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- ACADEMY -

Eekhout Academy



TEACHING TOMORROW

Theme 1: Theoretical and evidence-based insights on ‘new learning’
Practical consequences for the learner in new learning environments

DEBAT ON THE HISTORY OF EDUCATION



<https://create.kahoot.it/#quiz/25c1dcff-410f-45fc-8a60-8222e88c597f>

Login: pieterchlarie
WW: malta2016

WHY

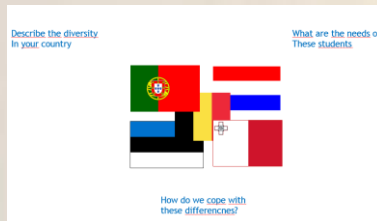


WHAT/HOW

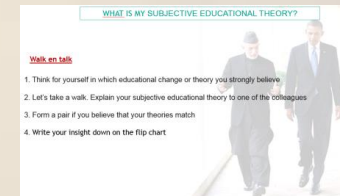


3 Keys to future education

Accessibility of education (UDL)



High Impact Learning environment



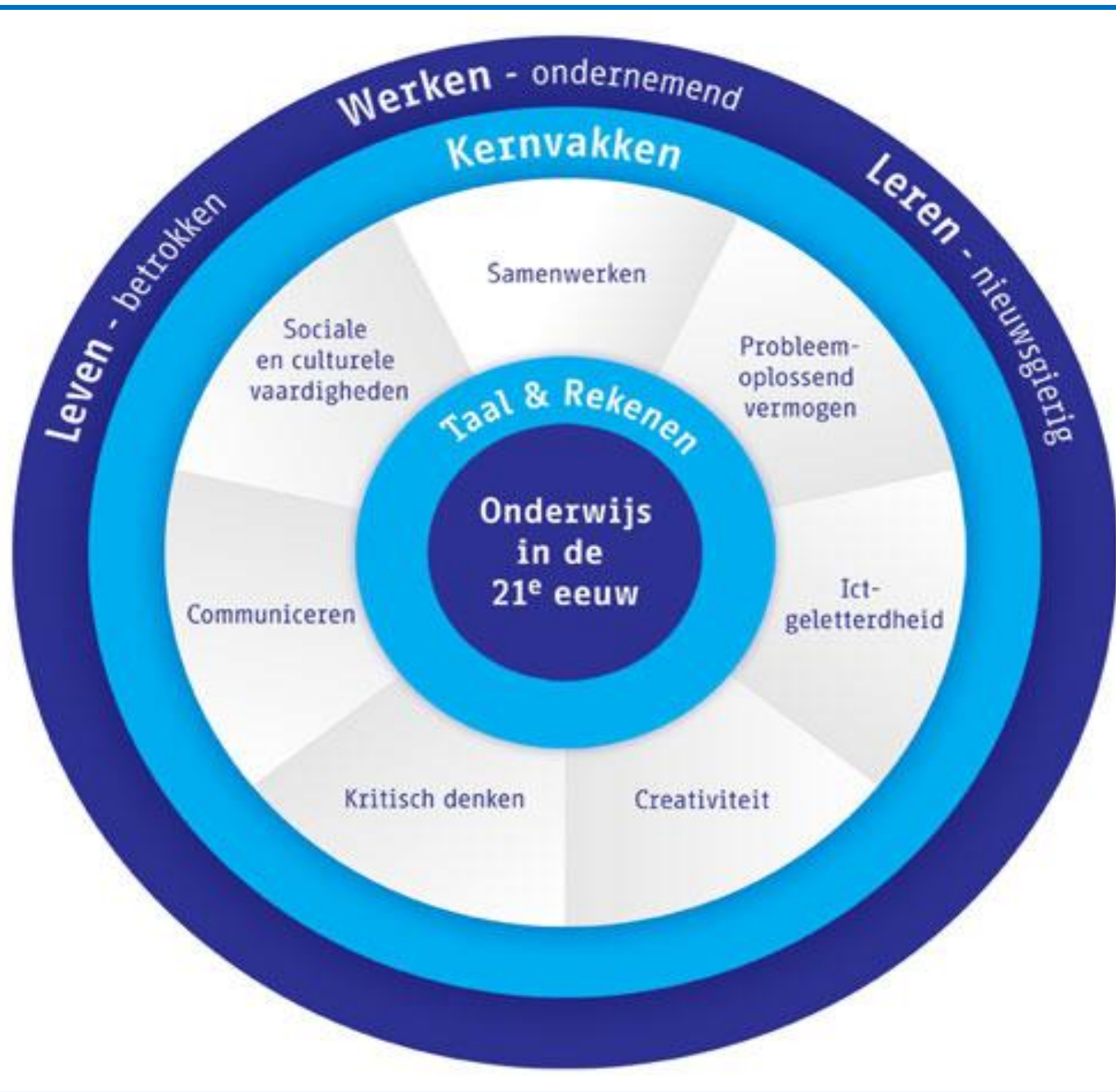
Assessment as learning



Describe
environment



controlled analog h
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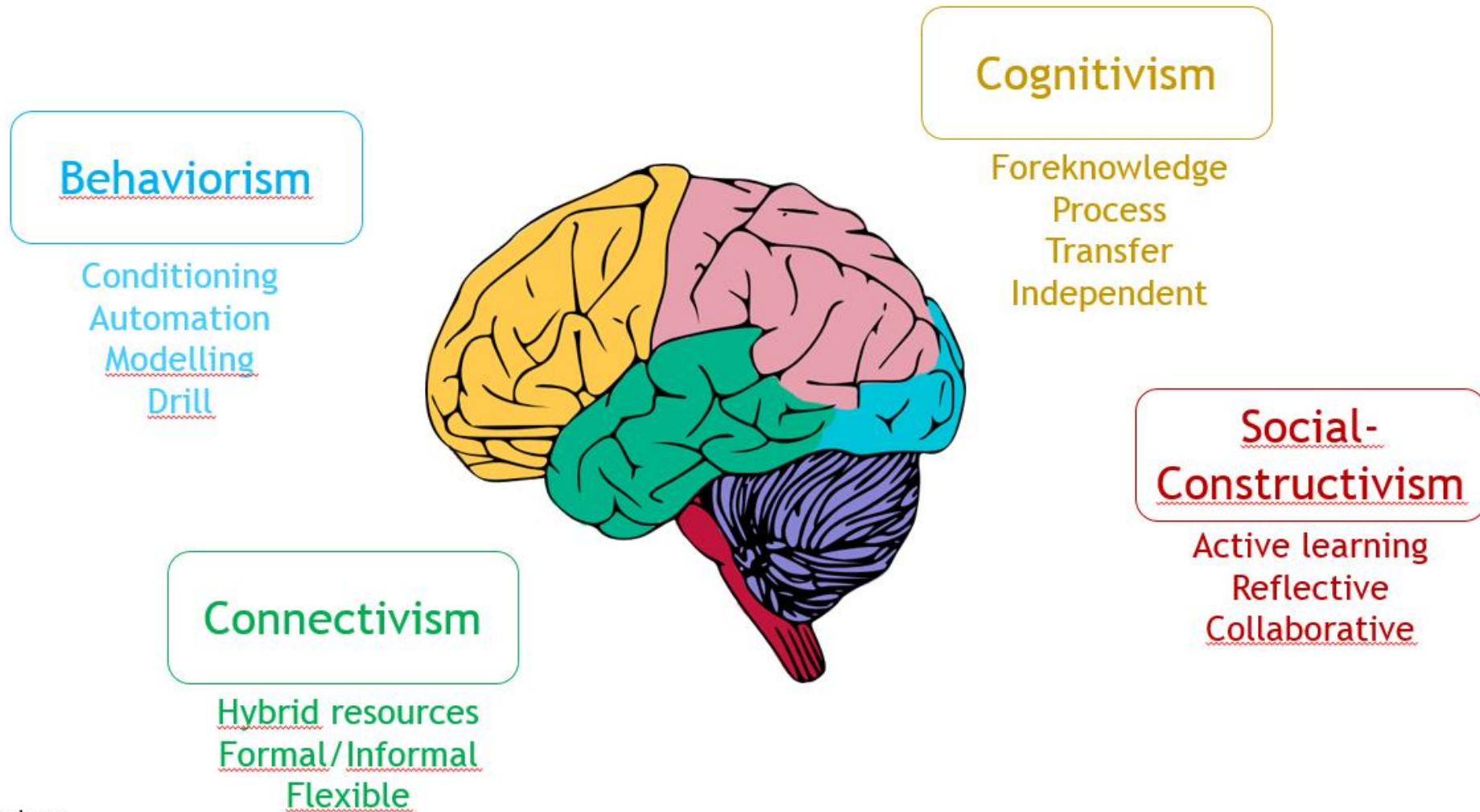


education
words



competence-
ship, learning

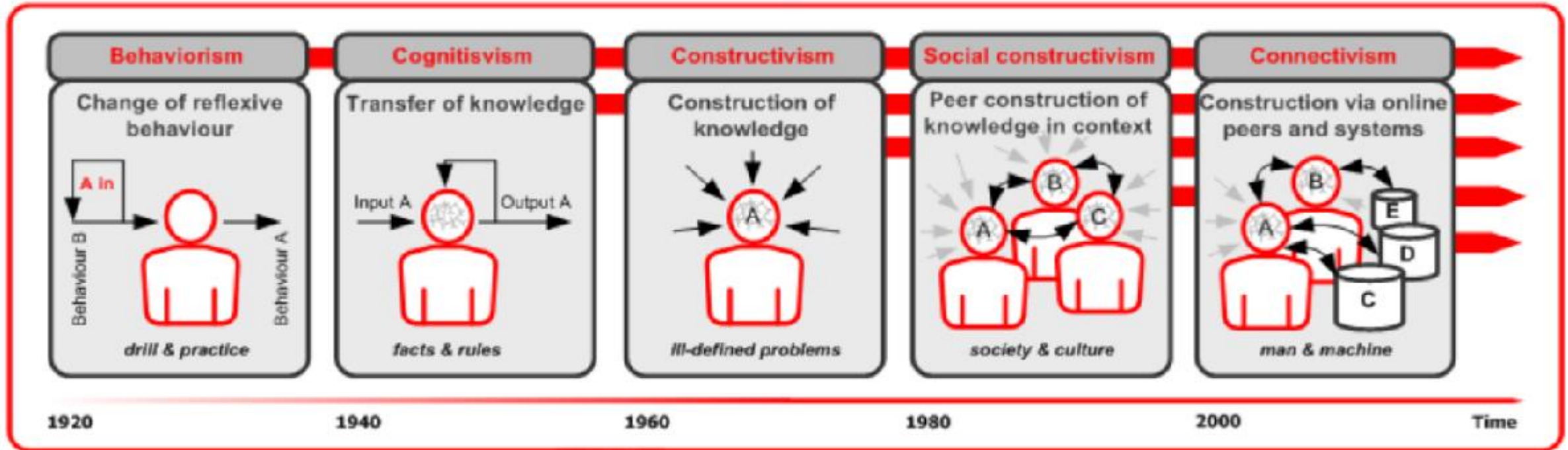
HISTORY OF EDUCATIONAL TRENDS



Know that ... Know how ... Know why

Know between

Know across ... Know where



Watson



Skinner



Pavlov



Gagné



Piaget



Vygotsky



Bruner



Rogoff



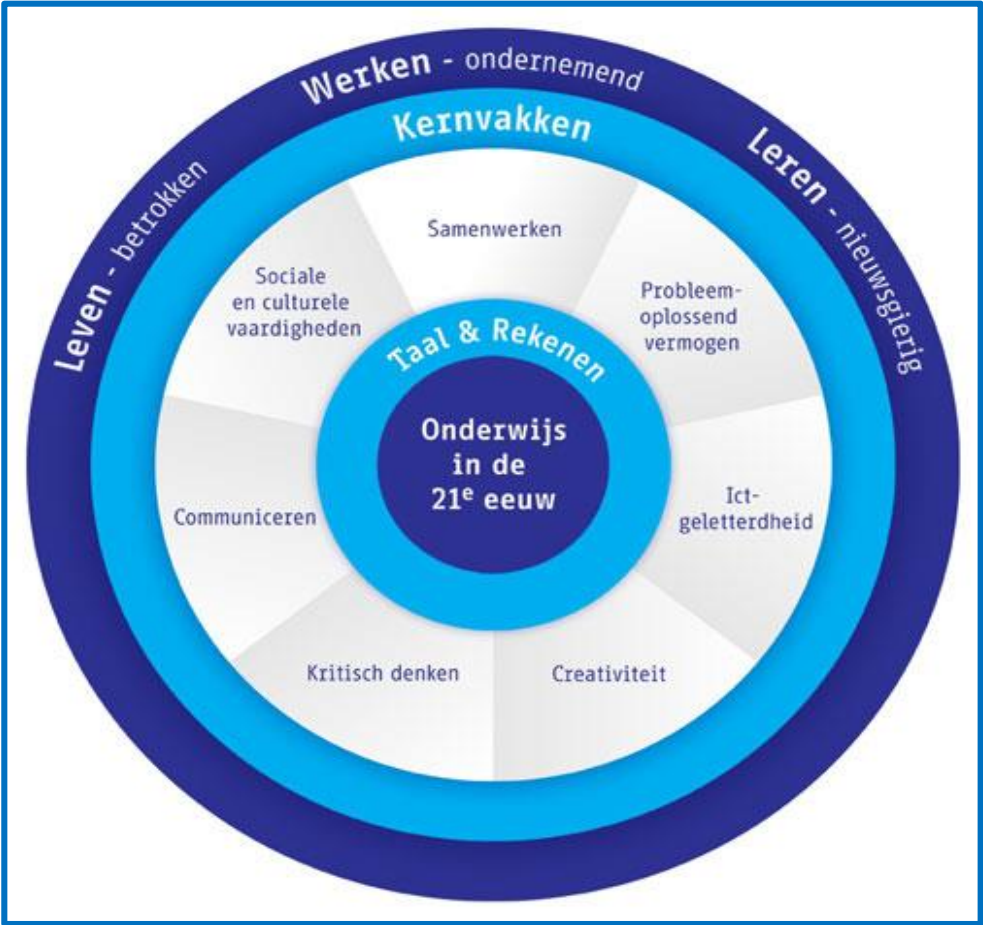
McFarlane



Siemens

Experience based learning

Co-Teaching



Universal design for learning

Self-determination theory

STEM

Learning analytics

School wide positive behaviour support

High Impact Learning

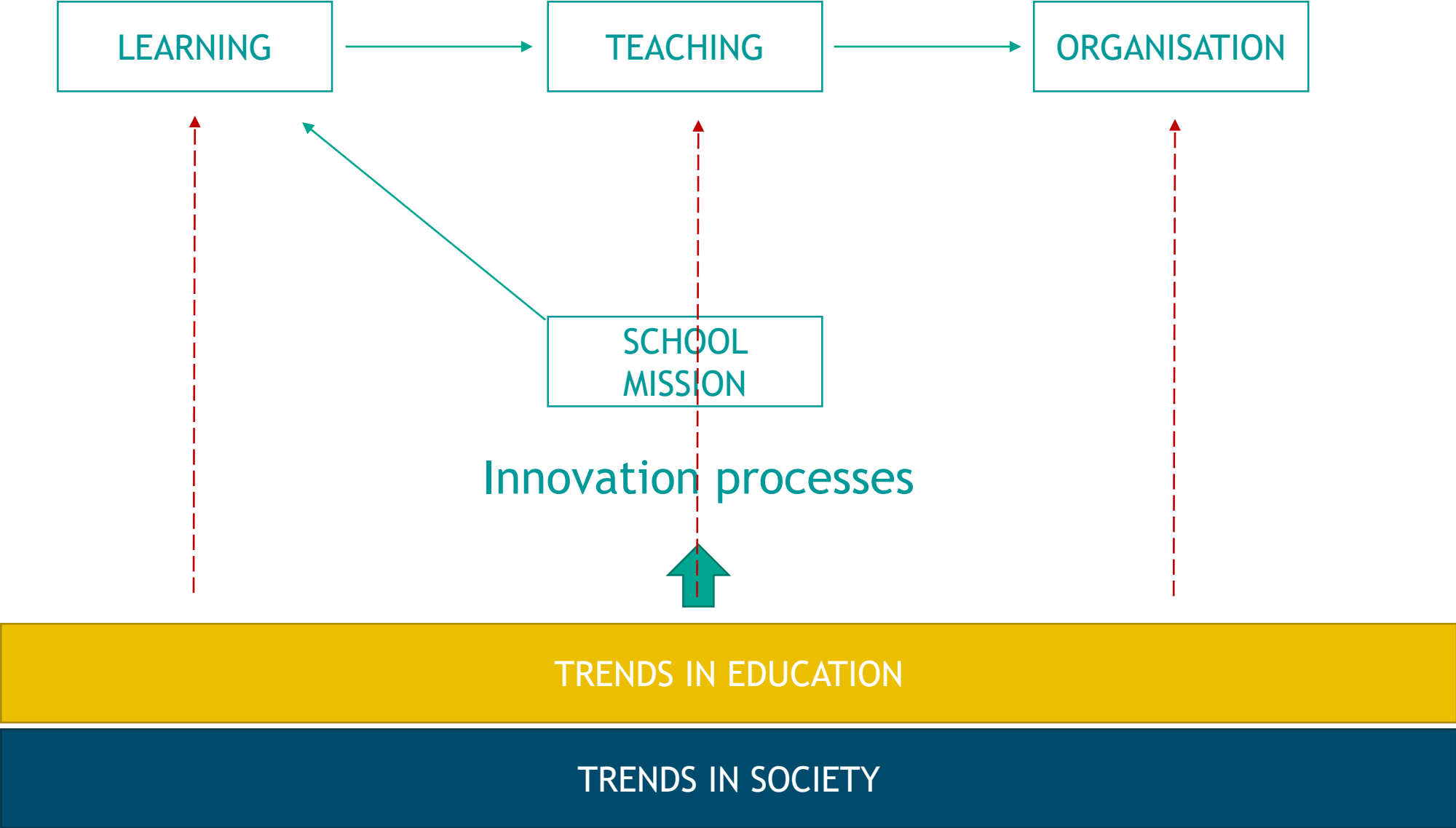
Cooperative learning strategies

Making learning visible

Flipped classroom

The Whole brain approach

HOW DO WE DEAL WITH CHANGES IN OUR ENVIRONMENT?





THEORETICAL AND EVIDENCE-BASED INSIGHTS

3 Keys to future education



Accessibility of education (UDL)



Describe the diversity
in your country



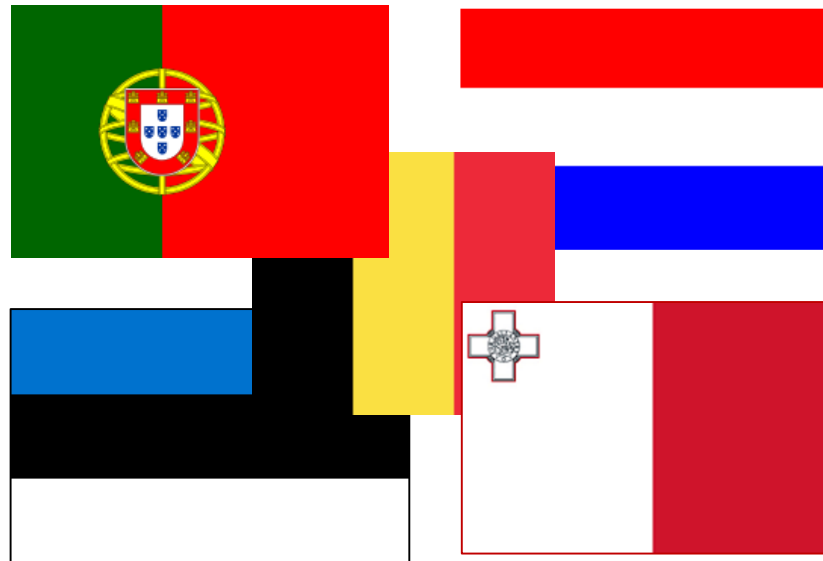
What are the needs of
These students

How do we cope with
these differences?

Each student should have
access to the learning,
be actively involved
and enjoying the proces

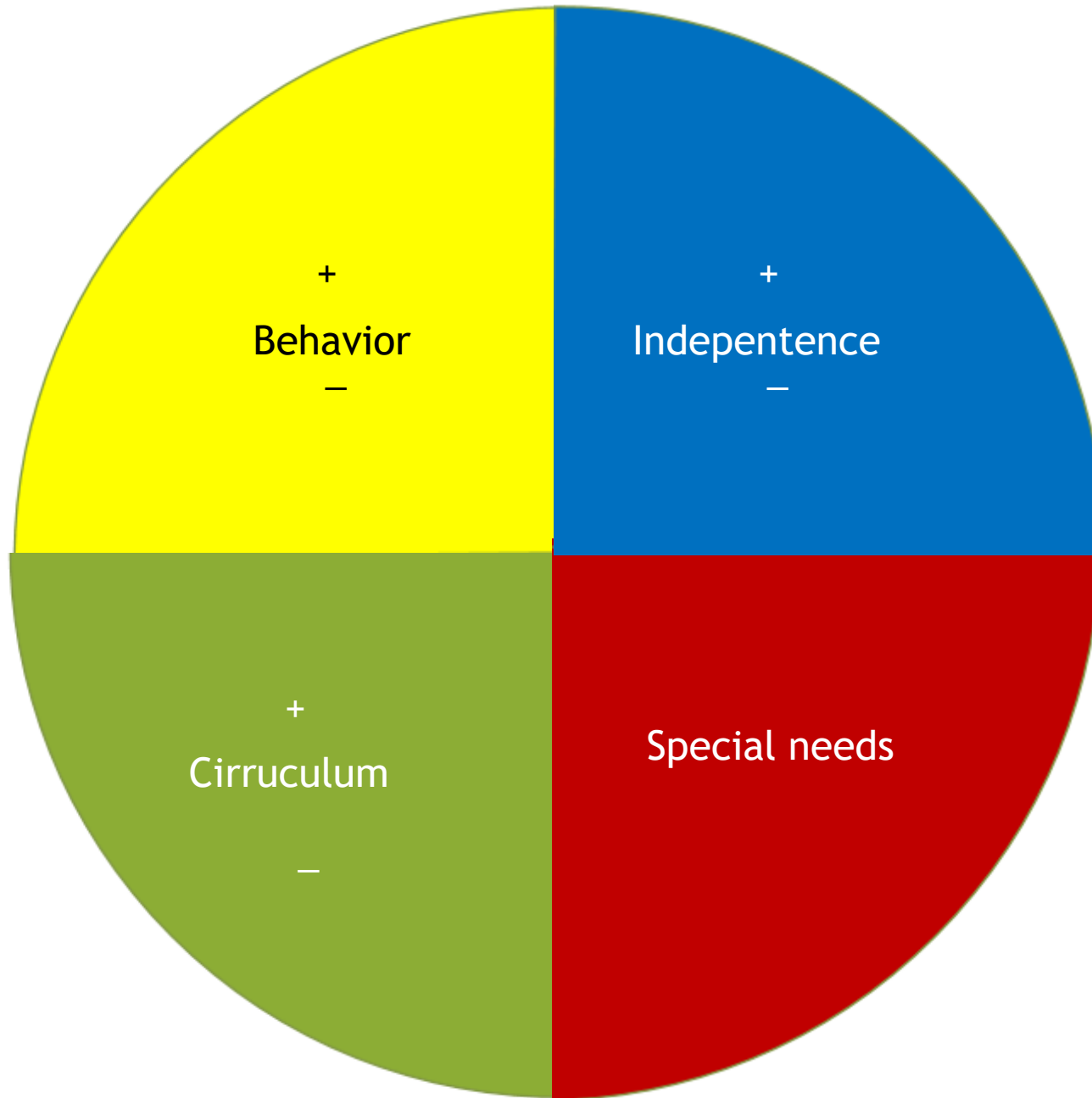
Describe the diversity
In your country

What are the needs of
These students



How do we cope with
these differences?

Classprofile



David Rose on Universal design for learning

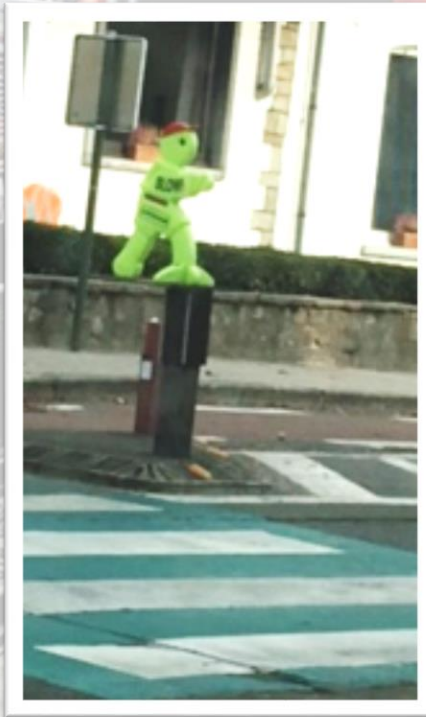


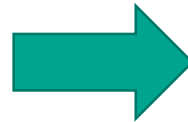
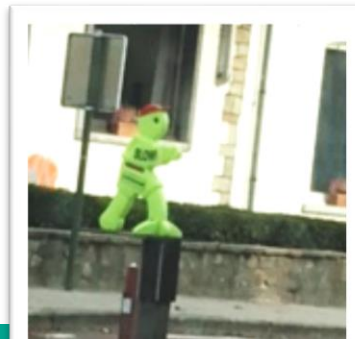
<https://www.youtube.com/watch?v=pGLTJw0GSxk>



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WHY IS THIS DESIGN UNIVERSAL?





Give options to chose from

Use different senses

Highlight the essentials

UDL is based on recent neuroscientific insights

Universal Design for Learning

Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

**More ways to provide
Multiple Means of
Representation**

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

**More ways to provide
Multiple Means of Action
and Expression**

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

**More ways to provide
Multiple Means of
Engagement**



UDL: As a teacher constantly being aware of the possible barriers that students may experience in their learning process and providing different options to deal with it



WHAT are we learning?

Recognition network

- Bring the information through different senses
- Add structure and symbols (lay-out)
- Support the memory (as well as the background memory)



HOW do we learn it?

Strategic network

- Choose a variety of active learning strategies
- Stimulate communication and expression on learning gains
- Support the executive functions



WHY do we learn this?

Recognition network

- Increase choice and autonomy
- Capture interests & provide options for sustaining effort
- Provide strategies that stimulate self-reflection and self-regulation



UDL is based on 3 key components: motivation, presentation and expression

- Capture interests
- Express goals to elicit self-reflection
- Increase choice and autonomy

Elicit and increase motivation

More ways to pick up information

- Support background information
- Present information through different senses
- Add structure

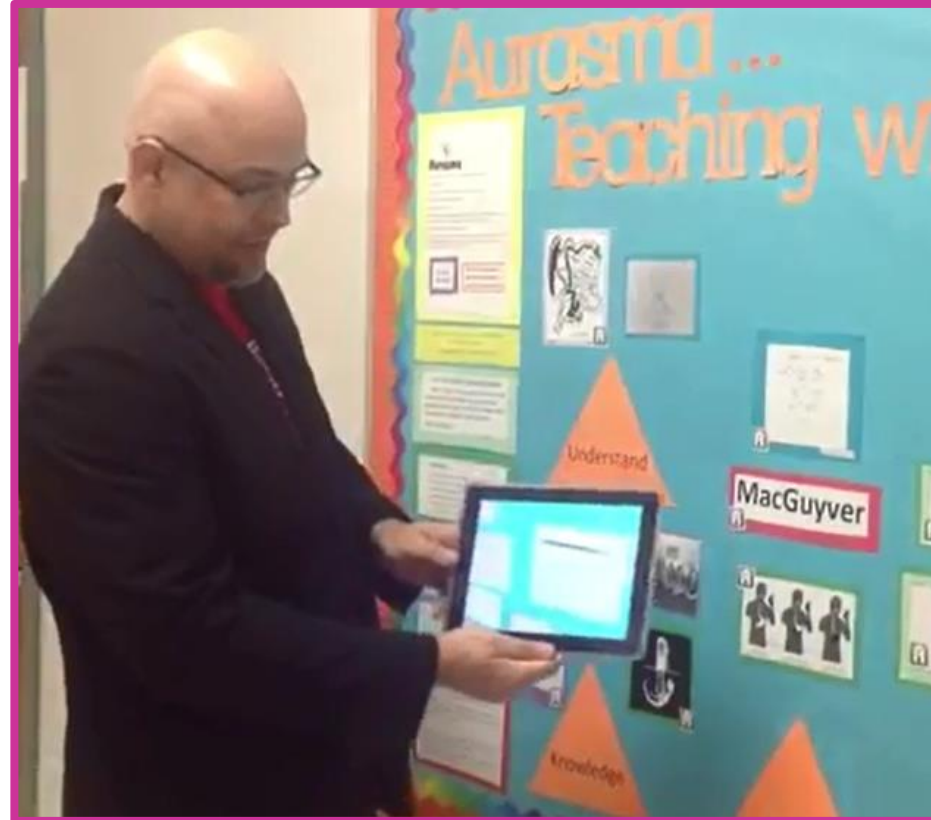
Increase action and give options to express the learning gains

- Use active and effective learning strategies
- Make learning visible so you elicit communication
- Support executive functions and give options





AURASMA: Pimp yout insstruction whit video animated tools



<https://www.youtube.com/watch?v=uHlxYpBW7sc>



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UDL in practice



<https://www.youtube.com/watch?v=FV-QsKY32aQ>

2 min 10 sec

Elicit and
increase
motivation

More ways to
pick up
information

Increase action
and give options
to express the
learning gains



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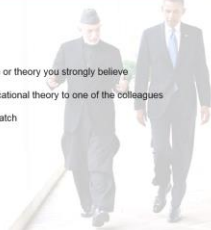
High impact learning environment



WHAT IS MY SUBJECTIVE EDUCATIONAL THEORY?

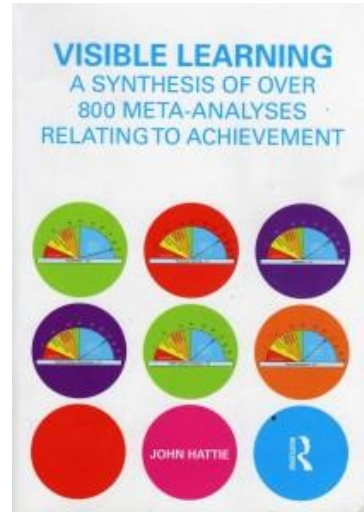
Walk en talk

1. Think for yourself in which educational change or theory you strongly believe
2. Let's take a walk. Explain your subjective educational theory to one of the colleagues
3. Form a pair if you believe that your theories match
4. Write your insight down on the flip chart



Is there learning going on in this classroom? Can you prove it?

There's a presumption of learning





WHY



WHAT/HOW

LEARNING ENVIRONMENT
THAT HAS **IMPACT**

Autonomy
Belonging
Competences



WHAT CAN WE DO ?



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Collaboratie & Coaching

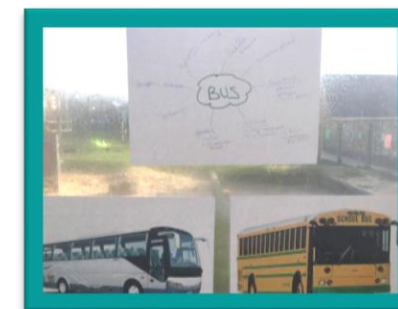
Hybride leren



Actie & kennisdeling



Flexibiliteit:
Formeel en informeel



Zelf-
management/
Learner
control

Urgentie /
Hiaat /
Probleem

High
Impact
Learning

Assessment





Assessment as learning



HIGH IMPACT LEARNING

Formal/informal

We bring in ideas, interests, natural talent of students from informal to formal learning

Urgence

How can I trigger them? (problem based, research based, gamification)

Action & expression

What must students do?
How can they show how their progress?

Collaborative Learning

How are we going to group (Homogeneous, heterogeneous)
What strategies are they going to use? (Coöperative learning Kagan)

Hybrid sources

What sources are relevant?
How can I mix sources?

Self management

WALT: 'We are learning to'
TIB: 'This is important because'
WILF: 'What I'm looking for'

ASSESSMENT: students use criteria, document their progress, and get feedback



Observe
Register
Examine
Evaluate
Report



Co, peer & self assessment

Deed ik het goed?

de peereboom

Wat denkt de juf of de meester?

1



ASSESSMENT FOR LEARNING



Documenteren



Co, peer & self assessment

[illegible]

Direct Feedback



GREEN SCREEN: enables students present their work in a virtual environment



<https://www.youtube.com/watch?v=QLH3h19ablI>

<https://www.youtube.com/watch?v=us-rNaWBkEY>

Optionally, teachers can invite parents to Seesaw.



<https://www.youtube.com/watch?v=SAJCatPPgS0>

Start 2:50

Parents only see their child's work.



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DIGITAL CLASSROOM: enables students to document elements of their learning process



<https://www.youtube.com/watch?v=iZrPD0P5SAs>

<https://www.youtube.com/watch?v=iHVnsnekHVI>



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BOOK CREATOR: enables students to share their thoughts in a digital book



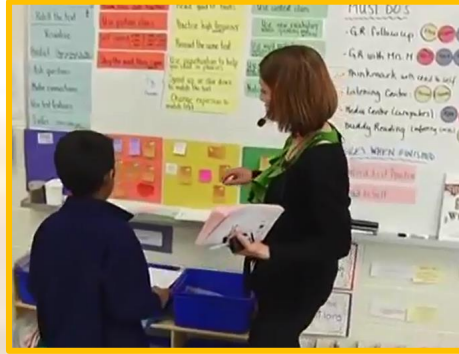
<https://www.youtube.com/watch?v=M0J9ptwcGLw>



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ASSESSMENT AS LEARNING

Feedback, feed up & feed forward during the learning proces

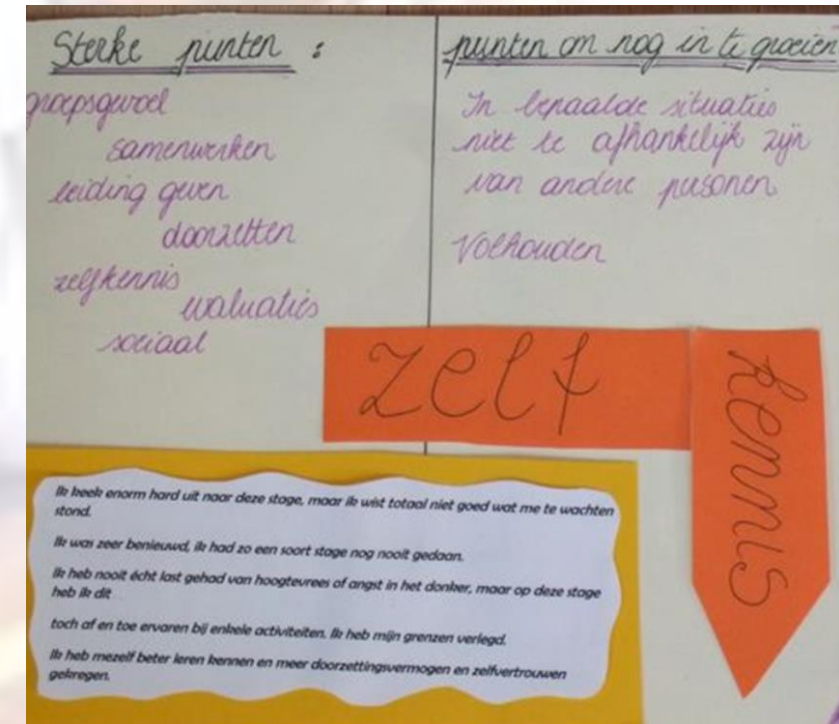


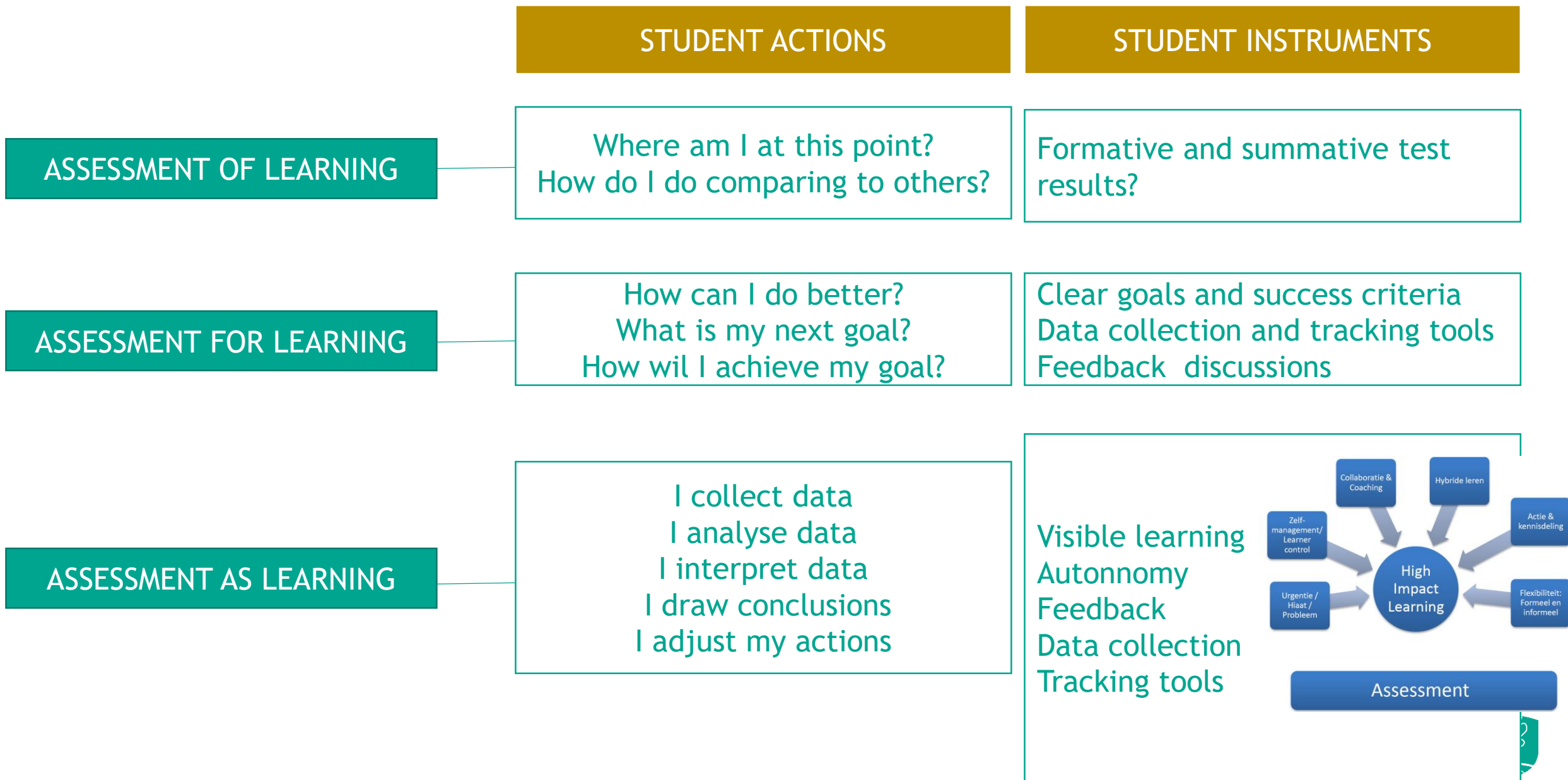
<https://www.youtube.com/watch?v=4wTrpErRiKA>

Learning conversation



1. Chose the topics you want to talk on
2. Check the wellbeing of your student
3. Lets look at the collected data
 - * Portfolio (Seesaw)
 - * Formative data
 - * Summative data
4. feedback, feed up, feed forward
5. Secure learning gains







Synthese

LEARNING ACTION: REFLECT AND SHARE

Look toghetter at the movieclip. Can you come up with a question fo your colleague?

GROUPING

4 persons

PLACE

Around the table

INTERACTION

First look at the movie clip
Than make up a question on a detail you think another did not see. Ask your question

GAMIFICATION

Look sharply at the details and try to Think of a question, something you are sure another one did not seen ... Who can find the answer to your question?

MEDIA

COACHING

Give a clue

TIME

15 min.

Peer assessment & self assessment





LEARNING ACTION: share vision

Try to think of as many advantages for giving children responsibility in assessing themselves

GROUPING

3 persons

PLACE

Around the table

INTERACTION

First: write down individually
Than: make your own top 3
Finally lay everything together and make one top 3

GAMIFICATION

Create a top 3 of all possible benefits of giving children responsibility in assessing themselves

MEDIA

Post-tis

COACHING

discuss

TIME

15 min.

ASSESSMENT AS LEARNING

Students' actions

Teachers' actions

Material

Students
document
themselves

Students/teacher
feedbackdiscussion

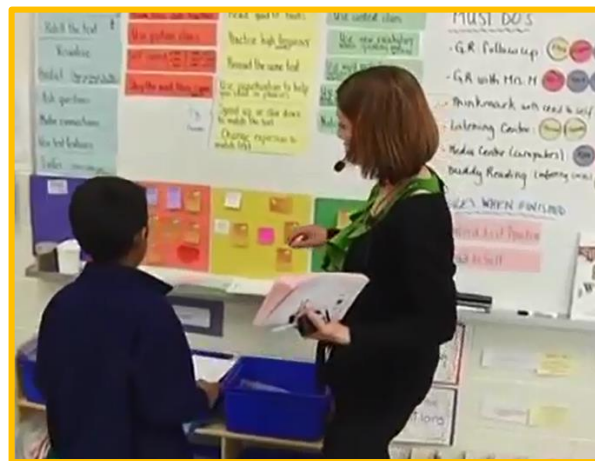


ASSESSMENT AS LEARNING

STUDENTS DOCUMENT THEMSELVES



STUDENT/TEACHER FEEDBACK DISCUSSION



<https://www.youtube.com/watch?v=4wTrpErRiKA>



TEACHER FAST FEEDBACK



ASSESSMENT CULTURE



METACOGNITION IS SOMETHING YOU CAN DEVELOP

Compare, correct, read over, follow the steps, rate yourself, rate others, adjust, argue, conclude, describe, draw, develop, research, prove, reflect, design, convince, give opinion, add, replace, categorize, search, scratch, clarify, explain, colour, discuss, listen, copy, connect, note, repeat, circle, underline, help, interpret, analyse, defend

Toddler

6-9 years

10-12 years

13-15 years

15-18 years



Optionally, teachers can invite parents to Seesaw.



<https://www.youtube.com/watch?v=SAJCatPPgS0>

Start 2:50

Parents only see their child's work.

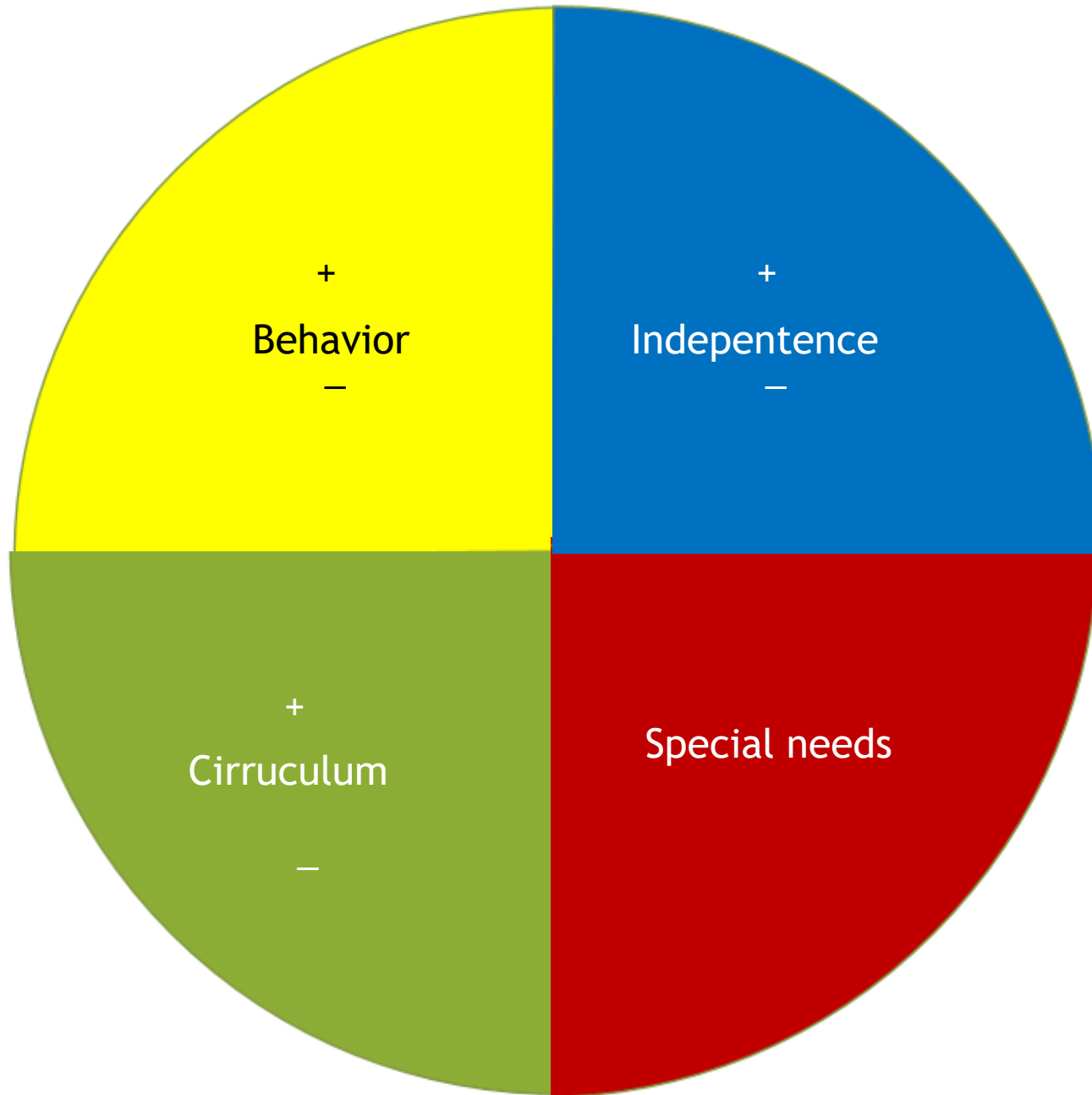


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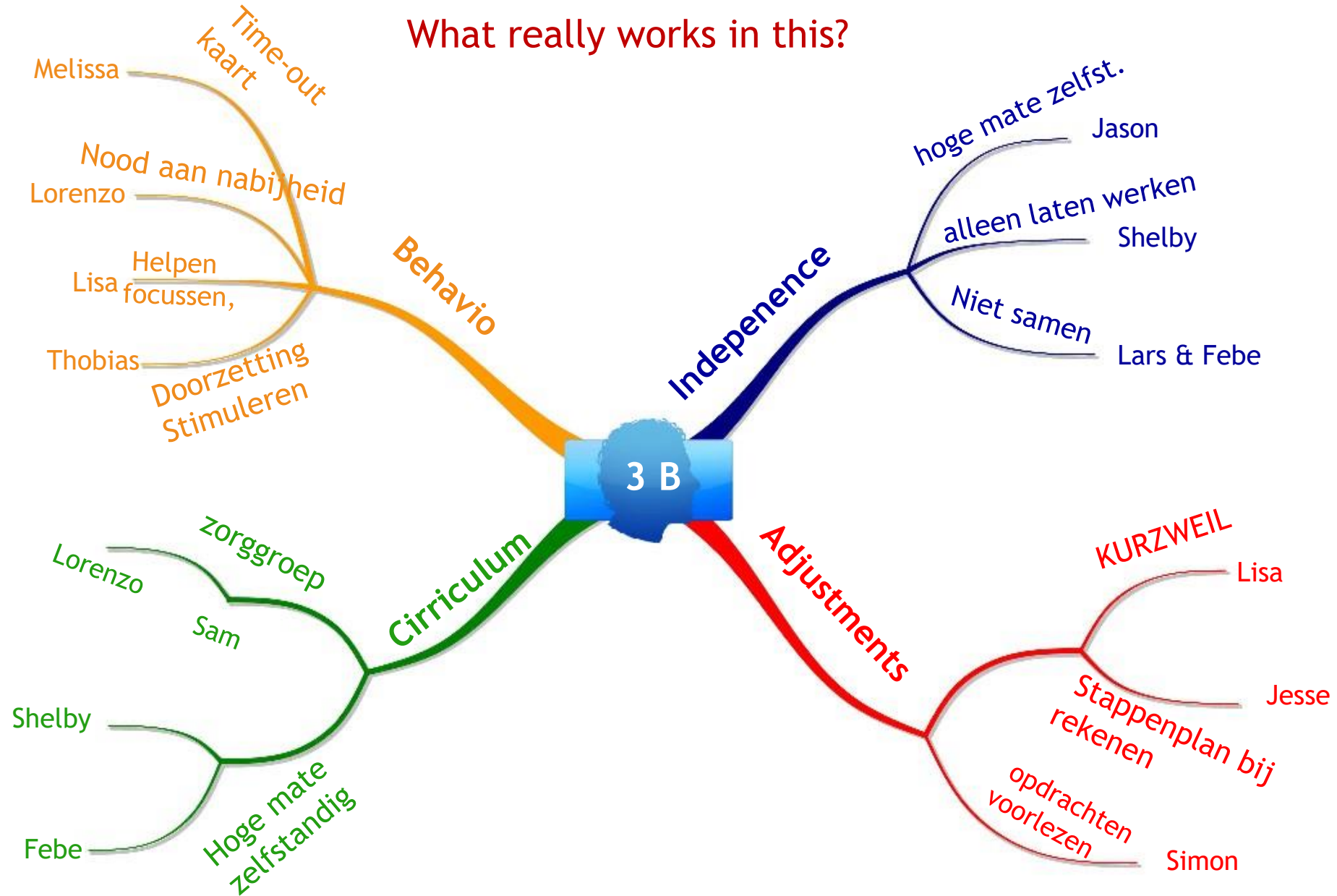


Synthese

Classprofile



What really works in this?



6. SYNTHESIS

EXERCISE 9: 21st century learning needs a learning environment that:

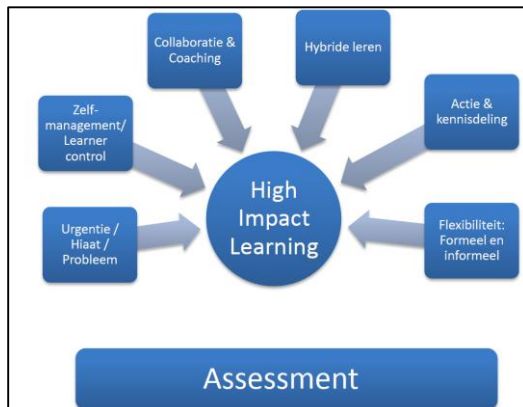


- States clear goals and gives students success criteria



- Elicits **A**utonomy in the learning process and facilities (Hybrid) **B**ond: connects students to the learning process and to each other

Competence: captures interests and shows growth of all learners



- Collects data and gives feedback on class and individual progress



EXERCISE 9: Look at the following fragment. Do you recognize the 7 elements of High Impact Learning?

Formal and
informal

Action
expression

Hybrid learning

Collaboration
Coaching

Self-regulation

Problem
Urgency

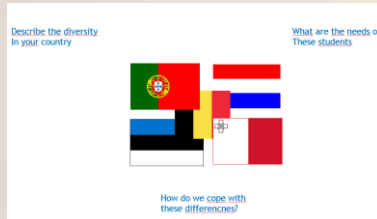
ASSESSMENT



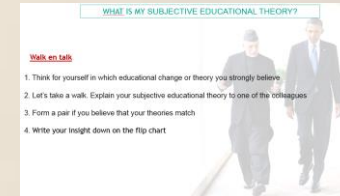
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3 Keys to future education

Accessibility of
education (UDL)







High Impact
Learning environment



Assessment
as learning



	Accessible education	HIL environment	Assessment as learning	
Good practice				<div> <div>  </div> <div>  </div> </div>
Opportunities				<div> <div>  </div> <div>  </div> </div>
URGENCY				