Today

Personalization

Learning Anytime, Anywhere

Blended Learning

21st Century Skills

Thank you… good luck

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9 Characteristics Of 21st Century Learning

08/31/2012, Terry Heick, 45 Comments

Interdependent

Little is in isolation. Increased transparency between schools and local communities. Media and assessment relate; content areas converge; technology supports learning, not simply instruction.

Increased Transparency

Visibly Relevant

Causing personal or social change, socially collaborative, visible products/projects/artifacts; Natural contexts.

Learner-Centered

Rethinks traditional teacher-learner roles. Learner as data-holder, designer, and decision maker. Nurtures role of play, informal learning, and creativity. Supports wide-range of "academic" success. Defines success in terms that support learner, not schools and districts. Leaner benefits from flexible, diverse, differentiated support models.

Diverse

In terms of media, instructional/assessment strategies, audience, collaborative approaches, technology use, data sources, etc.

The opposite of scripted and homogenized. Ownership by all stakeholders—learners, teachers, districts, etc. Responds naturally and meaningfully to data and emerging best practices.

Adaptable

21st Century Learning

Media-Driven

Data-Rich

Transfer-by-design

Personalized

Learning is personalized by platform, interest, assessment results, self-selected pace, etc.

Persistent and "highly consumable" data and planned data sources that allow for easy revision of curriculum, instruction, and resources.

Learners constantly adapt, revise, and synthesize information, using "old learning" in new, unfamiliar, meaningful ways.

Project, Problem, or Inquiry-based

The Inside-Out School: A 21st Century Learning Model

11/20/2012, Terry Heick, 18 Comments

The Inside-Out Learning Model: A 21st Century Framework by TeachThought

Goal: Authentic self-knowledge, diverse local and global interdependence, adaptive critical thinking, and new media literacies

1. 5 Learning Actuators
- Project-Based Learning
- Directed and Non-Directed Play
- Video Games and Learning Simulations
- Connected Mentoring
- Academic Practice

4. Self-Initiated Transfer
- Applying old thinking in constantly changing and unfamiliar circumstances as constant matter of practice
- Constant practice of prioritized big ideas in increasing complexity within learner ZPD
- Project-based learning, blended learning, and Place-Based Education available to facilitate highly-constructivist approach

7. Climate of Assessment
- Constant minor assessments replace exams
- Data streams inform progress and suggest pathways
- Academic standards functioning as anchors
- Products, simulation performance, self-knowledge delegate academia to new role of refinement of thought

2. Changing Habits
1. Acknowledge limits and scale
2. Reflect on interdependence
3. Honor uncertainty
4. Fertilize innovation & design
5. Curate legacy
6. Support systems-level and divergent thinking
7. Reward increment
8. Require versatility in face of change

5. Mentoring & Community
- "Accountability" via the performance of project-based ideas in authentic local and global environments
- Local action --> global citizenship
- Active mentoring via physical and digital networking, apprenticeships, job shadows and study tours
- Communal Constructivism, meta-cognition, Cognitive Coaching, and Cognitive Apprenticeship among available tools

8. Thought & Abstraction
- Prioritized content is internalized through practice, depth of knowledge, spiraling, and transfer
- In this model, struggle and abstraction are expected outcomes of increasing complexity & real-world uncertainty
- This uncertainty is honored, and complexity and cognitive patience are constantly modeled and revered
- Abstraction honors not just art, philosophy, and other humanities, but the uncertain, incomplete, and subjective nature of knowledge

3. Transparency
- Between communities, learners, and schools
- Learning standards, outcomes, project rubrics, performance criteria persistently visible, accessible, and communally constructed
- Gamification and publishing replace "grades"

6. Changing Roles
- Learners as knowledge makers
- Teachers as expert of assessment and resources
- Classrooms as think-tanks
- Communities not just audience, but vested participants
- Extensive mentoring from relevant organizations
- Families as designers, curators, and content resources

9. Expanding Literacies
- Analyzes, evaluates, and synthesizes credible information
- Critical survey of interdependence of media and thought
- Consumption of constantly evolving media forms
- Media design for authentic purposes
- Self-monitored sources of digital & non-digital data
- Artistic and useful content curation patterns

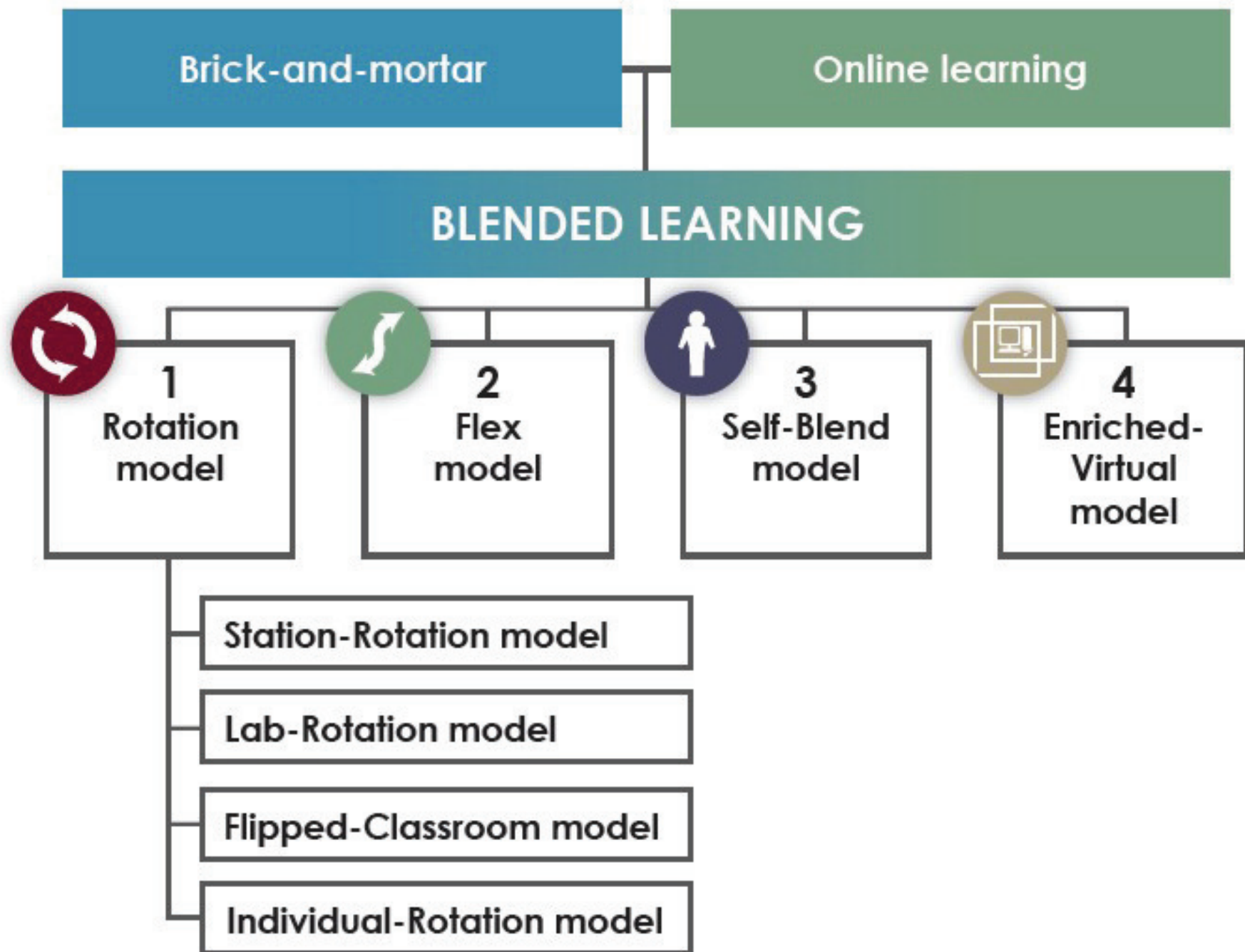*A learning model inspired by Wendell Berry*

Figure 1. Blended-learning taxonomy

Wednesday, September 4, 2013

CBL Update 2012:

Integrating Character Education,
the English Language Arts,
and Social Studies for the High School,
with the Common Core State Standards

Shifts Reflected in the CBL Leadership Program

INDEPENDENT

S • T • U • D • Y

Traditional Programs

- Value themed character building English language arts program using California standards and *Recommended Readings in Literature*.

- High School and Middle School Program [grades 6-12] with daily detailed daily lesson plans [90 minute lessons] and support on the web.

- High School social studies program in World History and United States History.

Character Based Literacy

	Responsibility Requires **Action**	Change Requires Effort	Justice Requires Restraint	Courage Requires Moderation	Integrity Requires Wholeness
CHARACTER BASED LITERACY PROGRAM	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	5th Quarter
	Fall	Fall	Spring	Spring	Summer
	1-9	10-18	19-27	28-36	variable
	August September October	November December January	January February March	April May June	June July August

Shifts 2013-14

- ☐ CBL Leadership, six units of six weeks written to common core standards
  - ☐ Global Studies 9-10
  - ☐ American Studies 11-12
- ☐ CBL Independent Studies
- ☐ CBL Newsworthy
- ☐ Schools can mix and match
  - ● CBL Traditional
  - ● CBL Leadership
  - ● CBL Independent Studies
  - ● CBL Newsworthy

The New Options

1. CBL Leadership is organized around the content and themes of the world history and U.S. history program utilizing 6 chronological themes [the current 5 plus a leadership as civic engagement theme].

2. CBL Independent Studies presents a subset of CBL Leadership in independent study packets for independent study, rural, small school, and home schooling settings.