

TeachNimble Blended Learning Process



You focus on opening We'll train the teachers

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nimble



Presentation Overview

- The need to take a holistic view when planning for BL
 - The idea of Blending Gin
- The elements to consider in our blend
 - *Where; How and What technologies to use?*
- We will introduce you to the **TeachNimble BL Framework**
- We want you to consider how this approach could work for you and your learners

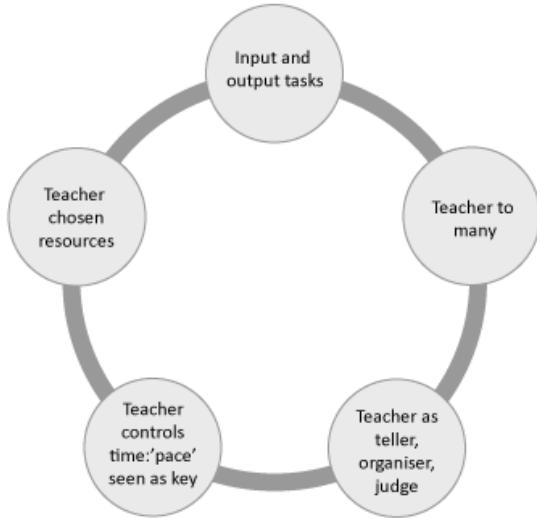


Technology doesn't come pre-programmed to teach

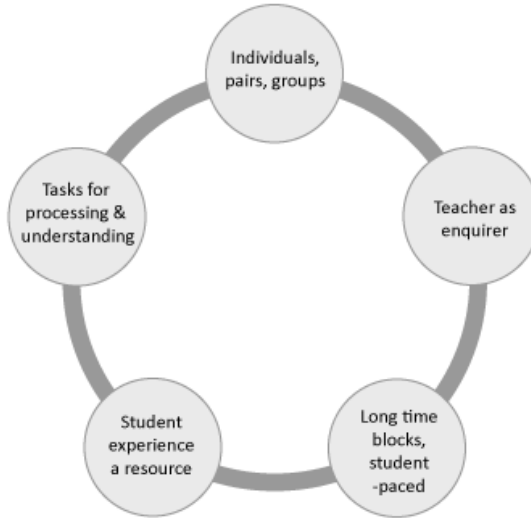


Technology can support different learning approaches

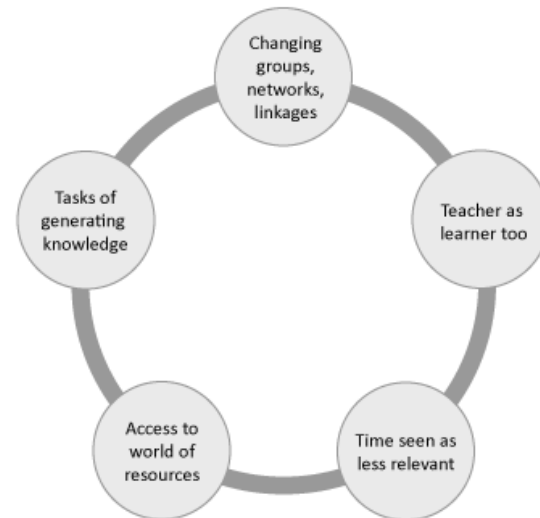
Instruction



Construction



Co-construction



(Watkins et al., 2002)

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Think about the Learning Experiences you want to create?



COLLABORATION

Learn with others



DISCUSSION

Talk about & share ideas



FEEDBACK & REFLECTION

Learn about my learning



GUIDED

Learn with an expert



EXPLICIT

Learn from an expert



DEMONSTRATION

Present my learning



EXPERIENTIAL

Make, explore & investigate



INDEPENDENT

Learn by myself

LEARNING MODES



<https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes>

Creating different blends



Creating your blend – the gin analogy



<https://theframesluxuryaccommodation.com.au/blog/a-new-gin-blending-experience->

Where does/will learning take place

We will need a **blend** that fits our students.

In-School

Live online

Self-directed



Redesigning learning – Focus on Collaboration – Week 4

21 CLD Part 2 > Redesigning learning – Focus on Collaboration – Week 4 IN PROGRESS

[Lesson](#) [Materials](#)

Welcome to Lesson 4 and this week we are focusing on Collaboration. We will introduce you to concept of Collaboration and why it is deemed an important skill for living and working in the 21st century. We have borrowed heavily this week from the Microsoft 21CLD material and we are sharing 3 videos with you from the online course that is available at [Microsoft Education Centre](#). The videos will provide a context for Collaboration and they will also introduce you to the Big Ideas associated with Collaboration. The third video shows Collaboration in action in a school setting in Finland where young people are collaborating to present at a school fair. This week we also had the pleasure of meeting Dr Maria Garvey online for a chat about Collaboration and how we might start developing such a culture in our school, our centre or our programme. We have also provided you with some links to additional resources that you might find useful in



How learning takes place – learning types



Capturing how we can implement learning strategies

Acquisition

Watching/listening to a presentation or demonstration, reading from books or websites, watching demos or videos



In-centre	Live online	Self-directed
In-class presentation	Live online presentation	Reading books
In-class demonstration	Live online demonstration	Listening to podcast, webcasts
Hands-on workshop		Watching animations, videos Reading multimedia, websites, digital documents and resources Engaging with animations

Adapted for FET from the ABC Learning Design method by Clive Young and Nataša Perović, UCL, (2015); Learning types, Laurillard, D. (2012). <https://abc-ld.org>
teachnimble.eu

Discussion

Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the educator



In-centre	Live online	Self-directed
Whole class discussions	Online tutorials	Discussion forums
Discussion groups	Discussion groups	Email discussions
Class tutorials	One-to-one web meetings with learners	

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Practice

Adapting their actions to a given task and using the feedback to improve their next action. Feedback may come from the activity itself, from self-reflection, from other learners or from the educator



In-centre	Live online	Self-directed
In-class formative assessments	Online polls or quizzes	Online assessments
Doing practice-based projects		Textbook exercises
Lab work		Simulations
Field trips		Virtual reality
Role-play activities		Virtual labs or field trips

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Collaboration

Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product



In-centre	Live online	Self-directed
Project work in small groups	Work together in breakout rooms	Small group projects using online forum or social media
Teams collaborate to produce something	Small group projects using social media to collaborate in real time	Building a joint digital output

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Investigation

Exploring materials that reflect the concepts and ideas being taught, asking questions, sharing results, applying their learning and making connections with the world around them



In-centre	Live online	Self-directed
Analysing ideas and information in a range of materials and resources	Providing online feedback and guidance	Analysing the ideas and information in a range of digital resources
Collecting and analysing data		Collecting and analysing data using digital tools
Comparing texts		Comparing digital texts
Searching and evaluating information and ideas		Using digital tools for searching and evaluating ideas and information

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Production

Using what they have learned to create an artefact that demonstrates their understanding

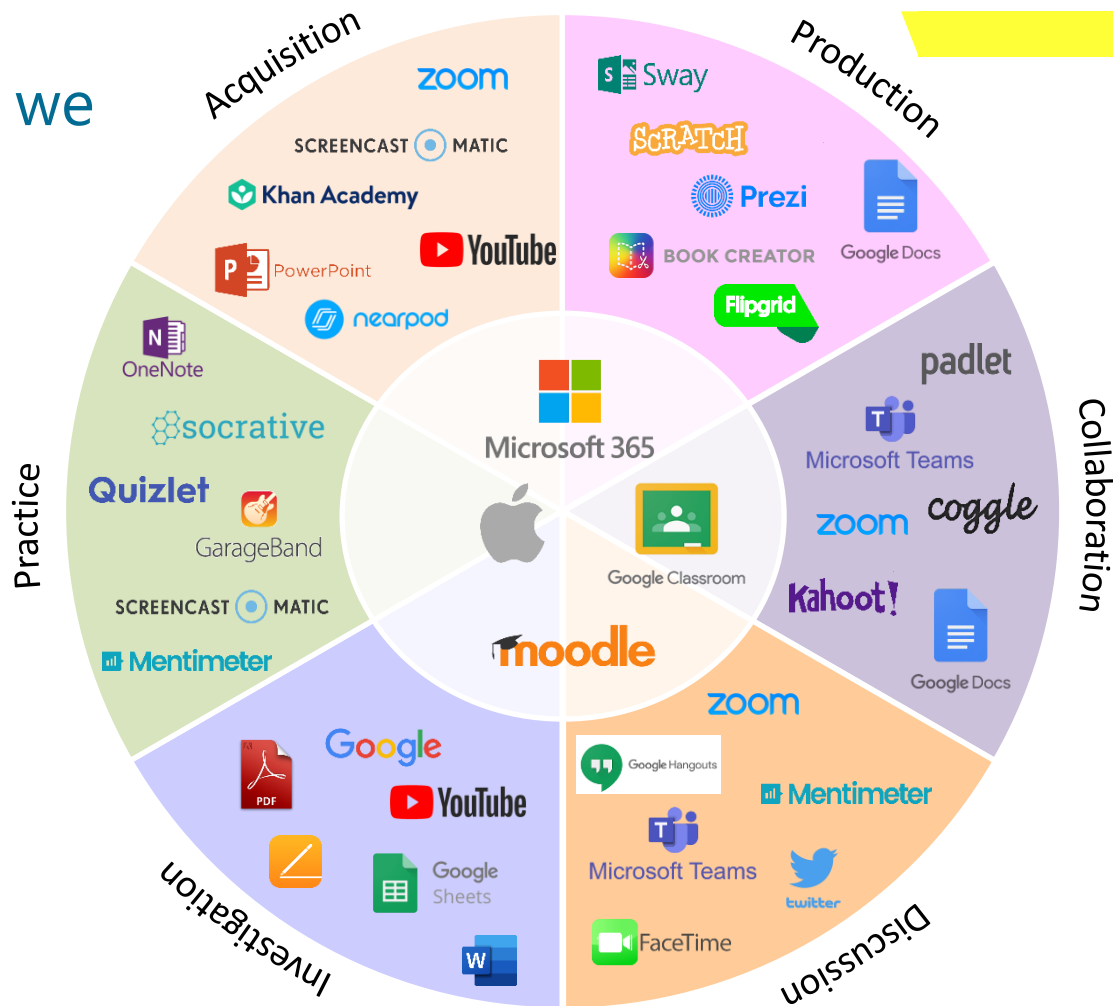
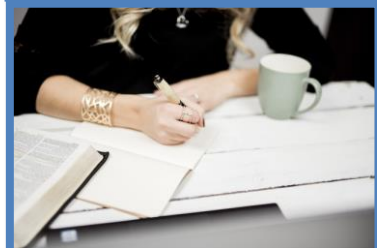
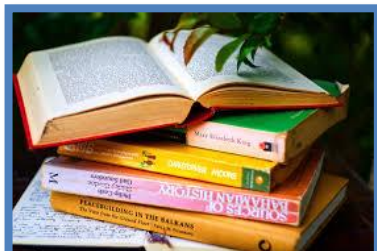


In-centre	Live online	Self-directed
Learner in-class performances	Learner performances	Textbook assignments
Summative exams	Learner interviews	Creating digital artefacts (slideshow/photo/video/animation/mind map) E-portfolios Digital reflections (videos/blogs/forum post) Writing essays

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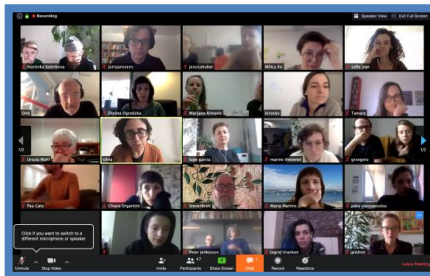


What tech will we use?



Considering the ingredients for our Blend

MODALITIES



Redesigning learning – Focus on Collaboration – Week 4

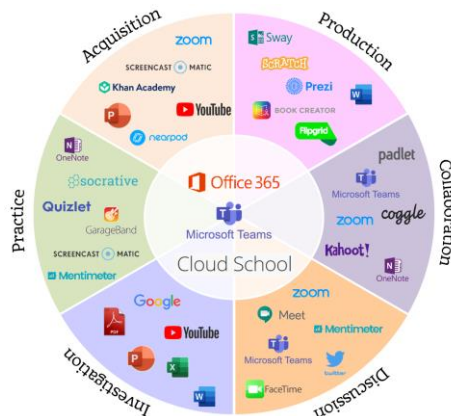
21 CLD Part 2 - Redesigning learning – Focus on Collaboration – Week 4 IN PROGRESS

Lesson Materials

Welcome to Session 4 and this week we are focusing on Collaboration. We will introduce you to concept of Collaboration and why it is deemed an important skill for living and working in the 21st century. We have borrowed heavily this week from the Microsoft 21CLD material and we are sharing 3 videos with you from the online course that is available at Microsoft Education Centre. The videos will provide a context for Collaboration and they will also introduce you to the big ideas associated with Collaboration. The third video shows Collaboration in action in a school setting in Finland where young people are collaborating to present at a school fair. This week we also had the pleasure of meeting Dr Maria Garvey online for a chat about Collaboration and how we might start developing such a culture in our school, our centre or our programme. We have also provided you with some links to additional resources that you might find useful in

LEARNING TYPES

Social and Emotional Wellbeing		
Embedded into all learning activities, to ensure that learners feel safe, healthy and included		
Acquisition Watching/listening to a presentation or demonstration, reading from books or websites, watching demos or videos	Collaboration Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product	Discussion Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the educator
Investigation Exploring materials that reflect the concepts and ideas being taught, asking questions, sharing results, applying their learning and making connections with the world around them	Practice Adapting their actions to a given task and using the feedback to improve their next action. Feedback may come from the activity itself, from self-reflection, from other learners or from the educator	Production Using what they have learned to create an artefact that demonstrates their understanding
Assessment Opportunities Keeping track of learner progression through assignments, quizzes, online tests, learner e-portfolios etc.		

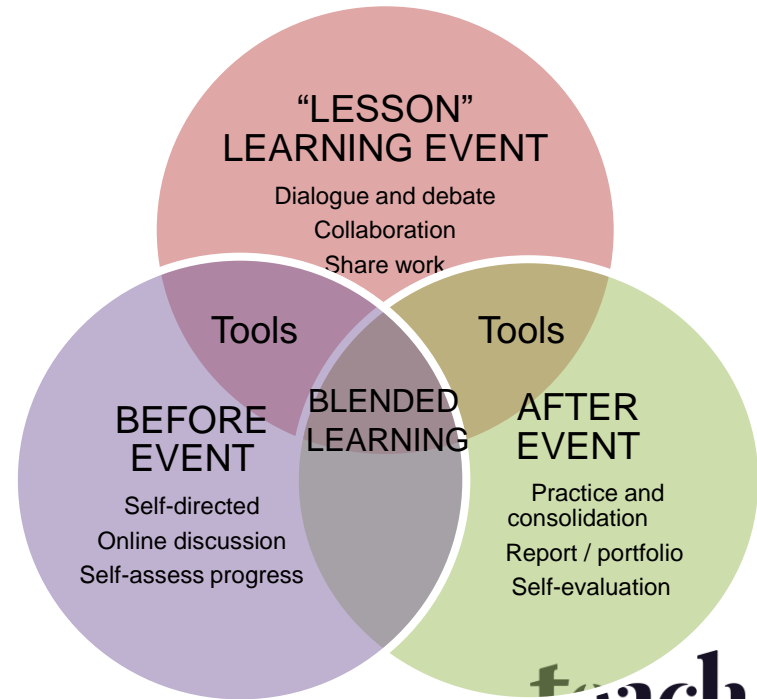


LEARNING TECHNOLOGIES



The “flipped classroom” Model

- **Reimagining** the ‘Live’ Lesson Learning Event
- **Three** Learning Events
 - What will students do **before** the live session?
 - What will students do **during** the live session?
 - What will students do **after** the live session?



Using this approach we can create different blends

Blended Glance Card

Subject		Topic	
Year		Level	
Social and Emotional Wellbeing <small>Ensuring that learners feel safe, healthy and included</small>			
Acquisition <small>Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos</small>	Collaboration <small>Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product</small>	Discussion <small>Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher</small>	
Investigation <small>Exploring materials, asking questions, sharing results, applying their learning and making connections with the world around them</small>	Practice <small>Adapting their actions to a given task and using the feedback to improve their next actions</small>	Production <small>Using what they have learned to create an artefact that demonstrates their understanding</small>	
Assessment Opportunities <small>Keeping track of student progression through assignments, quizzes, online tests, student e-portfolios etc.</small>			
WHEN The focus	WHERE Modalities	WHAT Learning Types	HOW Technologies
Before Class	<input type="checkbox"/> Live <input type="checkbox"/> In-class <input type="checkbox"/> Self-directed	<input type="checkbox"/> Acquisition <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion <input type="checkbox"/> Investigation <input type="checkbox"/> Practice <input type="checkbox"/> Production <input type="checkbox"/> Assessment	<input type="checkbox"/> OneNote <input type="checkbox"/> Teams <input type="checkbox"/> _____ <input type="checkbox"/> _____
During Class	<input type="checkbox"/> Live <input type="checkbox"/> In-class <input type="checkbox"/> Self-directed	<input type="checkbox"/> Acquisition <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion <input type="checkbox"/> Investigation <input type="checkbox"/> Practice <input type="checkbox"/> Production <input type="checkbox"/> Assessment	<input type="checkbox"/> OneNote <input type="checkbox"/> Teams <input type="checkbox"/> _____ <input type="checkbox"/> _____
After Class	<input type="checkbox"/> Live <input type="checkbox"/> In-class <input type="checkbox"/> Self-directed	<input type="checkbox"/> Acquisition <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion <input type="checkbox"/> Investigation <input type="checkbox"/> Practice <input type="checkbox"/> Production <input type="checkbox"/> Assessment	<input type="checkbox"/> OneNote <input type="checkbox"/> Teams <input type="checkbox"/> _____ <input type="checkbox"/> _____
NOTES On the blend			

CONTENT DESCRIPTION



Reflection Activity

- Think of an upcoming lesson/topic and consider how you might 'reimagine' it using the 3 event model:
 - What might students do in advance?
 - What might they do during the live session?
 - What follow-up activity might they engage in?
- We want you to share these with the group



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