

Whole Learning Analysis Worksheet

Description:

How well do your projects reflect the principles of Whole Learning? This tool helps you answer this question by taking a close look at each of the principles and describing how the learning experience you have designed brings these principles to life.

Purpose:

The goal of this tool is to equip your learning design team with a reliable process for critiquing emerging curricula and instruction — strengthening the connection to learning and developmental science and encouraging the development of broader and deeper competencies. Even at a quick, conceptual level, these tools can flag key issues and “help change the conversation” within your team with respect to transforming teaching and learning.

Instructions for Use:

- Before you begin, review the sample worksheet at the bottom of this document, where we analyze the Mayan Community Project as an example. For a full description of the Mayan project visit the [Tools](#) section on the MyWays’ website.
- For this exercise, we suggest selecting a multi-faceted experience that runs multiple weeks, or ideally a semester or more.
- Then working individually or as a team, map how your learning experience aligns with each of the Whole Learning principles. Record the strengths and weaknesses within each principle’s row. (See the Mayan example for guidance.)
- Discuss and combine the individual responses. Come up with a joint analysis and action plan based on that analysis.

Whole Learning Analysis Worksheet

7 Principles of Whole Learning	Name of project or learning experience:
<p>Learn by wholes through junior versions Engage in learning experiences that capture entire cycles of creation or performance, and provide junior versions of real-world complexities and ambiguities</p>	<p>Learn by Wholes: <i>Nature and scope of the project –</i> <i>Authenticity –</i></p>
<p>Make the learning worthwhile Choose learning that motivates because it addresses significant questions, produces meaningful products, and harnesses personal connection, choice, and creativity</p>	<p>Make the learning worthwhile: <i>Significant questions –</i> <i>Meaningful products –</i> <i>Personal connection –</i> <i>Personal choice and creativity –</i></p>
<p>Work on the hard parts Develop durable skills and competencies through deliberate (brain-science-informed) practice, actionable feedback, and reflection on content and process</p>	<p>Work on the hard parts: <i>Deliberate practice –</i> <i>Feedback –</i> <i>Reflection –</i></p>
<p>Learn in a variety of settings & ways Include many diverse learning experiences, developing key bridges for transfer, including the making of mental models and exposure to a variety of cues and contexts</p>	<p>Learn in a variety of settings & ways: <i>Diverse learning experiences –</i> <i>Mental model making –</i> <i>Diverse exposure to cues and contexts –</i></p>

<p>Uncover the hidden rules & norms Get below the surface of learning by discovering the field's unwritten rules and norms, why they exist, how to work within them, and when to work around them</p>	<p>Uncover the hidden rules & norms: <i>Discover the unwritten rules & norms –</i> <i>Develop strategies for working within and around –</i></p>
<p>Learn from others & together Harness the benefits of learning as a collective and socially situated enterprise, ranging from pairing with peers to joining real-world communities of practice</p>	<p>Learn from others & together: <i>Authentic social endeavor –</i> <i>Community of practice –</i> <i>Collaborative, Peer learning –</i></p>
<p>Learn how to learn Students drive their own learning through autonomy, choice, self-reflection, and self-management of authentic learning opportunities</p>	<p>Learn how to learn : <i>Autonomy –</i> <i>Self-reflection –</i> <i>Self-management –</i></p>

Developed by Next Generation Learning Challenges based on *Making Learning Whole* by David Perkins.

Mayan Community Project - Whole Learning Analysis Sample

While next gen educators know the value of experiential, interdisciplinary, authentic learning approaches, and while project-based models like High Tech High and Middle and others have demonstrated success, we also know that most schools don't operate this way. Even highly experienced, true believers in this approach will admit that implementing this pedagogy in thoughtful and rigorous ways is not easy, either to describe or implement.¹

With growing attention to even broader and deeper student competencies, as well as student agency, tools like this one, which help us reflect on the principles of whole learning, can be invaluable in helping to determine what makes one learning experience likely to activate and develop such attributes, while another may be active and interesting, but not move learners towards these goals.

Have a good look at the analysis, below, of the Mayan Community Project, which confirms that the learning project comprehensively incorporates each of the seven principles of whole learning.

It is clear, to take just one example, that the project design, while being holistic and motivating, ensured that the learners would “work on the hard parts” (principle #3). Students participated in deliberate practice, with multiple revisions of their book entries, informed by just-in-time mini lessons; they received feedback from peers and the teacher through gallery walks, critiques, and revisions – some occasioned by “changes needed” stamps from student editors; and they were required to discuss and reflect on everything from business plans to the entire experience.

As this worksheet shows, the “real world” aspects of this particular project are also impressive, especially given the developmental stage of the learners (young adolescents, not high school seniors). The teacher herself remarks, “What strikes me most... is how authentic it is...Every student wants to be in a real, published book...My students really tuned into the fact that they had the power to help others and ran with it. I had never seen them so careful with their writing, their researching, their fundraising or their attitudes.”

1. For a related discussion focusing on what makes for *effective* project based learning, see Suzie Boss, “The Hattie Effect: What’s Essential for Effective PBL?” Blog post. *Edutopia*. 16 Sept, 2014. <http://www.edutopia.org/blog/hattie-effect-whats-essential-effective-pbl-suzie-boss>. John Hattie’s research does not identify “project based learning” as one of its measured approaches, but does include many of the component elements, which align with whole game learning principles.

7 Principles of Whole Learning	High Tech Middle's Mayan Community Project (7th grade, teacher is Heather Lovell)
<p>Learn by wholes through junior versions</p> <p>Engage in learning experiences that capture entire cycles of creation or performance, and provide junior versions of real-world complexities and ambiguities</p>	<p>Learn by wholes through junior versions:</p> <p>"What strikes me most... is how authentic it is...Every students wants to be in a real, published book.... Being the second year of the project the precedent was already set at raising [enough money so] the six students sent to school [in Guatemala] last year would be able to continue and not have to stop schooling. My students really tuned into the fact that they had the power to help others and ran with it. I had never seen them so careful with their writing, their researching, their fundraising, or their attitudes." Heather Lovell.</p>
<p>Make the learning worthwhile</p> <p>Choose learning that motivates because it addresses significant questions, produces meaningful products, and harnesses personal connection, choice, and creativity</p>	<p>Make the learning worthwhile:</p> <p><i>Meaningful content</i> – not just "history trivia" on Mayan culture, but essential questions on "why it is important to learn about Mayan civilization today, how are books published & marketed, what is life currently like for people of Mayan descent ([n Guatemala])?"</p> <p><i>Meaningful products</i> – creation of book for authentic purpose of raising \$; "turned content knowledge into product of value outside our walls."</p> <p><i>Personal connection</i> – empowerment, how to impact the world, "to make a difference in an impoverished child's life" in Guatemala today</p> <p><i>Personal choice & creativity</i> – allowed to choose specific individual topics and to generate own questions</p>
<p>Work on the hard parts</p> <p>Develop durable skills and competencies through deliberate (brain-science-informed) practice, actionable feedback, and reflection on content and process</p>	<p>Work on the hard parts by:</p> <p><i>Deliberate practice</i> – book text revised 3-4 times. Just-in-time mini-lessons on questioning skills, art, persuasive writing, business plan</p> <p><i>Feedback</i> – peer assessment through multiple gallery walks, critiques, revisions (not to mention the respected peer editor "Approved" & "Changes Needed" stamps!)</p> <p><i>Reflection</i> – outcomes include, e.g. "students able to discuss and reflect on the effectiveness of their business & marketing plan"</p>
<p>Learn in a variety of settings & ways</p> <p>Include many diverse learning experiences, developing key bridges for transfer, including the making of mental models and exposure to a variety of cues and contexts</p>	<p>Learn in a variety of settings & ways:</p> <p><i>Diverse learning experiences</i> – cross-cultural knowledge, knowledge of wide scope – essential questions applicable to other cultures, time periods</p> <p><i>Mental model making</i> – analyzed existing alphabet books and publishing companies to transfer ideas, create models for their books/business</p> <p><i>Diverse exposure to cues and contexts</i> – researched and inhabited real publishing job roles; also interacted with varied adult settings including local TV for interviews, school admin to organize Battle of Bands, and community for bake sale, car washes, Exhibition/Book signing.</p>

<p>Uncover the hidden rules & norms</p> <p>Get below the surface of learning by discovering the field's unwritten rules and norms, why they exist, how to work within them, and when to work around them</p>	<p>Uncover the hidden rules & norms:</p> <p><i>Discover the unwritten rules & norms & develop strategies for working within and around</i> – individuals research and learn how the writing process works to improve their work for publication, how to edit and manage peers who hadn't made the corrections requested, and how marketing and sales can be effective in their goals to raise money</p>
<p>Learn from others & together</p> <p>Harness the benefits of learning as a collective and socially situated enterprise, ranging from pairing with peers to joining real-world communities of practice</p>	<p>Learn from others & together:</p> <p><i>Authentic social endeavor</i> – group research, writing, publishing, marketing & sales team work <i>Community of practice</i> – participated in committee roles/responsibilities, including electing committee leaders; leveraged strengths in diversity of talent, with roles for strong Spanish speakers, good writers, artists, business and sales <i>Collaborative, Peer learning</i> – in addition to individual research notes & writing, created study guides to share with other team members, group PowerPoints, presentations, etc.</p>
<p>Learn how to learn</p> <p>Students drive their own learning through autonomy, choice, self-reflection, and self-management of authentic learning opportunities</p>	<p>Learn how to learn :</p> <p><i>Autonomy & Self-reflection</i> – kept daily logs to communicate progress & struggles, expected to “explain all your decisions, successes, struggles;” <i>Self-management</i> – “By the time we moved into the publication phase... the students had taken on full responsibility for our success.” At the Book Signing/Exhibition Night, “be prepared to explain what you learned from the process, field questions,” etc.</p>