BETTER, FASTER, STRONGER

LESSON PLANNING FOR TODAY’S LEARNER

https://goo.gl/jHrYwz
- Characteristics of a Traditional Lesson
- Pedagogical Frameworks: An Overview
- What Does Today’s Learner Look Like?
- Reflecting on Today’s PD
- TPACK - What is it and why does it matter?
- Connecting TPACK with Today’s Learning
- Pulling it all Together

WHAT’S IN STORE

Traditional Lessons
Pedagogical Frameworks
Today’s Learners
Reflection
Connecting Pedagogy and Learning
COMPONENTS OF A LESSON PLAN

Required Materials
Lesson Objectives
- Standards Correlated
- Other Goals?
Steps in the Lesson
- Introduction
- Guided Practice
- Individual Learning
- Closure
Demonstration of Learning
- Single product
- Multiple products
- Individualized products
Next Steps
- Moving on
- Continue to build mastery
OTHERS?
PROS AND CONS OF THE TRADITIONAL LESSON

- Helps to keep the lesson organized
- Control over content and materials
- Materials and resources are straightforward
- Assessments are easily aligned to content
- Learning is tied to easy-to-identify standards

- Can be difficult to adjust
- Over-focus on content can limit engagement
- Can be challenging to incorporate higher level options
- Teacher is responsible for all content and material creation
Pedagogical Frameworks

### DALE’S CONE OF EXPERIENCE
- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others

### BLOOM’S TAXONOMY
- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

### THE 4C’S
- Collaboration
- Communication
- Creativity (Innovation)
- Critical Thinking

### WEBB’S DEPTH OF KNOWLEDGE
- Level One
  - The ability to recall facts.
- Level Two
  - Conceptual knowledge, or the ability to put facts in context.
- Level Three
  - Employing strategic thinking through the use of reasoning or decision making.
- Level Four
  - Using extended thinking to synthesize information or apply it to real-world applications.
MORE FRAMEWORKS!

**SAMR**

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable
- **Modification**: Tech allows for significant task redesign
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement
- **Substitution**: Tech acts as a direct tool substitute, with no functional change

**P21 Framework**

- **Learning and Innovation Skills**: 4Cs, Critical Thinking, Communication, Collaboration, Creativity
- **Key Subjects**: 3Rs and 21st Century Themes
- **Life and Career Skills**: Standards and Assessments, Curriculum and Instruction, Professional Development, Learning Environments, Information, Media, and Technology Skills
EMBRACING MESSY LEARNING

Higher level thinking leads to deeper learning.

But do all students develop higher level thinking skills at the same time and in the same way? Do any?

IT’S MESSY!

Does the traditional lesson plan address this “messiness” of learning?
Rather than being the focus of lessons, technology should be a tool used to achieve the learning goals through allowing for student voice and choice, faster and more efficient data collection and analysis, and more opportunities for students to delve into the content.

Personalized learning does not take the teacher out of the equation, but rather strengthens the teacher-student connection due to the deep understandings the teacher must have about each student.

The pros of traditional lessons translate well into lessons for modern learners. The cons can be addressed through thoughtful design.
THE MODERN LEARNER

For Better or for Worse...

ANATOMY OF THE Modern Learner

Modern learners absorb and engage with information differently than they used to. What's changed?

- **Processes data faster**
  - Modern learners know what they want and make split-second decisions regarding the information in front of them.
  - 45% of page views last less than four seconds.

- **Highly visual**
  - Average users only read 28% of the words on a web page.
  - Web page viewers can jump up 45% when content contains photos and video.

- **Shrinking attention span**
  - The average transient attention span dropped by 33% between 2000 and 2013—from 12 seconds to 8 seconds.

- **Easily distracted**
  - 87% of teachers who said modern technologies were creating an “easily distracted generation with short attention spans.”
  - 30-40 times per hour the average office worker checks his email inbox.

- **Loses frequent rewards**
  - For people who grew up playing video games—Ske W, Y, and Z—sustained attention requires intermittent rewards, in the same way a video gamer is rewarded with badges, level ups, and so on.

- **Seeking instant gratification**
  - 32% of consumers will start abandoning slow sites between one and five seconds.
  - A one-second delay in web page load time can result in 11% fewer page views.

What does it all mean? It means training – if it hopes to make an impact – must flex and adapt to modern learners’ needs. Find out how you can engage the modern learner. Contact Garry O’Grady at gogrady@bullcitylearning.com.
MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

OVERWHELED...

- 41% of time workers spend on things that offer little personal satisfaction and do not help them get work done.
- 2/3 of knowledge workers actually complain that they don't have time to do their jobs.
- 5 workers now get interrupted as frequently as every 5 minutes by their work applications and collaboration tools.

DISTRIBUTED...

- 5 times every hour knowledge workers are distracted with millions of websites, apps, and videos.
- 4 minutes is how long workers unlock their smartphones.

IMPAETIENT...

- 27 people watch 8.3 hours of video online each day.
- 5 early days of the internet.
- 1% of a typical workweek is all that employees have to focus on training and development.

UNTETHERED

- Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach those people consistently and even harder to develop them efficiently.

- 37% of the global workforce is expected to be mobile by the end of 2015.
- 30% of full-time employees do most of their work somewhere other than the employee's location.
- 20% of workforce comprised of temps, contractors, and freelancers.

ON-DEMAND

Employers are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

- To learn what they need for their jobs, employees access online search engines 70% of the time.
- People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems.

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

- ~80% of workforce learning happens via on-the-job interactions with peers, teammates, and managers.
- At Google, 55% of training courses are delivered by an ecosystem of 2,000+ peer learners.

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

- 2 1/2 to 5 Hall-life (in years) of many professional skills.
- 38% of workers say they have opportunities for learning and growth at their workplace.
- 62% of IT professionals who report having paid for training out of their own pockets.
“The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.”
Socrates?
Plato?
Cicero?
-Some guy named Ken from England?
IS THIS JUST STUDENTS?

Shorter Attention Spans
Easily Distracted
Attention is spread across devices
Highly Visual
Faster at Processing Data
Seeks Instant Gratification
Expects Frequent Rewards
PD REFLECTION TIME!

Small groups: Share a PD experience that stands out in your mind - good or bad

- What made the PD good or bad?
- Why does it stand out in your mind?
- What elements of the PD supported personalized learning?

Now think about good PD. Using the Collaborative Google Doc, add words that describes elements of positive and negative PD experiences.
“Every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching.”
- tpack.org
Better
Faster
Stronger
Guiding Question: How can lessons engage the students in your class in a more personalized fashion?

This question focuses on the Pedagogical Knowledge aspect of TPACK.

BRAINSTORMING!

What strategies can you think of help engage students and/or personalize their learning experience?
WHAT DOES THIS MEAN?

To create a more personalized learning environment...

- Offer students choice in products that show their knowledge
- Allow students to have a voice in content and/or process
- Create opportunities for students to learn content in an order that makes sense to them
- Provide structure that allows students to learn at different paces
Guiding Question: How can you use technology to create a more responsive learning environment?

This question focuses on the Technological Knowledge aspect of TPACK.

BRAINSTORMING!

What tools do you have in your district and classroom that allow you to respond to your students quickly and effectively?
WHAT DOES THIS MEAN?

Technology tools can be used to…

- Quickly grade formative assessments
  - Google Forms’ quiz function
  - LMS materials
  - Google Sheets add-ons
- Gather student input
  - Online discussion boards
  - Online exit tickets
  - Polls
- Collect and analyze data more meaningfully
  - What are the next steps?
DEEPENING KNOWLEDGE

Guiding Question: What strategies, activities, or products can be implemented within lessons to allow students opportunities to demonstrate mastery?

This question focuses on the Content Knowledge aspect of TPACK.

BRAINSTORMING!

What resources do you have in your district and classroom that allow you to differentiate content for your students?
WHAT DOES THIS MEAN?

Students have more opportunity to achieve mastery when…

- Opportunities to demonstrate mastery are varied and present throughout the lesson and/or unit
  - Choice in products for activities and assessments
- Higher level questioning is a central part of discussion
  - ORIO Method of Questioning
- The structure of the lesson/unit allows for flexibility in path and pace
Technology, pedagogy, and content are woven throughout TPACK

- Each part has its own role, but to create a truly personalized learning environment, all three parts must work together

The key is to make sure each aspect of TPACK is addressed with equal consideration
Example: Individualizing a 7th grade unit on Ancient Rome

Lesson Plan

Unit Materials - Unit adapted from Engin-Uity RATS Pack resources
TYING TO TPACK

Students have constant access to learning targets

Discussion board serves as organizer and check-in system

Activities tied to Bloom's for higher level thinking

Checkpoints serve as formative assessments

Students work at their own pace

Students reflect upon understanding of the standards

Students choose activities based on interest, ability

Students choose their own path for learning

Students have constant access to learning targets
TPACK Across the Educational World
Taking the pedagogical framework that you are most familiar with, work through the sample lesson.

Better: How can the lesson be reworked to engage the students in your class in a more personalized fashion?

Faster: How can you use technology to create a more responsive learning environment?

Stronger: What strategies, activities, or products can be implemented within the lesson to allow students opportunities to demonstrate mastery?
POMPEII AND MT. VESUVIUS
RESOURCES

Elementary

Elementary Volcanoes Lesson Plan
Elementary Volcanoes Reading
Elementary Volcanoes Worksheets

Secondary

Secondary Mt. Vesuvius Lesson Plan
Secondary Mt. Vesuvius Lesson Materials

Things to Help You!

Collaborative Google Doc
Graphic Organizer
TPACK Website

Bloom's Question Stems
Pedagogy Wheel V5
Depth of Knowledge Questions
SHARE OUT!
In today’s session, we…

- Reviewed known pedagogical frameworks
- Took a look at characteristics of modern learners
- Reflected upon tools and resources available to you to develop better, faster, and stronger lessons
- Considered and practiced how to blend frameworks to create more engaging, responsive, and personalized learning environments so that students can achieve mastery of their learning