



TCDSB21C: Learning Design

The neXt lesson



Collaboration



Collaborative Contributor

Entry

Students are NOT required to work together in pairs or groups.

Adoption

Students DO work together,
BUT they DO NOT have shared responsibility.

Adaptation

Students DO have shared responsibility,
BUT they ARE NOT required to make substantive decisions together
requiring them to think critically about the meaning and
purpose of work.

Infusion

Students DO have shared responsibility,
AND they DO think critically about the meaning and purpose of
work,
BUT their work is not interdependent.

Transformation

Students DO have shared responsibility.
AND they DO think critically about the meaning and purpose of
work,
AND they truly work together as interdependent team members.



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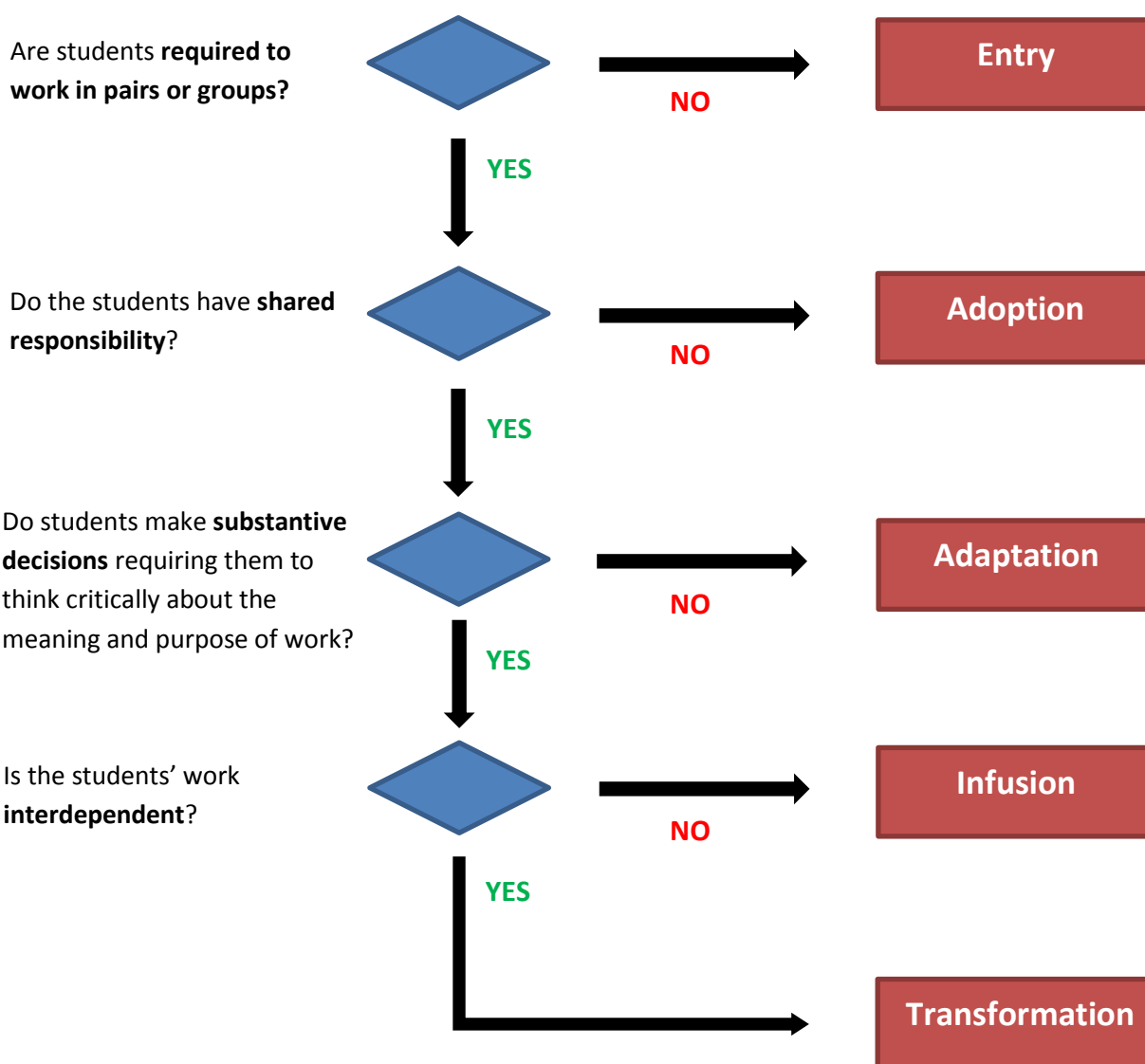
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Collaboration



Collaborative Contributor





Discerning Believer



Creative Thinker

Knowledge Construction

Entry

In light of the common good the learning activity does NOT require the student to create knowledge or adapt and evaluate prior knowledge.

Students can complete the activity by reproducing information or by using familiar procedures.

Adoption

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

BUT this is not the main requirement of the assignment.

Adaptation

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

BUT the learning activity does not require students to use that knowledge to constructively influence change in a new context.

Infusion

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

AND the learning activity does require students to use that knowledge to constructively influence change in a new context,

BUT the learning activity does not have interdisciplinary learning goals.

Transformation

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

AND the learning activity does require students to use that knowledge to constructively influence change in a new context,

AND the knowledge building is interdisciplinary.



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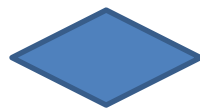
Discerning
Believer



Creative
Thinker

Knowledge Construction

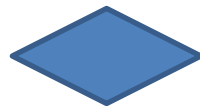
Does the activity **require** the student to create knowledge or adapt and evaluate prior knowledge?



Entry

YES

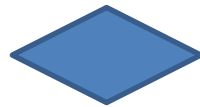
Is the **main requirement** the creation of knowledge or the adaptation and evaluation of prior knowledge?



Adoption

YES

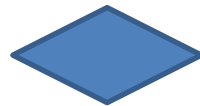
Are students required to Use that knowledge to influence change in a new context?



Adaptation

YES

Is the learning activity Interdisciplinary?



Infusion

YES

Transformation

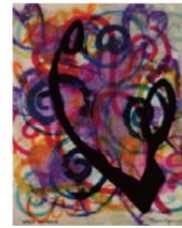


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The neXt lesson



Real-World Problem-Solving & Innovation



Caring Family Member

Entry

The Learning Activity's main requirement is NOT problem solving. Students use a previously learned answer or procedure for most work.

Adoption

The Learning Activity's main requirement is problem solving, BUT the problem is NOT a concern outside the students' immediate world.

Adaptation

The Learning Activity's main requirement is problem solving, AND the problem is a concern outside the students' immediate world, BUT they are NOT required to minister to their school or class community through innovation.

Infusion

The Learning Activity's main requirement is problem solving, AND the problem is a concern outside the students' immediate world, AND they are required to minister to their school or class community through innovation, BUT they are NOT required to consult with experts in the wider community with the intention to share their solutions.

Transformation

The Learning Activity's main requirement is problem solving, AND the problem is a concern outside the students' immediate world, AND they are required to minister to their school or class community through innovation, AND they are required to consult with experts in the wider community with intention to share their solutions.



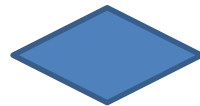
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Real-World Problem Solving & Innovation



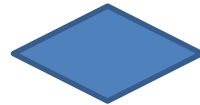
Caring Family
 Member

Is the main requirement
 problem solving?



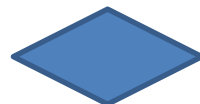
Entry

Are students working on a
 problem which is a concern
 outside their immediate
 world?



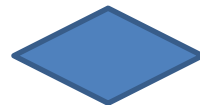
Adoption

Does the activity require
 innovation?



Adaptation

Have students consulted
 with experts in the wider
 community with intention
 to share their solutions?



Infusion



Transformation



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Effective Communicator

Skilled Communication

Entry

The students are NOT required to produce extended or multi-modal communication.

Adoption

The students are required to produce extended or multi-modal communication,
BUT they are NOT required to provide supporting evidence.

Adaptation

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
BUT they are NOT required to communicate information and ideas clearly and honestly, with sensitivity to others.

Infusion

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
AND they are required to communicate information and ideas clearly and honestly, with sensitivity to others,
BUT they are NOT required to communicate ideas so as to enhance the quality of life.

Transformation

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
AND they are required to communicate information and ideas clearly and honestly, with sensitivity to others,
AND they are required to communicate ideas so as to enhance the quality of life.



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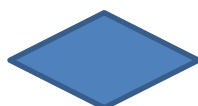
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Effective
Communicator

Skilled Communication

Does this activity require extended or multi-modal communication?

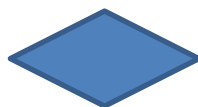


NO

Entry

YES

Are students required to provide supporting evidence?

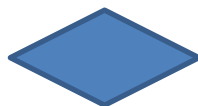


NO

Adoption

YES

Are students required to communicate information and ideas clearly and honestly, with sensitivity to others?

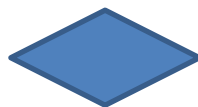


NO

Adaptation

YES

Are students required to communicate their ideas to enhance the quality of life?



NO

Infusion

YES



Transformation



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Self Regulation



Responsible Citizen



Self-Directed Learner

Entry

The Learning Activity is not long-term.

Adoption

The Learning Activity is long term,
BUT students DO NOT have learning goals and associated success criteria in advance of completing work.

Adaptation

The Learning Activity is long-term,
AND the students DO have the learning goals and associated success criteria in advance of completing work,
BUT they DO NOT have the opportunity to be self-directed responsible, life long learners.

Infusion

The Learning Activity is long-term,
AND the students DO have the learning goals and associated success criteria in advance of completing work,
AND they DO have the opportunity to be self-directed, responsible, life-long learners,
BUT they DO not have the ability to revise their work based on feedback.

Transformation

The Learning Activity is long-term,
AND the students DO have the learning goals and associated success criteria in advance of completing work,
AND they DO have the opportunity to be self-directed, responsible, life-long learners,
AND they DO have the ability to revise their work based on feedback.



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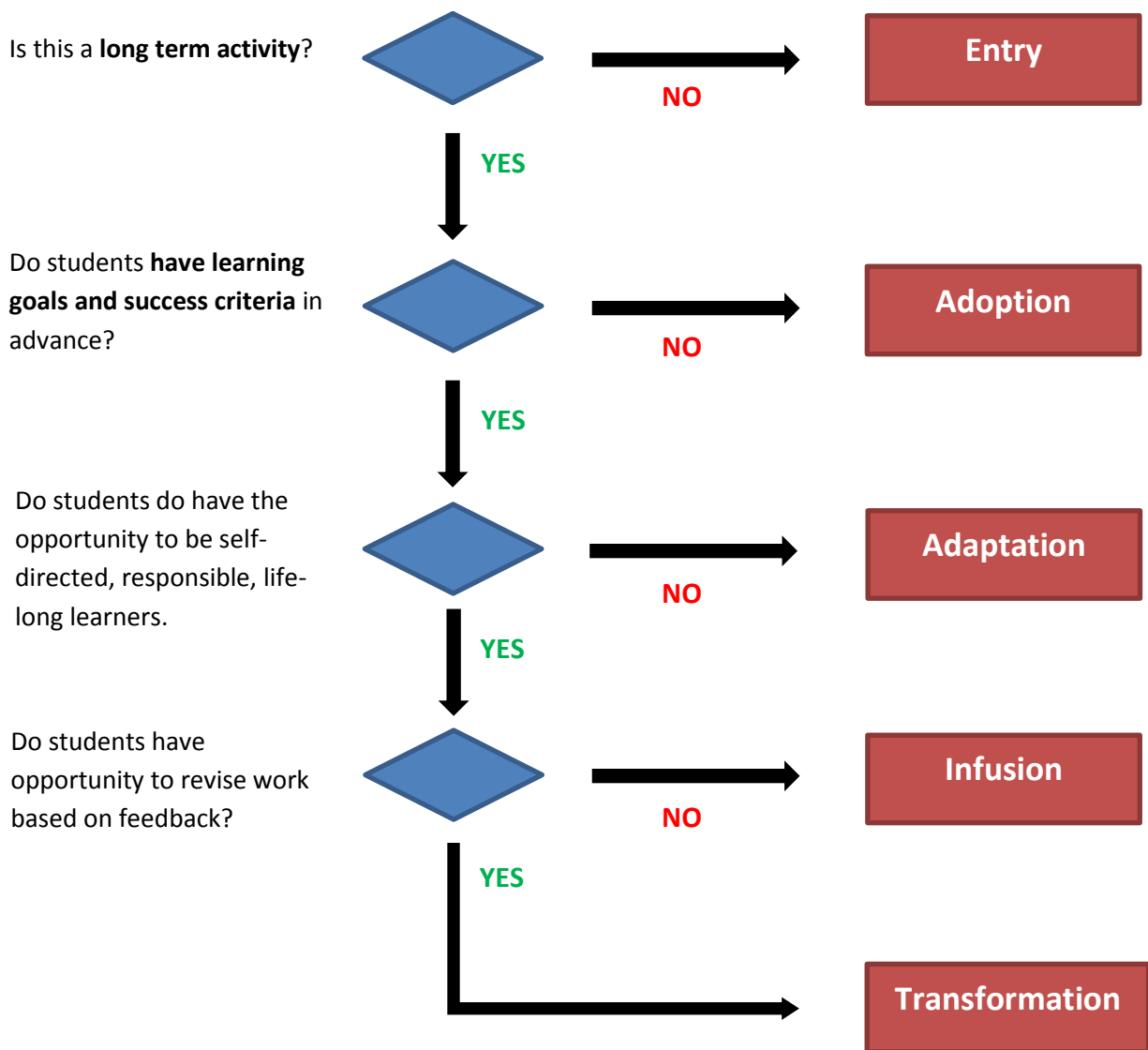


Responsible Citizen

Self-Regulation



Self-Directed
 Learner





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Effective Communicator

Use of ICT for Learning

Entry

Students DO NOT have the opportunity to use ICT for this learning activity.

Adoption

Students use ICT to learn or practice basic skills or reproduce Information,
BUT they DO NOT use ICT to construct knowledge.

Adaptation

Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
BUT they could construct the same knowledge without using ICT.

Infusion

Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
AND they could not construct the same knowledge without using ICT,
BUT they do not create an ICT artefact that others can use.

Transformation

Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
AND they could not construct the same knowledge without using ICT,
AND they create an ICT artefact that others can use.



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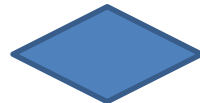




Effective
 Communicator

Use of ICT for Learning

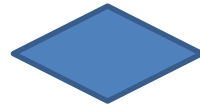
Do students have the opportunity to the **use of ICT**?



Entry

YES

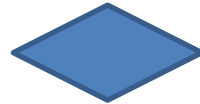
Does use of ICT support students' **knowledge construction**?



Adoption

YES

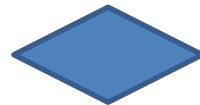
Is ICT **required** for constructing knowledge?



Adaptation

YES

Do the students create an ICT artefact for others to use?



Infusion

YES

Transformation