

# Foundational Contemporary Learning Skills for Teachers

## Level 1 – Getting Comfortable with Contemporary Learning (Look to Learn)

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### **Maintain an Online Classroom Presence**

- Set-up and use: Blog, wiki, CMS, etc. (Wordpress, Wikispaces, Moodle, Blackboard, Ning, etc.)
- Can add or post new information
- Can add or insert media, files, images, etc.

### **Have Routines for accessing online resources**

- Access a set of RSS feeds (Pageflakes)
- Use a bookmarking application for useful sites (Diigo, Clipmarks, Delicious, etc.)
- Subscribe to podcasts via iTunes
- Share resources with colleagues (through email, Diigo groups, Ning, Twitter, etc.)

### **Use Technology to aid Thinking and Creativity**

- Create and / or use Look to Learn or other Thinking Routines
- Use software through a projector or IWB to making thinking “visible” (VUE, Stixy, etc.)
- Encourage students to represent their thinking visually using these tools.

### **Professional Learning**

- Join a professional online learning community and follow posts periodically
  - Join an online chat, “Webinar”, presentation or online conference as an observer
  - Choose one aspect of a learning framework to follow about and reflect on
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## Level 2 – Integrating Contemporary Learning into Classroom Life (Beginning ClassPortals)

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### **Teacher use of the Online Classroom Space**

- Regularly update the online space as an extension of classroom practice
- Draw from online resources (Pageflakes) to enrich learning
- Easily add text, links, images or multimedia to the Web space
- Use categories / tags to organise site content and users

### **Student use of the Online Classroom Space**

- Students contribute to the online space through comments or adding content
- Students, parents or others access the Web space from outside the school
- Students take on tasks like reviewing RSS feeds and adding bookmarks
- Students may have their own area within the space or have author rights to publish
- Students contribute to social learning networks through tools like Clipmarks, Diigo and Dipity

### **Promoting student online discussions**

- Create opportunities for students to meaningfully contribute to the space
- Encourage students to share interesting resources with the group

### **Scaffolding Advanced Thinking**

- Regularly model use of mind-mapping, etc. software to represent topics
- Ask students to lead such modelling sessions
- Experiment with new Visible Thinking software and strategies
- Explore cognitive scaffolding tools to prompt higher performance (Exploratree, Decide Already, Thesis Builder, etc.)
- Highlight relationships between current resources and course content
- Use a thematic focus related to subject matter
- Critique resources with students to refine understandings

### **Participating in online Collaborations or communities**

- Join online projects or partnerships to work with others online
- Identify online locations that share your interests and visit them regularly

### **Developing Habits of Mind and a Joy in Learning**

- Use the exploration of online resources to focus on a core set of topics or issues
- Encourage students to specialise in aspects of the topics that particularly interest them
- Set up monitoring or tracking approaches that enable long-term data collection or observations
- Overtly integrate use of cognitive terminology into the vocabulary of the classroom
- Consciously support autonomy, competence and group relatedness as students follow interests

## Level 3 – Contemporary Learning (Advanced ClassPortals, WebQuests & Serving the Net)

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### ***Seamless Learning Environments***

- Teachers and students voluntarily participate in local and global networks
- Teachers and students use a variety of tools to effectively communicate and collaborate
- Develop ongoing partnerships and collaborations so learning is always global and local
- Use interactive digital resources to personalise learning opportunities

### ***Begin Monitoring Learning as a Continuum of Competencies***

- Curriculum Mapping helps shift from a time to a competency-based approach to learning
- Use assessments linked to matrix of mastered competencies
- Define curriculum in terms such as Concept, Skill & Assessment in new units

### ***Scaffolding Sophistication in Thinking***

- Use a framework such as CEQ-ALL or WebQuests to scaffold self-managed learning
- Empower Middle Years & Secondary students to set personal Learning Paths
- Orchestrate authentic learning opportunities and give students responsibility for the outcomes
- Seek challenges that call for critical, creative and innovative responses
- Embed honest reflection as a natural part of any learning process, not an added task

### ***Building Knowledge***

- Track core / essential questions and themes related to course learning
- Revisit core questions and themes by using “tags” and student expertise
- Develop strategies for age-appropriate knowledge creation and management
- Seek problem-solving opportunities in the curriculum that require negotiation and risk-taking
- Have at least one public platform for an ongoing project to which students contribute

### ***Digital Citizenship***

- As active contributors to the Web. students should offer leadership in ethical grey areas
- As new technologies arise, students should discuss implications, risks and benefits
- As users and creators of intellectual property, students respect both rights and responsibilities

### ***Emerging Technologies***

- Make the review new technologies part of classroom learning
- Explore new Web applications and evaluate them for personal or general use
- Investigate “unintended consequences” to new technologies
- Connect emerging technologies to the main topics of interest to view from a specialist perspective
- Brainstorm ways a new technology could extend or enrich learning
- Participate in communities that discuss new advancements