Introducing the TeachNimble Planning Framework

powered by h2 Learning

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Welcome back

- We have more choices
  - Where teaching and learning take place
  - How we teach and our students learn using digital technology
- Now we are going to focus on Blended Learning
  - The Flipped Classroom Model
  - Some of the advantages of this approach
- Introduce a high-level planning approach
  - The TeachNimble Planning Framework
  - This will guide us through the course

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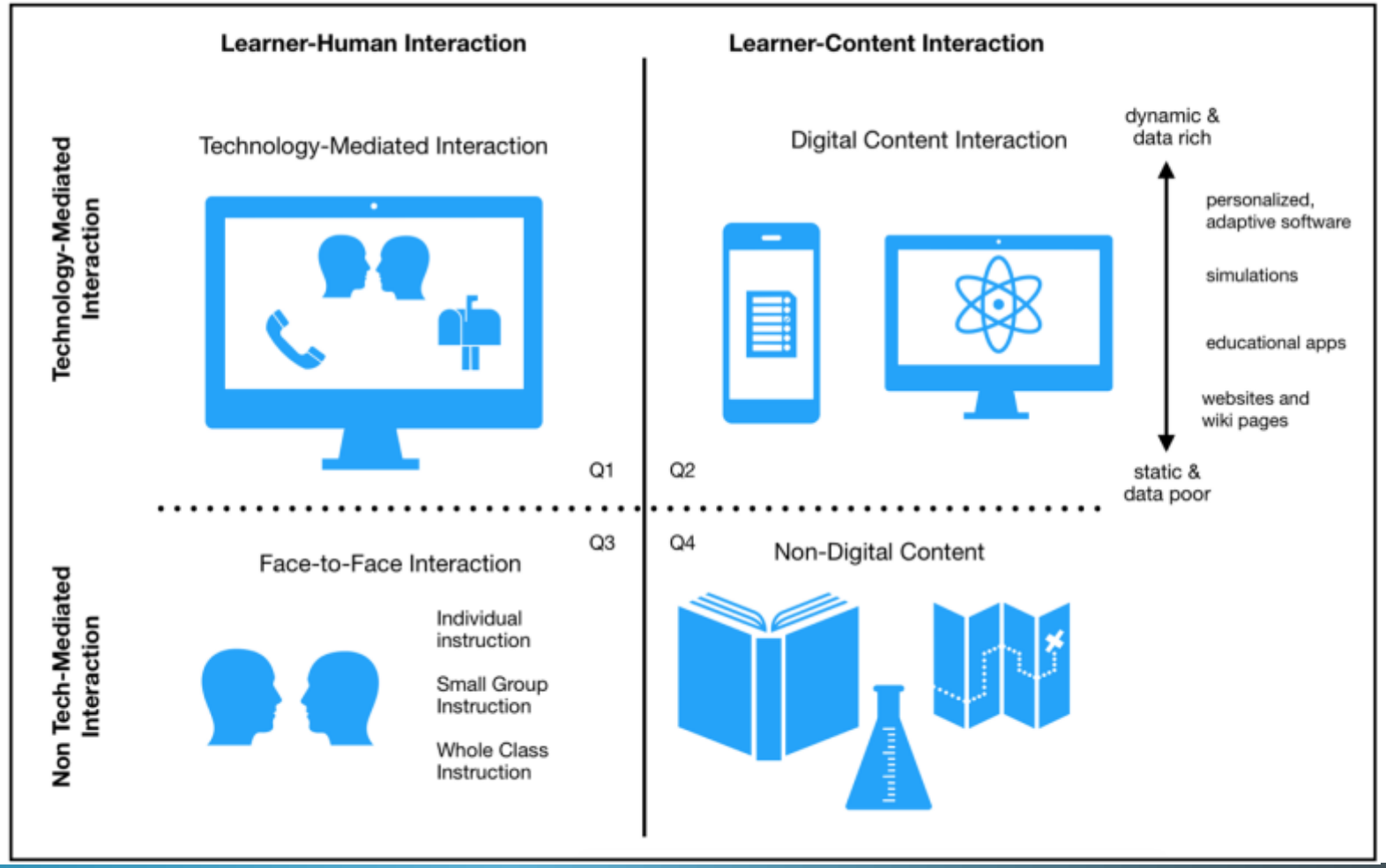
We have More Choices Now

Figure 1. Blended teaching matrix identifying categories of interactions.



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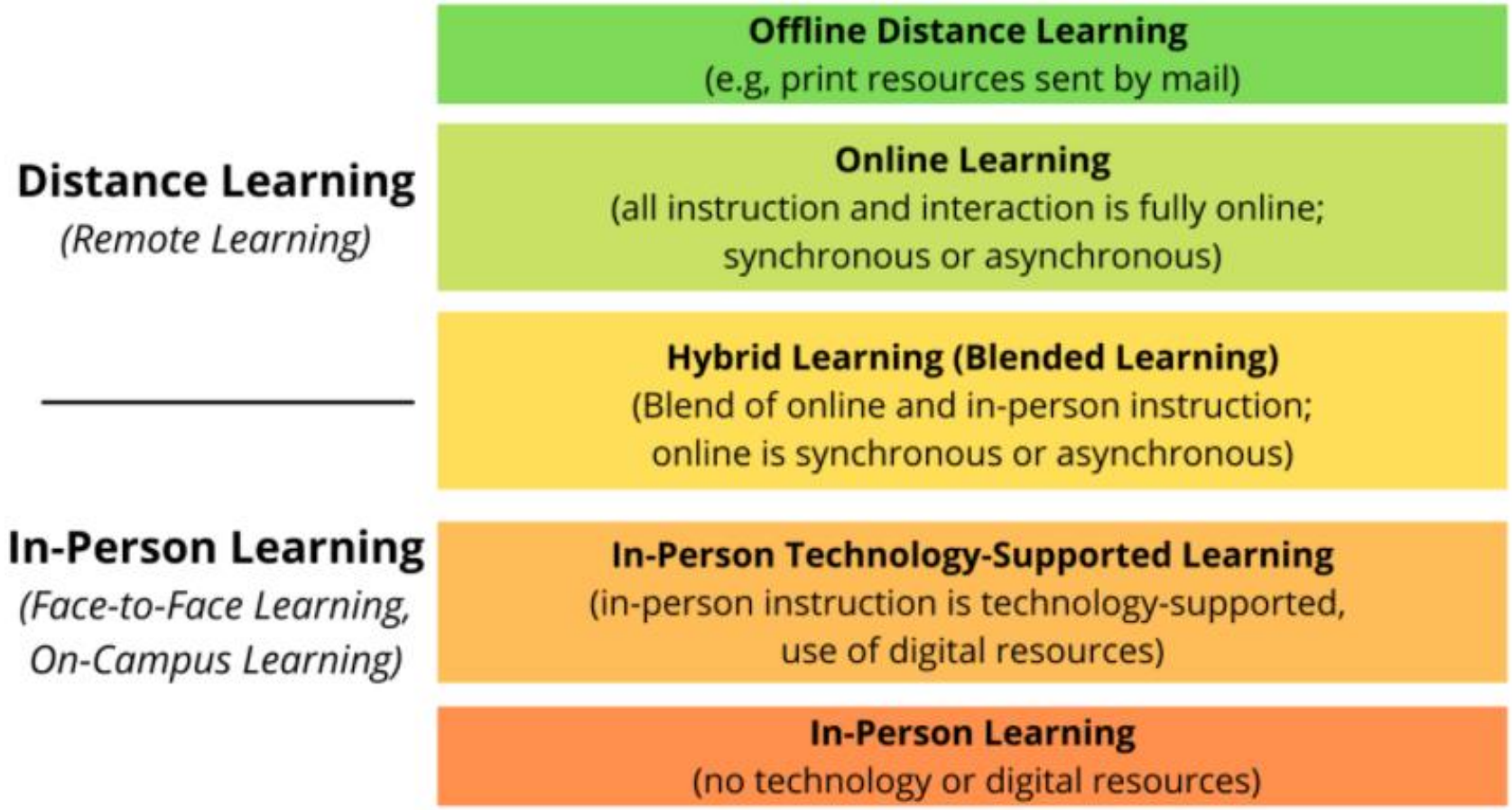
The Modes of Learning Spectrum



From Johnson, N. (2021)

https://www.tonybates.ca/2022/03/24/defining-quality-and-online-learning/

Blended Learning – where it fits?

- Distance Learning
- eLearning
- Online Learning
- Blended Learning
  - BL is a term that refers to a concept, a set of practices, but also a research field. It should be understood against the background of DL, EL and OL (Goodyear & Ellis, 2008, p. 142), in which **ICTs enable education to be constructed and delivered in new ways, and are often aimed at new groups of students. Blended learning, on the other hand, uses ICTs for integration into that which is existing, mainstream or traditional**.

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More than just using technology

- Garrison and Kanuka (2004) issue a warning against *merely adding new approaches or methods to traditional ones, and* ***recommend teachers and course designers to carefully reflect and try out functional combinations of learning environments and technologies***.
    - So what are we changing?

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Another Way of Thinking about it

(1) **Low-impact blend**: adding extra activities to an existing course/programme

- Where a teacher adds a **Kahoot Quiz** to their classes.

(2) **Medium-impact blend**: teacher replaces an element of the f2f class online

- Teacher records a presentation in advance of the face-to-face session and learners access it online. The face-to-face classroom session is **focused more** on **active learning** (i.e. discussion and deliberation) [**Flipped Classroom**]

(3) **High-impact blend**: a course is designed from scratch to contain a blend of in-person teaching and online live teaching. This is timetabled from the beginning.

- A learner may learn remotely on 2 days a week and they attend in-person on 3 days a week. All assessments are done in-person.

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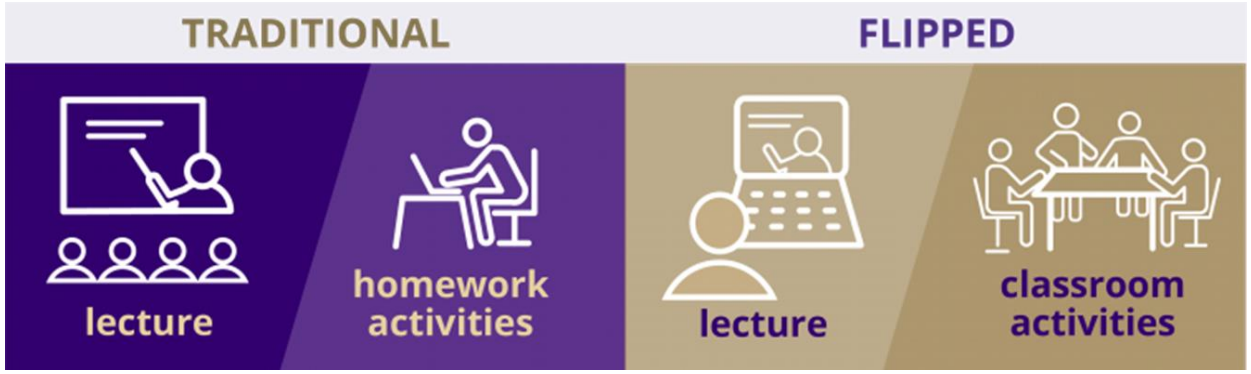
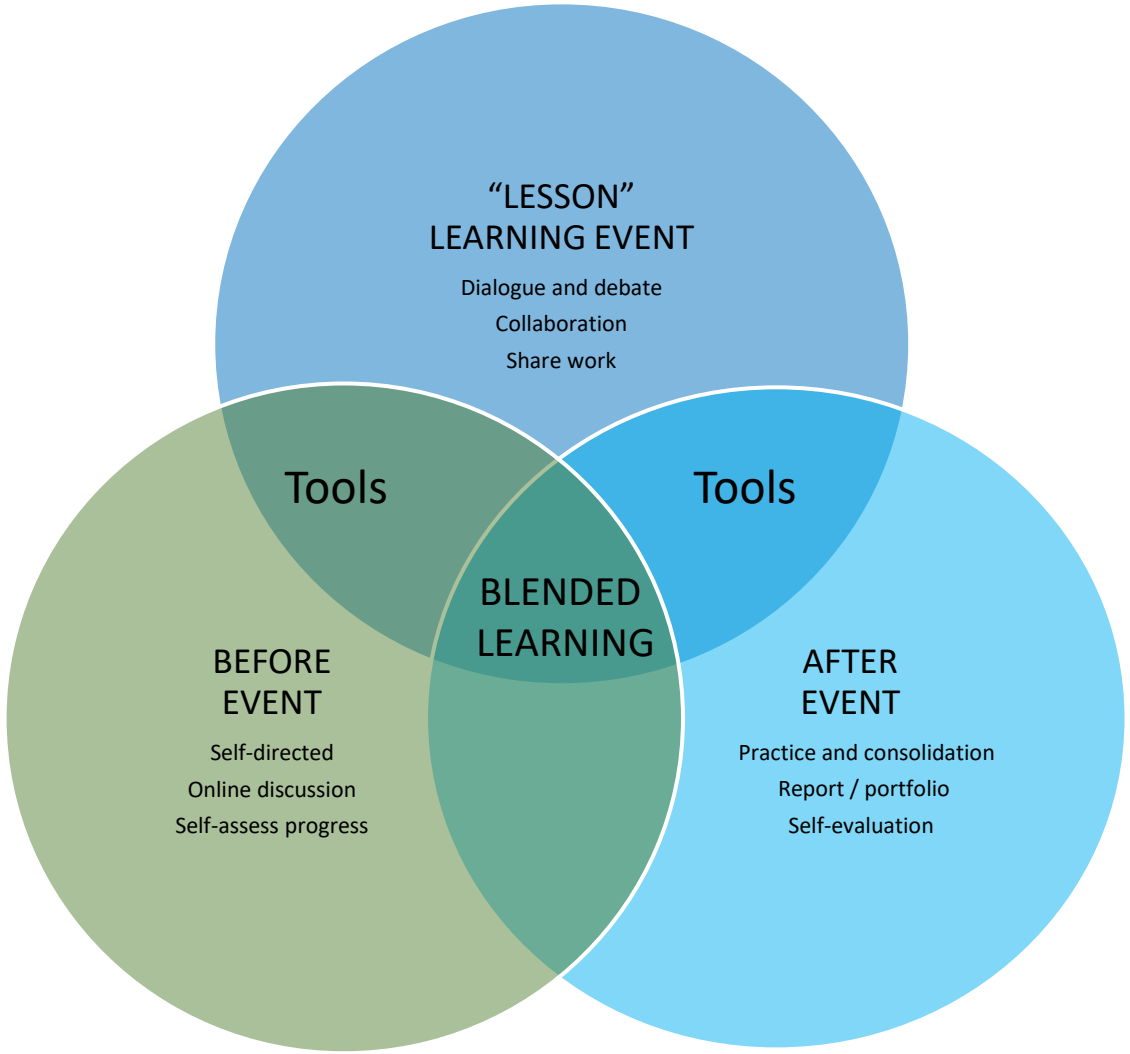
Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. Australasian Journal of Educational Technology, 30(4), 440–454. https://doi.org/10.14742/ajet.693

A Model to Consider

The Flipped Classroom Model or
The Three Event Model



A Flipped Classroom. Source: washington.edu.



https://www.schooleducationgateway.eu/downloads/Blended%20learning%20in%20school%20education_European%20Commission_June%202020.pdf

Some of the benefits of a flipped classroom are:

- it's flexible
- students can learn at their own pace
- students take responsibility for their learning
- students learn rather than encounter material in class
- there are more opportunities for higher level learning
- it does not waste time transferring information to students when that information is available to them in books or online (Mazur 2009)
- instructors and TFs work more closely with students, getting to know students better and providing better assistance
- increased collaboration between students

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https://bokcenter.harvard.edu/flipped-classrooms

Need to Plan

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Considering your blend

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

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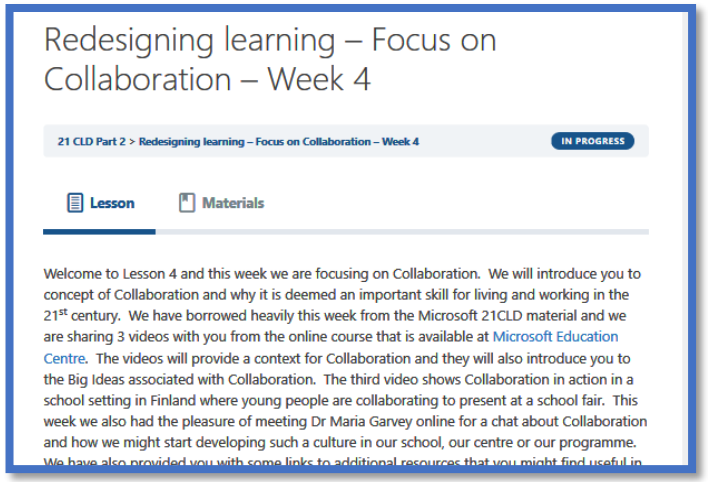
Where does/will learning take place

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

In-centre

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.

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Learning types

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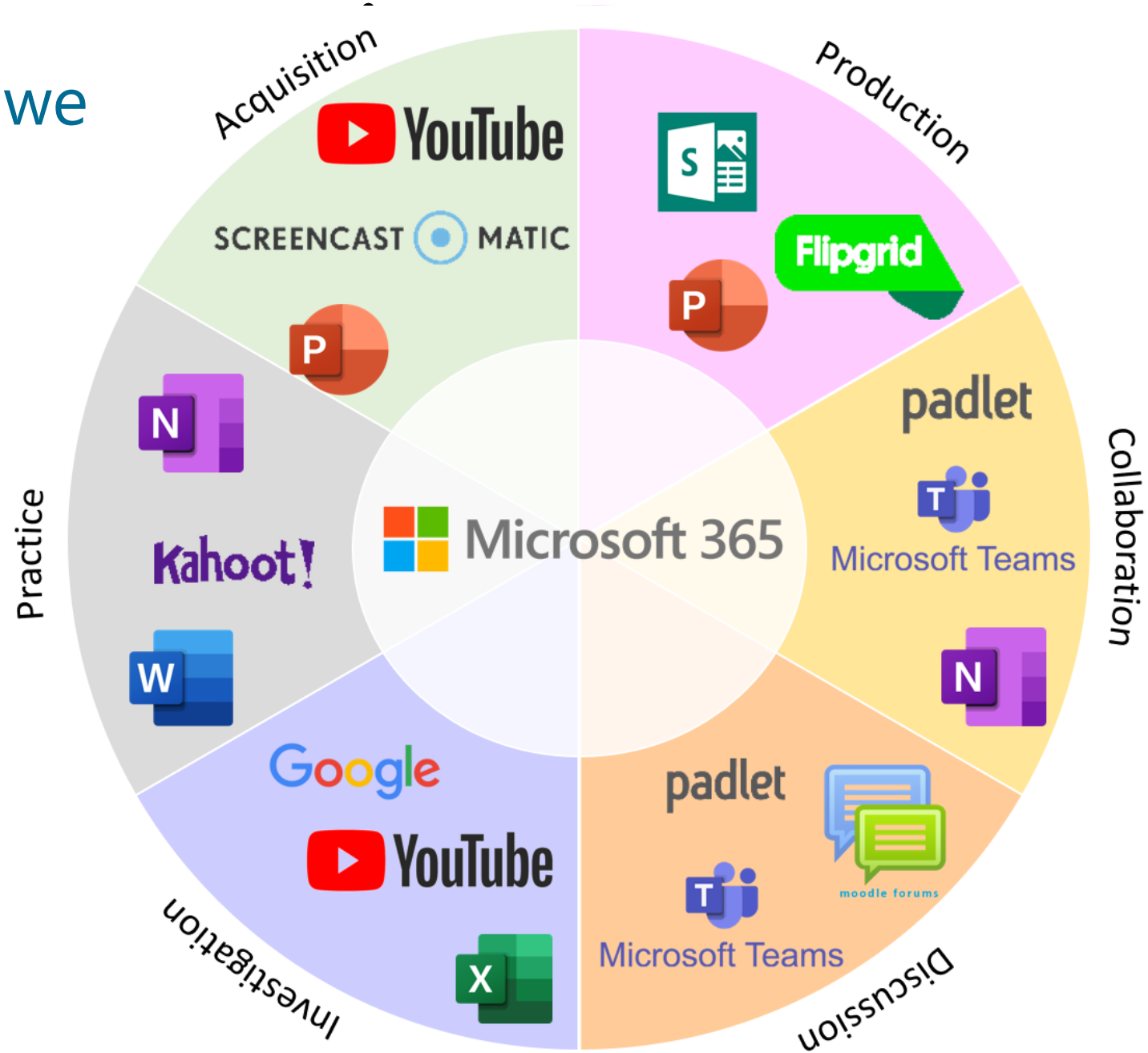
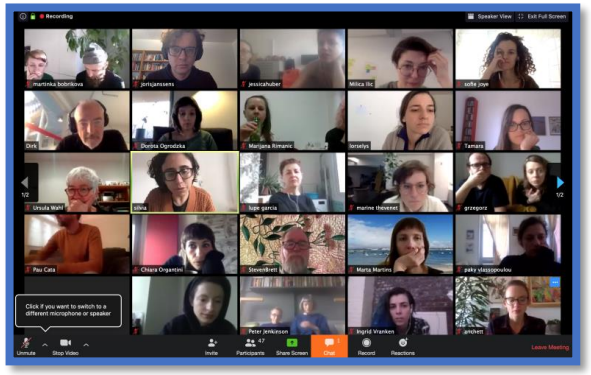
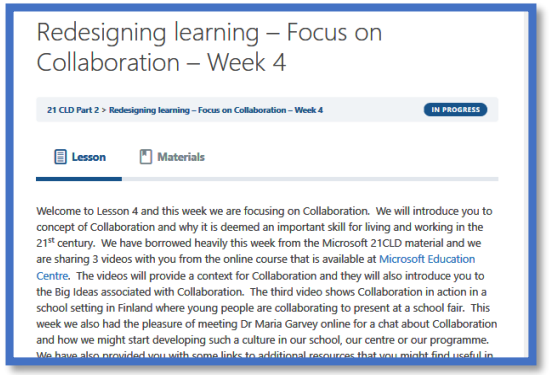
What tech will we use?



Put these together to create a blend

MODALITIES





LEARNING TYPES

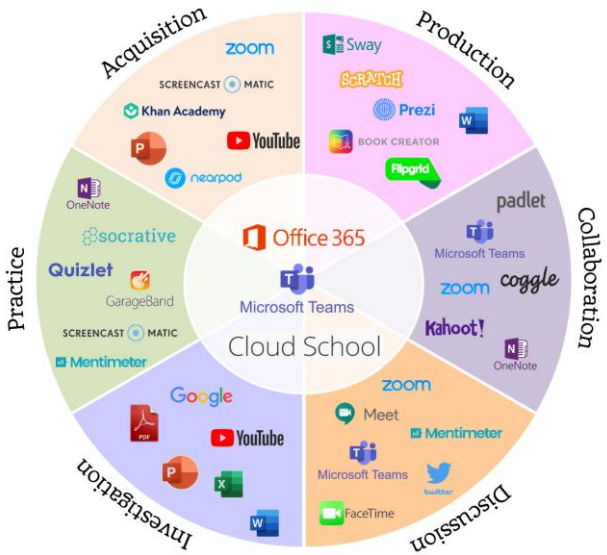
Social and Emotional Wellbeing

Embedded into all learning activities, to ensure that learners feel safe, healthy and included

Acquisition	Collaboration	Discussion
Watching/listening to a presentation or demonstration, reading from books or websites, watching demos or videos	Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product	Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the educator
Investigation	**Practice**	**Production**
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	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	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

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Have a Plan

- What will learners do before we meet?
- What they will do when we meet
  - In the Centre
  - Online
- What will they do after the live session?

Blended Glance Card

Subject		Topic	
Year		Level	

Social and Emotional Wellbeing
Ensuring that learners feel safe, healthy and included

Acquisition Watching/listening to a teacher 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 teacher
Investigation Exploring materials, 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	**Production** Using what they have learned to create an artefact that demonstrates their understanding

Assessment Opportunities
Keeping track of student progression through assignments, quizzes, online tests, student e-portfolios etc.

WHEN The focus	WHERE Modalities	WHAT Learning Types	HOW Technologies	NOTES On the blend
Before Class	❑ Live ❑ In-class ❑ Self-directed	❑ Acquisition ❑ Collaboration ❑ Discussion ❑ Investigation ❑ Practice ❑ Production ❑ Assessment	❑ OneNote ❑ Teams ❑ _____ ❑ _____	
During Class	❑ Live ❑ In-class ❑ Self-directed	❑ Acquisition ❑ Collaboration ❑ Discussion ❑ Investigation ❑ Practice ❑ Production ❑ Assessment	❑ OneNote ❑ Teams ❑ _____ ❑ _____	
After Class	❑ Live ❑ In-class ❑ Self-directed	❑ Acquisition ❑ Collaboration ❑ Discussion ❑ Investigation ❑ Practice ❑ Production ❑ Assessment	❑ OneNote ❑ Teams ❑ _____ ❑ _____	

CONTENT DESCRIPTION

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More Active Learning in the Future

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One Simple Idea to start

- First impressions
  - What does blended learning look like for you today?
    - Is it a low, medium or high-impact blend?
    - What is needed to make it happen for:
      - You
      - Learners

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