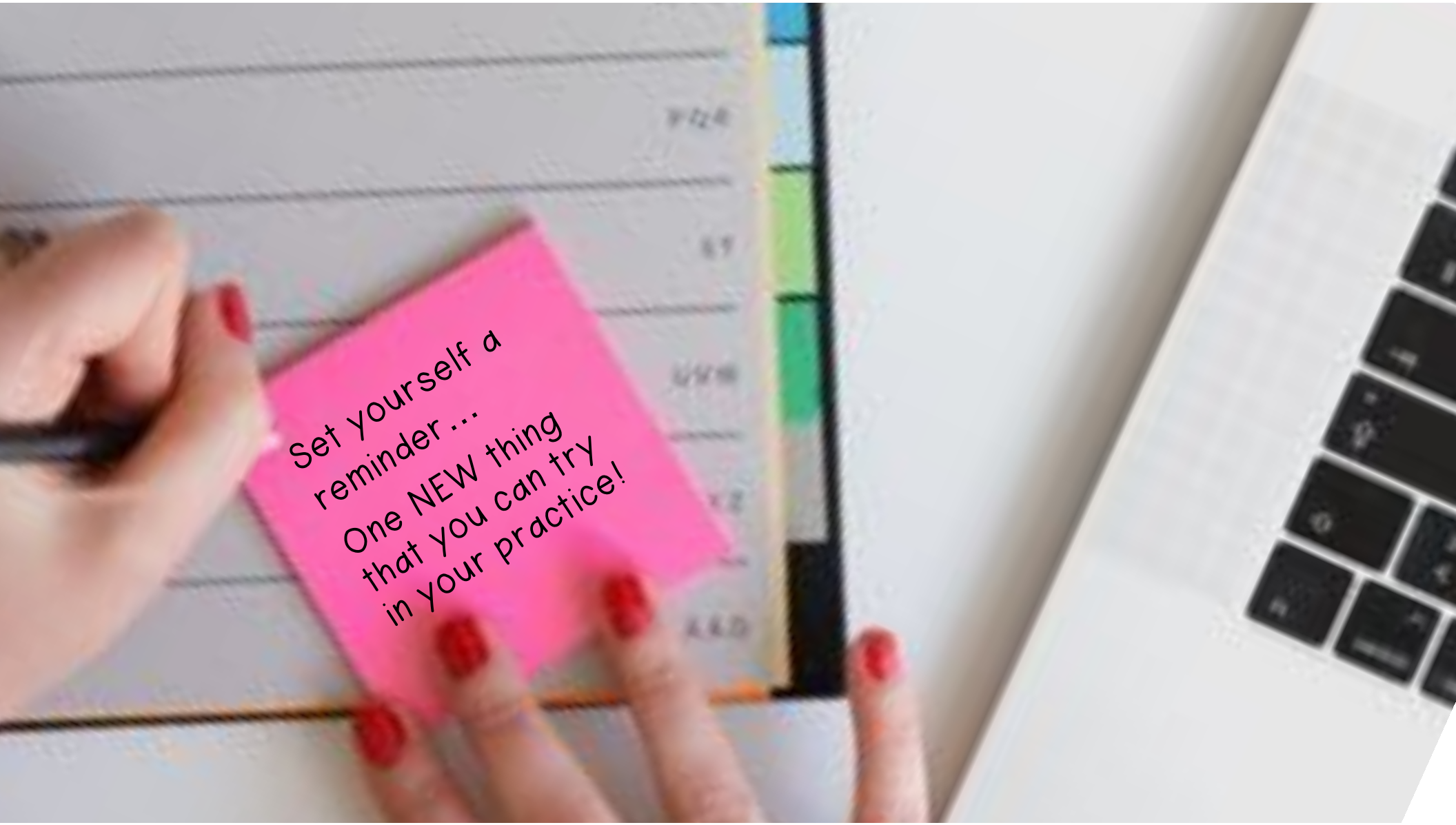
Sample:

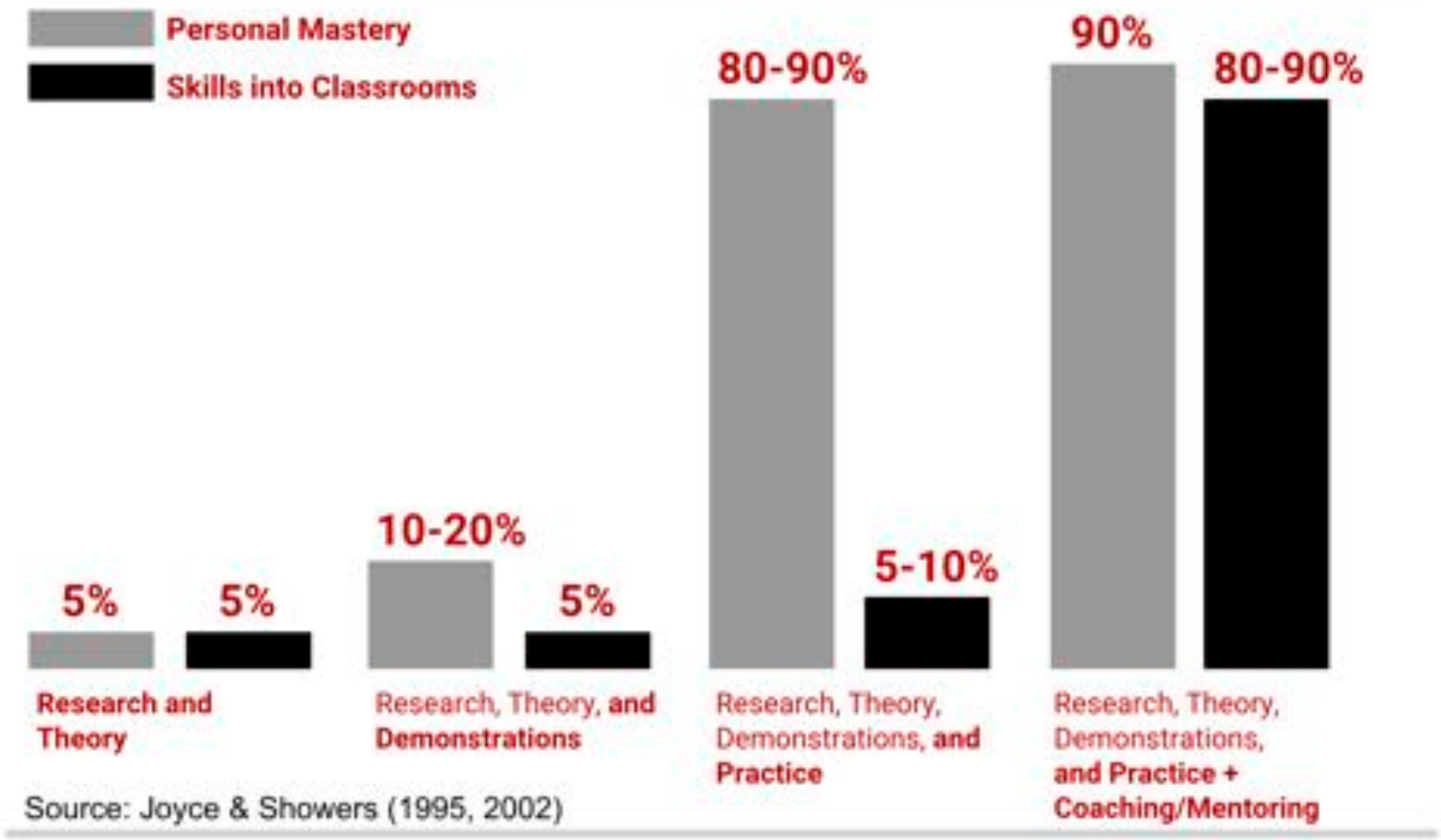
- Goal: 90% of my students will be able to identify and describe the main ideas of a text.
- Problem of Practice: Many of our students tune out when we study primary historical documents. What can we do to enhance levels of engagement?

Think of your favorite lesson or a lesson that is a struggle for learners.

The goal is to innovate at least one thing. (e.g. How could you innovate your “engage”?)

Let’s design! - bit.ly/5etransform


Set yourself a
reminder ...
One NEW thing
that you can try
in your practice!


Personal Mastery
Skills into Classrooms
5%
5%
10-20%
5%
80-90%
5-10%
90%
80-90%
Research and Theory
Research, Theory, and Demonstrations
Research, Theory, Demonstrations, and Practice
Research, Theory, Demonstrations, and Practice + Coaching/Mentoring
Source: Joyce & Showers (1995, 2002)

bit.ly/5etransform

Q & A

Lainie Rowell
lainierowell.com
@lainierowell