

**Effective Pedagogy
in Modern
Learning
Environments**

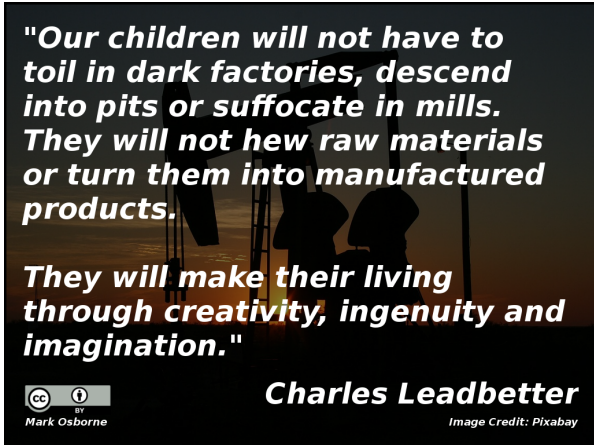
core
EDUCATION
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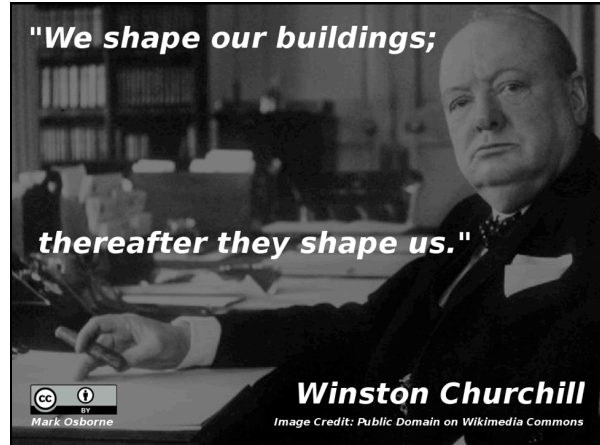
"Our children will not have to toil in dark factories, descend into pits or suffocate in mills. They will not hew raw materials or turn them into manufactured products. They will make their living through creativity, ingenuity and imagination."

Charles Leadbetter
Image Credit: Pixabay



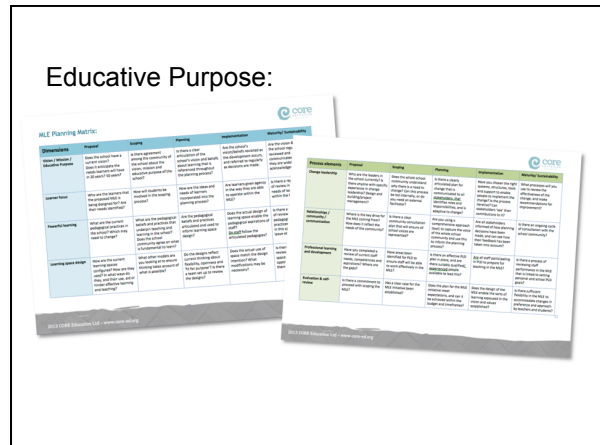
"We shape our buildings; thereafter they shape us."

Winston Churchill
Image Credit: Public Domain on Wikimedia Commons



Educative Purpose:

Learning Area	Learning Objectives	Learning Activities	Learning Resources	Learning Outcomes
Mathematics	Understand addition and subtraction	Using blocks to represent numbers	Counting blocks, number cards	Students can add and subtract simple numbers
Science	Understand the water cycle	Using a diagram to show the water cycle	Diagram of the water cycle, water, containers	Students can describe the water cycle
Language	Understand the structure of a story	Using a story to discuss the structure	Storybook, story cards	Students can identify the beginning, middle, and end of a story
Art	Understand the elements of art	Using a variety of materials to create art	Clay, paint, brushes, paper	Students can create their own artwork





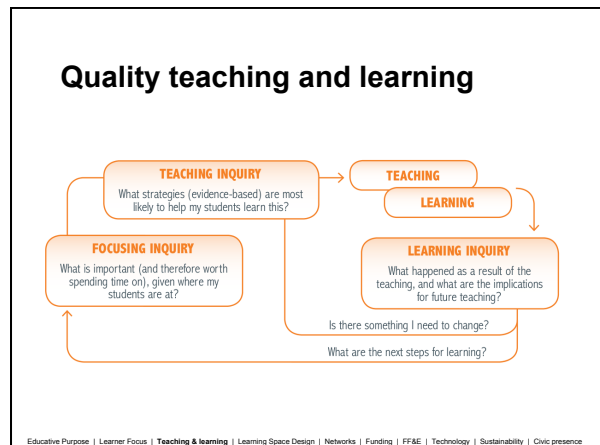
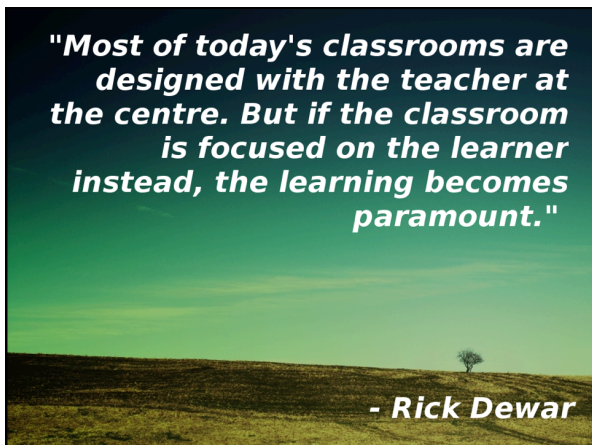
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Modern Learning Pedagogy

Who/Why?
- focus on our **learners**

How?
curriculum & pedagogy
that enable access &
agency

What?
choice of learning
pathways & spaces



Adapted from Stank by Karen Kishuhn Spencer
https://www.kishuhn.com
CC BY-NC 4.0



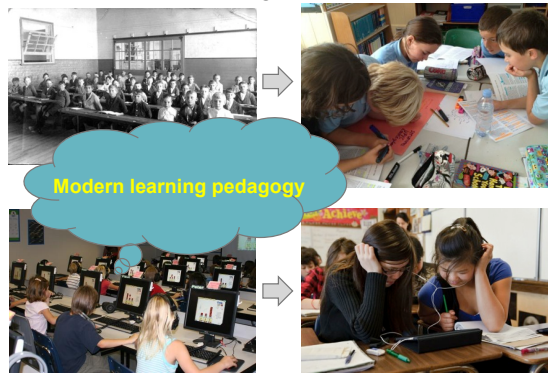
High effect size:

- Formative evaluation of programs (0.90)
- Reciprocal teaching (0.74)
- Feedback (0.73)
- Spaced practice (0.71)
- Self-verbalisation/questioning (0.64)
- Direct instruction (0.59)
- Mastery learning (0.58)
- Worked examples (0.57)
- Peer tutoring (0.55)
- Individual instruction (0.23)

John Hattie

Modern learning environments...



Modern learning pedagogy

HOW - Strategies which support effective learning for the future

- Student agency
- Ubiquity - any where, any time ...
- Connectedness
- Digital Citizenship
- Inquiry (both student & teacher)
- Design for blended learning (UDL)

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Learner at the centre


Student agency

- “the power to act”
- “sense of ownership”
- “executing & controlling one’s own actions”
- “self - efficacy”
- “personalisation”



Ubiquity
students learning


- any where
- anytime
- any pace
- any device



The image shows two children sitting on a wooden floor in a room. One child is using a tablet computer while the other looks on. There is a guitar and a potted plant in the background.


Connectedness
“Digital natives” now “sharing natives”
- they get connectivity

- Connect
- Share
- Learn
- Do



The image shows a hand pointing at a tablet screen. The screen displays a social media interface with a profile picture, a video thumbnail, and a list of items.

Why change?




To enhance student agency over learning - anytime, any pace, any device.

To provide fun, future focused learning using the technical and social skills needed for 21st C and beyond

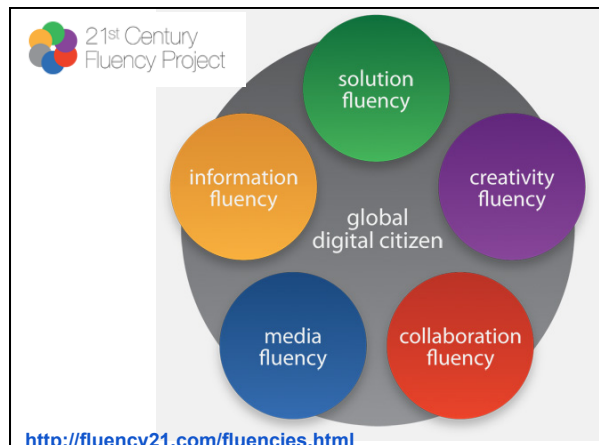
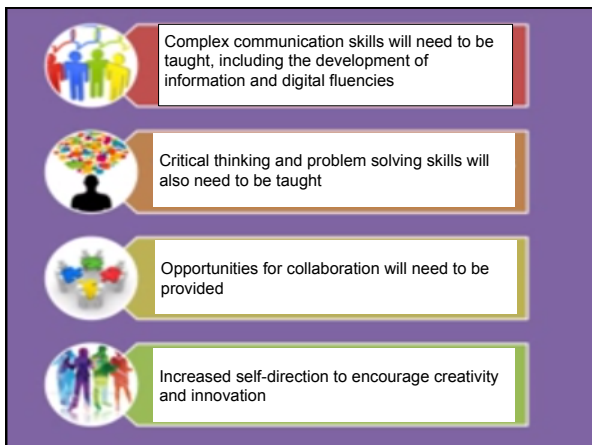
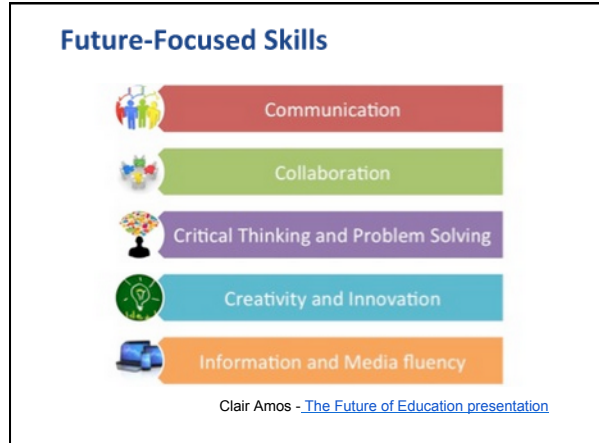
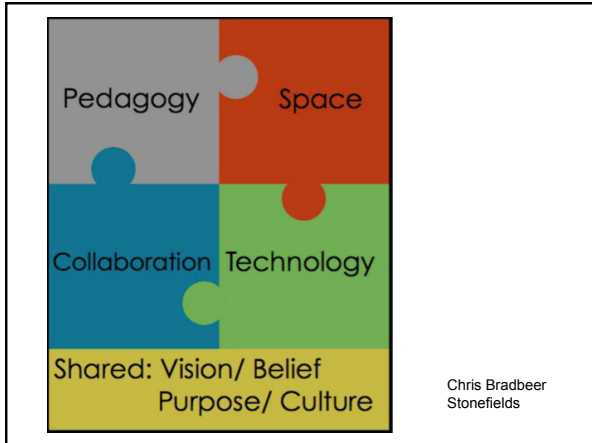
BYOD can enable a connected approach to learning, placing control and agency over learning in the hands of learners so that access to the curriculum is ubiquitous and no longer constrained by the time and place. <http://elearning.tki.org.nz/>

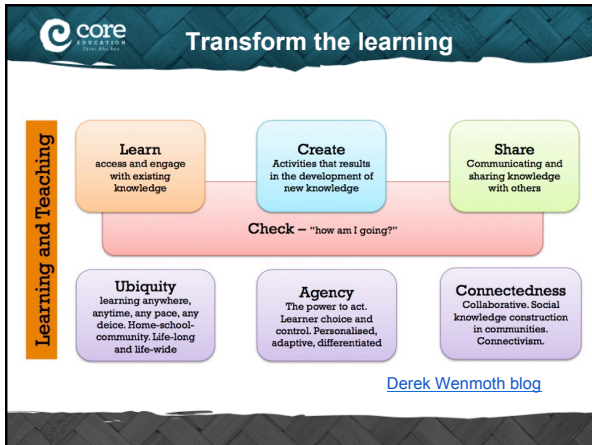
Modern Learning involve aspects which are:

- Collaborative
- Creative
- Critical



The image shows a group of students sitting around a table in a classroom, working together. They are using laptops and looking at papers.





Teacher support

Enabling elearning website: <http://elearning.tki.org.nz/>

Benefits of using technologies in the classroom (2:15)

Creating iBooks (2:25)

Benefits iPads provide for student learning - Part 2 (1:25)

Benefits iPads provide for student learning - Part 1 (1:15)

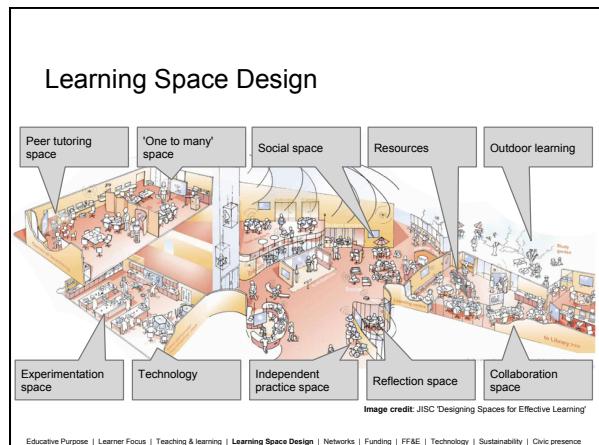
Using iPads in the classroom (2:36)

Language learning supported by technology (2:32)

<http://elearning.tki.org.nz/Media-gallery>

Teachers change in approach - integrating technologies into their planning and teaching

- using technology to identify learning during classtime
- planning / teaching in a blended way
- choose the technology which best suits the learning activity

core EDUCATION Caves, campfires and watering holes **MOVING THE BOUNDARIES OF POSSIBILITY**

Watering hole
Here you: come together to exchange ideas and cross-pollinate.
Think: a student learning programming and a student learning to dance sharing ideas about the creative process while having a drink.

Mountain top
Here you: celebrate and share your learning 'one to many'. You 'sing it from the mountain top'.
Think: showing to the rest of your class a summary of your science project findings.

Sandpit
Here you: play, prototype and experiment without worrying about mess, water or damaging surfaces.
Think: testing your bridge design to see if it can support the weight of a toy car.

Cave
Here you: withdraw from the noise of the classroom to be alone with your thoughts and reflection. A place to explore questions and make connections.
Think: a beanbag enclosed by bookshelves.

Campfire
Here you: share stories, exchange ideas and allow the group to build on each others' ideas.
Think: a group brainstorming ways to advertise their product to the community.

For more information: See 'Campfires in Cyberspace' by David D. Thornburg, <http://tsp4.org/Thornburg/Headout/Campfires.pdf>

www.core-ed.org

Educative Purpose | Learner Focus | Teaching & learning | Learning Space Design | Networks | Funding | PF&E | Technology | Sustainability | Civic presence

core EDUCATION Learning Studios **MOVING THE BOUNDARIES OF POSSIBILITY**

The idea of 'studios' dates back to the renaissance. Crucially, the experienced 'masters' of a studio would continue to work in their fields while teaching their apprentices the skills and knowledge they required. Artists and inventors such as Leonardo da Vinci, Raphael and Michelangelo learnt (and eventually taught) in studios. Learning and doing are equal parts of the studio equation.

A da Vinci studio might help students to combine art and science to make discoveries. In the same way that Leonardo da Vinci used his artistic and scientific skills to invent helicopters, bicycles and submarines, what might our future students invent in a studio that contained space for experimenting, building, testing, drawing, studying, observing, questioning, discussing, debating?

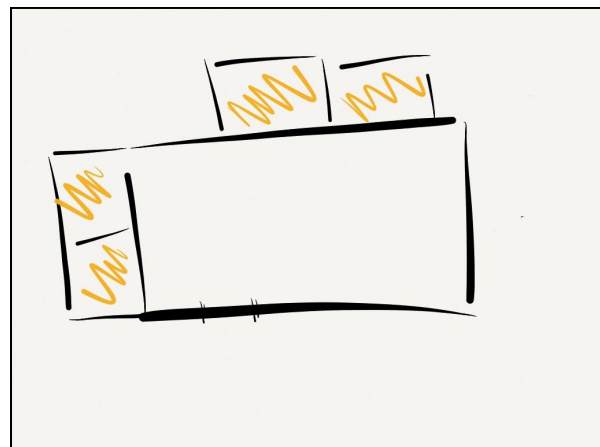
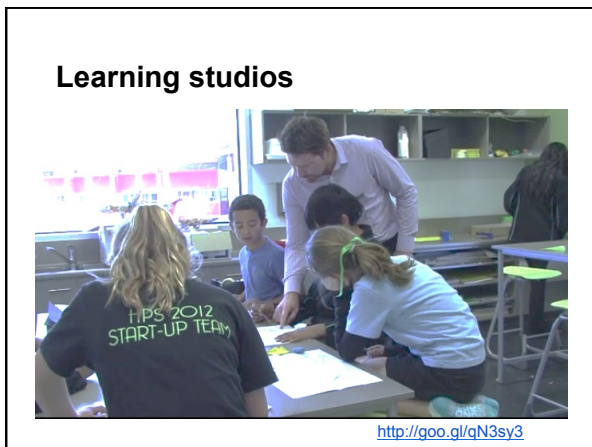
An Einstein studio might house quiet spaces that encourage reflection and exploration of difficult, abstract concepts. The acoustics would be subdued, allowing students to stay 'in the flow' with difficult ideas without being interrupted by noise. Deep reflection might be encouraged by personalised furniture, technology, lighting and access to resources.

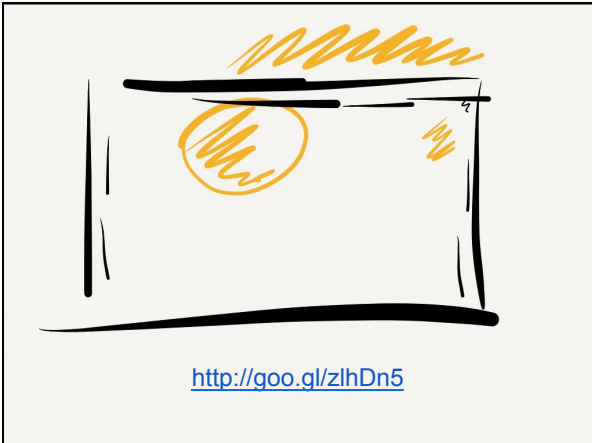
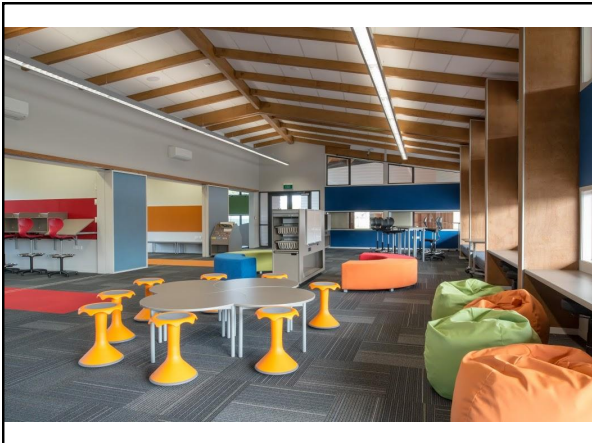
What might these studios look like?

- **Ralph Hotere** studio combining art, politics and society
- **Karen Walker** studio combining design, business and innovation
- **Janie Oliver** studio combining health, nutrition and social justice

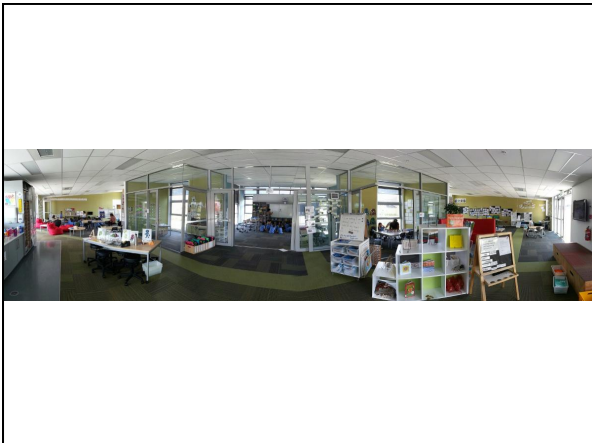
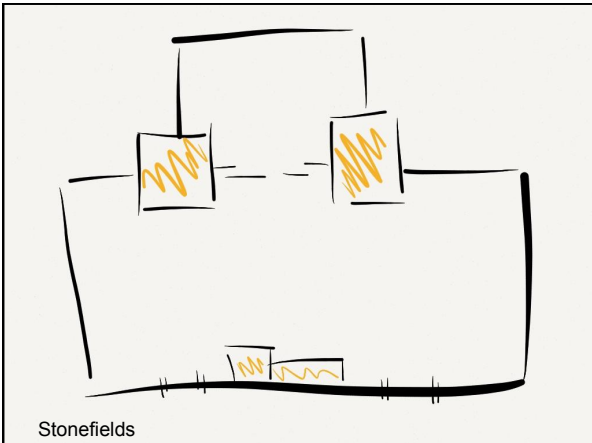
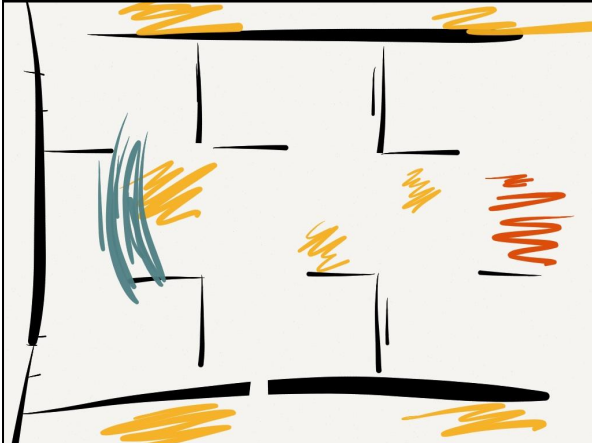
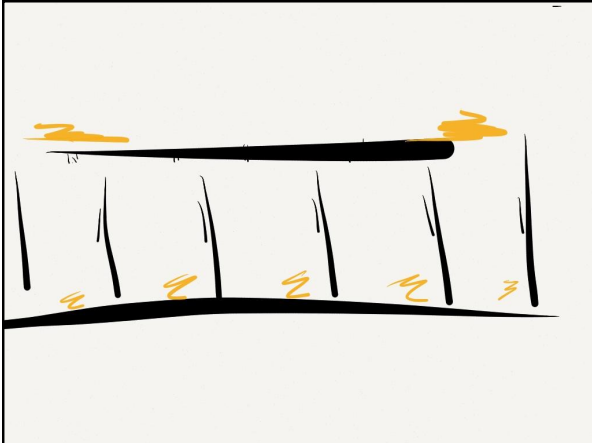
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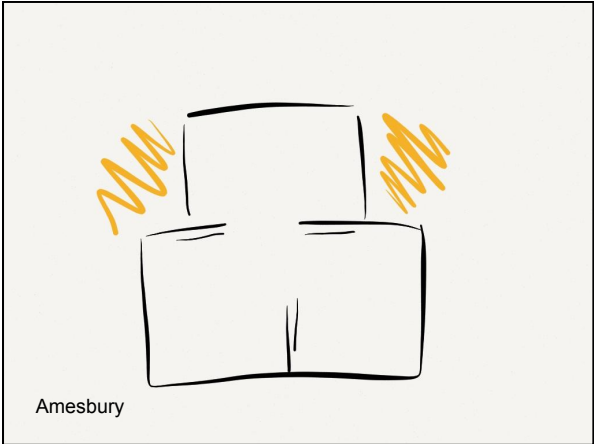
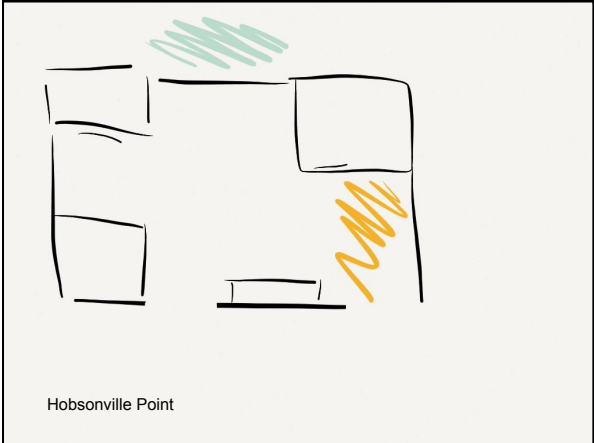
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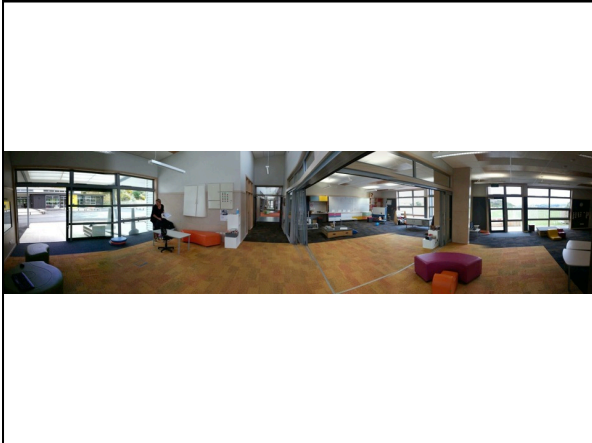
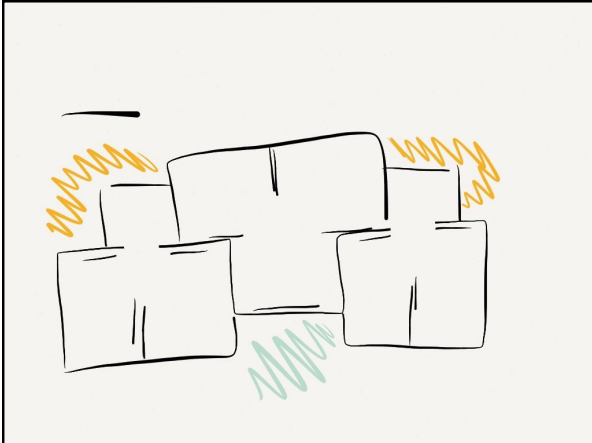






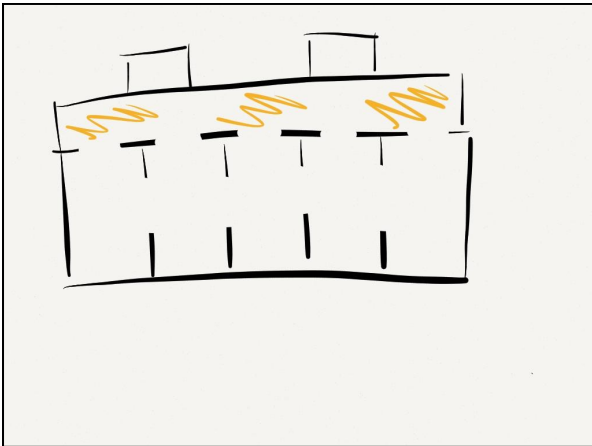
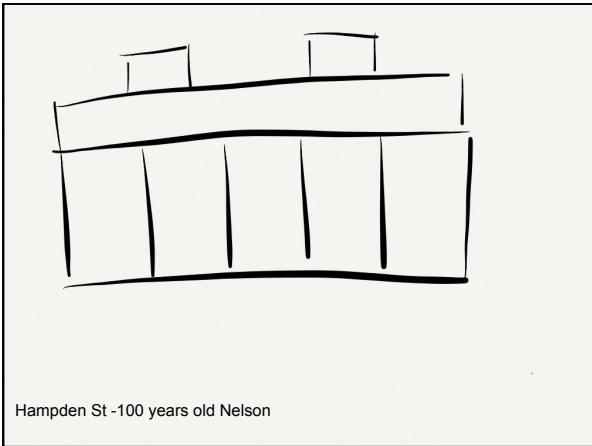
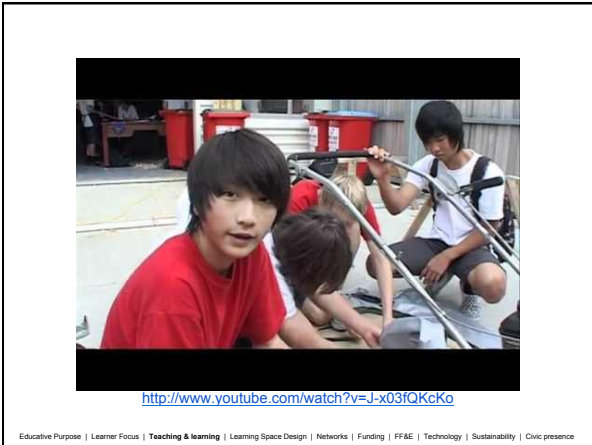






Albany Senior College









Educative Purpose | Learner Focus | Teaching & learning | Learning Space Design | Networks | Funding | PF&E | Technology | Sustainability | Civic presence



Hard systems



Collaborative teacher planning

Learning settings



Agile and adaptable



Wet spaces



Flexible walls



Small break out space



Outside learning spaces



Visual Connectedness



Staff spaces



Keep the learning visible



https://www.youtube.com/watch?v=vxW_oQlnbqA

Effective pedagogy in MLE

Important aspects:

- Values / Beliefs / **Vision** for learners
- Modern learning practices -teaching future focused skills
- Modern learning environments are designed for learning
- Pedagogy links to learning spaces allows
 - Student agency
 - Ubiquitous learning
 - Connectedness

The screenshot shows the CORE Education website's 'Professional Learning' section. The main heading is 'MLE Matrix' with the URL <http://www.core-ed.org/professional-learning/mle-matrix>. Below the heading is a table with five columns: Dimensions, Visioning, Scoping, Planning, Implementation, and Maturity/Sustainability. The rows are categorized by 'Educative Purpose', 'Learner focus', and 'Teaching and learning'.

Dimensions	Visioning	Scoping	Planning	Implementation	Maturity/Sustainability
Educative Purpose (establishing the "Why?")	Does the school have a current vision? Does it anticipate the needs learners will have in 20 years/50 years?	Is there agreement among the community of the school about the vision, mission and educational purpose of the school/centre?	Is there a clear articulation of the school/centre's educative purpose and beliefs about learning that is referenced throughout the planning process?	Is the school/centre's educative purpose revisited as the development occurs, and regularly as decisions are made?	Is the educative purpose of the school/centre regularly reviewed and communicated to ensure they are widely acknowledged/owned?
Learner focus	What are your beliefs about a learner-centred approach to learning? What needs to be different for learners in the digital age?	Who are the learners that the proposed MLE is being designed for? Are their needs identified? Where is their "voice" in the process?	How are the ideas and needs of learners incorporated into the planning process?	Does the design of the MLE give learners agency in the way they learn and interact?	How will learners continue to be a part of the design and development of the MLE?
Teaching and learning	What are the pedagogical beliefs and practices that underpin teaching and learning in the school/centre?	What are the current pedagogical practices in the school/centre? Are these consistent with	Are the pedagogical beliefs and practices articulated and used to inform learning space	Does the actual design of learning space enable the pedagogical aspirations of staff?	Is there a regular process of review to ensure that pedagogical beliefs and practices remain embedded in this

To learn more:

- www.core-ed.org
- [CORE Education white paper](#)
- [VLN MLE group](#)

To learn more:

www.edtalks.org

The screenshot shows the EDtalks website, a CORE Education Initiative. It features a navigation menu with 'HOME', 'VIDEO', 'CHANNELS', 'SPEAKERS', and 'TAGS'. A video player is visible, and a list of talks is shown below. Two talks are highlighted:

- Modern Learning Environments: Hingia Peninsula School**
Speaker: Hingia Peninsula School
Date added: 17 Mar 2013
Duration: 5:20
Views: 14,707
- Modern Learning Environments: Albany Senior High School**
Speaker: Albany Senior High School
Date added: 14 Mar 2013
Duration: 6:44

Behind the scenes