

21st CENTURY LEARNING DESIGN

Learning that matters



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April 2013

ITLresearch
Innovative Teaching and Learning

Microsoft
Partners in Learning

**75 million
youth are
unemployed**

**Almost 40 percent
of employers say
a lack of skills is the
main reason for
entry-level
vacancies**

**between 40% and 60% of
high school students are
“chronically disengaged”**

Economic Change and The Learning Challenge

	20th Century	21st Century
Economic Drivers	Manufacturing for mass market	Designing knowledge-based products
Teacher	Delivery of content and information; development of basic skills	Guiding students' creation of knowledge-based products; development of higher order skills

WHOLE SYSTEM RENEWAL

Education
System Change

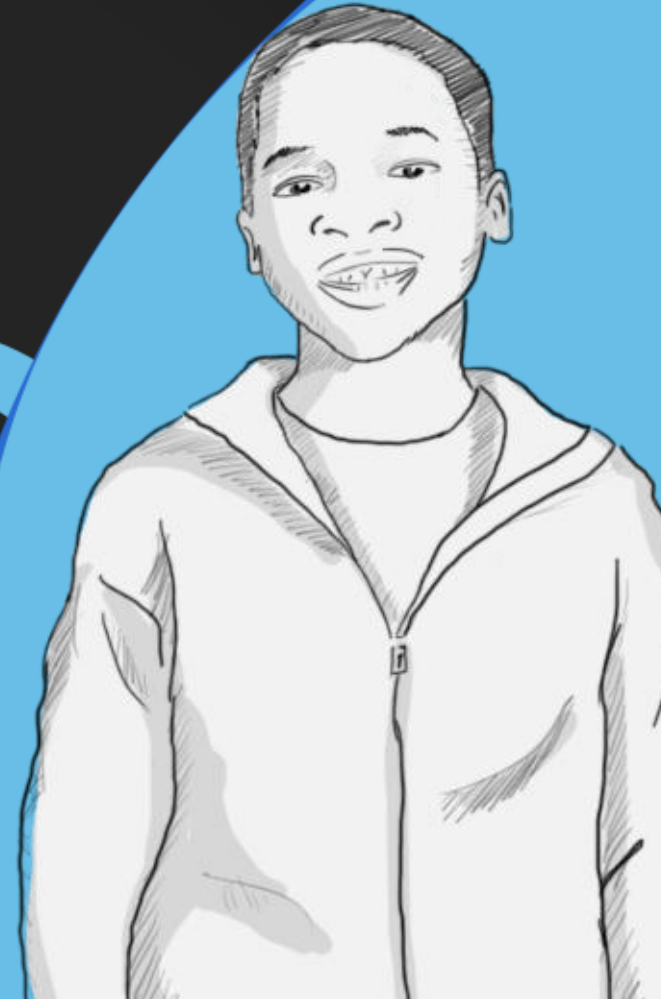
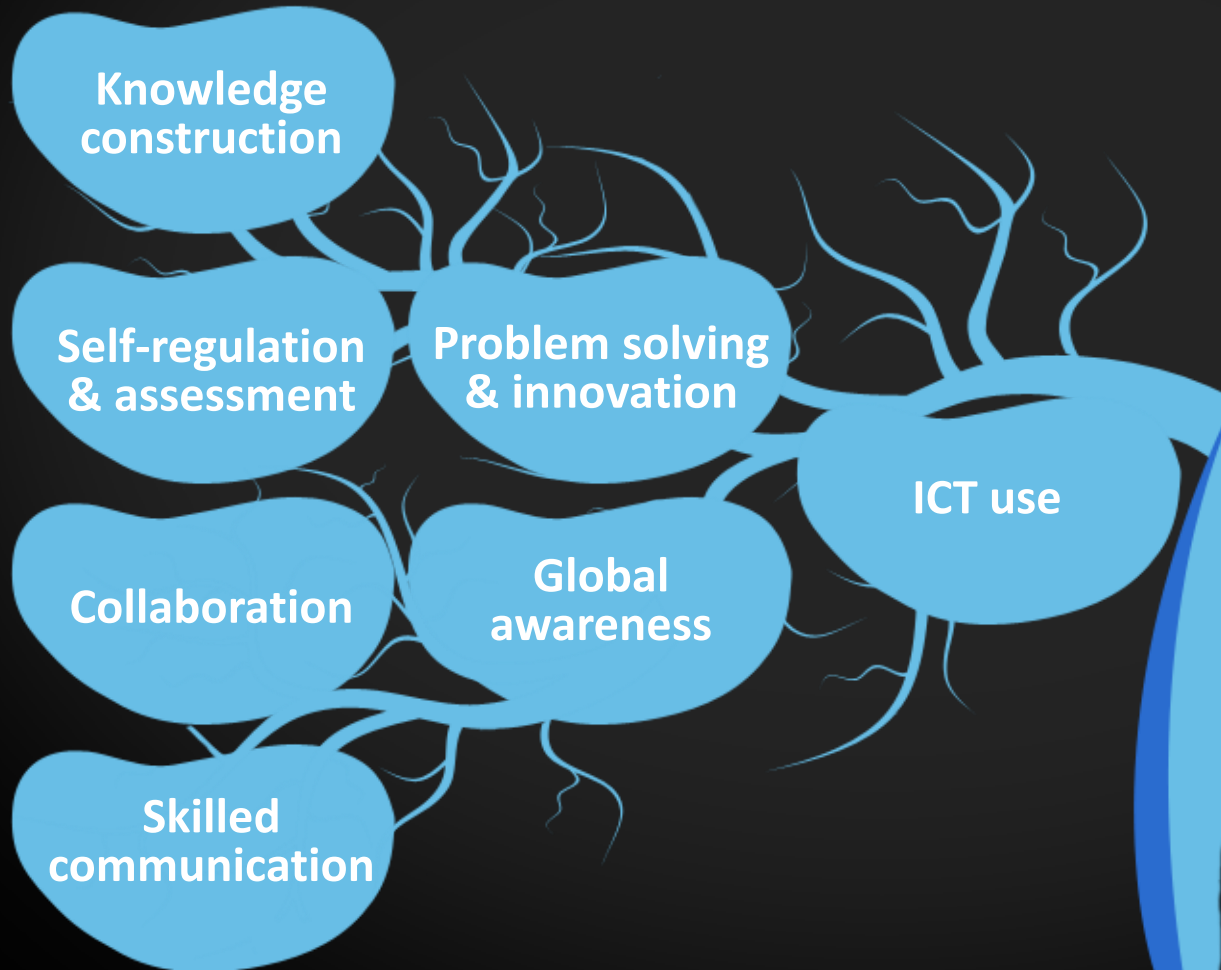
School
Leadership
and Culture

Innovative
Teaching
Practices

Youth prepared to thrive
in knowledge-based world
enabled by technology



DEEP LEARNING FOR KNOWLEDGE CREATION



ITL RESEARCH

Education
System Change

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knowledge-based world

Key Questions

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WHAT ARE INNOVATIVE TEACHING PRACTICES?

Student Centered Pedagogies

Knowledge construction
Personalized
Collaborative
Self-regulation

Extending Learning

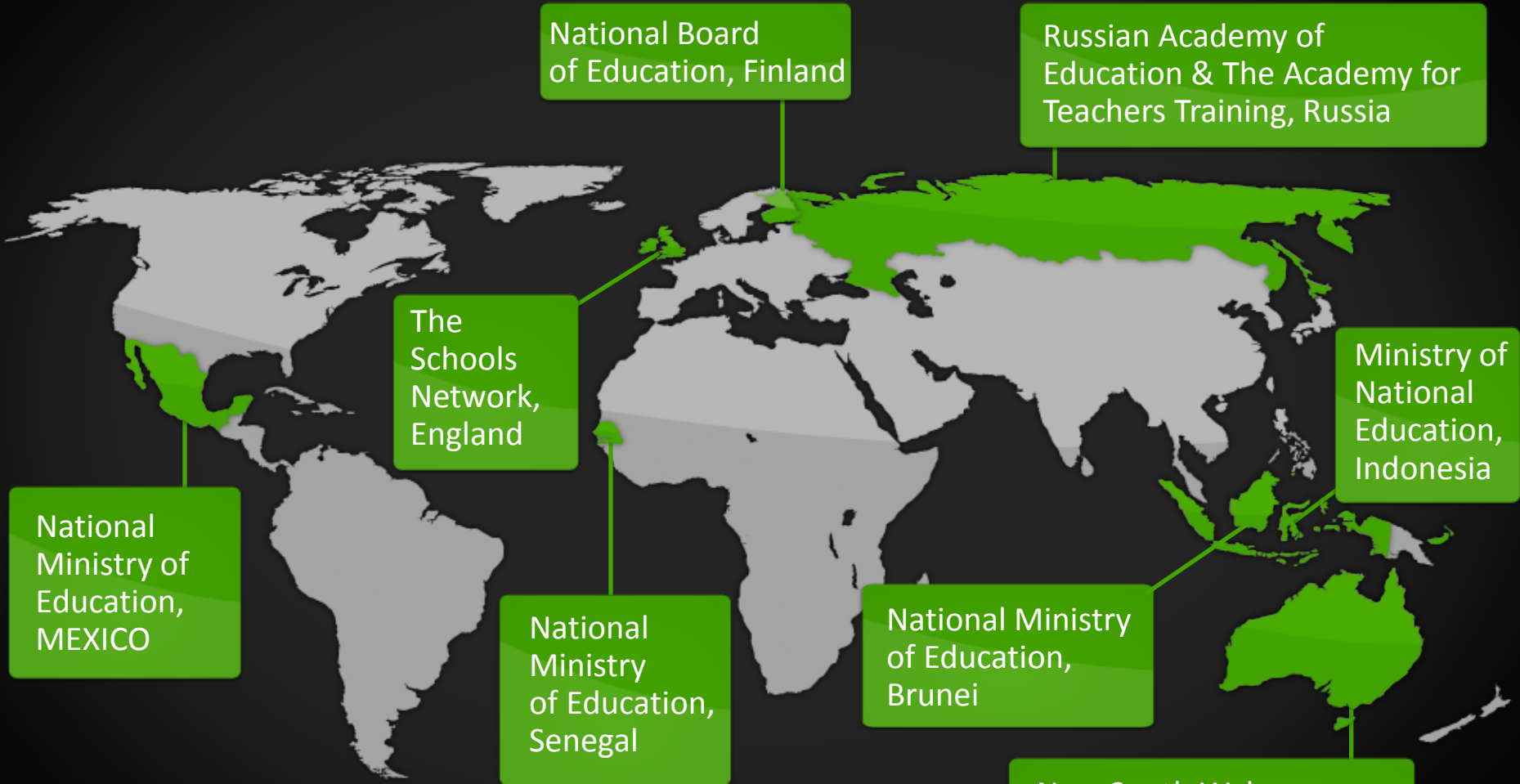
Problem solving
24/7 learning
opportunities
Global and cultural
understanding

ICT Integration

By educators
By students
Basic usage vs.
Higher-level usage
(for knowledge
building and
creativity)

8 COUNTRIES PARTICIPATED IN ITL

GLOBAL ADVISORY GROUP



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ITL RESEARCH

MIXED METHODS USED

Across

159 survey schools
24 site visit schools

Teacher & School
Leader Interviews

86 teachers
18 school leaders

Teacher & School
Leader Surveys

4,038 teachers
159 school leaders

Classroom
Observations

81 classrooms

Learning Activity
Analysis

967 learning activities

Student Work
Analysis

3,367 student work

Student Focus
Groups

33 focus groups

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Methods developed by SRI International

How Teaching Shapes 21C Learning

Education
System Change

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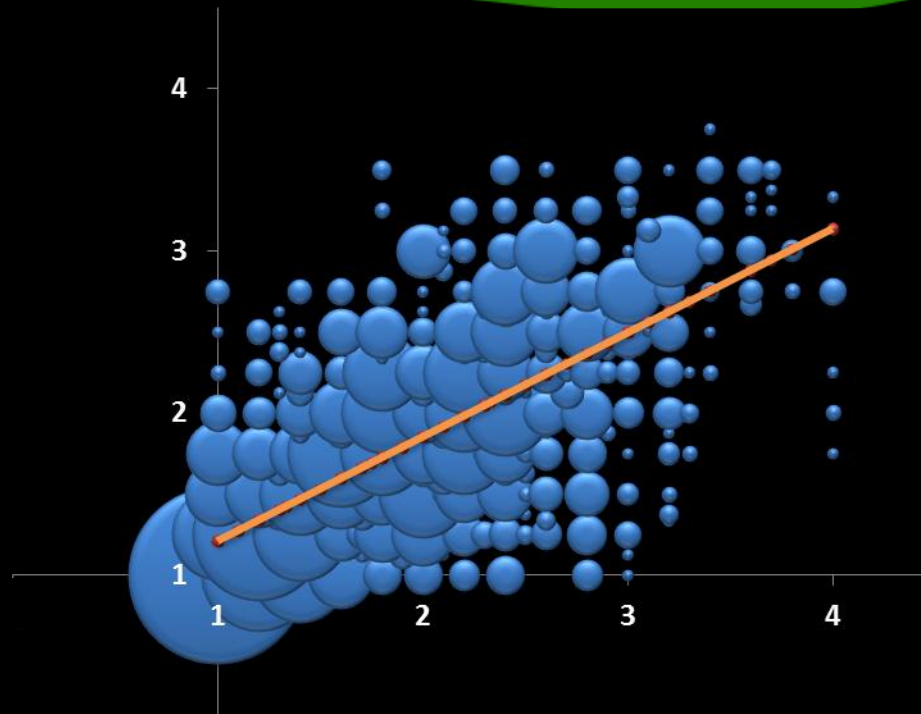


Individuals with
skills for life and
work today



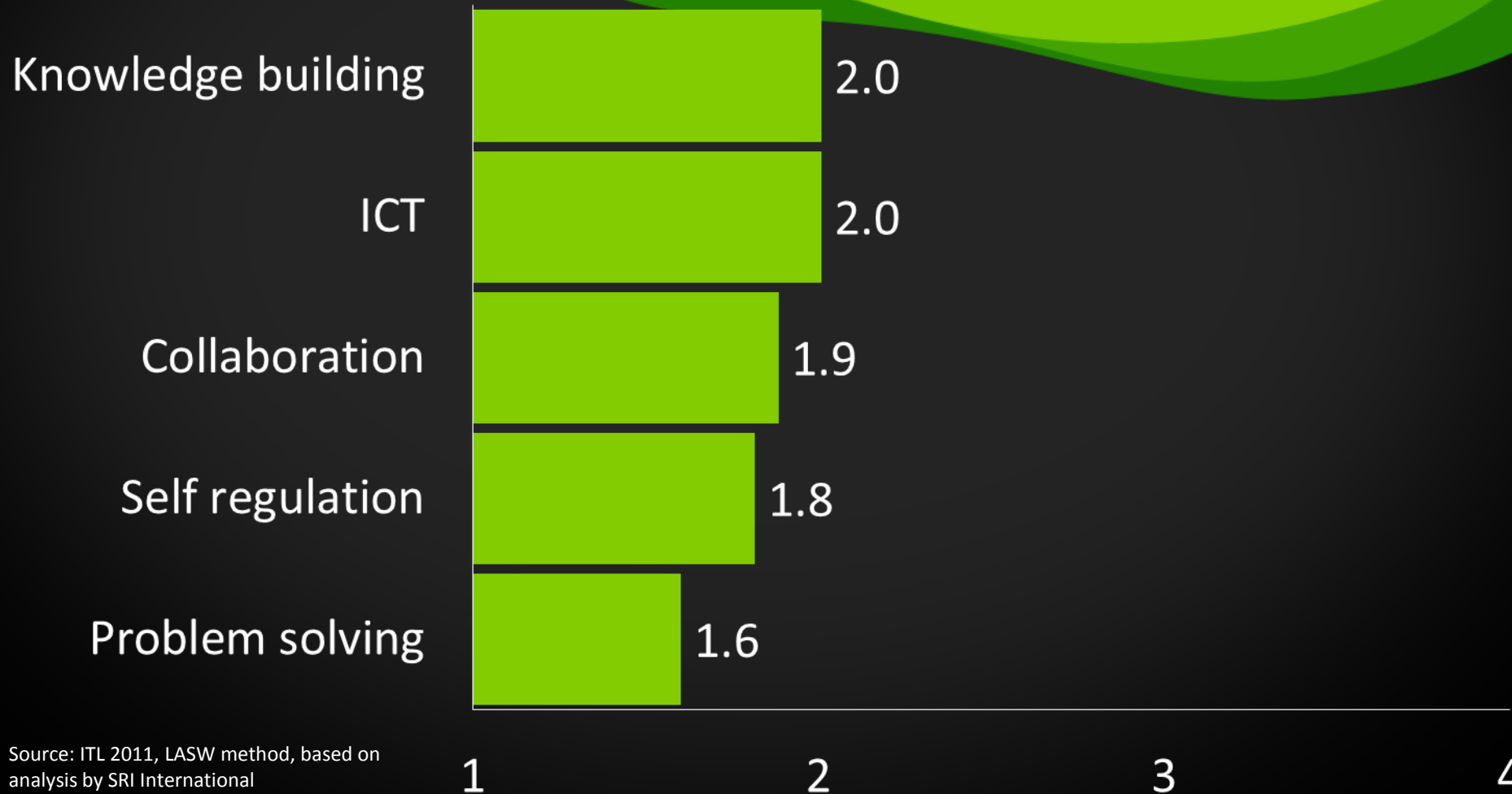
INNOVATIVE TEACHING SUPPORTS DEEP LEARNING OUTCOMES...

Students 21C
Skills Score

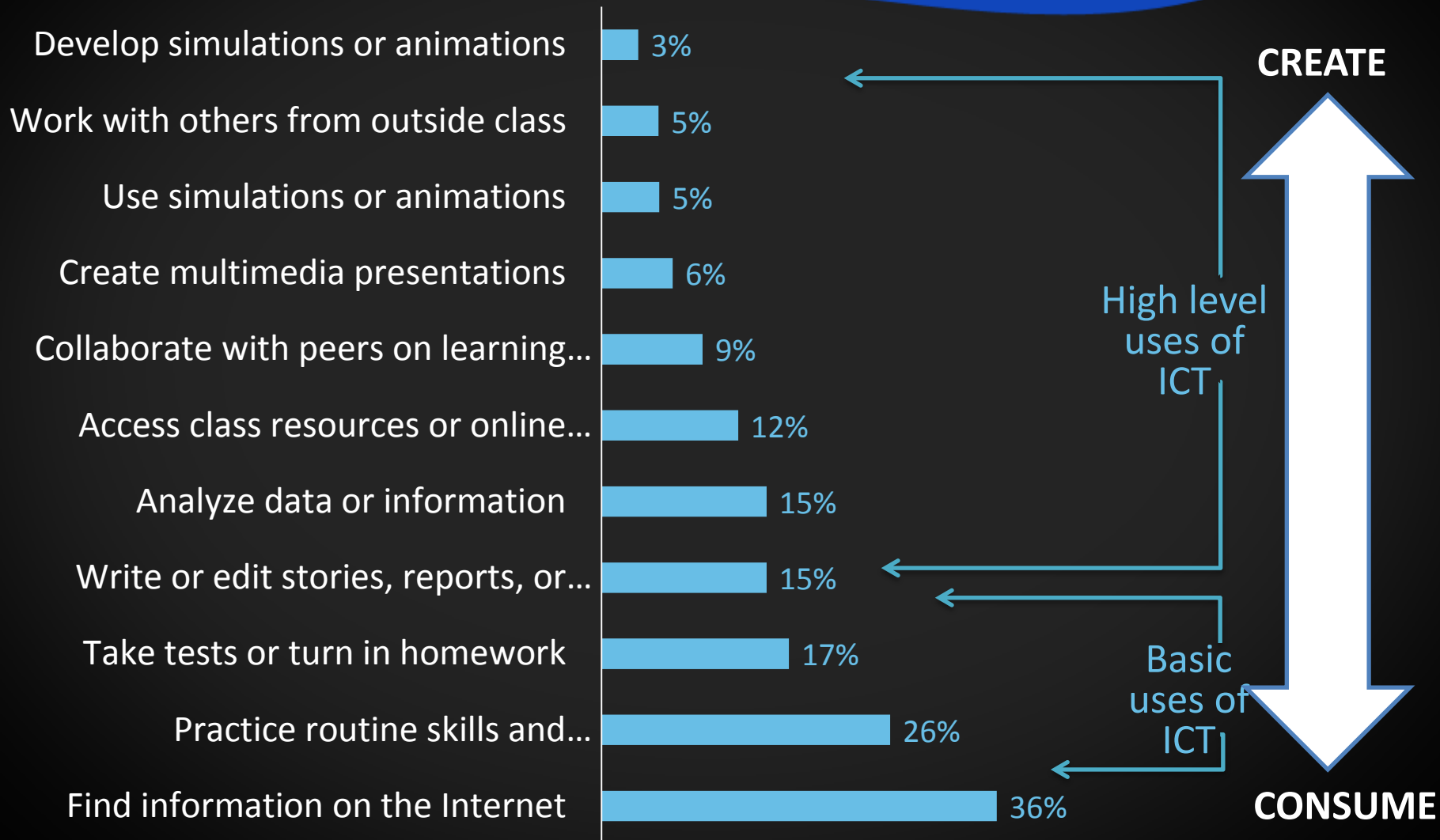


Learning Activity Score
(Innovative Teaching)

ITL Rubrics for Learning Activities



HOW STUDENTS USE TECH...



**Fragmented
practices**

Student
Centered
Pedagogies

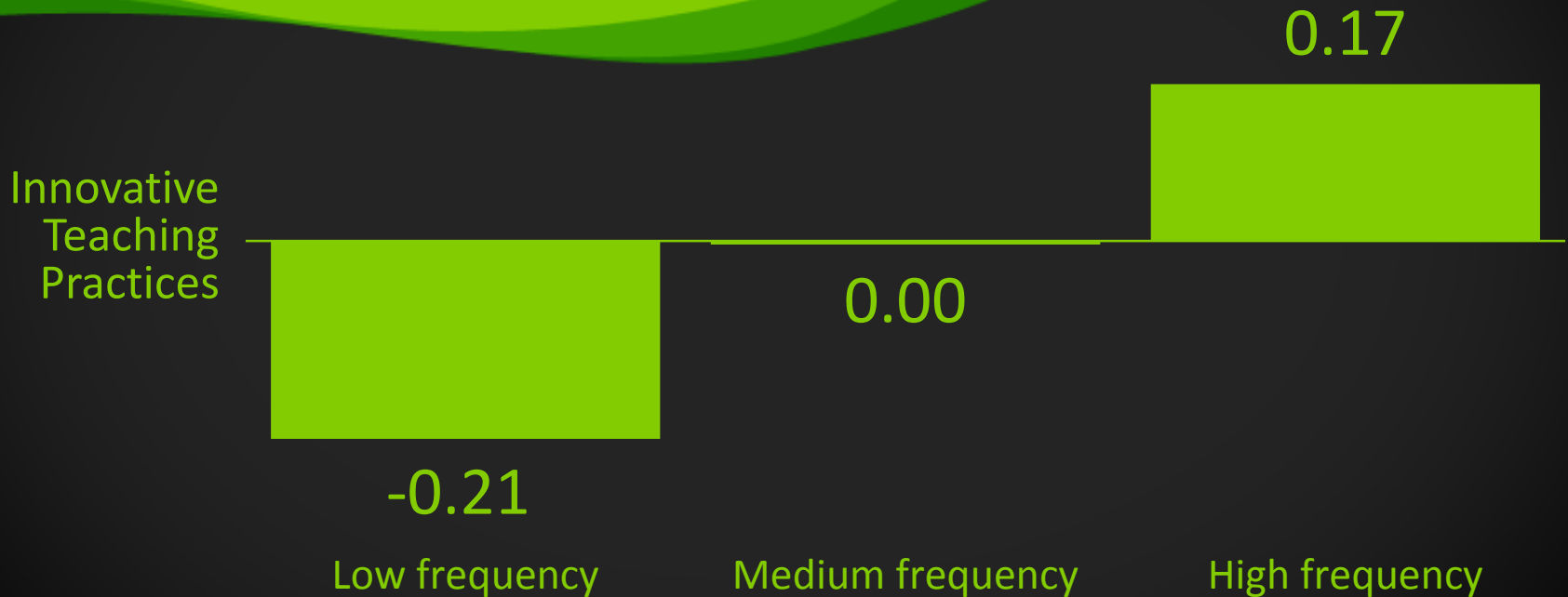
Extending
Learning

Innovative
Teaching
Practices

ICT Integration

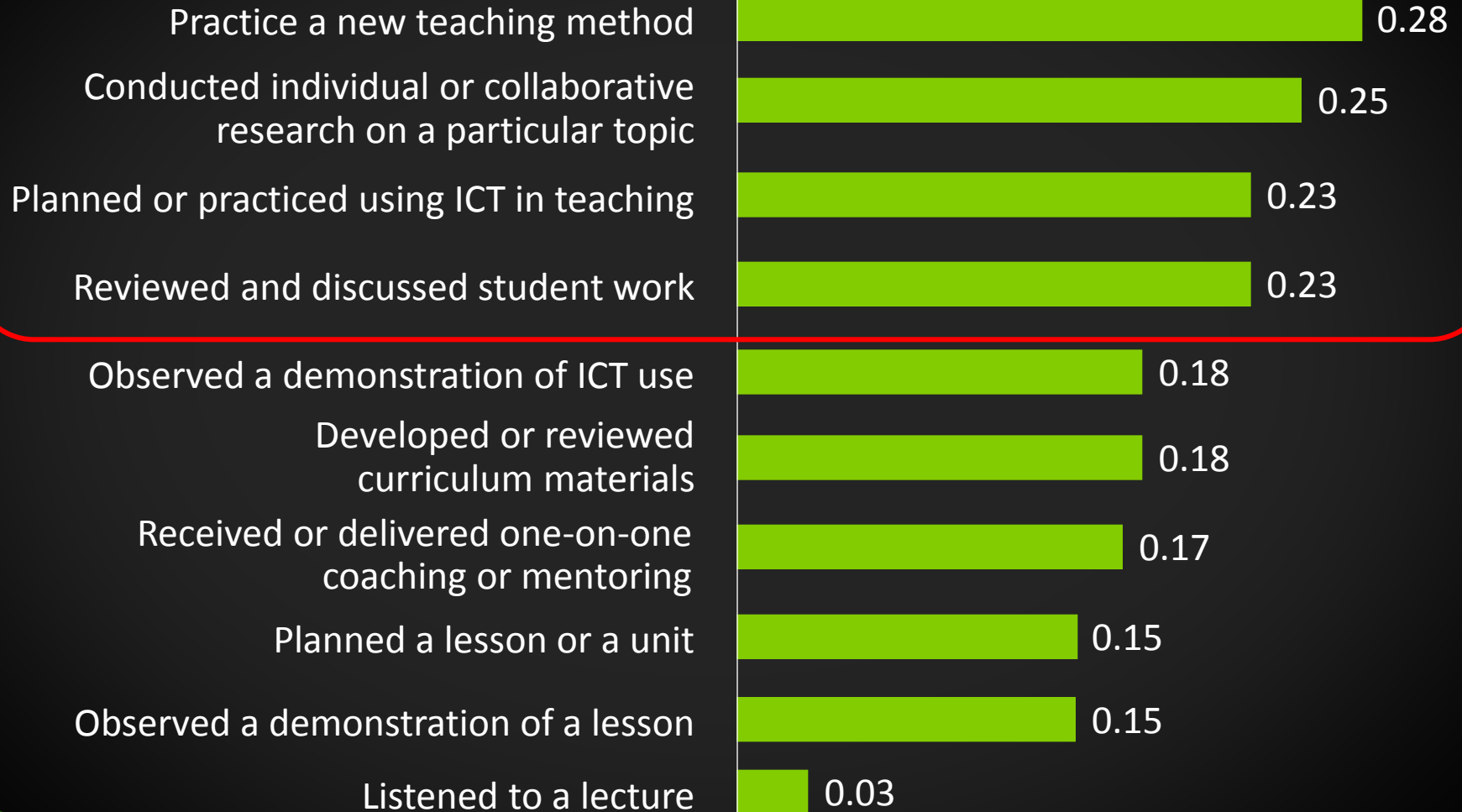
Missing pedagogical
elements of
innovation

TEACHER COLLABORATION AND INNOVATIVE TEACHING PRACTICES



Collaboration about Teaching

PROFESSIONAL DEVELOPMENT AND INNOVATIVE TEACHING PRACTICES



SYSTEM DISCONNECTED FROM INNOVATIVE TEACHING PRACTICES

“My **success** is judged by examiners, by Ofsted, by parental choice... and what parents want, what children want is not necessarily what I would judge as innovation.”
School leader, England

“**Innovative practices** remain individual initiatives of motivated teachers. Being an innovative teacher has no direct and explicit impact on one’s career.”
Senegal ITL Report

Student
Assessments

School and
Teacher
Performance

Professional
Development



Connect Systems: Assessments and appraisals aligned with innovative teaching and learning goals

Cultivate innovation: Leaders who develop integrated and shared visions of innovation

Nurture adoption: Professional development that provides teachers collaborative opportunities to design and research innovative teaching

Enrich learning: Ubiquitous student ICT access



What is 21st Century
Learning Design?

DEEP LEARNING, AND SKILLS FOR KNOWLEDGE CREATION

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System Change

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21st Century Learning Design

Teachers as
collaborative designers
of new learning
experiences

Students as collaborative
creators of knowledge-
based products

21st Century Learning Design

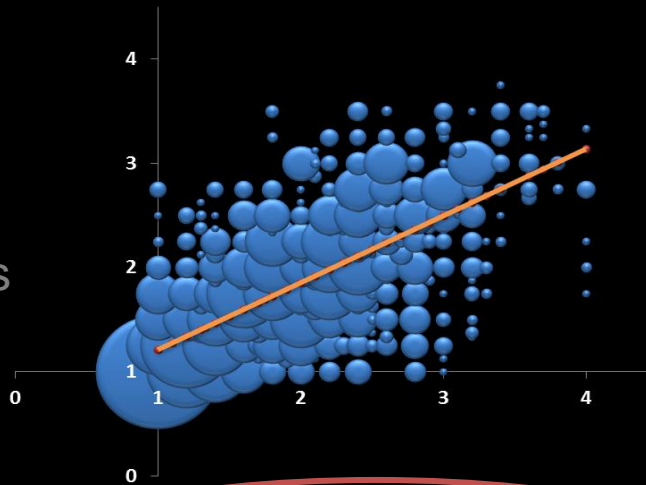
bridge between theory and practice of
21st century skills

rubrics as framework for learning design

rubrics as lens for the collective analysis of
student work

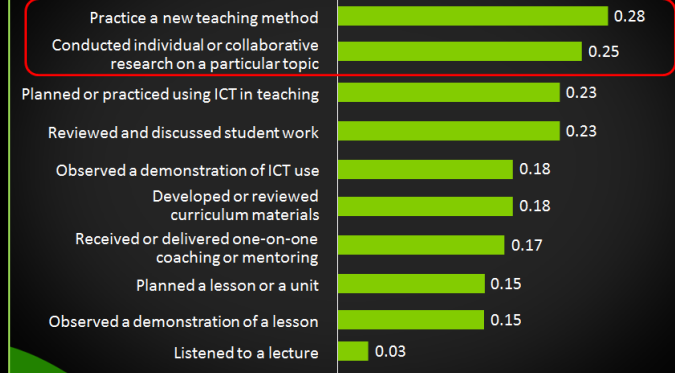
FOCUS ON LEARNING ACTIVITY DESIGN

Students
21C Skills
Score



Learning Activity Score
(Innovative Teaching)

PROFESSIONAL DEVELOPMENT AND INNOVATIVE TEACHING PRACTICES

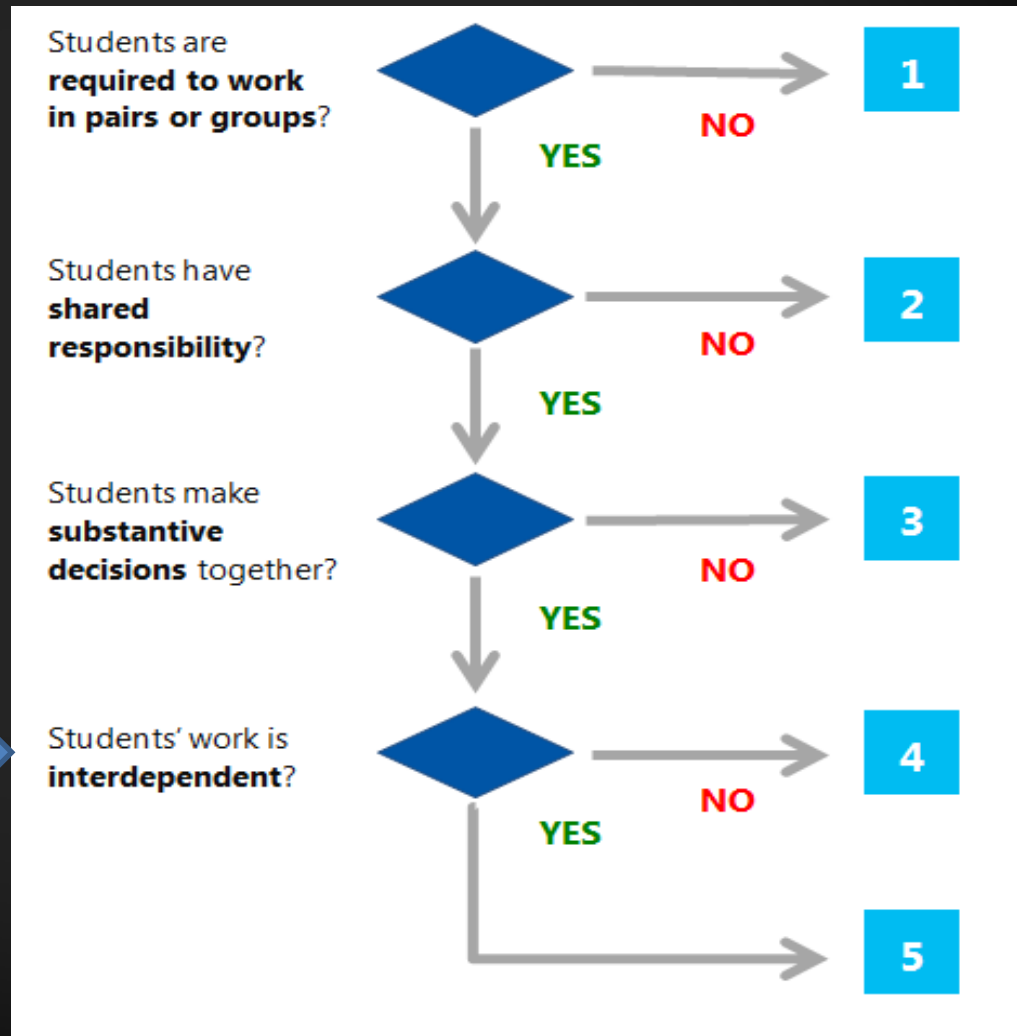
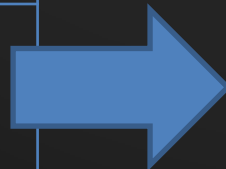


Source: ITL teacher survey 2011

Based on analysis by SRI International

ITL Rubrics: Framework for Learning Design

Rubrics
Self-regulation
Real-world problem-solving and innovation
Use of ICT for learning
Collaboration
Knowledge Construction



Teachers Collaborating in 16 countries

Senegal



Mexico



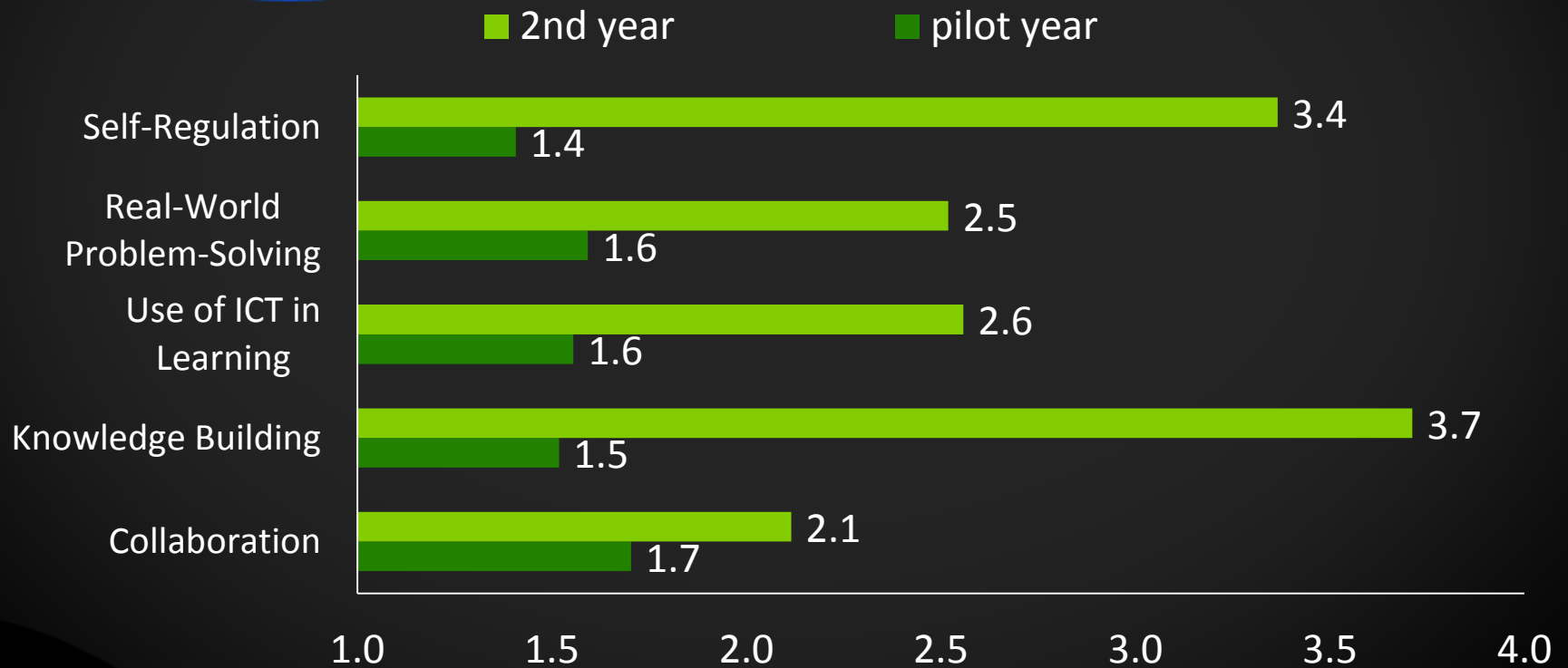
England



Brunei



TEACHING CAN CHANGE, DRAMATICALLY



Case study from one school in Russia

Teacher-produced content

project published

resources identified

learning project designed

The screenshot shows a SkyDrive document titled "Biome Travel Guide" for a 6th-grade class. The sidebar menu includes "Project Info", "Assignment", "Rubric", "Resources", "Student Work", and "Final Project Script". The main content area is titled "Assignment" and contains the following text:

The Introduction:
You have a new summer job working for a travel tourism that will persuade travelers to visit a

Task:
ng in groups, you will be researching one o

Tundra	* Grassland
Rain Forest	* Ocean (Marine)
Savanna	* Desert

ize the information into a travel guide to highlight the key features that all visitors should know in preparation for visiting your biome.

Research:
Key Features to include:

- **Keystone species** (the major plants and animals that really define the ecosystem and influence the other organisms, soil, etc.)

The screenshot shows a published project page titled "Biome Travel Guide" by Dianne Krause, a Microsoft Innovative Educator. The page includes a gallery of images showing a camera, a Windows Live logo, and a Movie Maker logo. Below the gallery, there are learning objectives and a list of resources:

Learning objectives

- Students will learn the keystone species (plants & animals), climate, geography, and effects on ecosystem of the various global biomes.
- Students will learn how to use OneNote to collect, refine, and collaborate on research and product creation.
- Students create a Multimedia Travel Guide for the biome highlighting the key features that everyone should know in preparation for visiting.

Resources

- All About Nature: Biome <http://www.allaboutnat>
- The Evergreen Project A <http://mbonet.mobot.or>
- Biomes of the World <http://www.teachersfir>
- World Biomes <http://kids.nccas.ucsb.e>
- Biome Powerpoints <http://science.pppst.co>
- Blue Planet World Biomes http://www.blueplanetbiomes.org/world_biomes.htm
- Kids Connect Biomes <http://www.kidsconnect.com/subject-index/15-science/62-biomes.html>

Assessment defined

Student work supported

What students say

Student from South Africa in a school doing 21C Learning Design



“I feel as though we’ve come from a long culture of spoon-feeding at this school. But I have noticed during the past year that teaching practices are starting to change. A few teachers still spoon-feed, **but the others are really making us think and are challenging us with different types of projects than in the past...** I really don’t want spoon-feeding, because it will come back to haunt me at University, as it did with my sister. I want to learn about research, debating, team work and all the skills I’ll need in a job one day.”

What does this mean for you?

- Shifting from content producers to content creation enablers
- Developing new content distribution ecosystems
- Enabling more local, more relevant, more personal learning content
- Re-engaging youth in learning that matters

www.itlresearch.com