What is Deeper Learning? Training Module Part 2

Time: 40 minutes



Welcome to the NKCES Deeper Learning Module Series. Before you begin, please <u>SIGN IN</u>.



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Objective

 Begin to think about how Deeper Learning can enhance the students' educational experience.

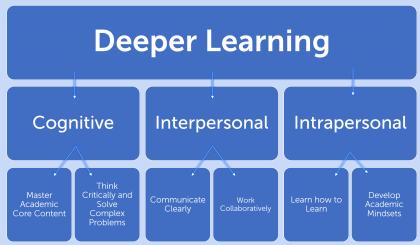
Roles - Please select the option that best describes your role within your school district

- Teacher/Instructional Coach
- Building Leaders

Learning

- 1. Open the article linked under your section
- 2. In a separate tab or window, open the graphic organizer that is associated with your article.

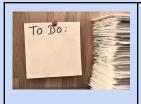




Task

In Part 1 of this training we introduced the 6 Competencies of Deeper Learning. In this module we will dive a little deeper into the 6 Competencies as we begin to think about what it looks like in the classroom.

Read the pages associated with each competency and reflect on your



learning on the handout.

Deeper Learning in the Classroom

Reflection Handout

The 6 core competencies can be organized into 3 domains. The Cognitive Domain refers to reasoning and problem solving. The Interpersonal Domain refers to communicating, expressing ideas and working with others and the Intrapersonal Domain refers to self-directedness and self-management.

Cognitive Domain

Master Core Content

Mastering core content is essential for success in a student's educational life as well as life beyond school. Students can find more success by participating in interdisciplinary learning and making connections to the outside world in their learning. Learning becomes more authentic through hands-on practice, investigative field trips, internships, project-based learning and apprenticeships.

Master Core Academic Content	Pages 4 -5

Organizing your unit around big picture questions means using that question and a multitude of resources to allow students to discover the learning.

When you see this pencil, remember to stop and reflect on the reflection sheet.

Think Critically and Solve Complex Problems

Thinking critically involves creative thinking, innovation and being able to solve novel complex problems. Deeper learning encourages the transfer of knowledge as well as the ability to assess and evaluate information.

Think Critically and Solve Complex Problems	Pages 10 -11
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Giving students the opportunity to problem solve and apply their learning through projects, experiments, presentations or exhibitions fosters deeper thinking than traditional tests and quizzes.



Interpersonal Domain

Effective Communication

Communication skills can be developed through active listening, speaking, reading and writing. Communication skills should be embedded in all courses. It is important to provide students with the opportunity to develop effective communication skills through student presentations, student-led conferences, group work and real world experiences.

Communicate Clearly	Pages 8 - 9



Work Collaboratively

Working collaboratively allows students the opportunity to understand that all people come to a project with a different viewpoint. Collaboration teaches students to be supportive team members, how to provide constructive feedback and how to take on different roles within a team.

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Providing explicit instruction on collaboration skills teaches students how to be critical friends, teaches students to be accountable for themselves and how to hold each other accountable. Collaboration also provides students the opportunity to practice inter- and intrapersonal communication skills.

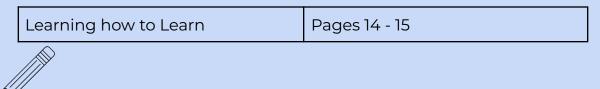


Intrapersonal Domain

Learn how to learn

Students should monitor and direct their own learning through student

centered work and guidance from teachers. This allows students to understand their own learning styles, set goals, reflect on their progress and take more responsibility for themselves and their own learning.



Develop an Academic Mindset

An academic mindset is "psychological and social beliefs one has about oneself in relation to academic work". Helping students develop an academic mindset requires intentional focus. There are four mindsets:

- I belong in this community.
- I can succeed at this.
- My ability and my competence grow with my effort.
- This work has value for me.

A student's academic mindset is greatly influenced by the school, classroom environment, goals, support and feedback in the environment. Educators play a key role in students developing positive academic mindsets. Students will find more benefit and take pleasure in learning when it is important and meaningful to them.² Having a strong academic mindset will provide students with the belief that their hard work will pay off and teach them perseverance.

Develop Academic Mindset	Pages 12 - 13
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¹ WKCD, "Academic Mindsets and the Difference They Make" April 1, 2014

This module was created by Michelle Lawrence and Tai Faulkner, Deeper Learning Team at the Northern Kentucky Cooperative for Educational Services

² Farrington, C. A. (n.d.). What Kids Can do April 20, 2013



Thank you for taking the time to learn more about the 6 core competencies associated with Deeper Learning. Please complete the following reflection and feedback form. Upon completion, you will receive a professional development certificate.

• Building Leaders

Task



In Part 1 of this training we introduced the 6 Competencies of Deeper Learning. In this module, we will address how school and district leaders can promote and support deeper learning.

President John F. Kennedy once said, "Leadership and learning are indispensable to one another." When it comes to real transformational change in schools most educators agree that it's either not possible, or at least won't be optimized successfully—unless there is outstanding effective leadership.

Complete the <u>Three Minute Pause Activity</u> after reading the statement above

Read the article linked below

Leaders Can Ignite and Support Deeper Learning

While classroom teachers are tasked with the <u>implementation</u> of Deeper Learning, building administrators are tasked with the <u>support</u> of Deeper Learning. In Part 2 of the Introduction to Deeper Learning, we will look at how building administrators can create a school culture that exhibits the characteristics of school that promotes Deeper Learning.

In the article listed above, the author discusses the following ways that building leaders can support teachers in the pursuit of Deeper Learning. As you read this articles, use the <u>Reflection Sheet</u> to document and monitor your thinking along the way.

1. Making student work public

• Having students create and present public products is foundational to project-based learning. It's what demonstrates, in many ways, one of the largest contrasts to traditional schooling. It not only increases the quality of student work, as well as their motivation and engagement, it also involves essential skill-building related to presentations, publishing and portfolios. Teachers can have students present in class to peers and possibly others like quests, partners and collaborators. But when it comes to facilitating showcasing or exhibiting learning on a larger scale, site and district leaders can really make a big impact. Some teachers can and will set-up student showcases or exhibitions, but most probably will not. Indeed, it seems almost unfair to expect teachers to do that. But leaders can help create and implement these larger public opportunities. They can organize school-wide community events for students to share their work and learning. They can also have the mechanisms to promote, support and optimize these events. Student projects can also be shared publicly digitally on school or district websites, blogs, videos or social media accounts. Teachers may have their own class website or social media accounts, but leaders typically have access to school and district digital formats with much larger audiences.

2. Deliver and Grow the Network of Partners and Collaborators

 One of the many things that can really get projects not only off the ground but make them much more authentic and powerful are the involvement and collaboration of partners.
 They can include experts, professionals, community members, business leaders, government officials, higher education faculty or others. Due to the nature of educational administration, site leaders often have larger networks of potential partners outside of the school. They also have the positional authority that will often get the attention of partners. In other words, their invites and communications have a greater chance of being responded to in general. Again, some teachers have the networks and some will make the time to deploy them. But it's really not fair to ask classroom teachers to do this on their own given their typically more restrictive and inflexible schedule. Site leaders will often be involved in committees, groups, meetings and professional gatherings where potential partners are also participating. Partners and collaborators from outside the school also bring a great deal of authenticity to any student project. They can provide a variety of roles and support including, but not limited to expertise, critique, feedback, resources and even additional places for work to go public. Additionally, these partners become our students' mentors, employers and advocates. This will extend well beyond any particular project. Site leaders could do a lot for teachers and students by connecting them to more partners and collaborators on their projects. They could organize and facilitate a school or district-wide database that would identify potential partners based on their interests, areas of expertise and include their necessary contact info and availability.

3. School-Wide Needs, Issues and Challenges

 One of the things that school officials rarely do is consult the students about how to address any school-wide problems. For example, we run dozens of programs related to bullying, drugs and alcohol, cyber safety and digital citizenship and many others. But we typically do not get the students involved in either leading, creating or facilitating those programs. However, school leaders have all the ability in the world to ask students to help address these types of issues. One, these can make legitimate projects as they are real-world and authentic. Two, students can see the results of their efforts. Three, students often have amazing ideas that adults have not thought of in trying to address these issues. School leaders can bring these issues to their teachers with the intent of turning them into student projects. The added bonus culturally is that students will have a lot more respect for their school leaders if they are coming to them for input. Along these lines, school leaders probably have the ability to incentivize students through contests and competitions for those students with the best design, products, presentations and implemented ideas. It's like turning school into a school issue 'Shark Tank."

4. Critique and Feedback

• Core to the design and completion of high-quality student projects is the concept of critique and revision. Students should get feedback on their work from one another, their teachers, professionals, but also potentially from their school leaders. From a design and success aspect, the more diverse and frequent the critique, the more high-quality work students will produce. Being officially part of student work, as a feedback mechanism, is extremely powerful for school leaders. Once again, students will see administrators differently from this experience. School leaders are continuously being challenged to be instructional leaders. No better way than to be inserted right into the project in a very important and formal role. In addition to improving their image culturally and instructionally on campus, it will give school leaders even more ability to understand the social, instructional and technical complexities of deeper learning with real-live students.

5. Pour Gas on the Fire

 When a leader has any teacher willing to pursue deeper learning, they need to pour some gas on that proverbial professional fire. Project-based learning requires teachers, as well as students, to take risks, pursue the unknown, work with different people, be public about what they are doing, curate curriculum and resources and more. Bottom line is that leaders need to celebrate those that are trying to transform learning for their students. They can do this in a variety of ways. They can publicly acknowledge them—i.e. meetings, events, websites, social media and new outlets. They can nominate them for external recognition—awards, scholarships and contests. Most importantly, they need to continue to be there. Leaders need to continue to come to those teachers and offer themselves to support the projects—as professional project collaborators who can critique student work, offer them school-wide challenges to solve, create public opportunities and bring in new partners.

Thank you for taking the time to learn more about how to support Deeper Learning as a leader in your building. Please complete the following reflection and feedback form. Upon completion, you will receive a professional development certificate.