Addressing the Needs of Learners in a Disruptive World: Part 1

Eric Sheninger – Associate Partner
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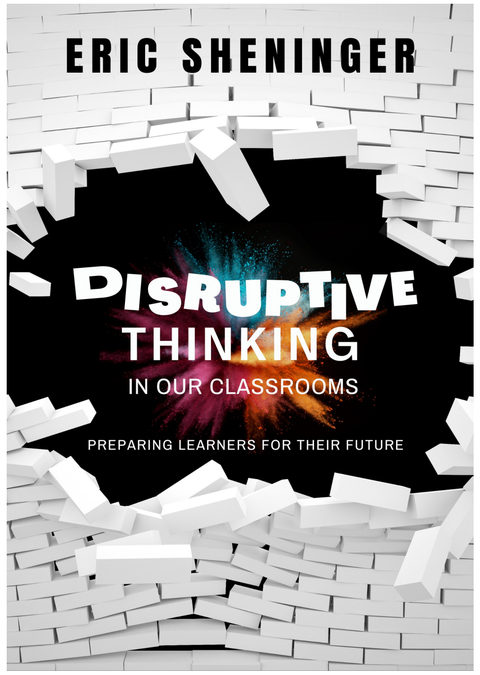
#DisruptiveThink



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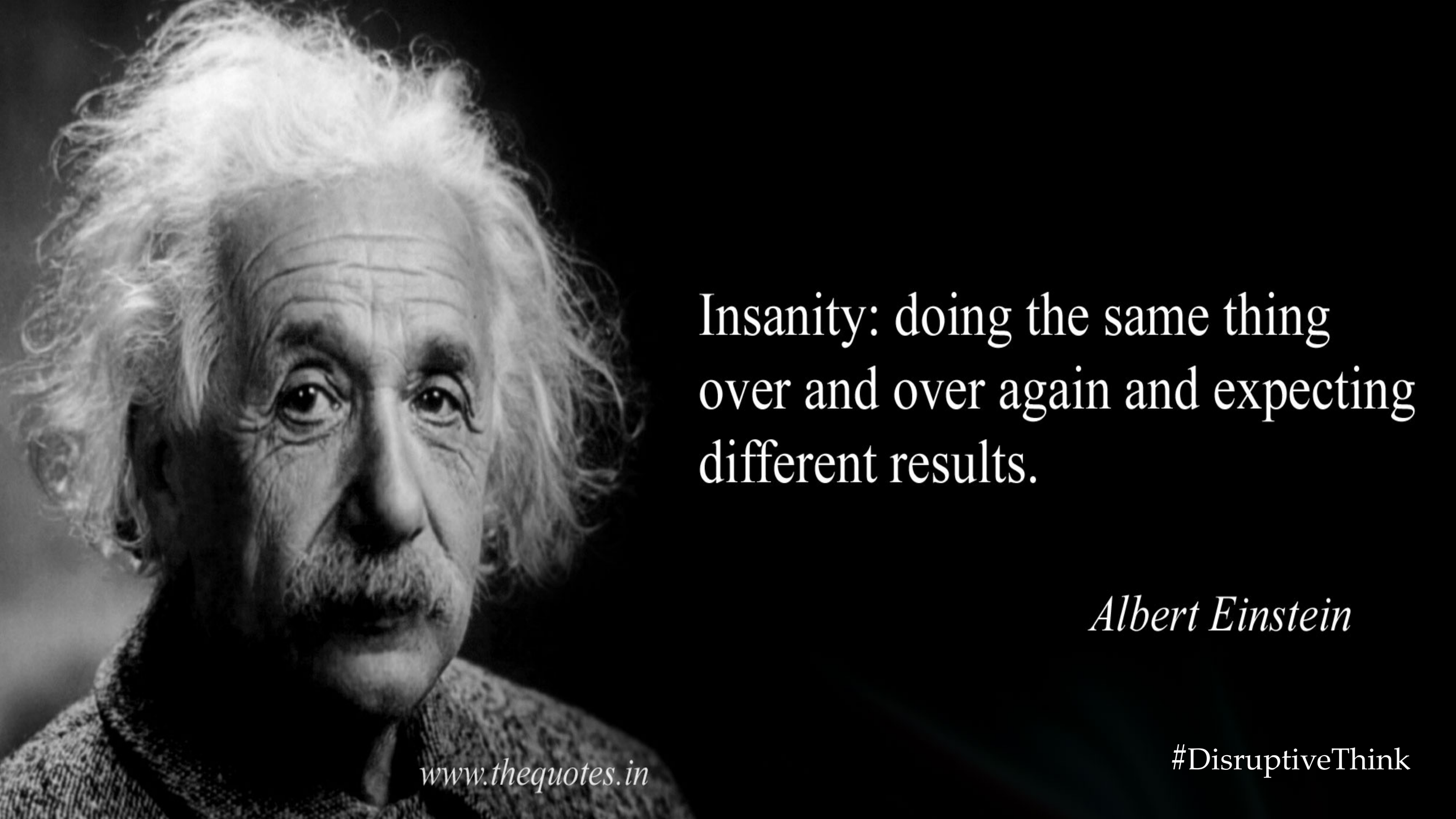
Insanity: doing the same thing
over and over again and expecting
different results.
Albert Einstein
www.thequotes.in
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1 NEW DEFINITION IS ADDED ON urban
1,600+ READS ON Scribd.
13,000+ HOURS MUSIC STREAMING ON PANDORA
12,000+ NEW ADS POSTED ON craigslist
370,000+ MINUTES VOICE CALLS ON skype
98,000+ TWEETS
320+ NEW twitter ACCOUNTS
100+ NEW Linked in ACCOUNTS
1 associatedcontent NEW ARTICLE IS PUBLISHED
THE WORLD'S LARGEST COMMUNITY CREATED CONTENT!!
6,600+ NEW PICTURES ARE UPLOADED ON flickr
50+ WordPress DOWNLOADS
695,000+ facebook STATUS UPDATES
125+ PLUGIN DOWNLOADS
79,364 WALL POSTS
510,040 COMMENTS
1,700+ Firefox DOWNLOADS
694,445 SEARCH QUERIES
168 MILLION EMAILS ARE SENT
60+ NEW BLOGS
1,500+ BLOG POSTS
70+ DOMAINS REGISTERED
25+ HOURS TOTAL DURATION
600+ NEW VIDEOS
100+ Answers.com
40+ YAHOO! ANSWERS
QUESTIONS ASKED ON THE INTERNET...
13,000+ iPhone APPLICATIONS DOWNLOADED
20,000+ NEW POSTS ON tumblr.
THE LARGEST SOCIAL READING PUBLISHING COMPANY!!
New Craigslist Ads
IN 60 SECONDS...
Google
Google Search
GO-Globe.com

AUTOMATE THIS

The Skills People Need to Compete in the Digital Economy, and Who Could Teach Them

The coming wave of automation does not mean we need to do away with the concept of working for a living—it means we need to upskill our workforce so Americans can compete and succeed in the new economy. We need to leverage the many places people learn to ensure workers develop the four types of skills they'll need to face off with robots—and win.

Thinking Skills

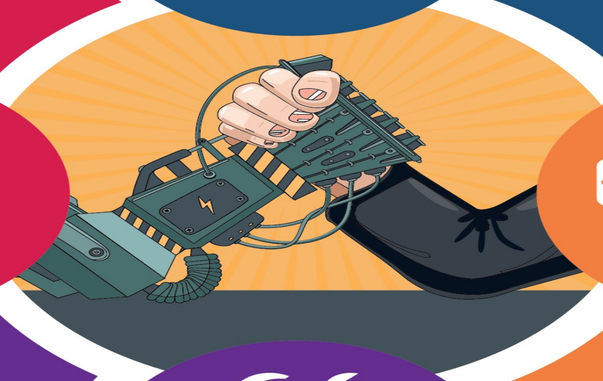
WHO COULD TEACH THEM
- K-12
- After-school activities
- Higher education
- Online programs
- Employers & coworkers
- Military

WHAT THEY ARE
- Critical thinking
- Problem Solving
- Decision Making
- Information use
- Customer focus
- Organization
- Systems thinking
- Applied learning

Personal Skills

WHO COULD TEACH THEM
- Friends & family
- K-12
- After-school activities
- Civic engagement
- Employers & coworkers
- Military

WHAT THEY ARE
- Communication
- Teamwork
- Professionalism
- Motivation
- Management
- Integrity
- Reliability
- Adaptability



Digital Skills

WHO COULD TEACH THEM
- Friends & family
- K-12
- Higher education
- Public workforce programs
- Private training programs
- Work-based training

WHAT THEY ARE
- Basic digital literacy
- Workplace technologies
- Online learning
- Determining trustworthiness of online info
- Learning new technologies

Job-Specific Skills

WHO COULD TEACH THEM
- High school job programs
- Community colleges
- Industry associations
- Public vocational programs
- Re-entry programs
- Military vocational training
- Work-based training

WHAT THEY ARE
- Business fundamentals
- Industry knowledge
- Technical skills

third way
fresh thinking

	First Industrial Revolution	Fourth Industrial Revolution
Learning Objectives	Mastery of basic skills and knowledge (e.g., reading, math)	Development of whole person across multiple intelligences (e.g., emotional, intellectual, social)
Role of Educator	Expert	Facilitator
Learner Experience	'Factory model' - Passive, structured, directed, en masse	'Custom model' - Active, self-directed, exploratory
Target Age	K-12	Lifelong learning
Expertise	"Teacher knows best"	"Anyone can teach"
Access	Physical classroom	Anytime, anywhere, any device

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Where does the culture of your school(s) fit into each of these categories and why? Think about the evidence you have to support your response. Explain what needs to happen to make needed shifts to practice that aligns with the 4th Industrial Revolution.

	First Industrial Revolution	Fourth Industrial Revolution
Learning Objectives	Mastery of basic skills and knowledge (e.g., reading, math)	Development of whole person across multiple intelligences (e.g., emotional, intellectual, social)
Role of Educator	Expert	Facilitator
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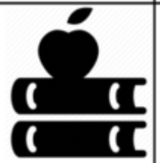
Target Age	K-12 	Lifelong learning
Expertise	"Teacher knows best"	"Anyone can teach"
Access	Physical classroom	Anytime, anywhere, any device

Mentimeter

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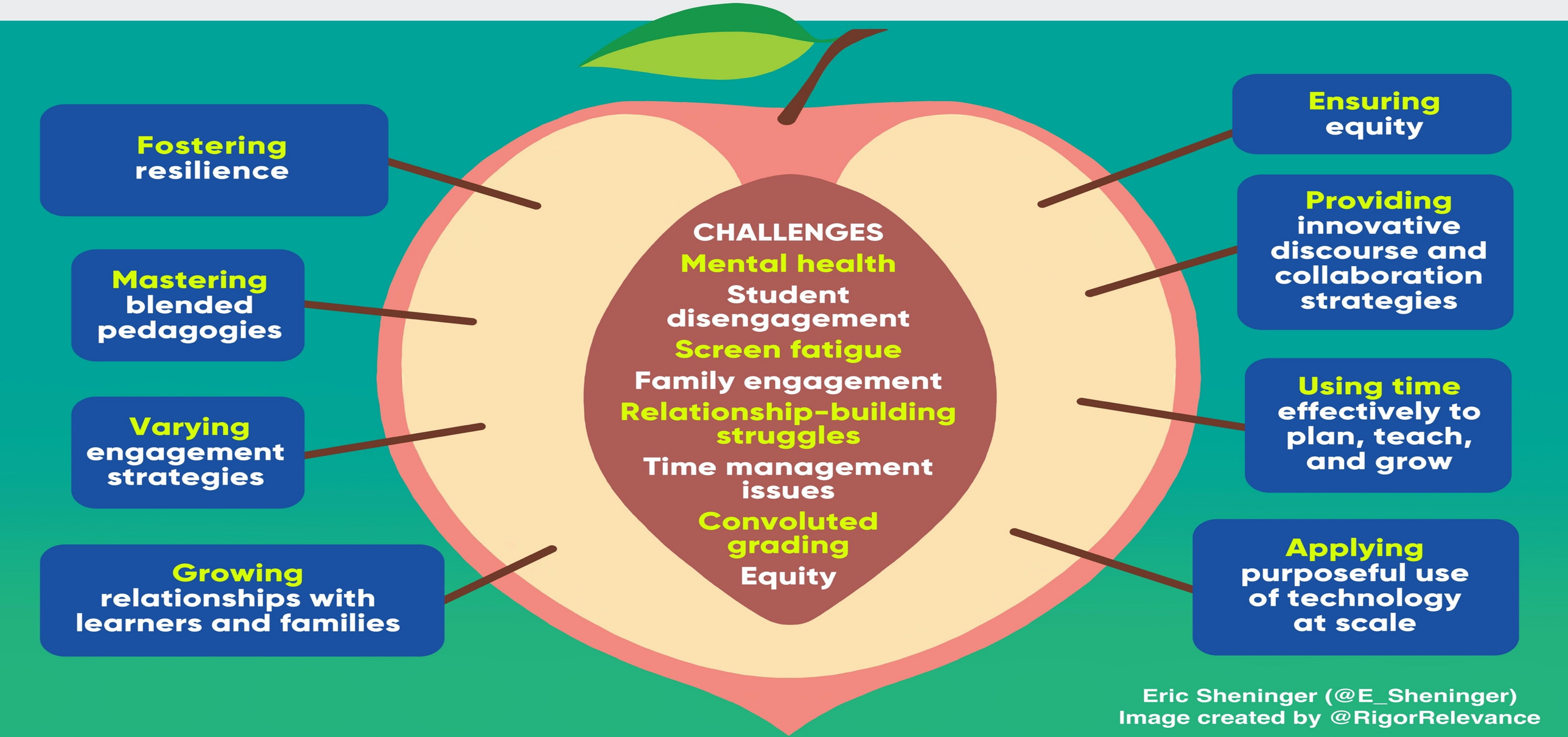
Pit to Peach:
Challenges Create Opportunities



Eric Sheninger (@E_Sheninger)
Image created by @RigorRelevance

If you are still trying to figure things out don’t worry because we all are.

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The Guardian

Pandemic Lessons to Drive Change

Personalized Learning Works

It's an important step toward **equitable learning.**

Infrastructure Matters

PPE, Wi-Fi, devices, flexible environments are non-negotiables.

People Need People

Learning must involve interaction and collaboration.

Time is Fluid

Innovate with time allocation; don't let old routines dictate practices.

It's OK to Break the Mold

Embracing innovative learning means changing our ways.

An LMS is Vital

It helps ensure quality and continuity during any experience.

Continuous Improvement is a Must

Leaders and teachers must always be **improving.**

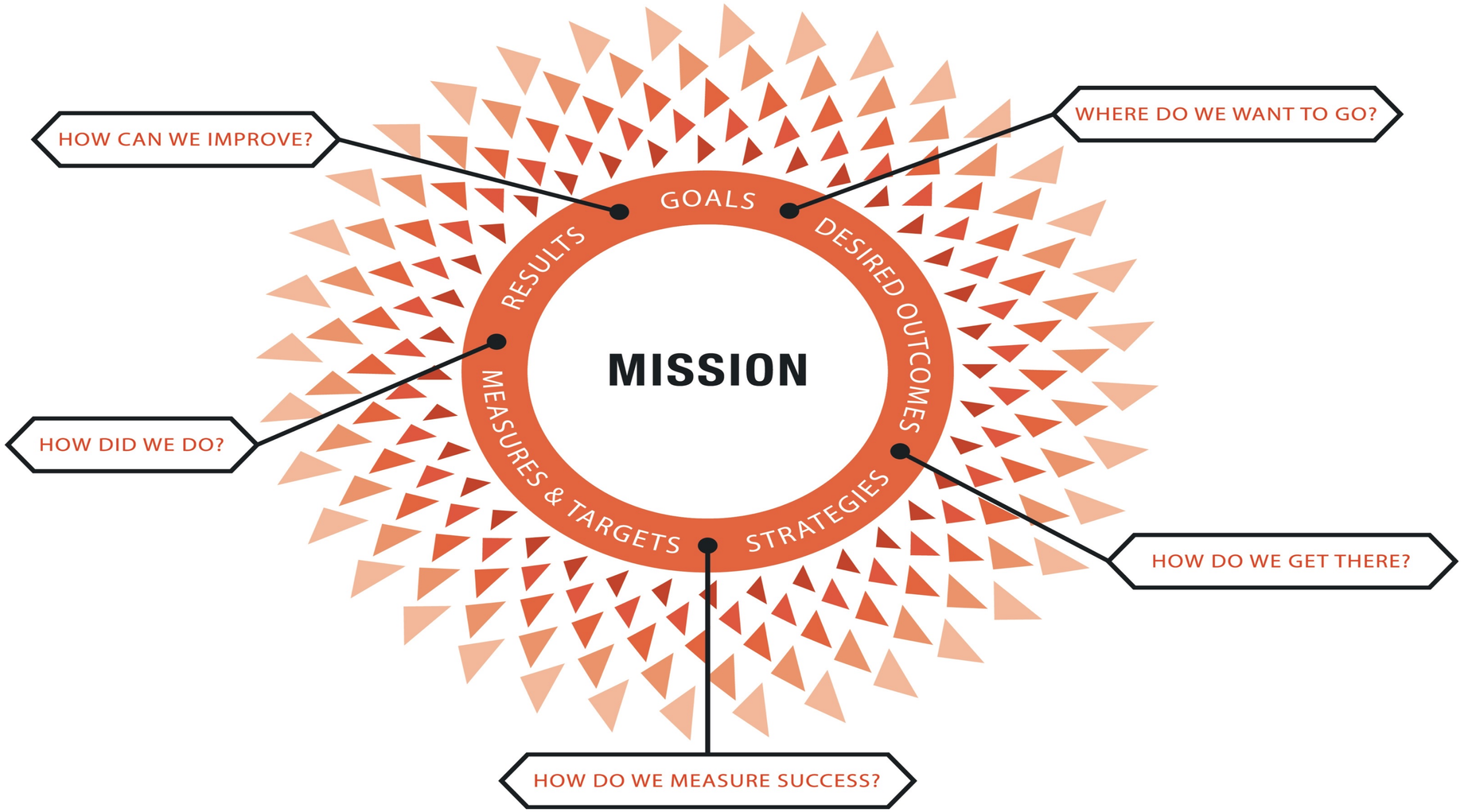
Well-Being First

Self-care and caring for others in need are requisites for learning.

The Elements of Change Leadership

Eric Sheninger (@E_Sheninger) / Image created by @RigorRelevance

STRATEGIC PLANNING CYCLE



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Providing What Learners Really Need

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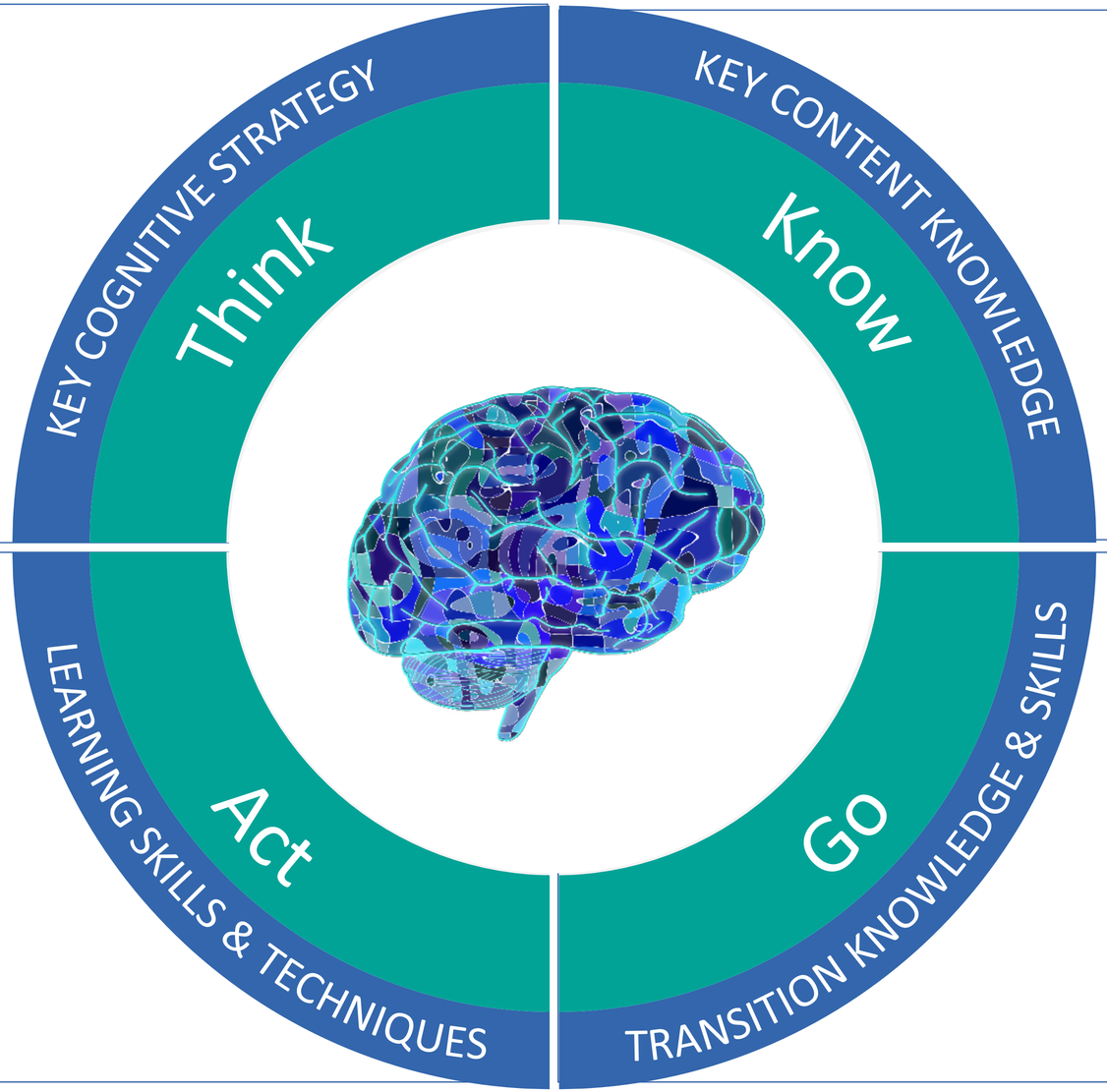
Four Keys to College and Career Readiness

Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy



Structure of Knowledge
Attitudes Toward learning
Technical Knowledge & Skills

Ownership of Learning
Learning Techniques

Contextual
Procedural
Financial
Cultural
Personal

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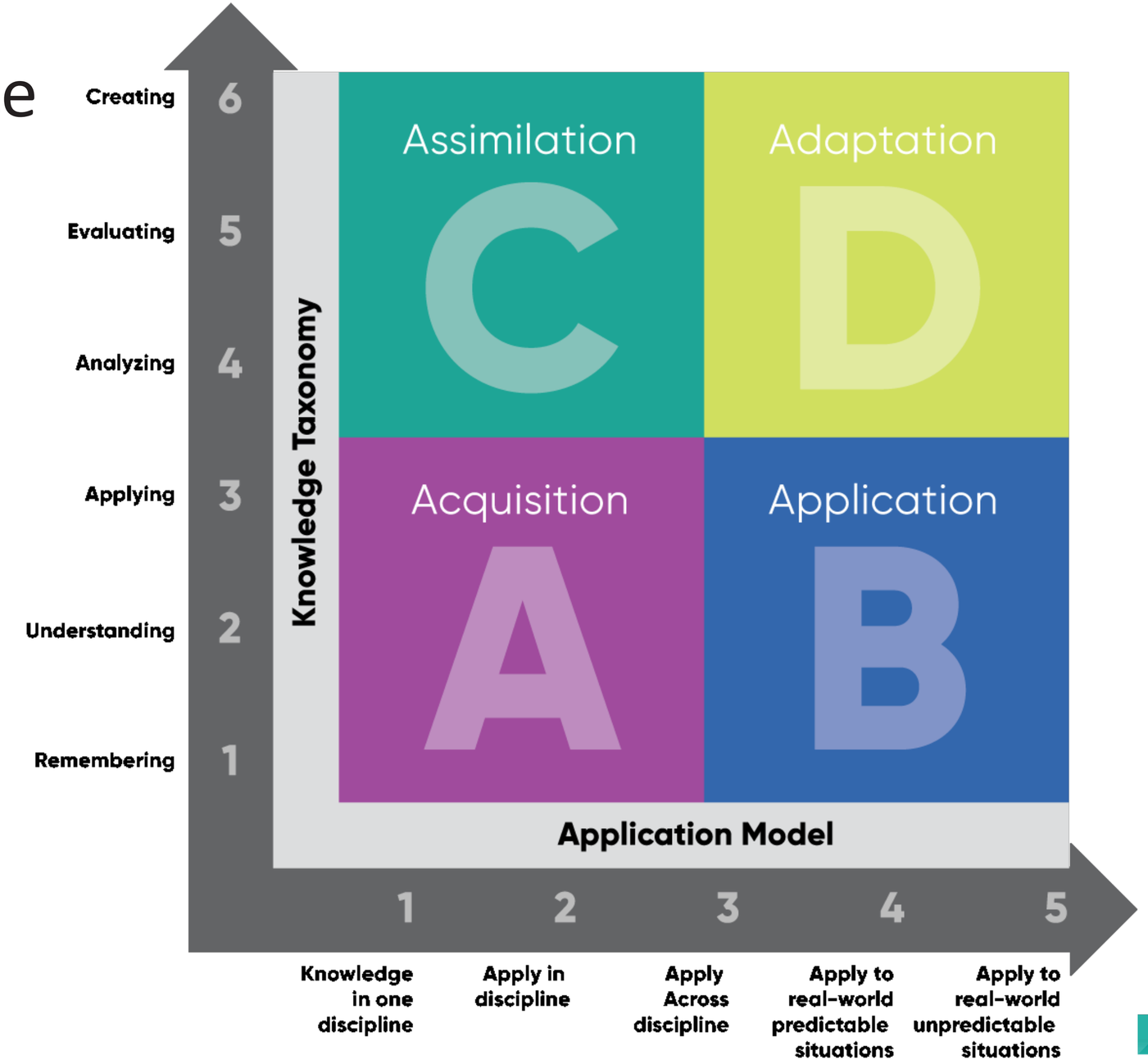
Rigor/Relevance Framework®



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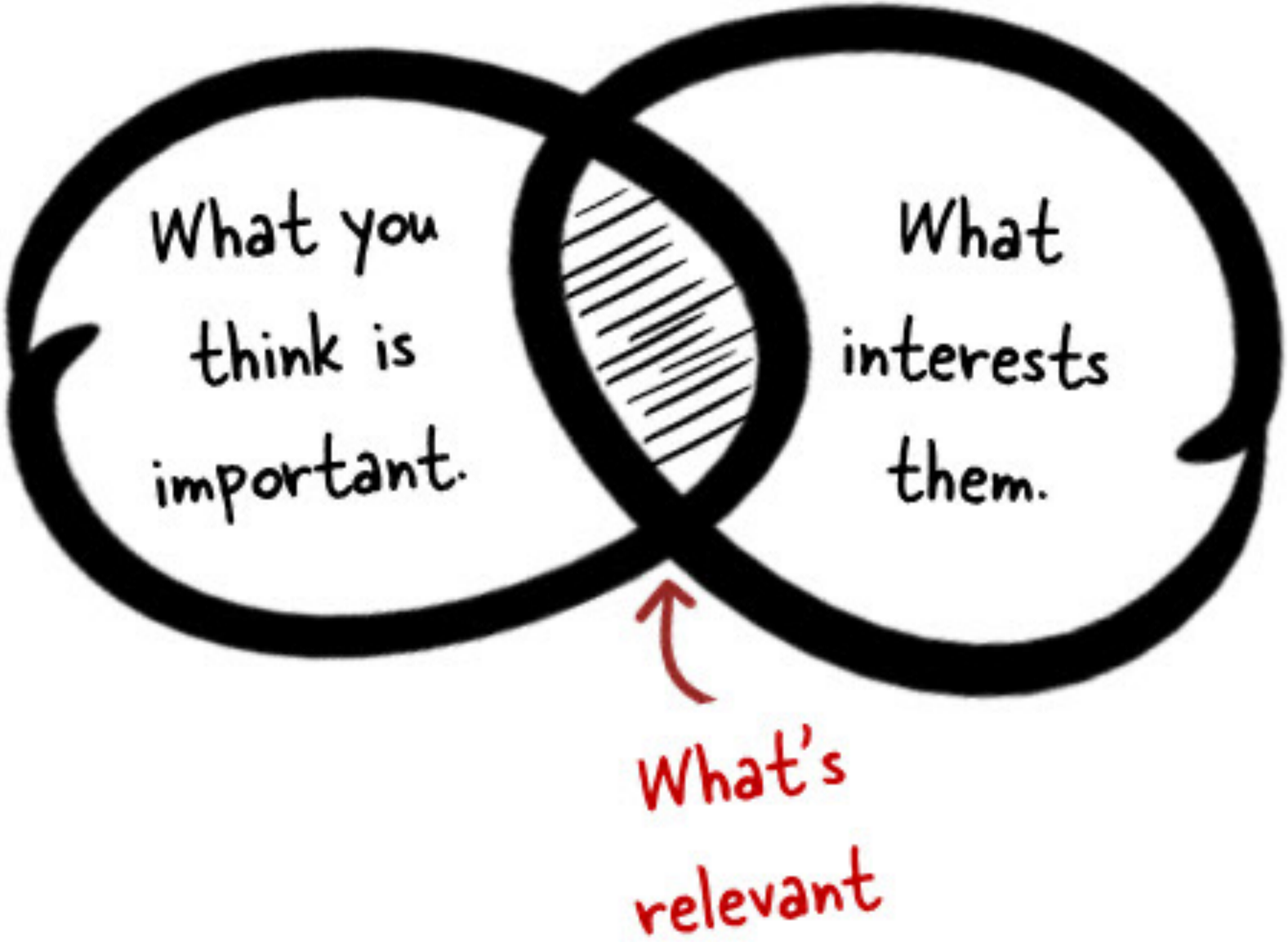

•Image credit: http://blogs.articulate.com/

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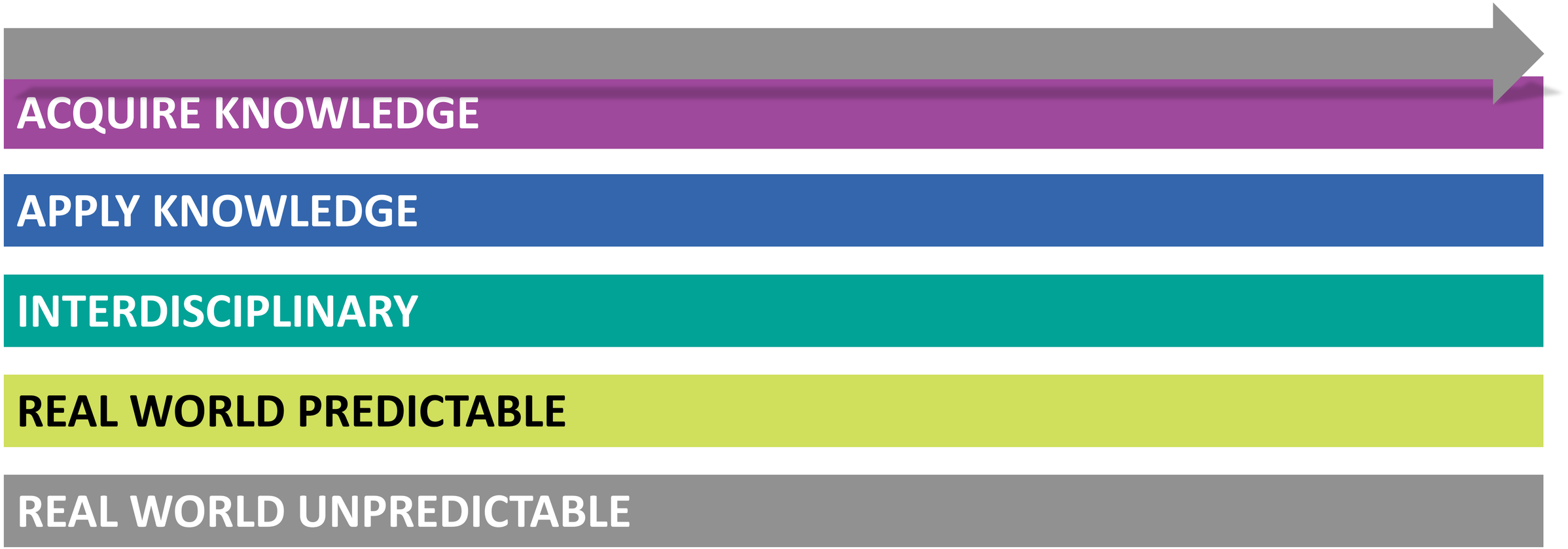
Relevance is the Purpose of the Learning



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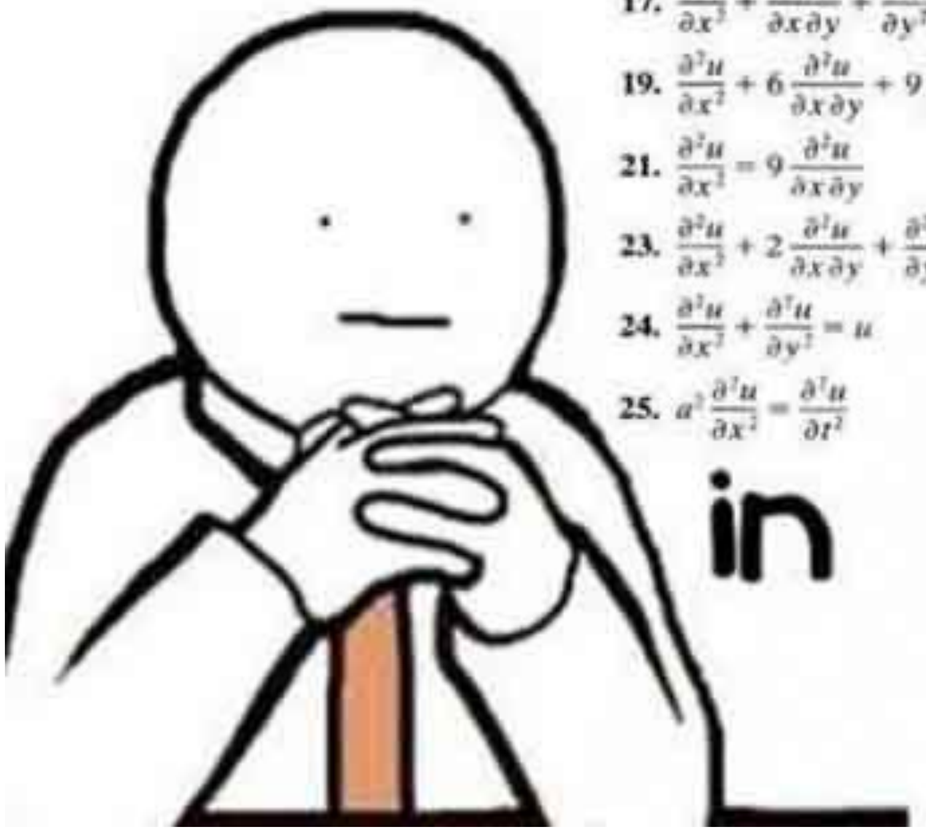
I'm still waiting for the day that I will actually use



17. $\frac{\partial^2 u}{\partial x^2} + \frac{\partial^2 u}{\partial x \partial y} + \frac{\partial^2 u}{\partial y^2} = 0$

18. $3\frac{\partial^2 u}{\partial x^2} + 5\frac{\partial^2 u}{\partial x \partial y} + \frac{\partial^2 u}{\partial y^2} = 0$

19. $\frac{\partial^2 u}{\partial x^2} + 6\frac{\partial^2 u}{\partial x \partial y} + 9\frac{\partial^2 u}{\partial y^2} = 0$

20. $\frac{\partial^2 u}{\partial x^2} - \frac{\partial^2 u}{\partial x \partial y} - 3\frac{\partial^2 u}{\partial y^2} = 0$

21. $\frac{\partial^2 u}{\partial x^2} = 9\frac{\partial^2 u}{\partial x \partial y}$

22. $\frac{\partial^2 u}{\partial x \partial y} - \frac{\partial^2 u}{\partial y^2} + 2\frac{\partial u}{\partial x} = 0$

23. $\frac{\partial^2 u}{\partial x^2} + 2\frac{\partial^2 u}{\partial x \partial y} + \frac{\partial^2 u}{\partial y^2} + \frac{\partial u}{\partial x} - 6\frac{\partial u}{\partial y} = 0$

24. $\frac{\partial^2 u}{\partial x^2} + \frac{\partial^2 u}{\partial y^2} = u$

25. $a^2\frac{\partial^2 u}{\partial x^2} = \frac{\partial^2 u}{\partial t^2}$

26. $k\frac{\partial^2 u}{\partial x^2} = \frac{\partial u}{\partial t}, \quad k > 0$

in real life

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DISRUPTIVE THINKING

LEVEL 4

How would you design a...to...?

How would you compose a song about...?

How would you rewrite the ending to the story?

What would be different today, if that event occured as...?

Can you see a possible solution to...?

How could you teach that to others?

If you had access to all resources, how would you deal with...?

What new and unusual invention would you create for...?

What authentic solution can develop to solve this problem?

Can you predict what will happen next and why?

LEVEL 3

How are these similar/different?

How is this like?

What's another way we could say/explain/express that?

What do you think are some reasons/causes that...?

Why did.....changes occur?

What is a better solution to...?

How would you defend your position about that?

LEVEL 2

Would you do that?

Where will you use that knowledge?

How does that relate to your experience?

What observations relate to...?

Where would you locate that information?

How would you illustrate that?

How would you interpret that?

How would you collect that data?

How do you know it works?

LEVEL 1

What is/are...?

How many...?

How do/does...?

What did you observe...?

What else can you tell me about...?

What does it mean...?

What can you recall...?

Where did you find that...?

Who is/are...?

How would you define that in your own terms?

Dale Andre

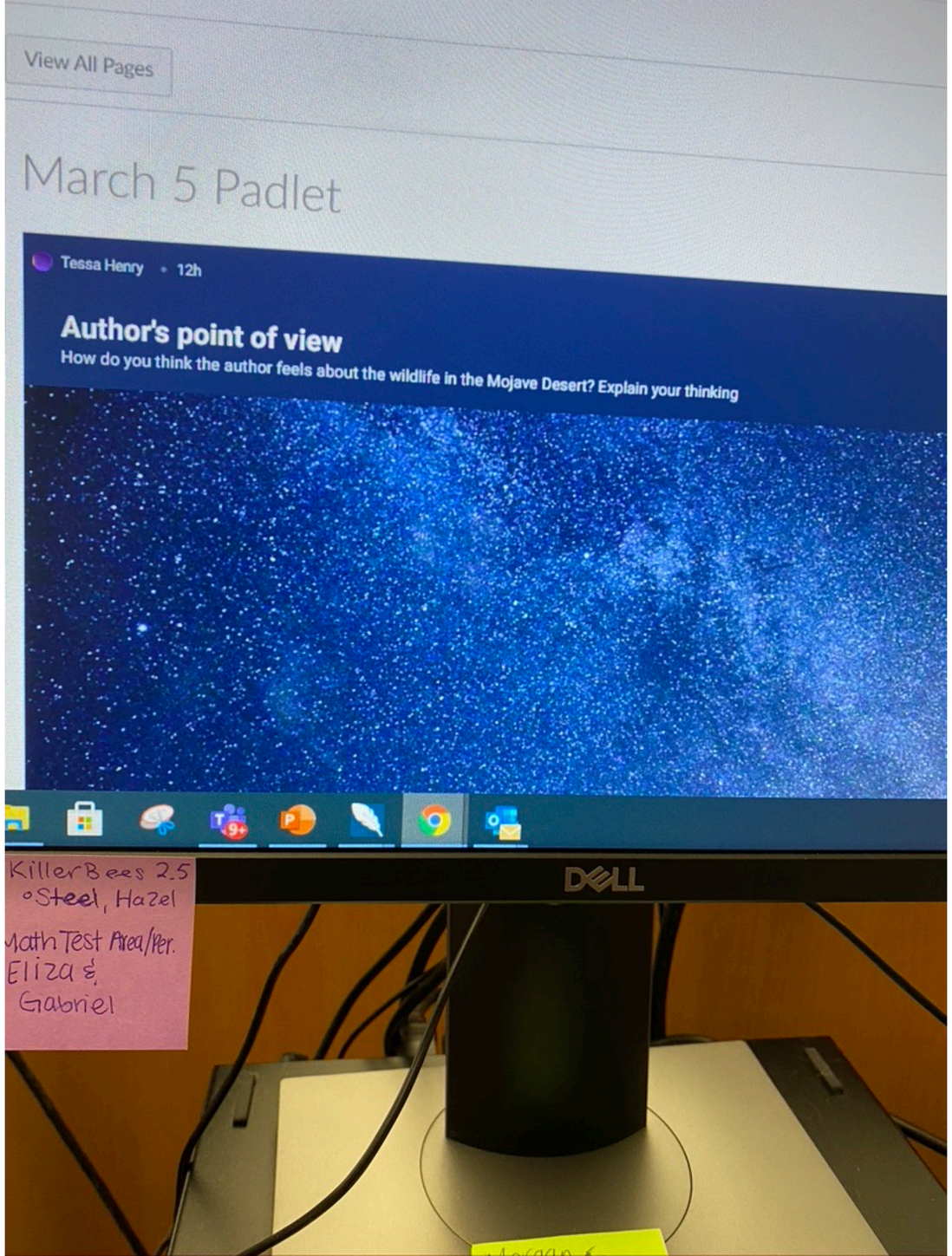
Seesaw Text Features Scavenger Hunt

Seesaw

Use any non-fiction book to complete the text features scavenger hunt! Put a check next to each task once you have completed it!

1. Find a **photograph** and take a picture. Label the picture with text explaining what the **photograph** is teaching you. ✓
2. Find the **table of contents**. Take a video of the table of contents which shows you turning to the different **chapters/headings** in the book. ✓
3. Find a **photograph** or an **illustration** with a **caption**. Take a picture of this and draw a circle around the **caption**. Label the picture with text explaining how the **caption** helped you to understand the **photograph** or **illustration**. ✓
4. Find a **diagram** with **labels**. Using the draw tool, underline all of the labels. Label the **diagram** with text explaining what the **diagram** is teaching you. ---
5. Find the **glossary** and pick one **bold print** word. Take a video of yourself reading the word and the definition. Label the video with text explaining why the author might have put that word in the glossary. ---
6. Find the **index** and find a word with the page number of where to find it. Take a video of yourself finding the word/topic in the text. ---

★ Bonus- Find a **time line**, **map**, or **subheading** in a non-fiction book!



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Evan Lloyd

FEATURE	Why Was This A Feature Of The Articles of Confederation	Possible Problems with This Feature
Congress did not have the power to draft an army (could only request states to send troops)	So people weren't forced to fight None	They could have small numbers of soldiers
No National Court System	The King punished intolerable acts None	Unable to solve Problems legally
Any amendments (changes) to the Articles must be approved by all 13 states	Everyone has a say Any act	It will be hard to pass amendments
Congress did not have the power to collect state debts owed to the federal government	They will not have to worry about debts Tea act	Now we would pay the debt.

Scene #1 U.S. Capitol Building -- Washington, D.C.

Security guards were surpised to learn that Neo Eigenvector apparently made copies of Top Secret government files which may expedite the building of a World Conquering Device. In the Senate restroom, police found this note written on a stall.

Welcome to the Matrix of Matrices. I will free your mind. But first I must frustrate my mind and journey to Congress, where I overheard this exchange… "I can create more complicated meandering square matrices than you!" yells the House. "Wanna bet?" the Senate replies, "My determinant will be bigger than your determinant!!"

$$A = \begin{bmatrix} 2 & 1 \\ 2 & 4 \end{bmatrix} \qquad B = \begin{bmatrix} 5 & 0 \\ 0 & 5 \end{bmatrix}$$

$$C = \begin{bmatrix} 10 & 6 & 0 \\ 2 & -3 & 5 \end{bmatrix} \qquad D = \begin{bmatrix} -8 & -3 & -2 \\ -1 & -4 & 6 \end{bmatrix}$$

$$E = \begin{bmatrix} 4 & 3 \\ -1 & 2 \\ 5 & -9 \end{bmatrix} \qquad F = \begin{bmatrix} 0 & -7 \\ 5 & 1 \\ 2 & -2 \end{bmatrix}$$

Do these operations create possible matrices? What is the determinant?

Senate	(A x C) + 3D) + F
House	((D + 2C) x E) - 5B

WORKSPACE (Click to add text)

WORKSPACE (Click to add text)

House is Larger	Senate is Larger	Neither is Possible
↓	↓	↓
h = its determinant	**s = its determinant**	**w=0**

A clue for the Cryptic Text Message

$$\frac{?}{} = \frac{?}{}$$

Scene #4 Smithsonian Museum of Natural History –- Washington, D.C.

Posing as an ordinary tourist, Neo Eigenvector stole the femur of an adult apatosaurus.

Despite popular belief, there is not a treasure map on the back of the Declaration of Independence. However after a little inspection, there is a 4x4 determinant problem doodled by Ben Franklin. Don't believe me? Go see for yourself. *Solve this monster determinant to get your next clue.*

WORKSPACE (Click to add text)

$$\begin{vmatrix} 10 & 7 & -7 & 5 \\ -9 & 0 & 2 & -1 \\ 3 & -3 & 1 & -4 \\ -1 & 8 & 5 & 2 \end{vmatrix}$$

WORKSPACE (Click to add text)

WORKSPACE (Click to add text)

W = the determinant

A clue for the Cryptic Text Message

W = ?

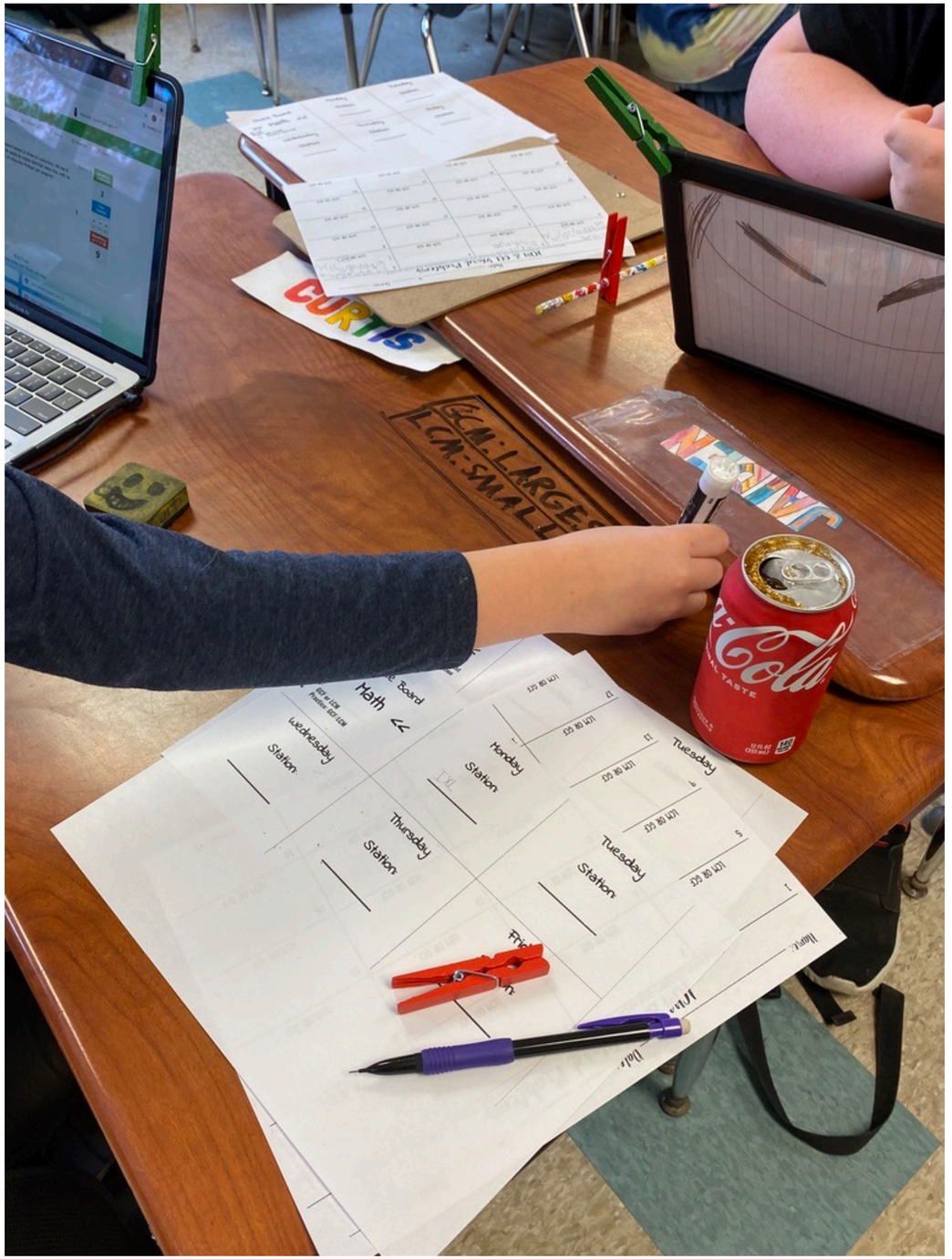
What does student voice mean to you? Why is it important? How are you implementing it in school or district?

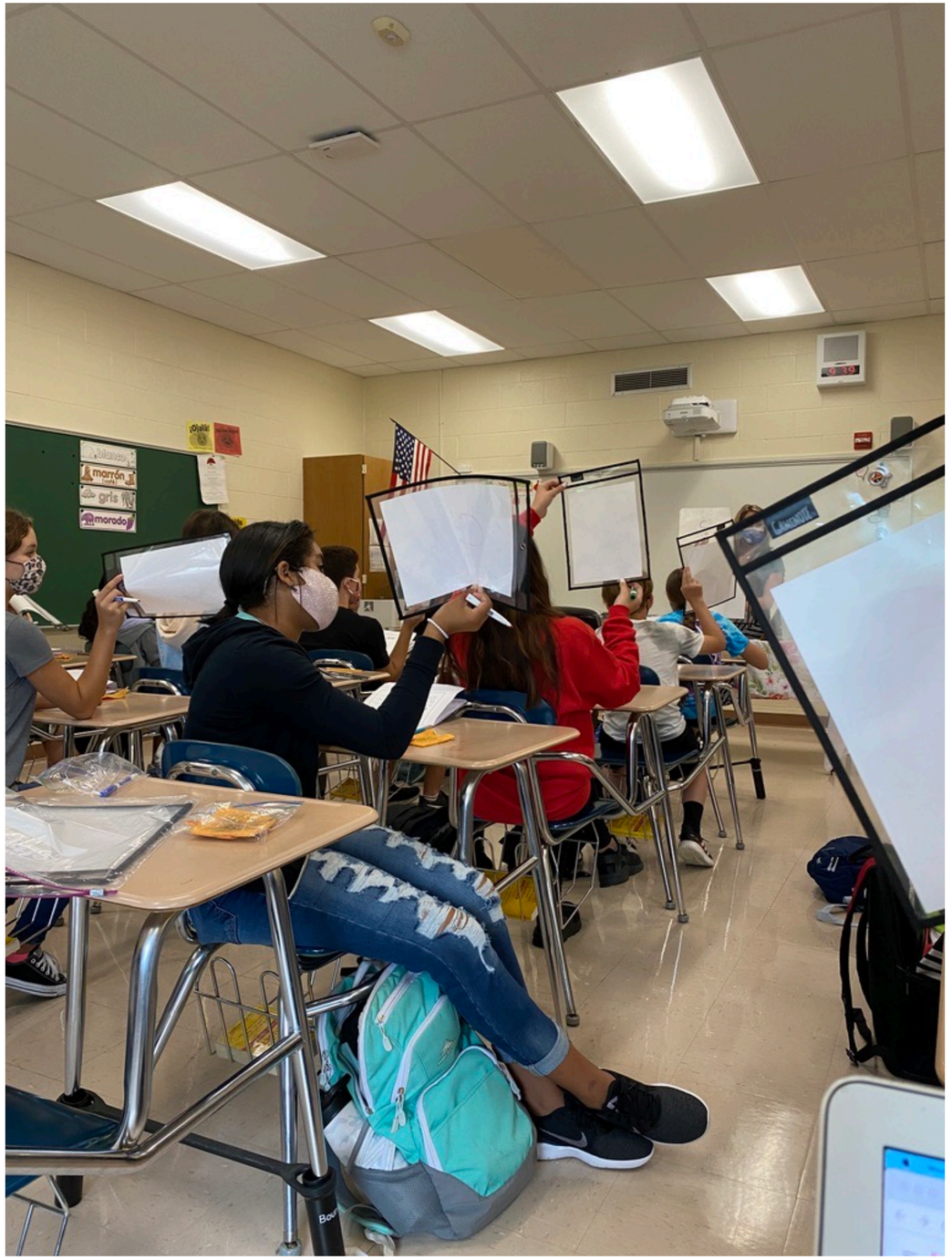
6 Dimensions of Student Voice

- Involves all kids in learning process
- Fosters active participation
- Builds confidence
- Promotes open reflection/ collaboration
- Sets stage for instant feedback
- Develops sense of community

Eric Sheninger (@E_Sheninger)
Image created by @RigorRelevance

Puzzle #3
MARKERS
10


CURTIS
Coke
Math
Monday
Station
Tuesday
Station
Wednesday
Station
Thursday
Station
Tuesday
Station



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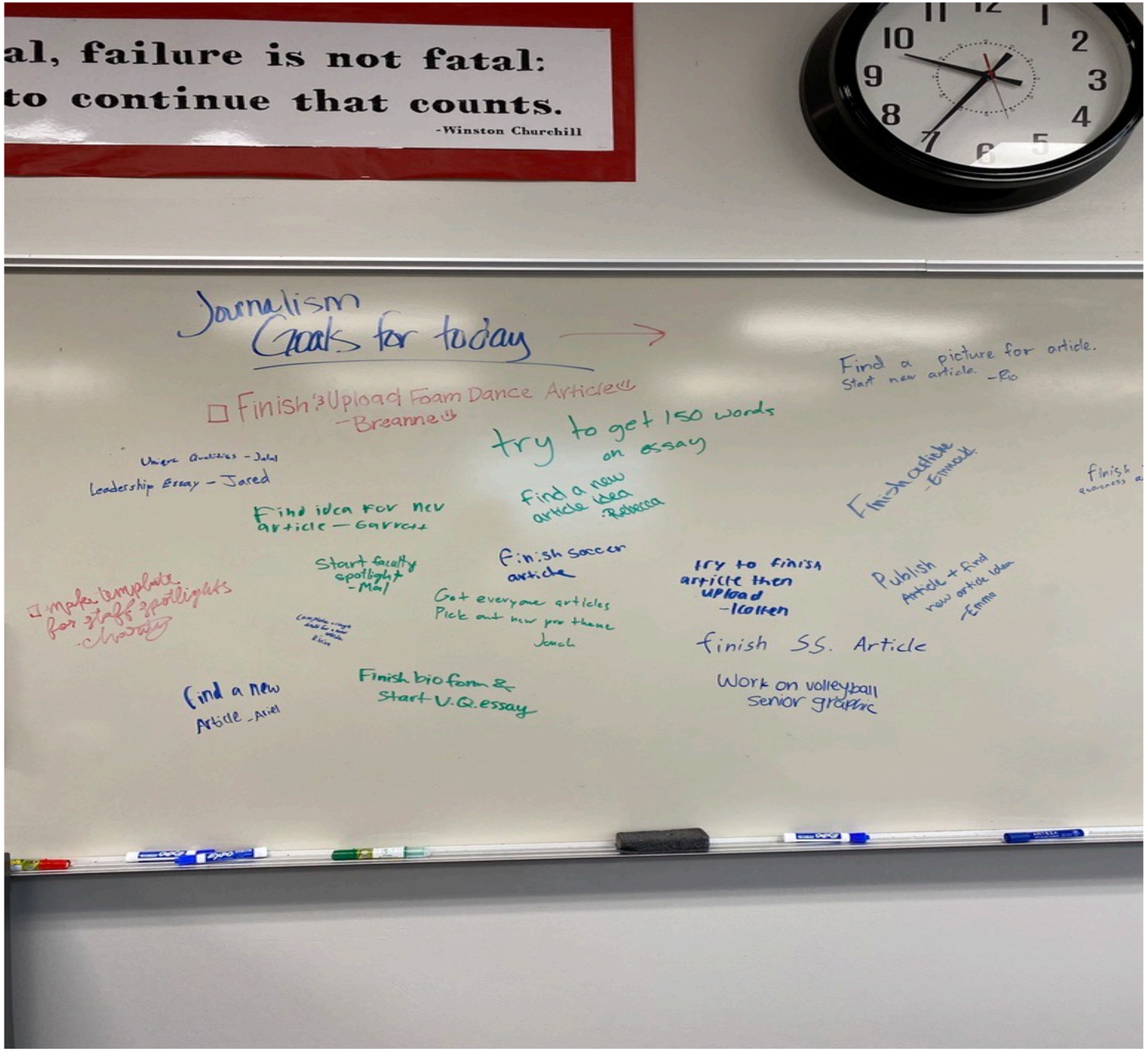

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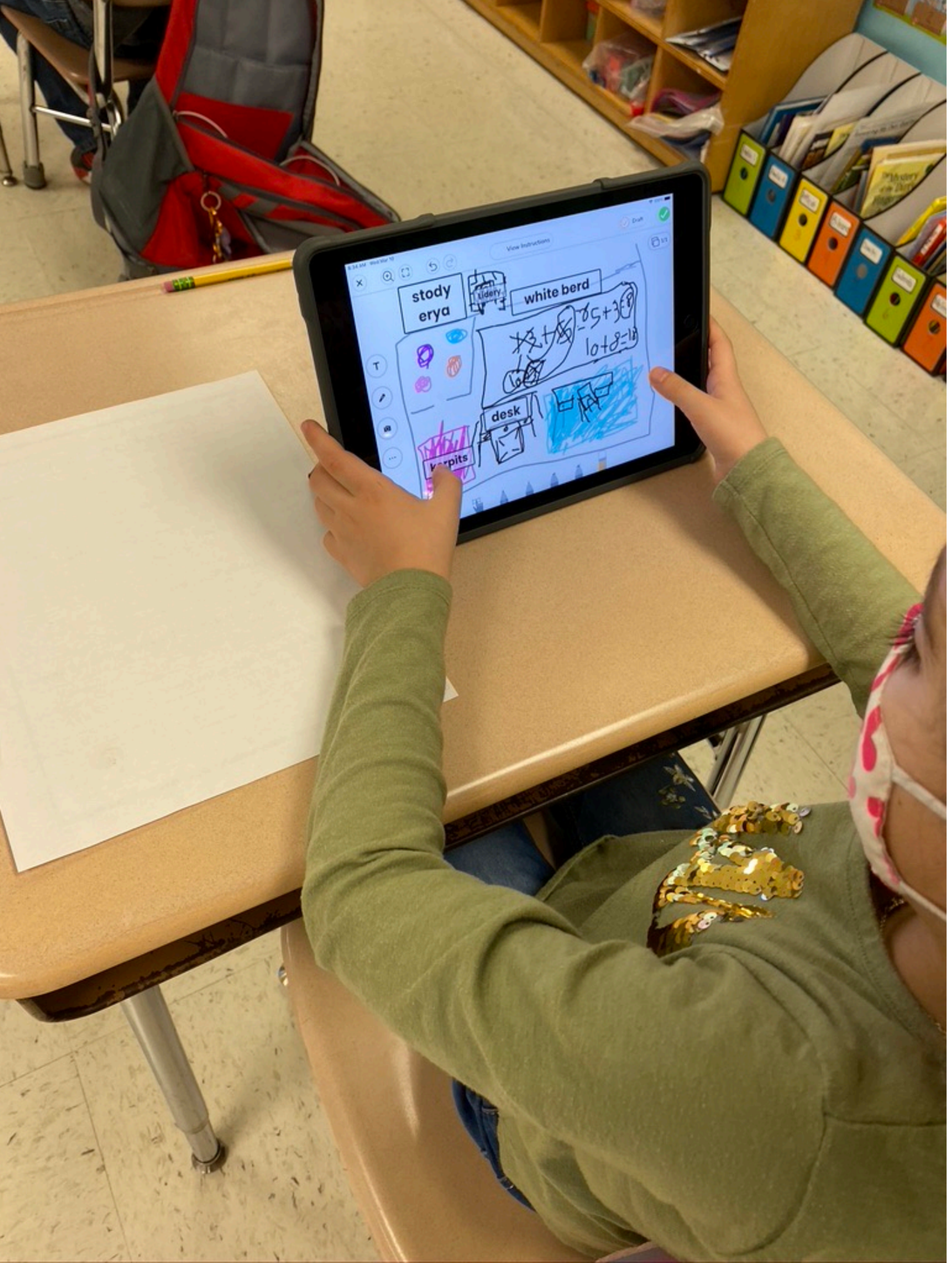


Mentimeter

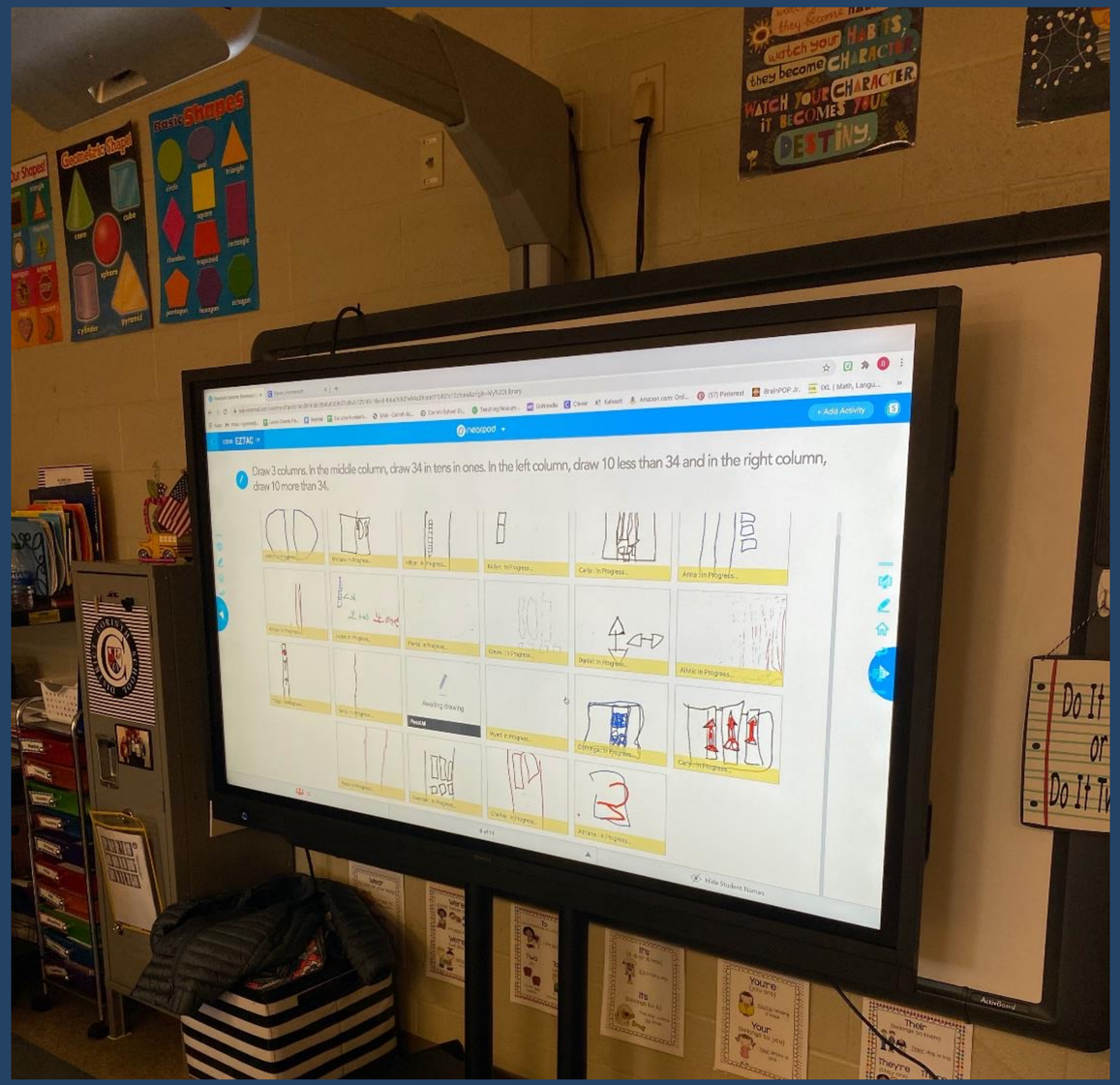
Make an inference in one word what you think this next Module will be about?

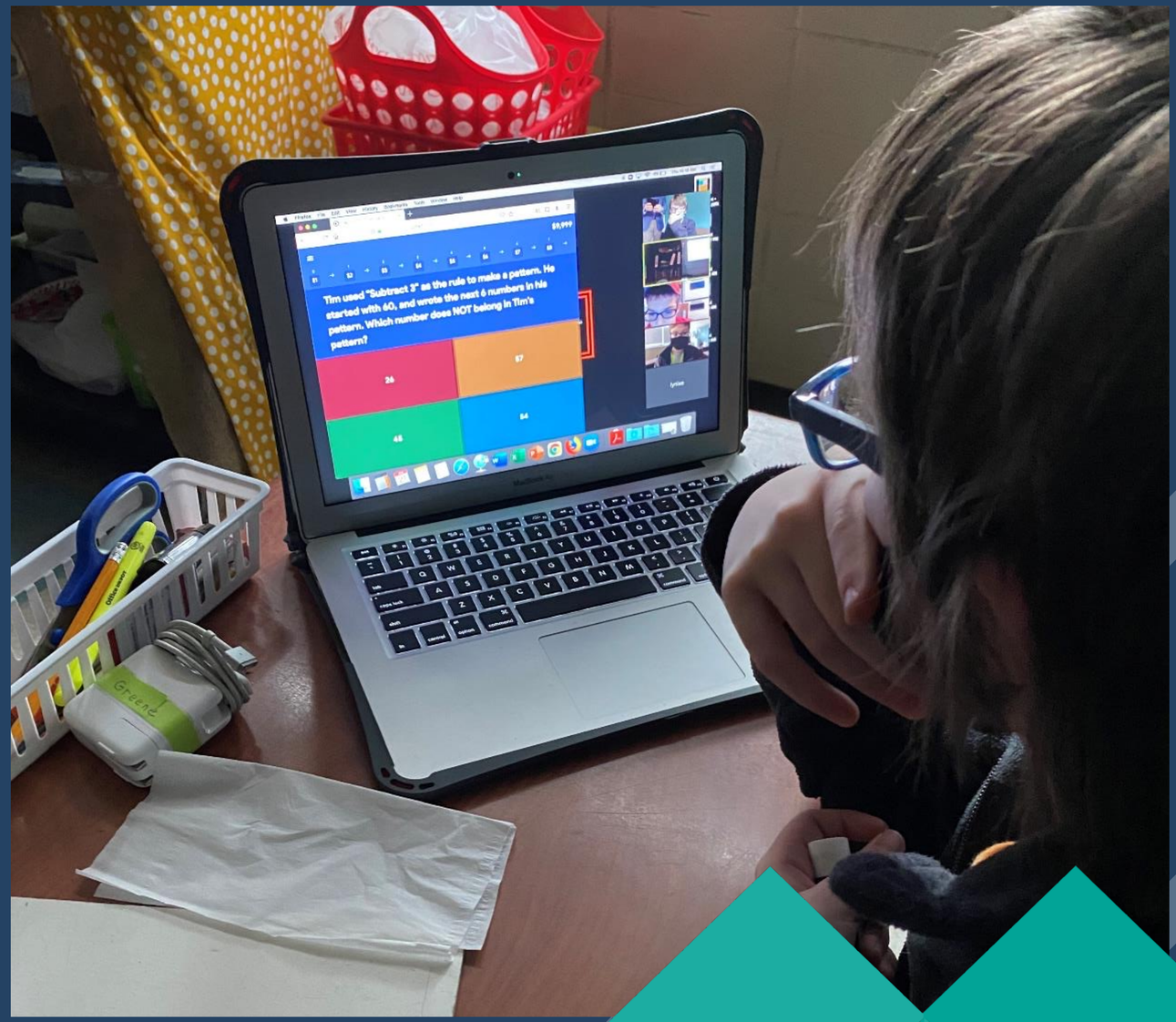
Enter a word 25

Enter another word 25

You can submit multiple answers

#DisruptiveThink





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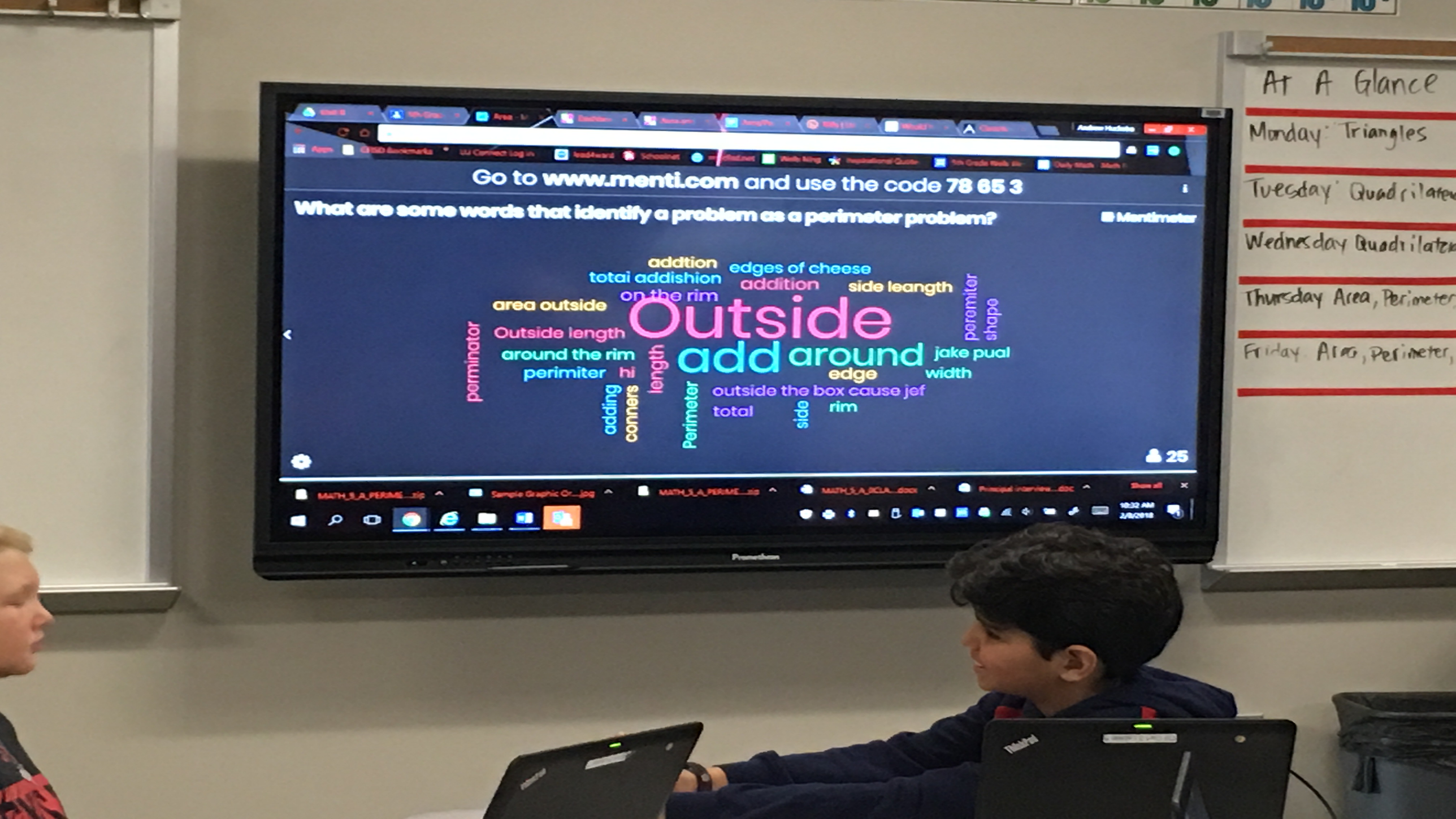
#MSC2021


Go to www.menti.com and use the code 78 65 3
What are some words that identify a problem as a perimeter problem?
Mentimeter
addtion
edges of cheese
totai addishion
addition
side leangth
on the rim
area outside
Outside
perimiter
shape
perminator
Outside length
around the rim
add
around
jake pual
perimiter
hi
length
edge
width
adding
conners
Perimeter
outside the box cause jef
total
side
rim
25
At A Glance
Monday: Triangles
Tuesday: Quadrilater
Wednesday Quadrilater
Thursday Area, Perimeter
Friday Area, Perimeter,

Nearpod Lessons: Downl...

Nearpod Lessons: Downl...

https://app.nearpod.com/command?puid=54529580abe0aa9bb029549e764c5546-1&sid=c9e7cd0ce76fd331d3041f94

CODE: A5XRD

nearpod

What do you already know about the Berlin Wall? Why do you think the landmark is famous? Represent your answer in words, sentences, pictures, and/or symbols.

********: Submitted

Awaiting drawing

****

Awaiting drawing

****

Awaiting drawing

****

Awaiting drawing

****

Awaiting drawing

****

Awaiting drawing

****

********: Submitted

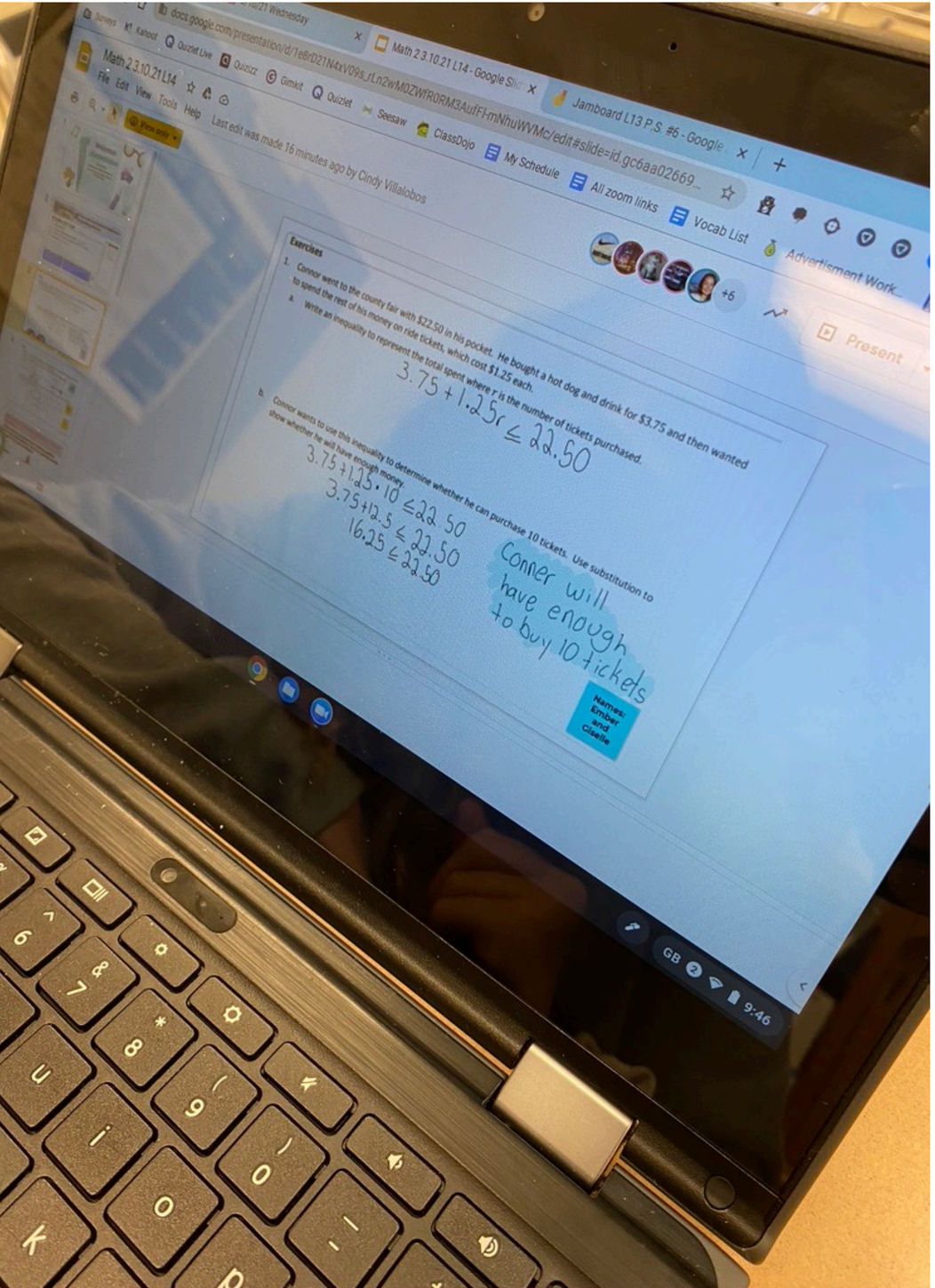
8

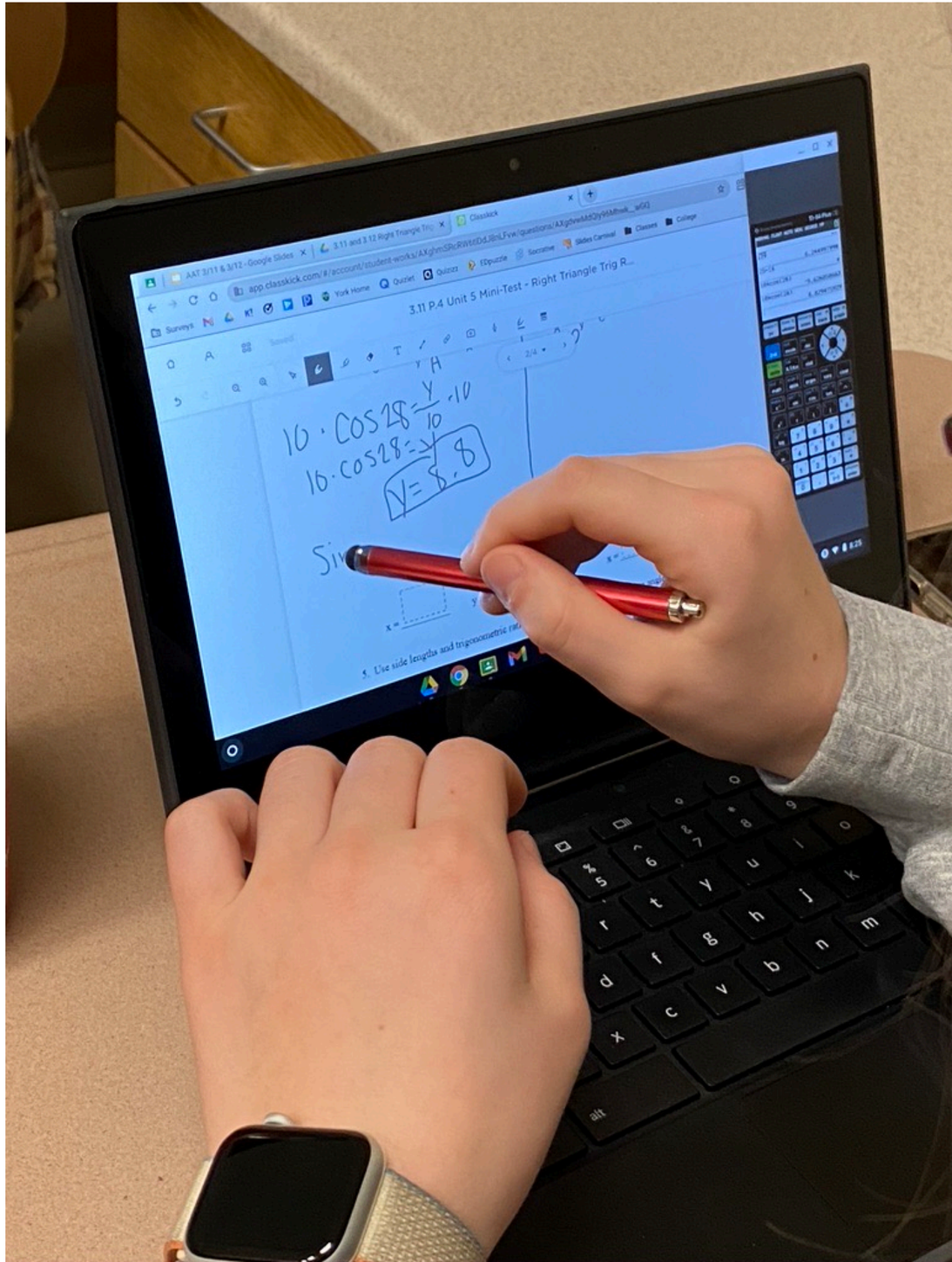
5 of 22

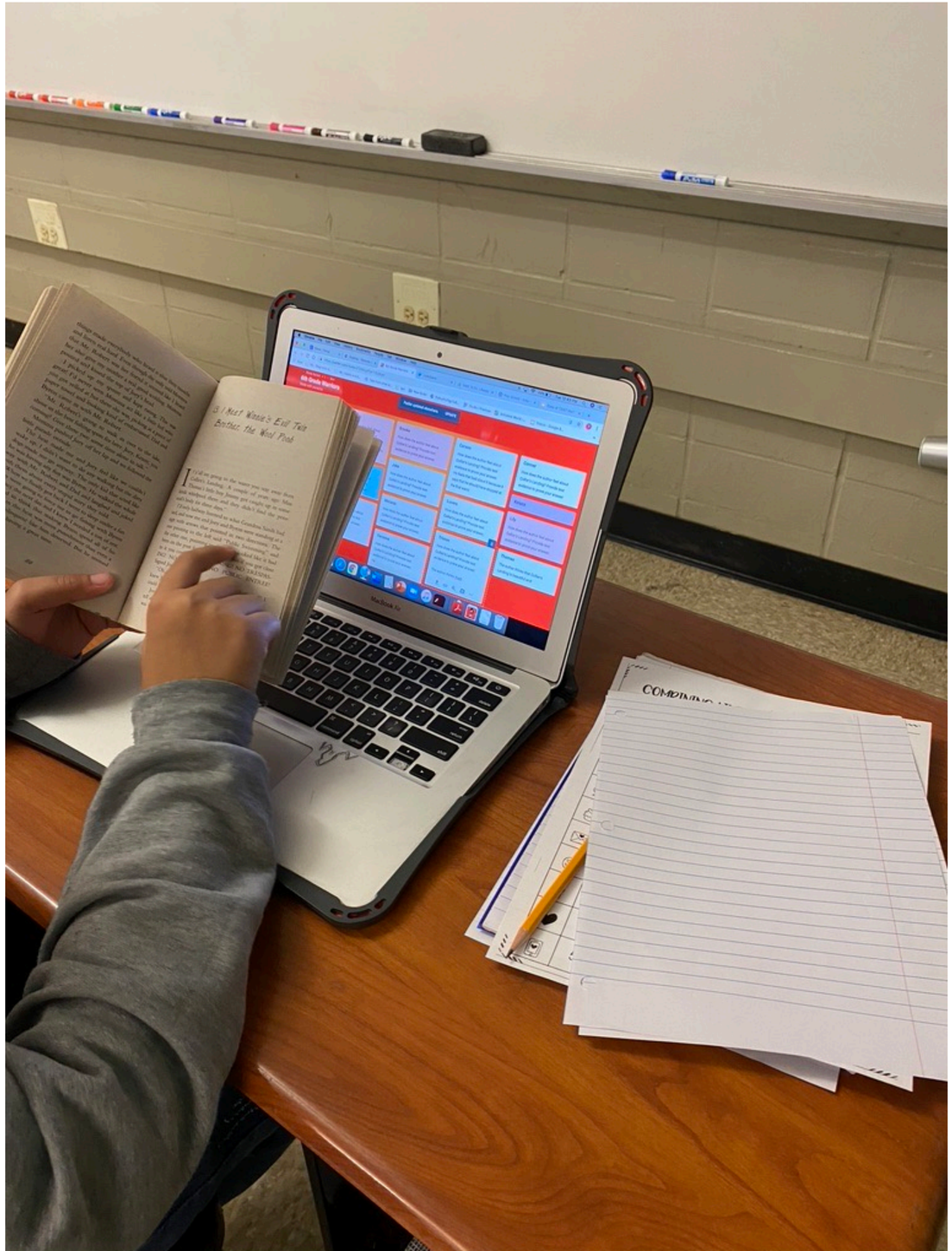
Show Student Names

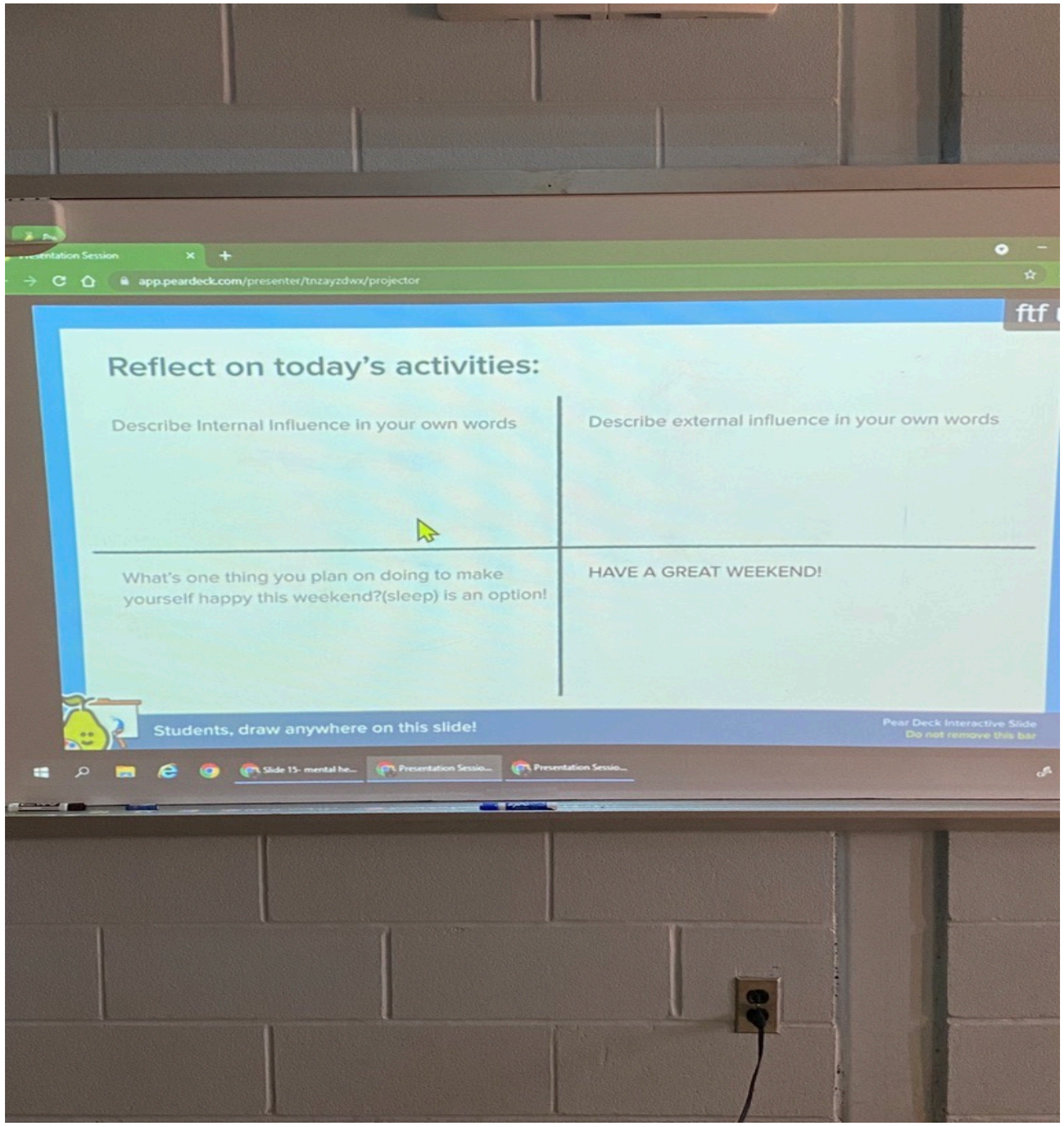
newline

ActivBoard


Math 2.3.10.21 L14
Last edit was made 16 minutes ago by Cindy Villalobos
Exercises
1. Connor went to the county fair with $22.50 in his pocket. He bought a hot dog and drink for $3.75 and then wanted to spend the rest of his money on ride tickets, which cost $1.25 each.
a. Write an inequality to represent the total spent where r is the number of tickets purchased.
3.75 + 1.25r ≤ 22.50
b. Connor wants to use this inequality to determine whether he can purchase 10 tickets. Use substitution to show whether he will have enough money.
3.75 + 1.25 · 10 ≤ 22.50
3.75 + 12.5 ≤ 22.50
16.25 ≤ 22.50
Conner will have enough to buy 10 tickets
Names: Ember and Cizelle


3.11 P.4 Unit 5 Mini-Test - Right Triangle Trig R...
10 · cos28 = Y/10 · 10
10 · cos28 = Y
V = $8


Is Not Winnie's Evil Twin
Brother, the Wood Frog

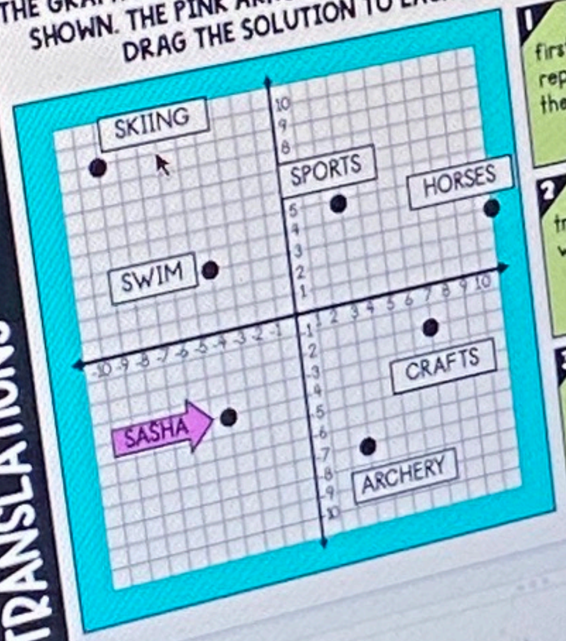

app.peardeck.com/presenter/tnzayzdwx/projector
Reflect on today's activities:
Describe Internal Influence in your own words
Describe external influence in your own words
What's one thing you plan on doing to make yourself happy this weekend?(sleep) is an option!
HAVE A GREAT WEEKEND!
Students, draw anywhere on this slide!
Pear Deck Interactive Slide
Do not remove this bar

Help Last edit was seconds ago

und Layout Theme Transition

TRANSLATIONS

THE GRAPH BELOW REPRESENTS THE MAP OF A SUMMER CAMP THAT OFFERS THE ACTIVITIES SHOWN. THE PINK ARROW INDICATES SASHA'S BEGINNING LOCATION. USE THE MAP TO DRAG THE SOLUTION TO EACH QUESTION BELOW INTO THE WHITE BOX.



1 Sasha wants to go skiing first. Which translation represents how she should get there?

(x − 5, y + 9)
(x + 13, y + 5)
(x − 5, y + 13)

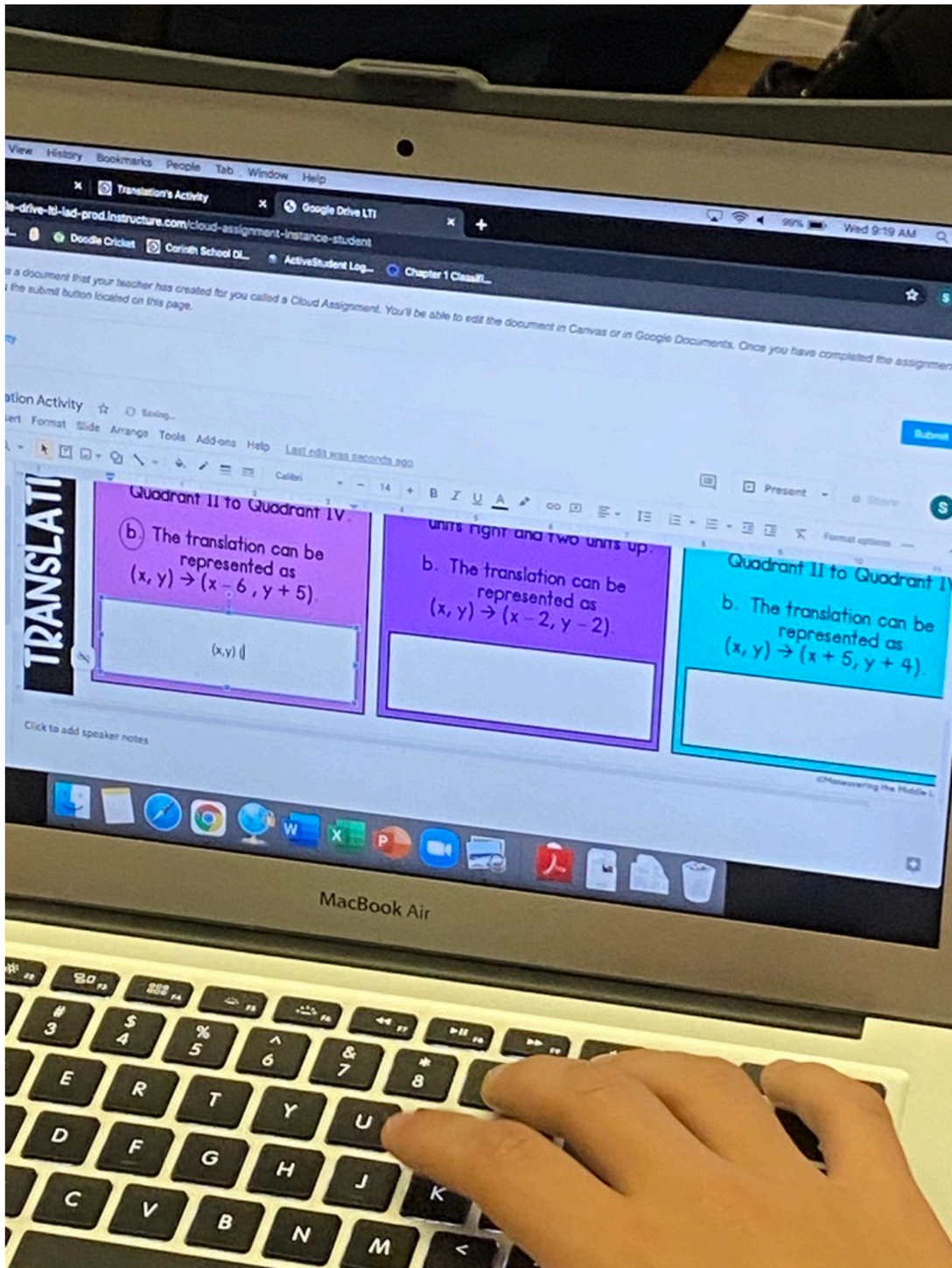
2 From skiing, which translation shows how Sasha would arrive at crafts?

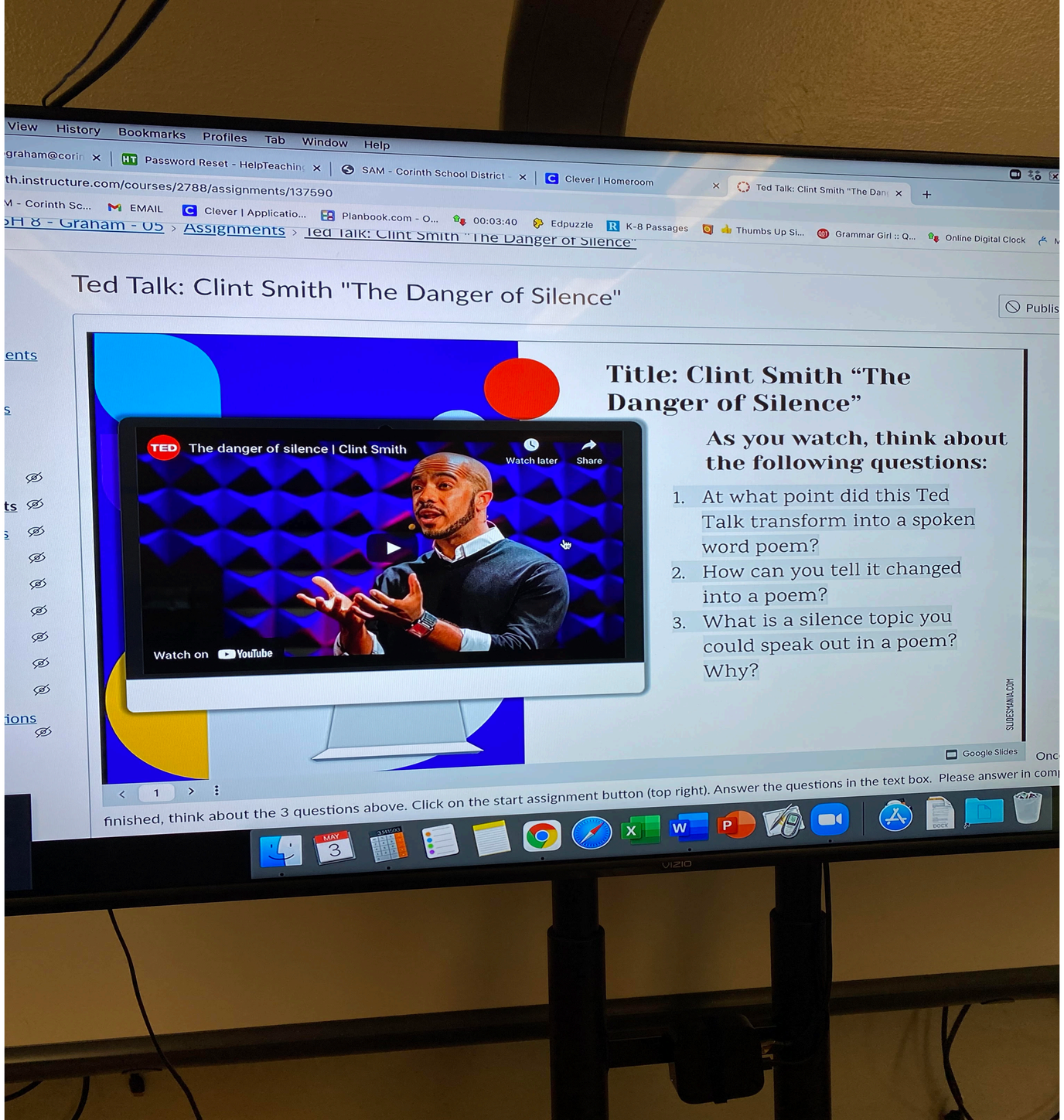
(x + 16, y − 11)
(x − 4, y + 9)
(x + 7, y − 2)

3 From crafts, Sasha translates using (x − 4, y − 5). Which activity did Sasha choose?

Archery
Sports
Horses

MacBook Air





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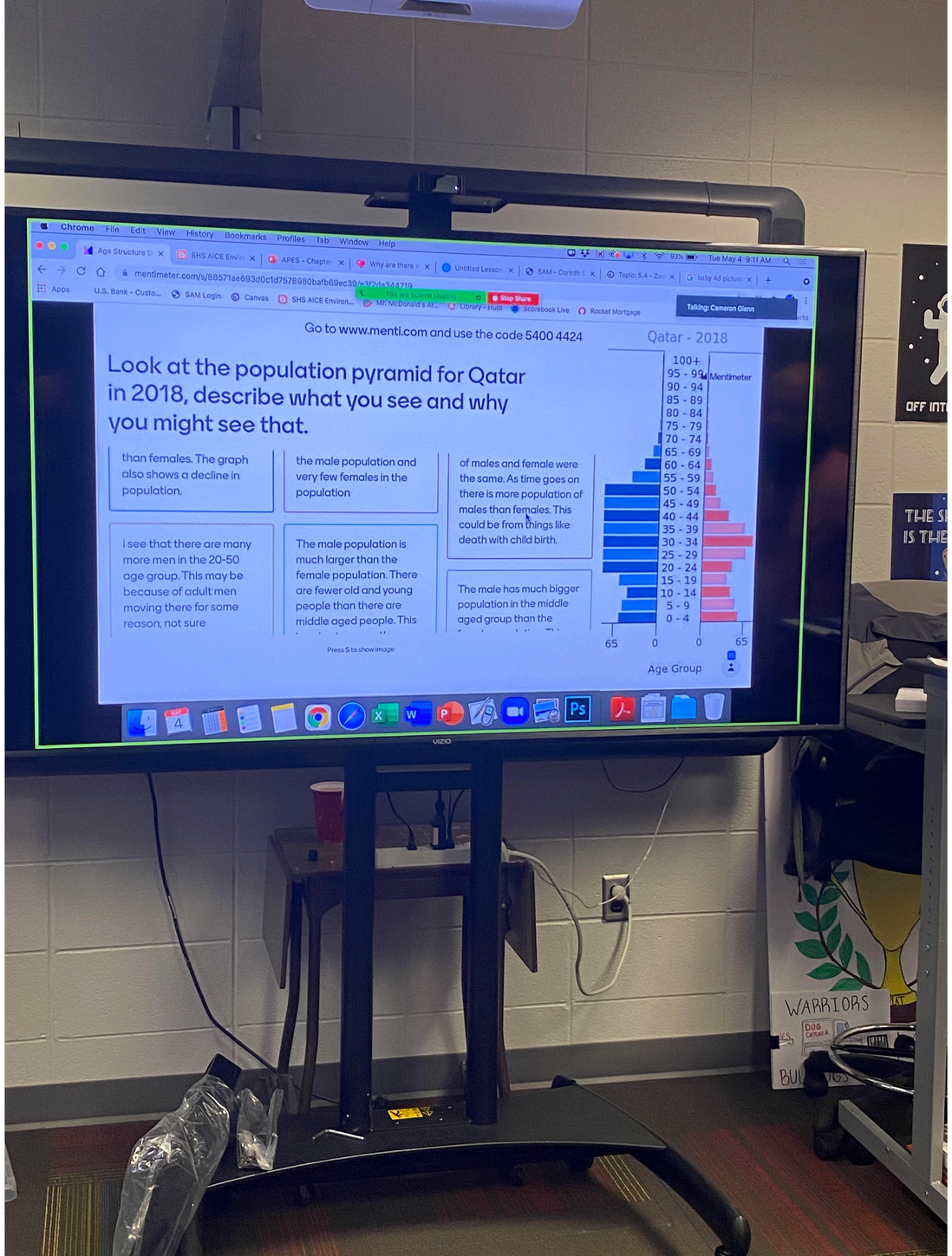
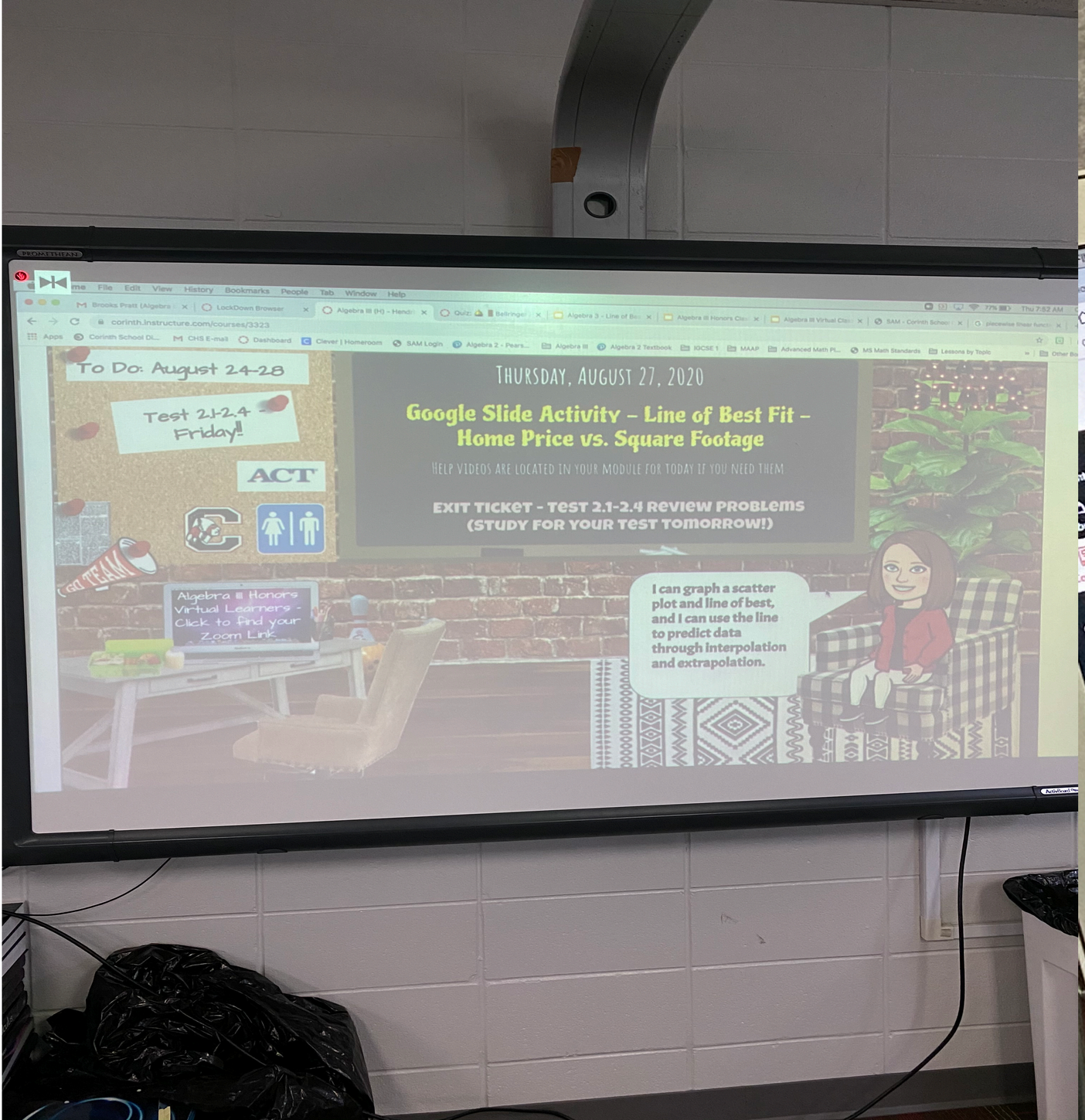
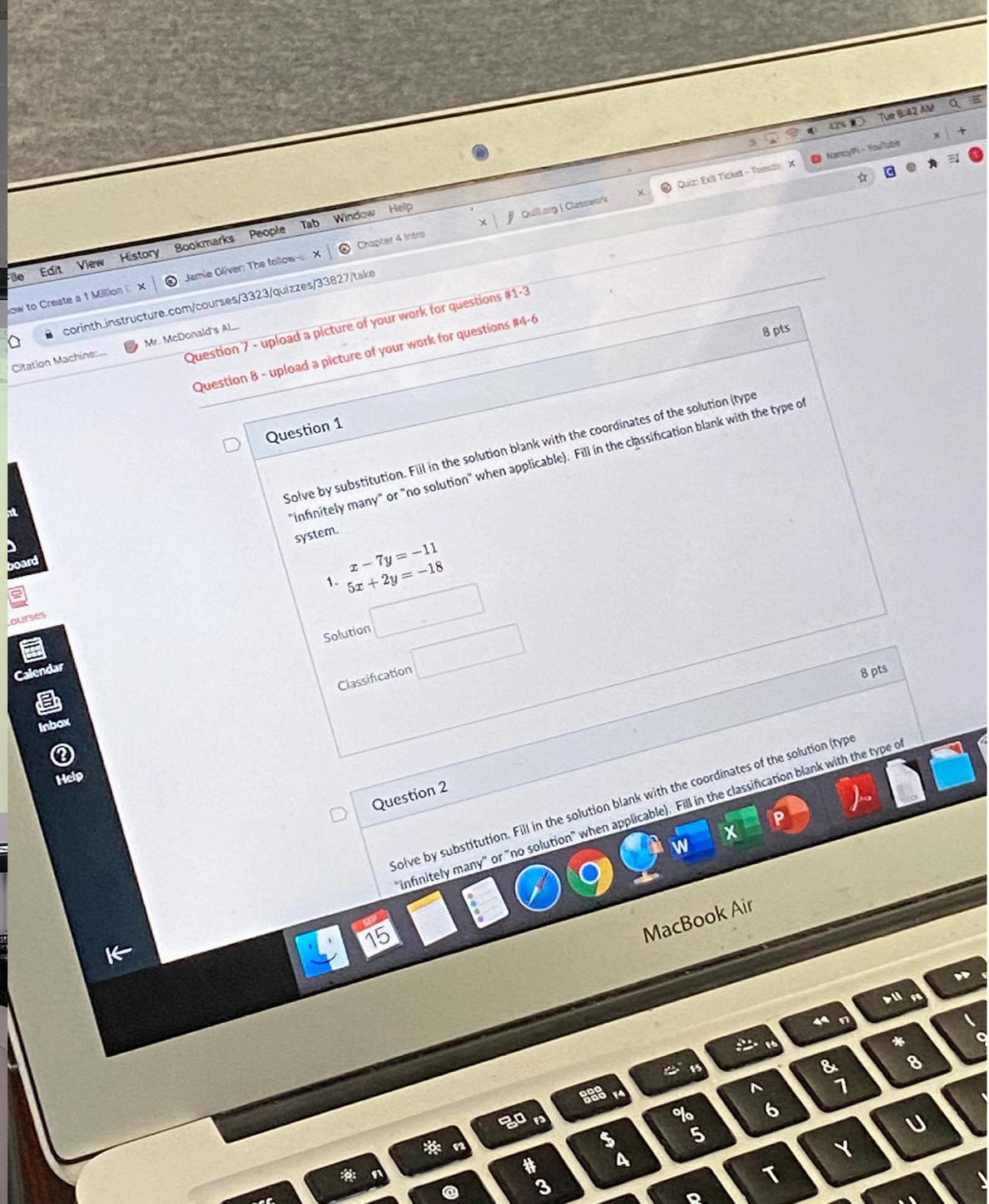

Go to www.menti.com and use the code 5400 4424
Look at the population pyramid for Qatar in 2018, describe what you see and why you might see that.
than females. The graph also shows a decline in population.
the male population and very few females in the population
of males and female were the same. As time goes on there is more population of males than females. This could be from things like death with child birth.
I see that there are many more men in the 20-50 age group. This may be because of adult men moving there for some reason, not sure
The male population is much larger than the female population. There are fewer old and young people than there are middle aged people. This
The male has much bigger population in the middle aged group than the
Qatar - 2018
100+
95 - 99
90 - 94
85 - 89
80 - 84
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14
5 - 9
0 - 4
65 0 0 65
Age Group
Mentimeter
Press S to show image
WARRIORS

MacBook Air


To Do: August 24-28
Test 2.1-2.4 Friday!!
ACT
Thursday, August 27, 2020
Google Slide Activity – Line of Best Fit – Home Price vs. Square Footage
Help videos are located in your module for today if you need them
Exit Ticket - Test 2.1-2.4 Review Problems (Study for your test tomorrow!)
Algebra III Honors Virtual Learners - Click to find your Zoom Link
I can graph a scatter plot and line of best, and I can use the line to predict data through interpolation and extrapolation.


corinth.instructure.com/courses/3323/quizzes/33827/take
Question 7 - upload a picture of your work for questions #1-3
Question 8 - upload a picture of your work for questions #4-6
8 pts
Question 1
Solve by substitution. Fill in the solution blank with the coordinates of the solution (type "infinitely many" or "no solution" when applicable). Fill in the classification blank with the type of system.
1. $x - 7y = -11$, $5x + 2y = -18$
Solution
Classification
8 pts
Question 2
Solve by substitution. Fill in the solution blank with the coordinates of the solution (type "infinitely many" or "no solution" when applicable). Fill in the classification blank with the type of
Calendar
Inbox
Help
MacBook Air

Dotstorming

https://dotstorming.com/b/5c3f867631b62b0c0562f1ad

Apps | Managed bookmarks | PARAISE | PAETEP | Library | Collins Writing | Outlook | Ellevation

Share | Add a Card | Upload an Image

dotstorming

Mongol Historical Evidence

Provide historical evidence to support or disagree with Mongol rule. Overall, for the regions impacted do we see an improvement or decrease in the quality of life for the citizens of the empire? Select your point of view and support your statement.

The citizens were more freely accepted like the artisans who were given more opportunities and were able to climb the social ladder in the Mongol empire. Also religion was more widely accepted and the leaders tried to keep everything peaceful within the empire, including travelers who were given shelter on their journey.

0

Mongol rule improved the quality of life for the citizens. Peasants' lives were improved because they were not taxed. Religious people's lives were also improved because of the religious tolerance in the Mongol Empire. Aristocrats were also supported by Khublai Khan because of his love of arts, so their lives improved.

0

I support the Mongol rule because the fear the Mongol's initiated into many empires allowed the empires to follow and do what the Mongols wanted to do. Persia didn't surrender to the Mongols so they were invaded by the Mongols. Also the Mongols favored the artisans because they did not have a an artisan class, so they needed crafts like things. The Mongols were violent, but they allowed various freedoms like religious freedom

0

I agree with the mongol rule because they made a lot of major positive changes including making it illegal to buy and or sell women along with stealing in general. Even thought the Mongol rule had its flaws it did a lot of good for the post classical time period in general.

0

mongol rule improve everyone's lives, not

I disagree with Mongol rule. I believe that the

3 votes available

Chat Enabled:

Participants 17 Enabled:

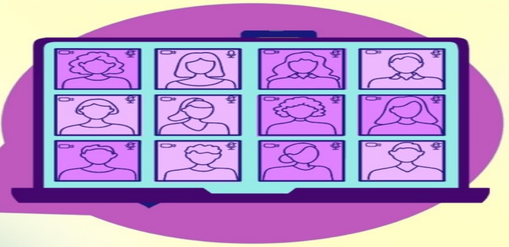
- Mr. Kasopsky
- carolina
- Juana
- Joel
- Alivia
- iolanie
- Julien
- Lesly
- Jonathan
- Cassandrine
- princess

Powe... | Word ... | Googl... | Sticky ... | Wind...

2:07 PM
1/17/2019

Showing Learning Through Voice and Choice

Writing



Video

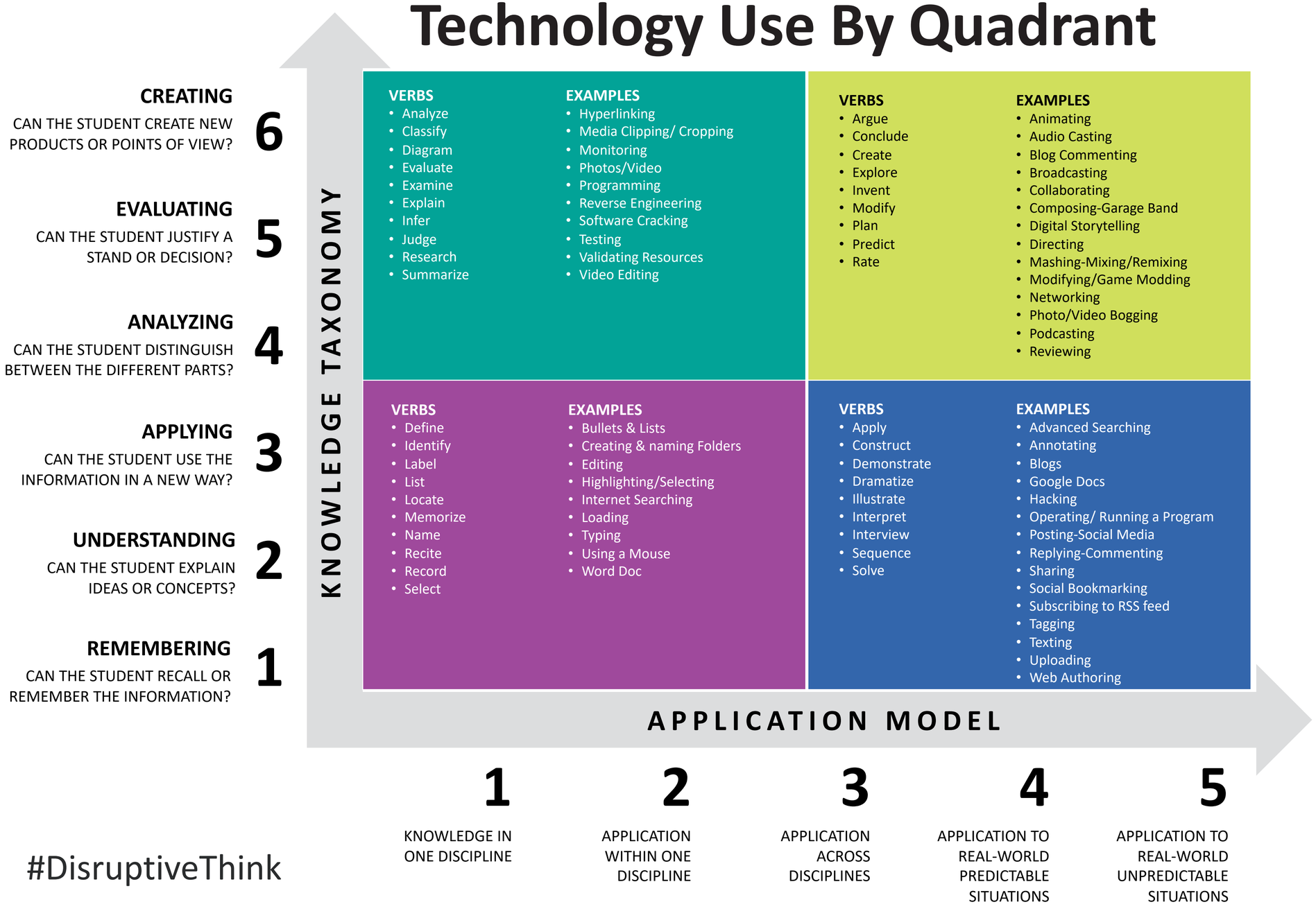
Audio

Images

Drawing

Eric Sheninger (@E_Sheninger)
Image created by @RigorRelevance

Technology Use By Quadrant



#DisruptiveThink

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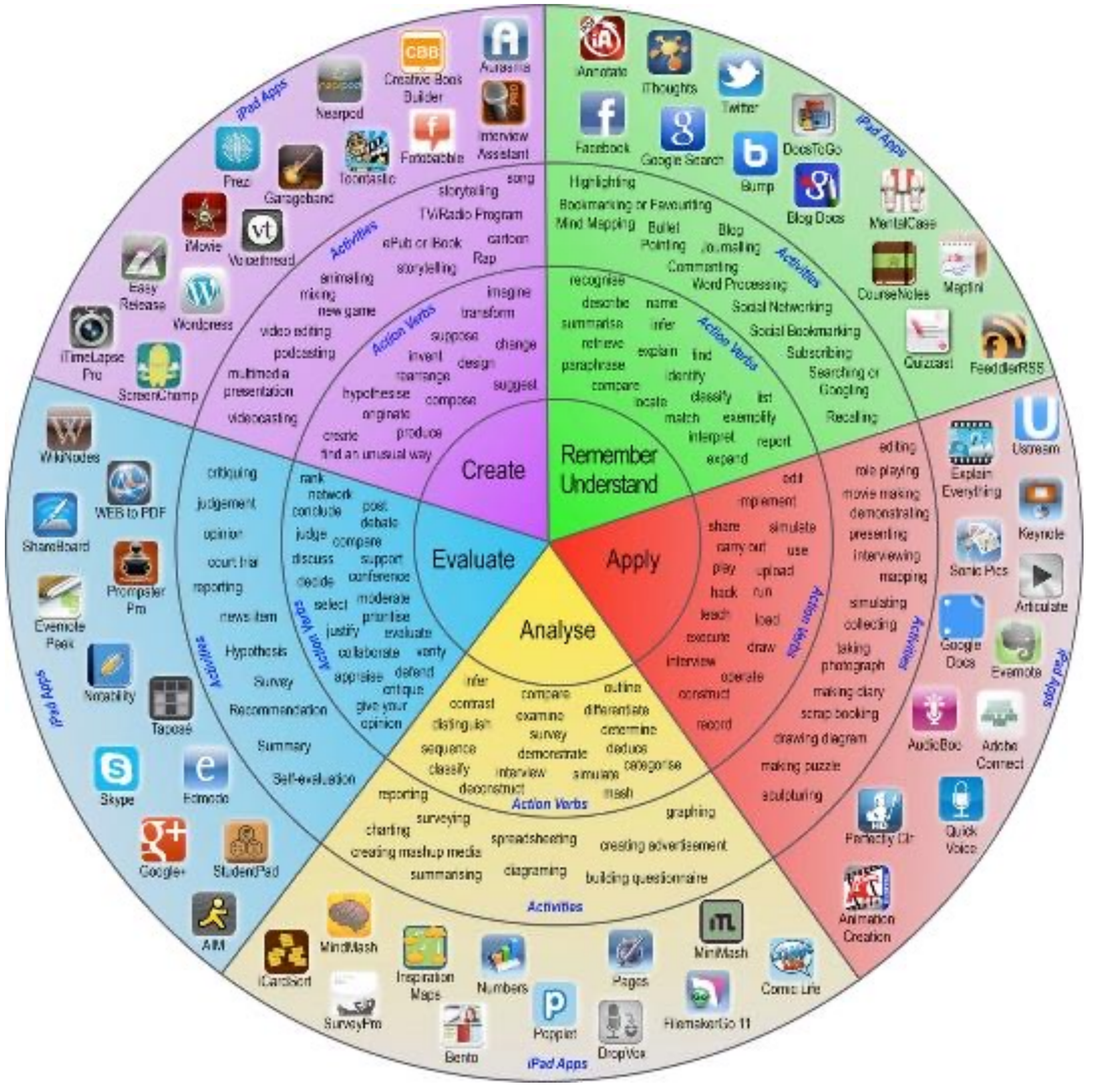
“Pedagogy is the driver, technology is the accelerator”

- Michael Fullan



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Tools

- **Mentimeter** (review of prior learning, checks for understanding, closure)
- **Pear Deck** (formative and targeted assessment)*
- **Nearpod** (formative and targeted assessment)*
- **Padlet** (cooperative learning, closure, checks for understanding)
- **Linoit** (cooperative learning, closure, checks for understanding, annotation)
- **Flipgrid** (video creation for closure, checks for understanding, blended learning)
- **Newsela** (assign current event articles by Lexile and quizzes)
- **Freckle** (differentiation, stations)*
- **Edpuzzle** (upload videos and insert questions)*
- **GoSoapBox** (confusion indicator, quizzes, discussion forum, polls)
- **Formative** (formative assessment, differentiation)*
- **Gimkit** (game-based formative assessment, closure)
- **QuizWhizzer** (formative assessment, closure)
- **Blooket** (game-based formative assessment)
- **Seesaw** (demonstrate and share learning)
- **AnswerGarden** (checks for understanding, closure)

Bit.ly/edtechdisrupt

* Denotes importing and syncing with Google Classroom, Canvas, Schoology

Developing Disruptive Thinkers

RELEVANCE
Meaningful Work
Authentic Resources
Learning Connections

ENGAGE IN PROBLEM SOLVING

COLLABORATE WITH OTHERS

OPEN-MINDED

ANALYZE, REASON, AND EVALUATE

THINK CRITICALLY AND CREATIVELY

MAKE REAL-WORLD APPLICATIONS

REFLECT ON LEARNING

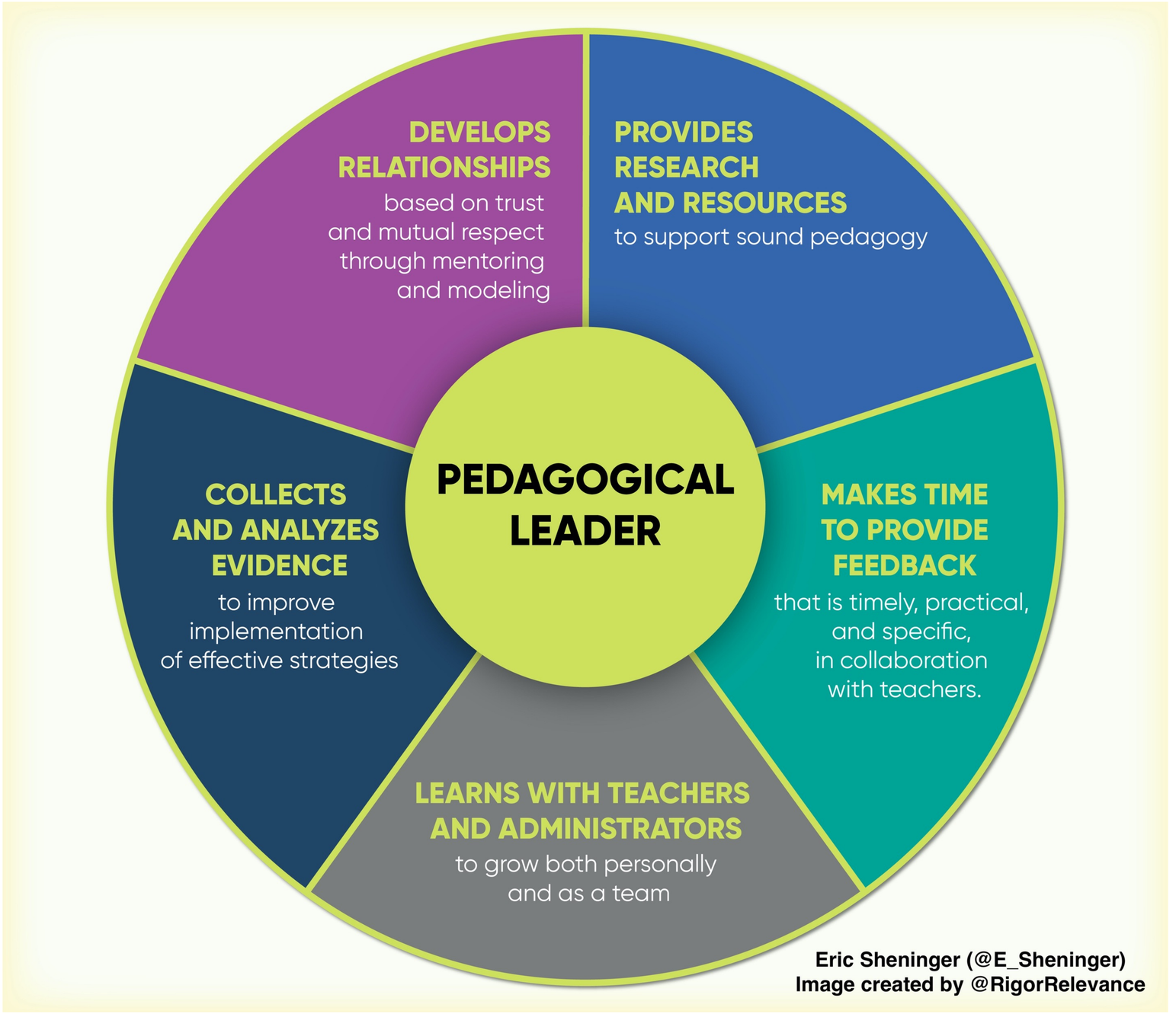
COMMUNICATE CLEARLY AND ACCURATELY

RIGOR
Thoughtful Work
High-level Questioning
Academic Discussion

EMPOWERMENT
Active Participation
Learning Environment
Formative Processes
and Tools

Image created by
@RigorRelevance

Eric Sheninger
(@E_Sheninger)



Eric Sheninger (@E_Sheninger)
Image created by @RigorRelevance

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An Embedded Approach to SEL

1

Daily Meeting- weave into schedule at various times

2

Digital Surveys- connect with how kids are feeling

4

Family Engagement- bring SEL strategies into the home

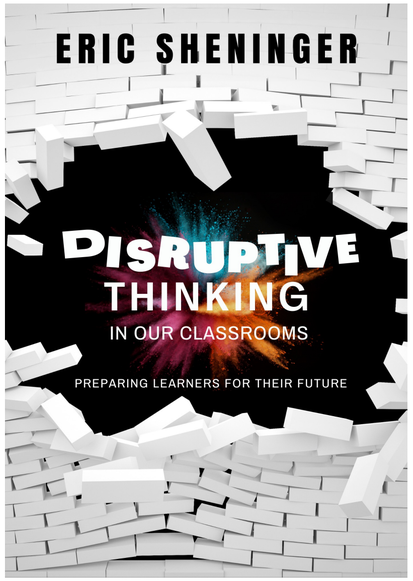
3

Personalization- rely on sound pedagogy to meet needs

Eric Sheninger (@E_Sheninger) / Image created by @RigorRelevance

Key considerations

1. Conduct a culture audit to see where growth is needed
2. Leverage lessons learned from the pandemic to implement and sustain change
3. Look for ways to empower learners through voice
4. Ensure sound pedagogy, with and without technology, is in place



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