Blended Learning, Blended Pedagogies, Blended Content

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This morning

- Alternative framework for blended learning
- Examples of blended coherence in rigor
- Guidance on research-driven innovation

What is blended learning?

1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;

2. at least in part in a supervised brick-and-mortar location away from home;

3. and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

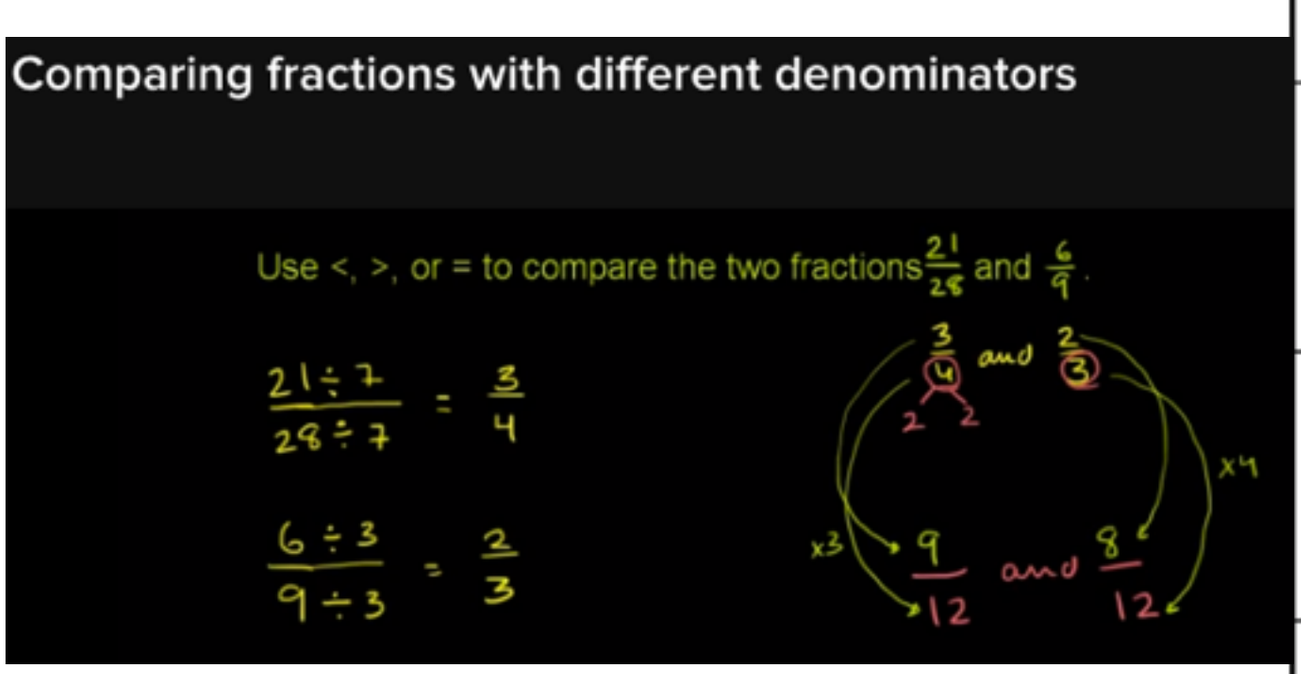
CLAYTON CHRISTENSEN INSTITUTE for DISRUPTIVE INNOVATION

Teacher and Technology

Blended and Integrated

$\frac{3}{4}$ $\frac{2}{3}$

- Make sure classroom and online instruction align.



Comparing Fractions Toolkit

Strategy 1 compare unit fractions

$\frac{1}{2} > \frac{1}{8}$

Strategy 2 compare fractions with common numerators

$\frac{3}{12} < \frac{3}{4}$

Strategy 3 compare fractions with common denominators

$\frac{1}{4} < \frac{2}{4}$

Strategy 4 compare fractions that are one unit fraction from 1 whole

$\frac{7}{8} > \frac{5}{6}$

Strategy 5 compare fractions to $\frac{1}{2}$

$\frac{4}{8} > \frac{4}{16}$

Strategy 6 change fractions to equivalent fractions

Compare $\frac{2}{12}$ to $\frac{1}{4}$.

$\frac{2}{12} < \frac{2}{8}\left(\frac{1}{4}\right)$ $\frac{2}{12} < \frac{3}{12}\left(\frac{1}{4}\right)$ $\frac{1}{6}\left(\frac{2}{12}\right) < \frac{1}{4}$

BLOCK 5 > TOPIC 1
LESSON 4
GAME

Using Reasoning to Compare Fractions

BLOCK 5

RULES

Fraction Grab (Level 1)

In fractions equal to $\frac{1}{2}$, the numerator equals half of the denominator.

What You Need
- *mSpace* pages 12–15.
- fraction cards

What to Know
- Shuffle the cards and deal them out equally.
- The player whose card is greater than $\frac{1}{2}$ collects both cards.

How to Win
- If both players' cards are greater than, less than, or equal to $\frac{1}{2}$, players each turn over a new card.
- The winner is the player with the most cards after 10 rounds.

> HOW TO PLAY

STEP 1 Each player turns over one card.

$\frac{3}{4}$ Player A $\frac{3}{8}$ Player B

STEP 2 Both players record the fractions.

PLAYER A FRACTION $\frac{3}{4}$

PLAYER B FRACTION $\frac{3}{8}$

STEP 3 Players compare their fractions to $\frac{1}{2}$.

COMPARE THE FRACTION TO $\frac{1}{2}$ USING >, <, OR =

$\frac{3}{4} > \frac{1}{2}$

COMPARE THE FRACTION TO $\frac{1}{2}$ USING >, <, OR =

$\frac{3}{8} < \frac{1}{2}$

STEP 4 The player with the fraction greater than $\frac{1}{2}$ captures both cards.

$\frac{3}{4}$ Player A $\frac{3}{8}$ Player B

Block 5 > Topic 1 > Lesson 3: Use Benchmarks to Compare Fractions

Student Software Menu

LEARN ZONE

Think | Try | Practice | Master

Use a benchmark to compare fractions. Compare $\frac{5}{6}$ and $\frac{4}{3}$.

Step 1: Choose a benchmark to compare the fractions.

$\frac{5}{6}$? $\frac{4}{3}$

Compare with [ ].

$\frac{1}{2}$ 1

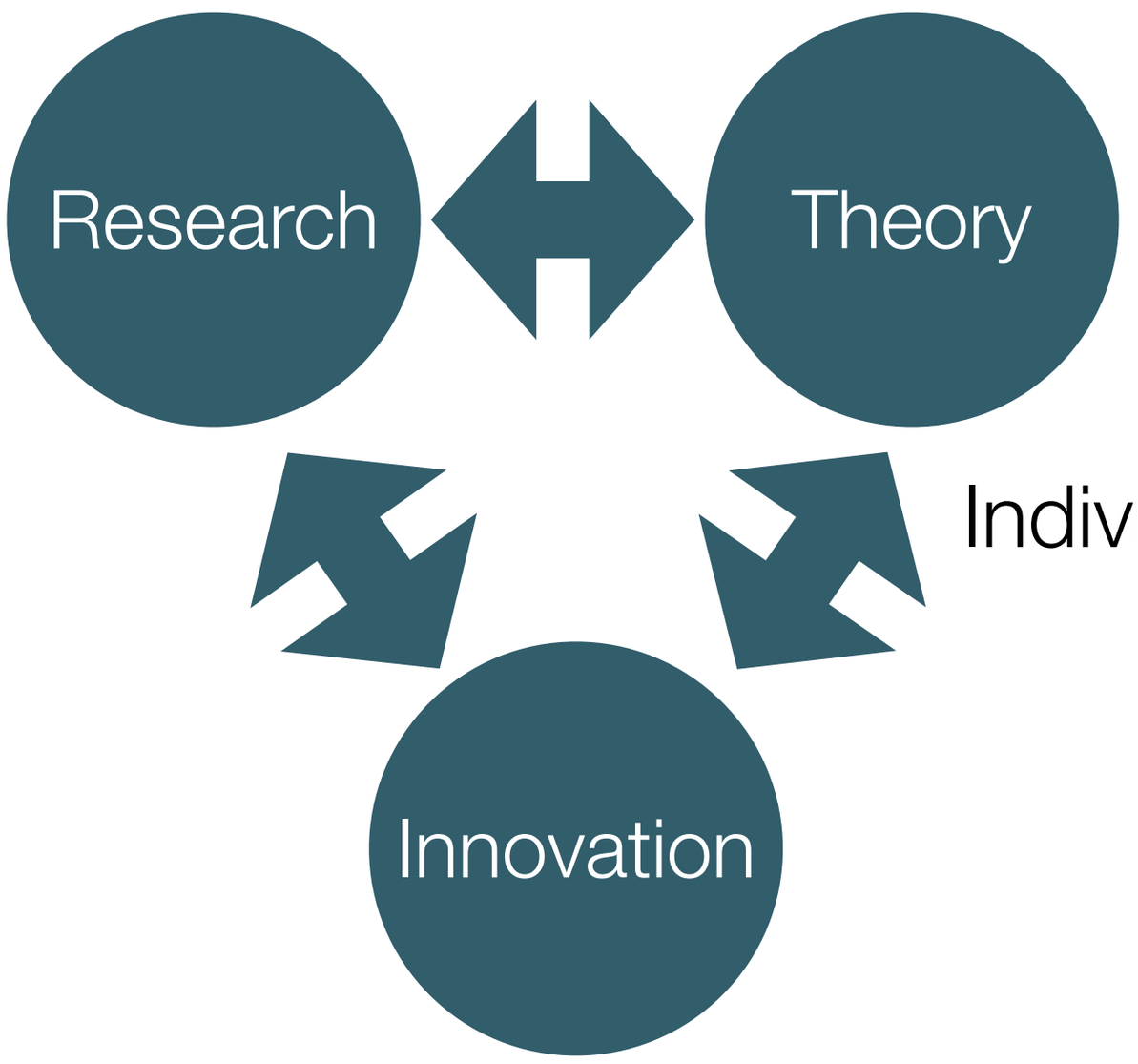
Reset Check It

Coherent strategy instruction and reinforcement

A Theory to Problem Solving

Tech Engagement?

?????????

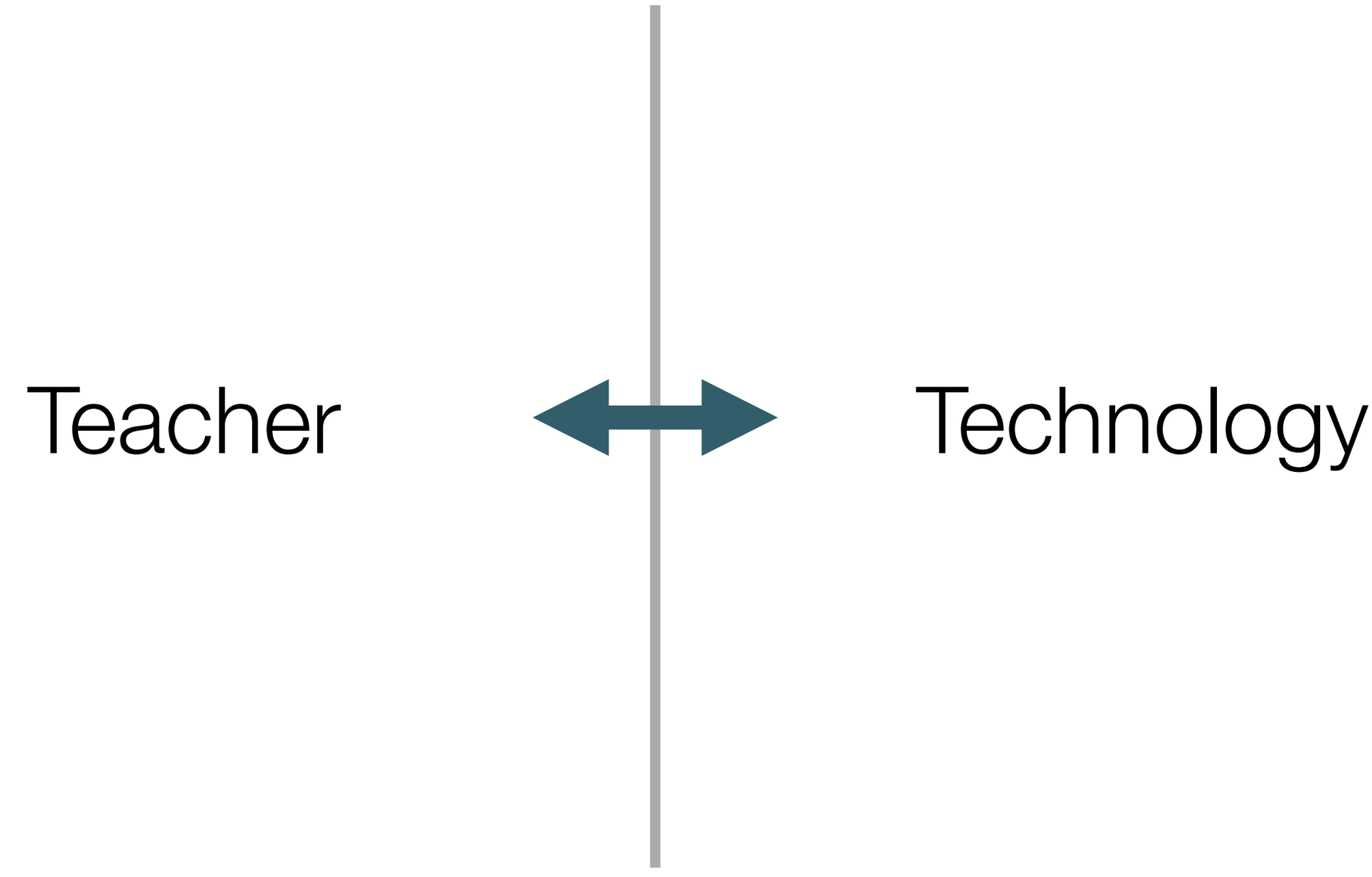


Learner Agency?

Individualized Lrng?

Blended Learning

Move away from Teacher and Technology



Teacher

Application

Put student learning at the center

Conceptual Understanding

Effective Practices

Student Learning

Procedural Fluency

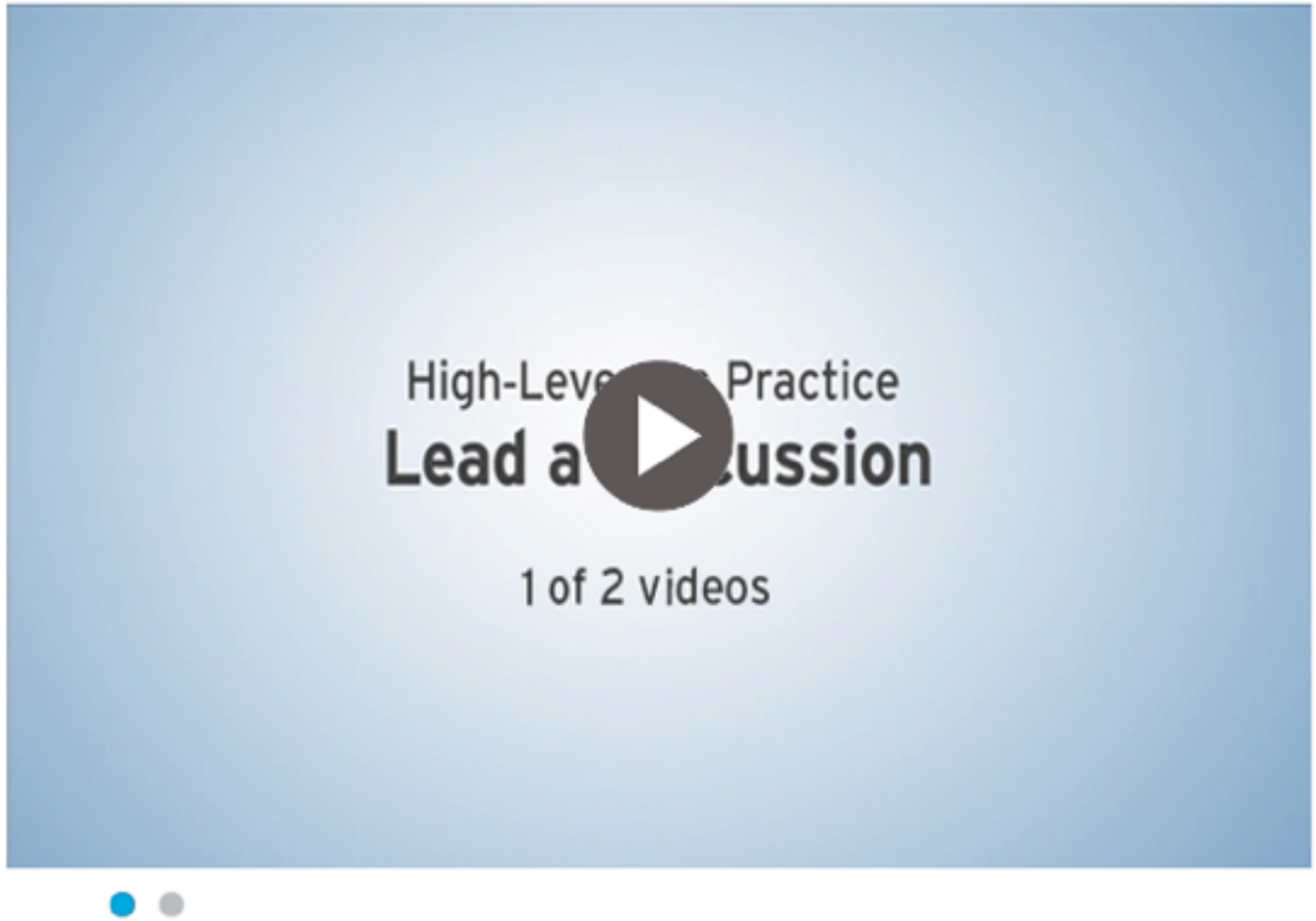
Academic Mindsets

Technology

High-Leverage Practices

Elicit Student Thinking | Establish Norms and Routines | Modify Tasks | Respond to Common Patterns of Thinking | **Lead a Discussion**

Lead a Discussion



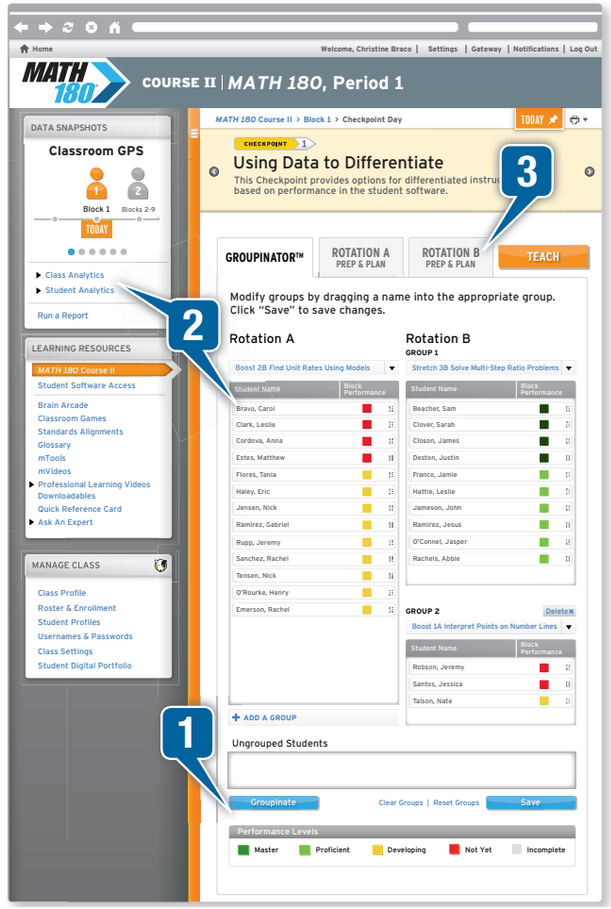
Using Data to Differentiate

Launch **Scholastic Central** to group students for differentiated instruction based on performance on the **mSkills Assessment.**

1 Groupinate
The **Groupinator®** will analyze student data and recommend groups and differentiated instruction lessons for each rotation.

2 Review Data
Review the performance data and groupings. Click on **Class Analytics** and **Student Analytics** for additional information. Modify groups as needed.

3 Plan Instruction
Click on **Rotation A** and **Rotation B** tabs to access digital lessons, lesson plans, and practice pages assigned by the Groupinator.



Technology for the teacher

Sometimes the best use of technology is to inform and build teacher practice.

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THE UNIVERSITY
OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

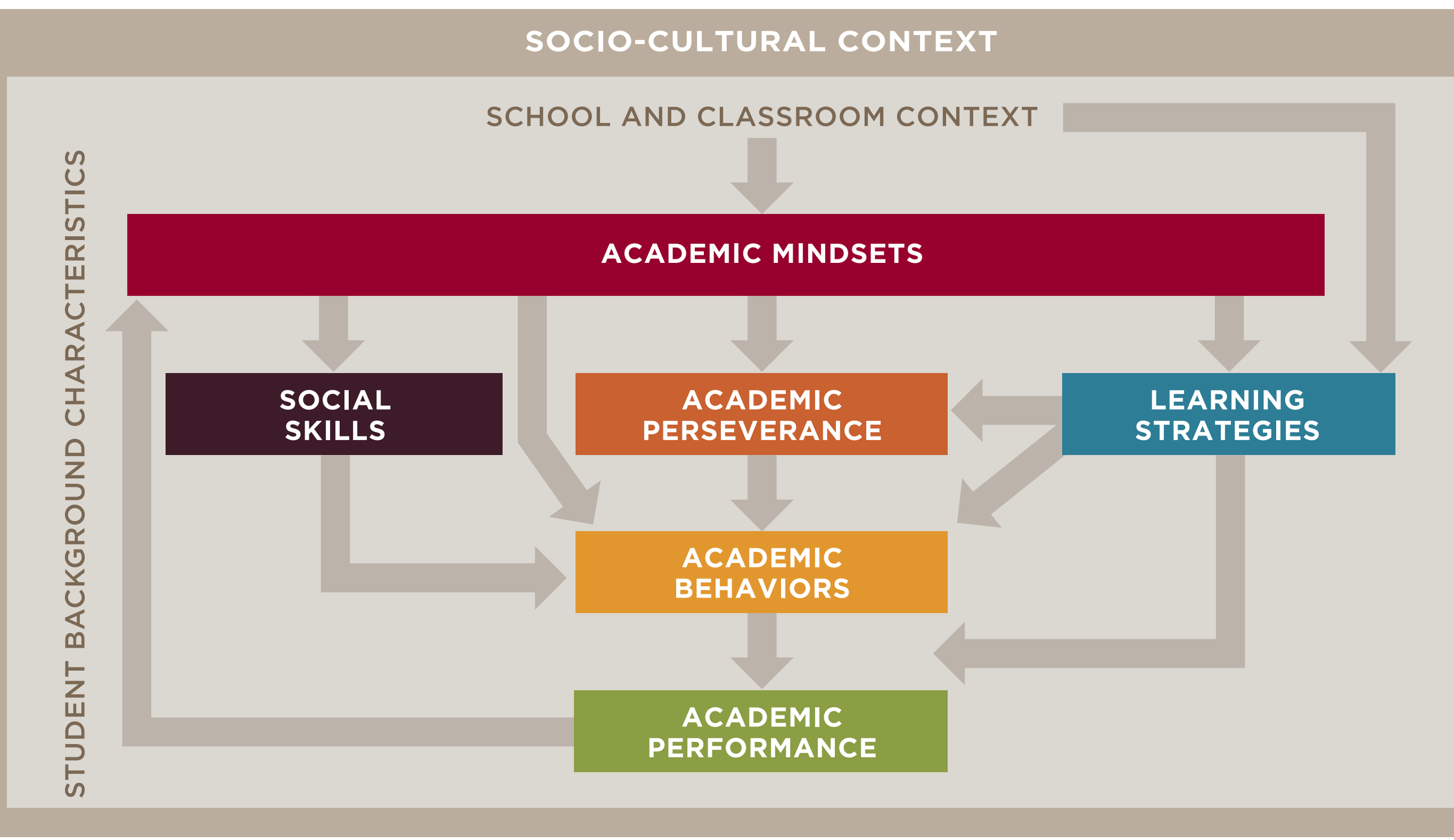
LITERATURE REVIEW JUNE 2012

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review

What are Academic Mindsets?

Farrington, et.al., 2012



Beliefs that drive learning behaviors

That lead to performance

I believe this is worth doing.

I believe I can learn what I need.

Beliefs

Knowledge, Skills, Strategies

Behaviors

I believe I can do it.

I believe my group values my effort.

Task

Set a Mindset Context

- Norms
- Feedback
- Challenge- and help-seeking

Struggle is a natural part of the learning process.

That helps you *get* smart.

Seek Goldilocks tasks where hard is just right.

Teacher

Group Discussion

PBL

Direct Instruction

Student Learning

Simulation

Adaptive Practice

Paired Learning

Technology

Guiding Blended Learning

- Put student learning and learning goals in the center
- Innovate around effective instruction
- Teacher and Technology are ever-present constants
- Keep coherence in content, pedagogy, & feedback

Questions? Comments?

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