

Virtual Learning Magnets: Innovations in Learning

- International Symposium on Learning
 - Tom Welch
 - June 7, 2008

Oh

Aha!

OMG !

Oh	Aha!	OMG !

What I'm not talking about

Did you notice something on the title slide?

I'm NOT talking about "reform"

Been there, done that, have the t-shirts

What we don't have are results.

Remember Einstein's definition of insanity?

-- Doing the same thing and expecting different results

Raise your hand if you agree . . .

Belief determines action

The Essential Questions for the day

What year is it?

DO YOU BELIEVE IT ?

In 1900 in America

School made sense

- Took students to where the people and the resources were
- Kept them there according to what made sense at the time
- Used the factory model since that was the key to national success and prosperity

Essential question for 1920 . . .

How can we use the efficiency of the assembly line in schools?

Answer: Put them in classes for a year and then advance them one year at a time!

Big Idea!

The design of school made perfect sense!

It was in harmony with the world.

Fast forward . . .

What does school look like today in most countries?

- Students go to schools
- The academic year has a specified length
- Students still go through school on the equivalent of the assembly line
- (How long does a student stay in the equivalent of 4th grade in your country?)

Ready for Review?

What year is it?

Let's look at the questions differently

Where does “knowledge” reside today?

Online!

Where can learners tap into it?

Anywhere

When can we tap into that knowledge?

24/7/7

Who bought a Black Model T last year?

No one! The world today revolves around choice and mass customization.

Let's get one thing straight . . .

Schools work GREAT

They could be described as

AWESOME

AMAZING

RESILIENT

RELIABLE

EFFICIENT . . .

IF

You are a teacher or administrator

For students?

Not so much

For Learners

Even less

Tough to say, Jessamine Co.

You may have a benevolent school system

But you DON'T have a student-centered system.

Litmus test: How do students advance?

Answer: By the school's timeline, no connection to their learning or readiness.

Can you avoid the fatal error?

The line of change for the future can always be predicted by looking at the past.

What went wrong 20 years ago?

We thought the essential question was:

How do we make schools **better**?

The mistake of *Good to Great*

Raise your hand if . . .

you have spent significant time and energy
working to reform schools and schooling in
your country.

Raise your hand if . . .

you genuinely think that the resources exist (monetarily and human) to make EVERY school in the WORLD a great school?

Raise your hand if . . .

You wish that it could happen!

Raise your hand if . . .

You want to be the one who decides which of your nation's or the worlds' children will lose out.

Raise your hand . . .

If you can predict . . .

Which of your nation's and the world's children will most likely lose out.

The fatal flaw:

Trying to “update”, “reform”, “redesign”,
“improve” or “modernize”

what has been done in the past.

How's that been working for you?

Alright, Einstein . . .

It worked!

Well, sort of . . .

For some people

For some of the time

But generally speaking it met the needs of
students and teachers

And when “innovations” arrived

They were sucked into the system

Phonographs

Radio

Film

TV

and then

Computers!

The Coming Tsunami

The Three Tectonic Plates

Standards

- agreement on the product

Assessments

- the introduction of quality control

Technology

- the factor that changes it all

Let's talk about that 3rd "Tech"tonic plate

Up until now

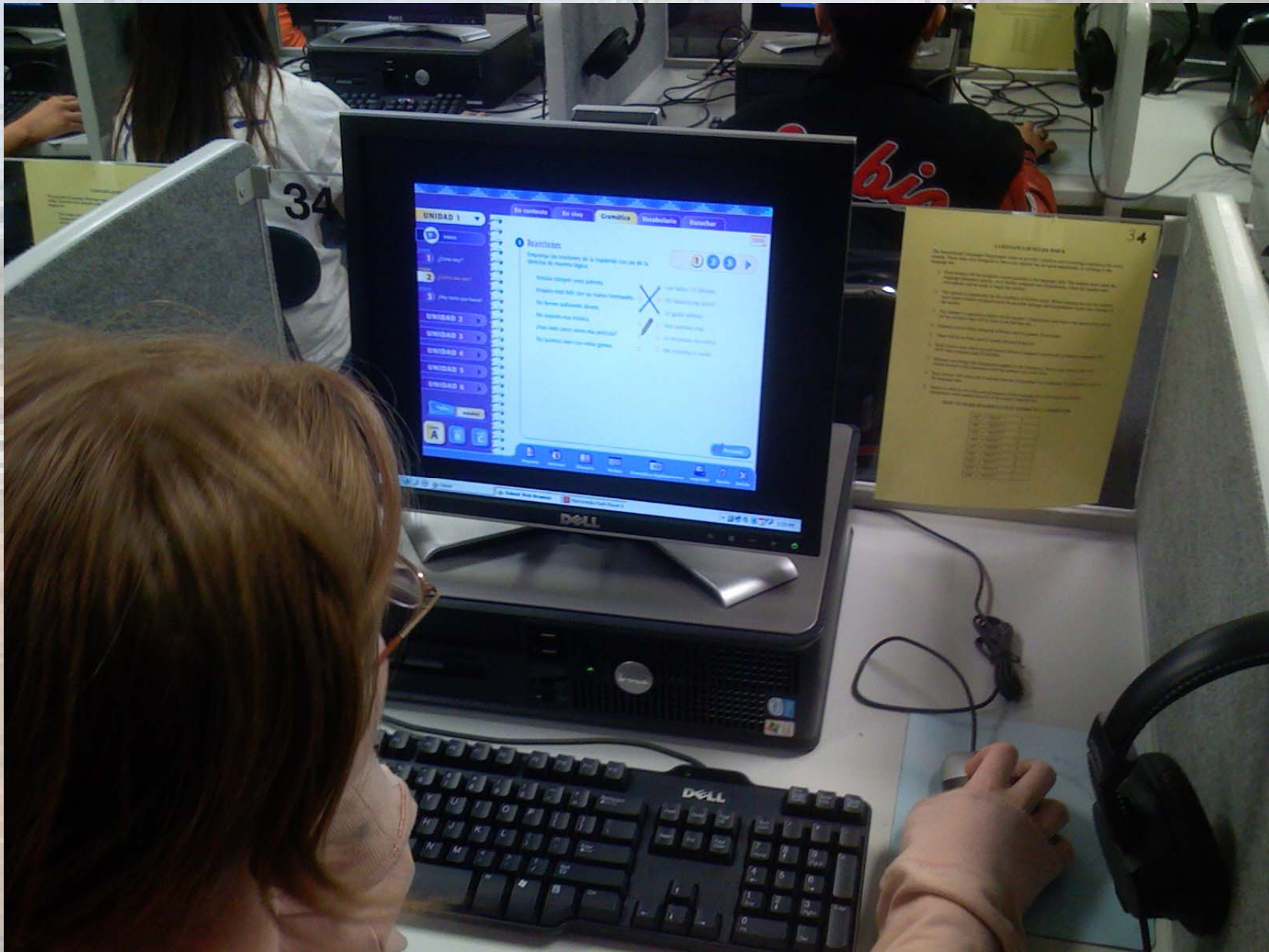
It's been the recipient of billions of \$s
but results have not met the promise

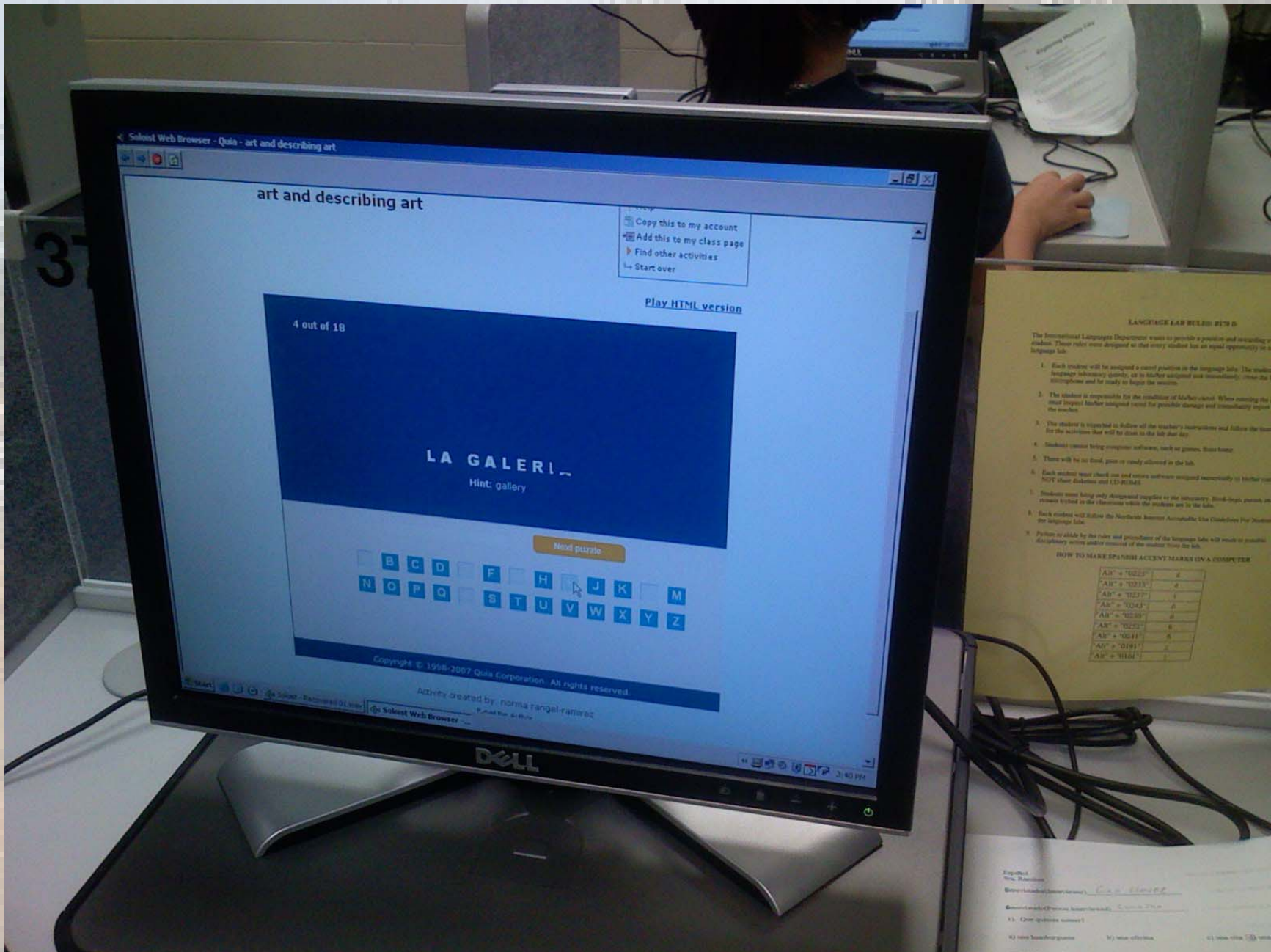
Why not?

Educators have put it on the “improvement”
or “reform” trajectory

It’s been used to “improve” teaching







art and describing art

- Copy this to my account
- Add this to my class page
- Find other activities
- Start over

[Play HTML version](#)

4 out of 18



LA GALERII

Hint: gallery

Reset puzzle

Keyboard layout: B C D F H J K M N O P Q S T U V W X Y Z

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Activity created by: norma.rangel.ramirez

Sakai Web Browser

LANGUAGE LAB RULES 2010

The International Language Department wants to provide a positive and rewarding experience for all students. These rules were designed to give every student an equal opportunity to learn the language lab.

- Each student will be assigned a specific position in the language lab. The student language laboratory (study, lab) is further assigned and immediately show the microphone and for study to begin the session.
- The student is responsible for the condition of his/her chair. When leaving the room, the student must check and report any damage or wear to the instructor.
- The student is expected to follow all the teacher's instructions and follow the rules for the activities that will be done in the lab that day.
- Students cannot bring computer software, such as games, music, etc.
- There will be no food, gum or study allowed in the lab.
- Each student must check and report any damage or wear to the instructor. Students must NOT share dishes and UTENSILS.
- Students must bring only assigned supplies to the laboratory. Book-bags, purses, etc. remain locked in the classroom which the students use in the lab.
- Each student will follow the Northside Internet Acceptable Use Guidelines for Students in the language lab.
- Failure to abide by the rules and procedures of the language lab will result in possible disciplinary action and/or removal of the student from the lab.

HOW TO MAKE SPANISH ACCENT MARKS ON A COMPUTER

Acc	e
"AB" + "0023"	á
"AB" + "0024"	ä
"AB" + "0025"	í
"AB" + "0026"	í
"AB" + "0027"	ó
"AB" + "0028"	ó
"AB" + "0029"	ú
"AB" + "0030"	ú
"AB" + "0031"	ü
"AB" + "0032"	ü

Enrolled: _____
Name: _____
Section: _____
Date: _____
1. Class registration number: _____
2. Name of the instructor: _____

The lab is GREAT for teaching language

For **TEACHING** language

I imagine that teachers who go through
Sony's professional development become
"Certified' Sony Major Virtuoso Teachers"

The problem?

If I'm trying to carry on a conversation with someone in Jyvasklya, Pretoria, Quito or Shanghai . . .

It doesn't matter if my teacher was certified

What matters is

Did I learn to communicate?

In most places, technology is still not being used to certify learning.

That's about to change.

Remember the tectonic plates?

They are really "Tech"tonic plates!

What happens when those three plates have shifted and we are no longer concerned about improving “school”?

What happens when we use technology to accelerate learning?

What's the role of technology in that world?

Ever heard the story of the new wine in old wine skins?

There's a lesson there for education around the world

It's not about school improvement

The rapid emergence of virtual learning
brings new challenges for your
nation's schools

Are you trying to cram virtual learning
into the "school" system?

Don't do it!

Time for Show and Tell

Disrupting Class – by Clayton Christensen

The iPhone

The XO

The Kindle

Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

predicts that the growth in computer-based delivery of education will accelerate swiftly until, by 2019,

half of all high school classes will be taught over the Internet.

Why?

According to Christensen:

Technological Improvements

Student-centric software

Looming teacher shortage

Inexorable cost pressures

The essential question will NOT be:

How can we make sure that every student has a highly qualified, certified teacher for every class?

The real question will be:

How do we make sure that every learner is achieving at the highest levels?

What might the change look like?

The Virtual Learning Magnet

The first one . . .

The Virtual Learning Magnet for
Space Science and Mathematics

6-8 courses in every VLM

An Accompanying Independent Study

Validation of 21st Century Skills

Life and Career Skills

Learning and Innovation Skills

Information, Media and Technology Skills

The Repositories

Content

Learner Evidence

The Assessments

Readiness

Gateway

The Build out

Other partners

Other courses

Other students

Other countries

Key Attributes

- 24/7/7 Learning Opportunities
- Direct access to SMEs
- Expanding content base
- Involvement of a variety of partners for student mentoring
- Involvement of a variety of partners for content development
- Modularized “portable” learning

- Nonlinear student movement through the courses
- Nontraditional learner grouping
- Nontraditional assessment approach
- Open source content harvesting
- Learner contributions to the content repository
- Portability of learning across subject, content and discipline boundaries

- Shared responsibility for learning
- Learner choice over content sources
- Learner choice over timing and sequencing
- Unlimited customization
- No artificial end to learning in subject areas
- Teacher compensation tied to learner success
- No cap on teacher compensation

- Ability to assess learner growth over time
- Transcendence beyond the “mile wide or inch deep” false dichotomy
- Increased opportunities for involvement by the business community
- Opportunity to match teachers and their talents and styles with learners and their interests and styles

- Ability to operate within the status quo without dependency on massive system-wide, immediate change
- Opportunity to look at different allocation of resources
- Opportunity for business to expand to a national or international footprint as an learning partner
- Opportunity for business to target investments for their workforce

It's no longer about school or improving schools...
It's about learning.

This is the transition from the Age of Schooling
to
The Age of Learning!

Are you going to choose to continue to
cultivate cacti?


Or

Will WE choose to learn
from the Aspen Grove?

What's holding us back?

The future's ours
If WE can free it!

Let's plan for it!
Let's talk about it!
NOW



Tom Welch
www.twelchconsulting.com
tom@twelchconsulting.com
859.576.0878