

# Blended Learning Approach

Lamar University's  
Digital Learning and  
Leading Program

Dr. Cynthia Cummings  
Dr. Tilisa Thibodeaux  
Dr. Dwayne. Harapnuik

Texas Distance Learning Association - March 31, 2016





Ownership of  
Learning

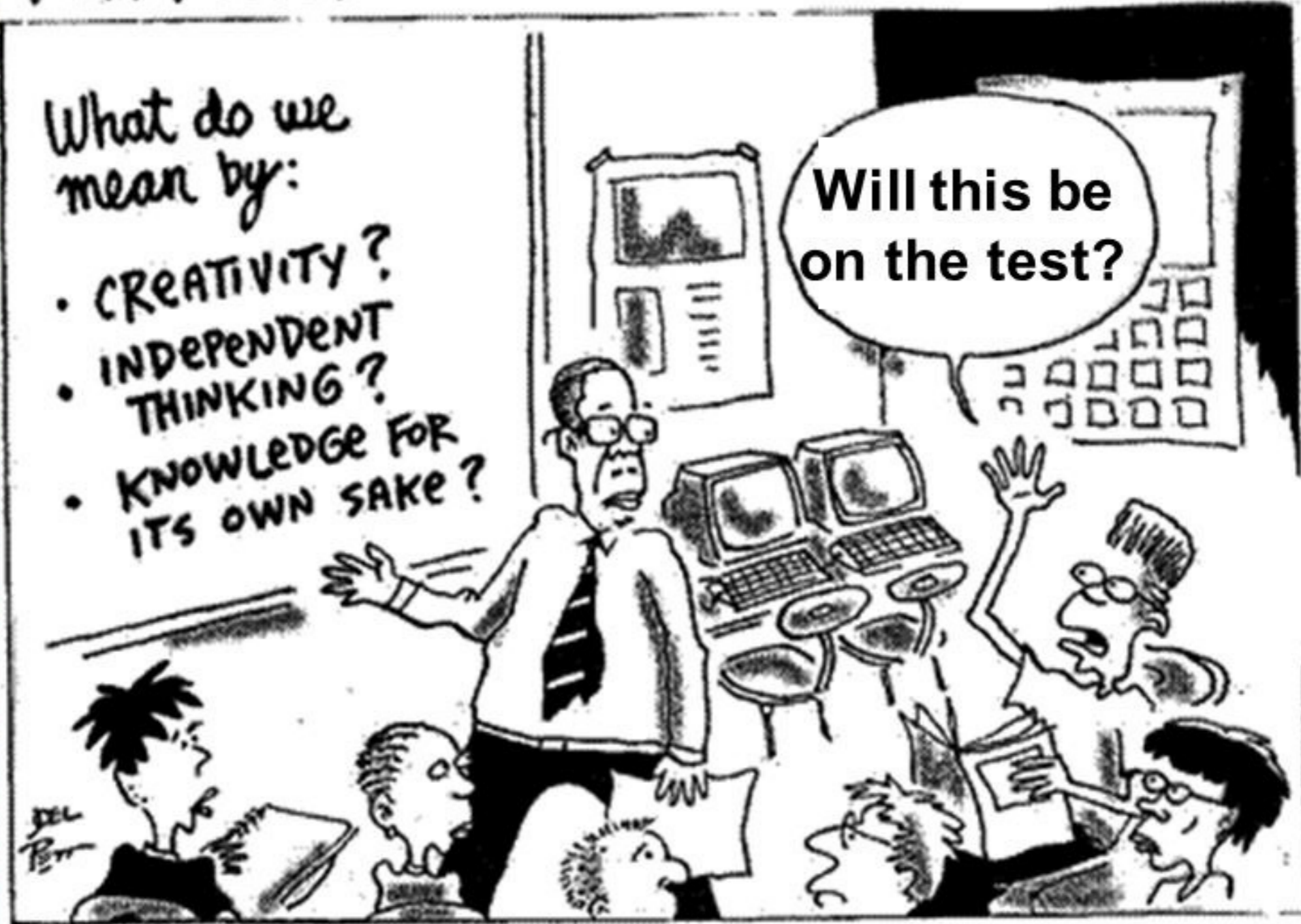
# Pett Peeves

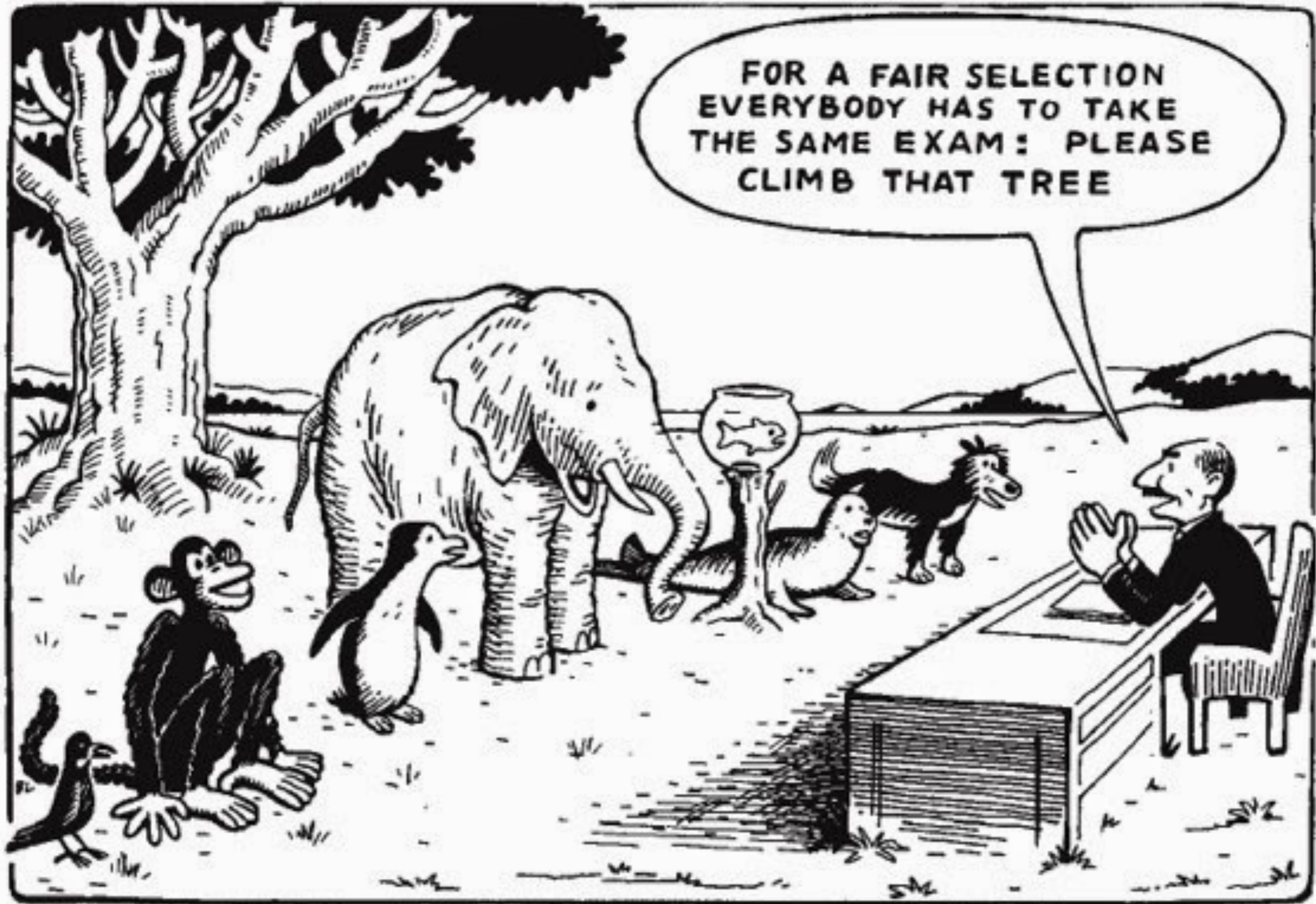
BY JOEL PETT

What do we mean by:

- CREATIVITY?
- INDEPENDENT THINKING?
- KNOWLEDGE FOR ITS OWN SAKE?

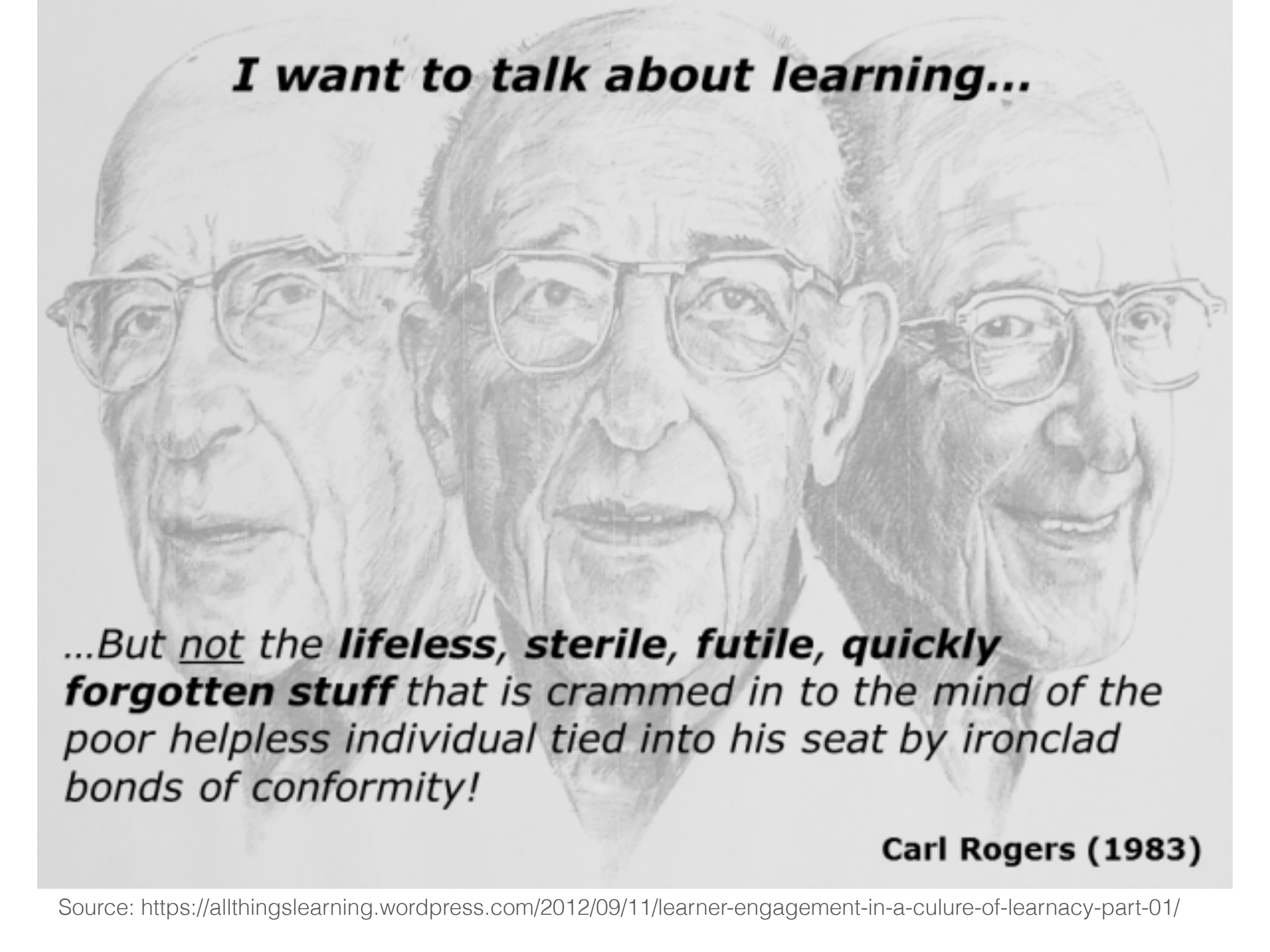
Will this be on the test?







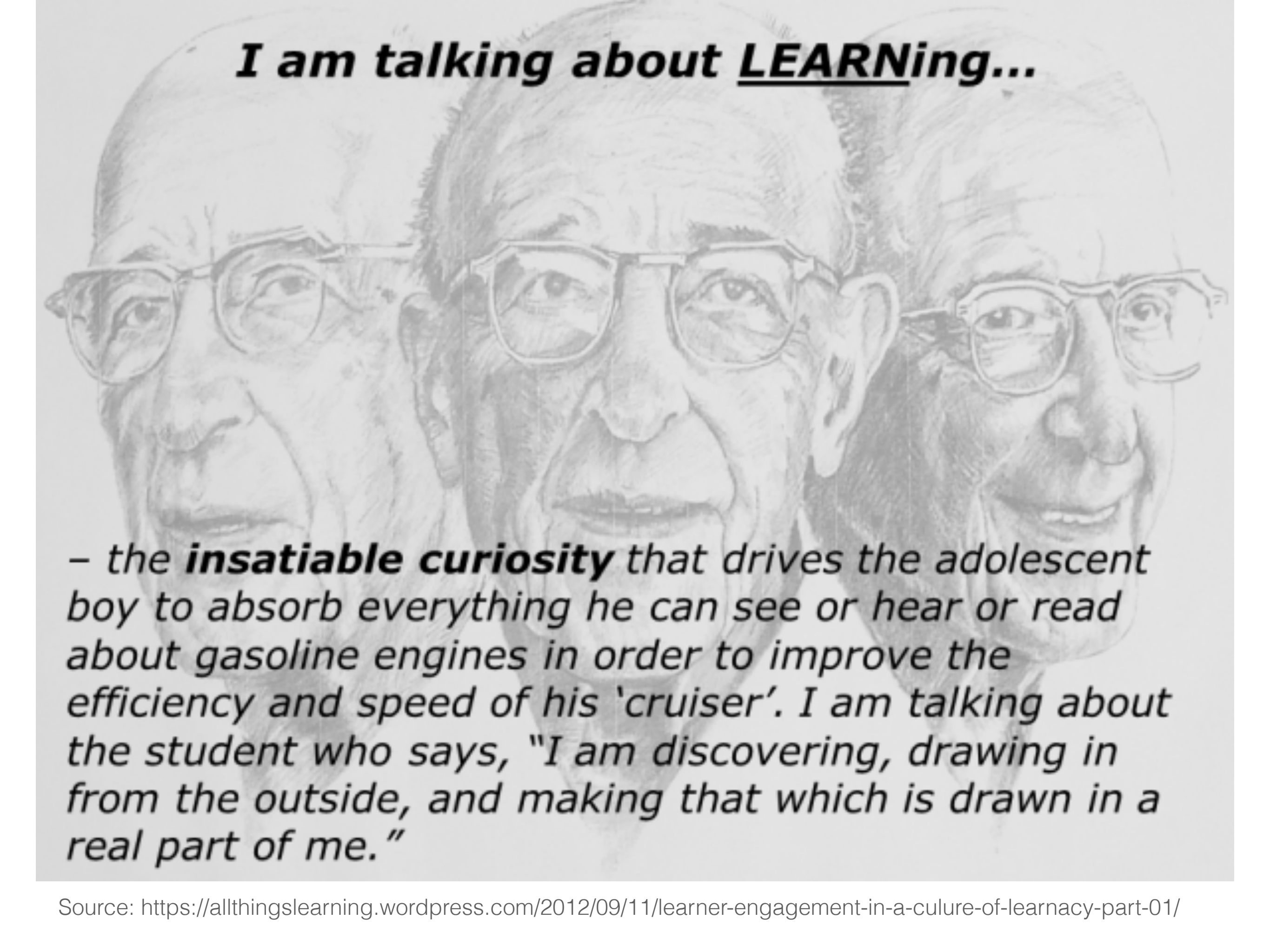
***“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”***



***I want to talk about learning...***

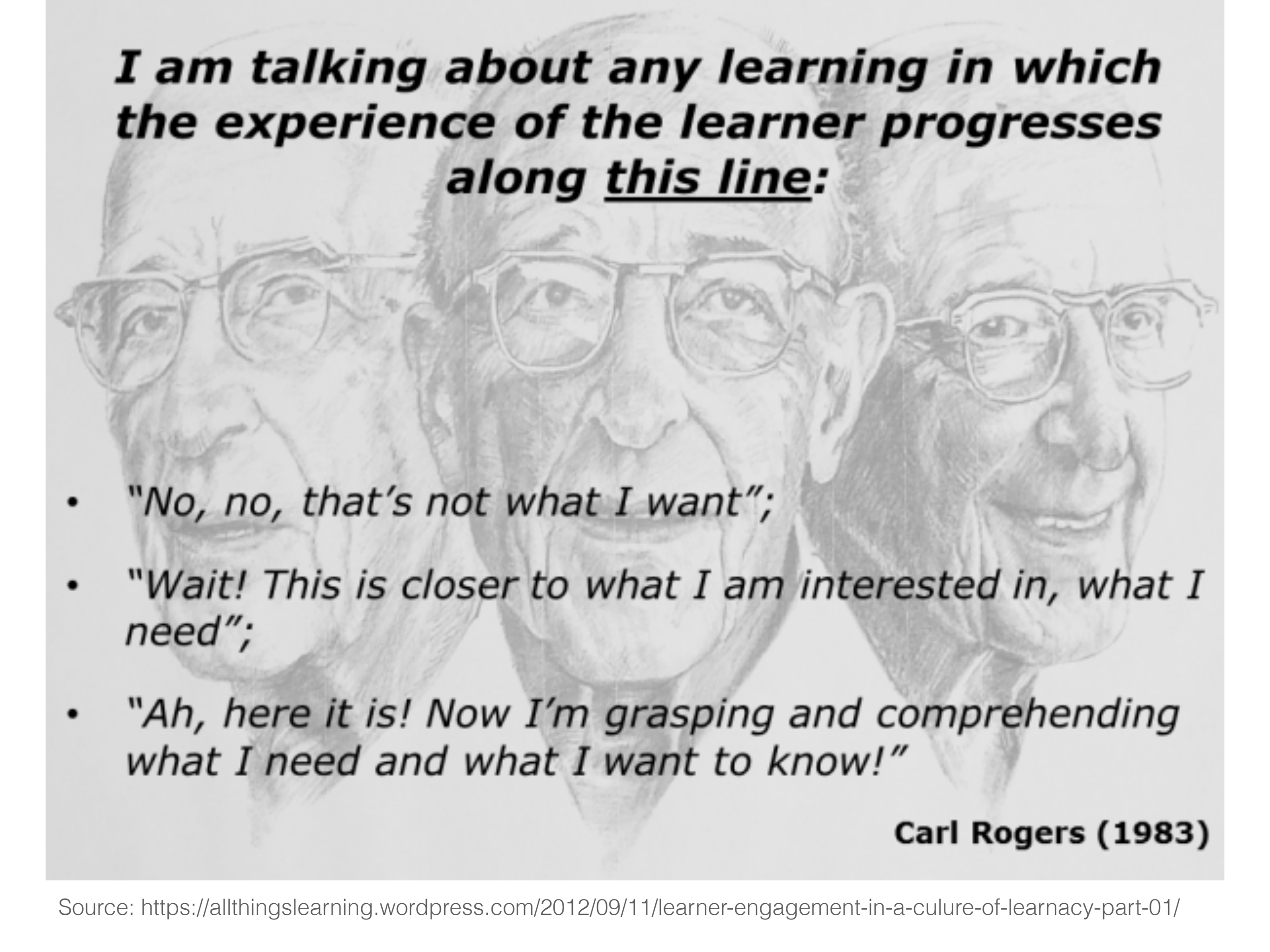
***...But not the **lifeless, sterile, futile, quickly forgotten stuff** that is crammed in to the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity!***

**Carl Rogers (1983)**



***I am talking about LEARNing...***

*– the **insatiable curiosity** that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his 'cruiser'. I am talking about the student who says, "I am discovering, drawing in from the outside, and making that which is drawn in a real part of me."*



***I am talking about any learning in which the experience of the learner progresses along this line:***

- *"No, no, that's not what I want";*
- *"Wait! This is closer to what I am interested in, what I need";*
- *"Ah, here it is! Now I'm grasping and comprehending what I need and what I want to know!"*

**Carl Rogers (1983)**



# Warning - Requires

- Significant time and effort
- Holistic and backward design of entire programs not just courses
- Authentic “real world” projects & assessment
- Feedforward NOT just Feedback
- Us to give back control to the learner

# Assumptions



**Choice**



**Ownership**



**Voice**



**Authenticity**

**C**hoice

**O**wnership

**V**oice

**A**uthenticity

# Literature

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## A Domain of One's Own

NEWS EVENTS PRODUCT REVIEWS RESEARCH JOBS

Community > Student Voice

### Do I Own My Domain If You Grade It?

By Andrew Rikard Aug 1

Search ...

## A Personal Cyberinfrastructure

W. Gardner Campbell Friday, September 4, 2009 PDF

New Horizons

## The Web We Need to Give Students

"Giving students their own digital domain is essential to give them the ability to work on their own and with the Web."

Audrey Watters

The only real education is one that fully embraces learner choice and voice.

### Learner Choice

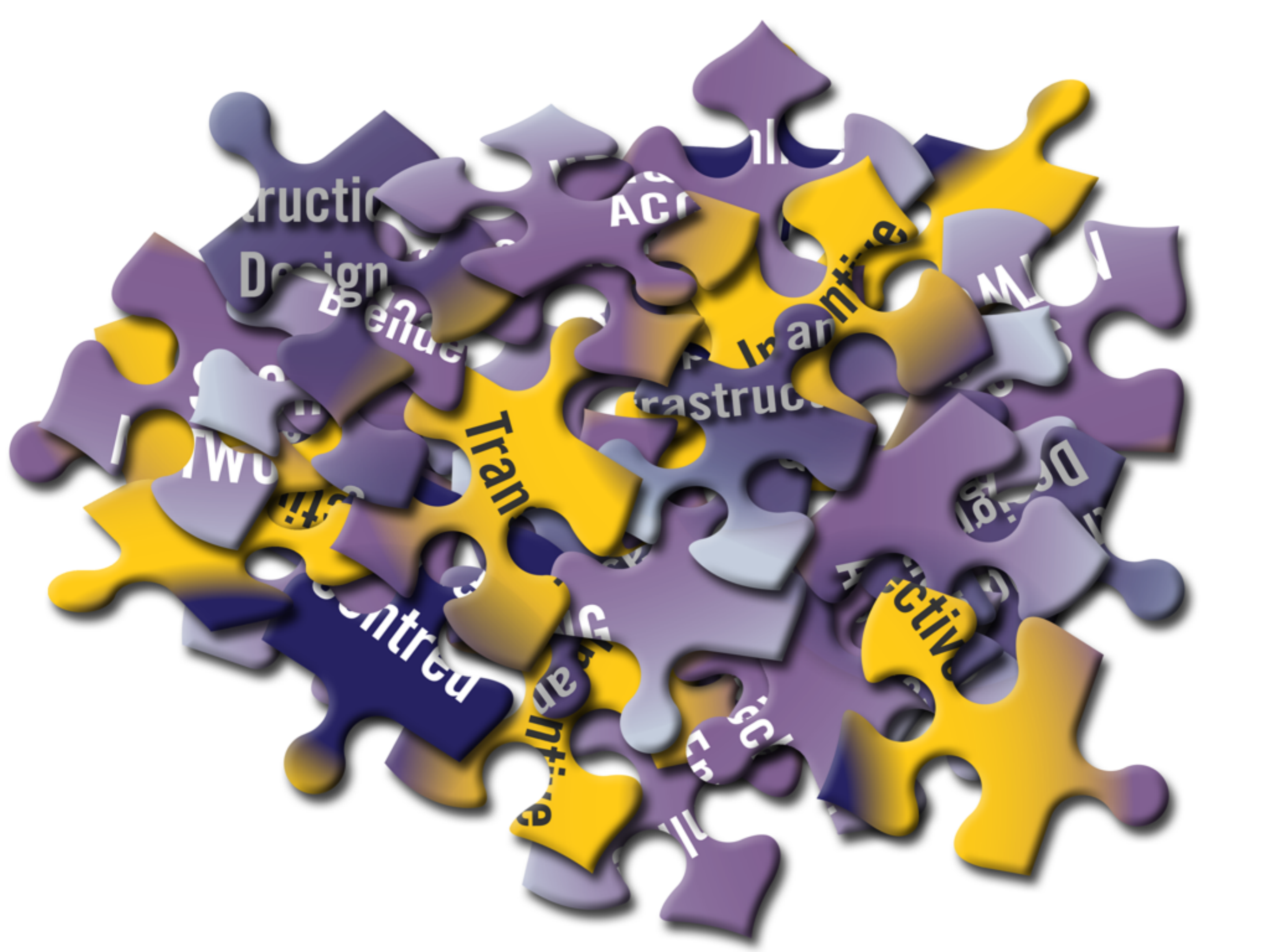
- Give learners choice in how they want to learn content
- Give learners choices to show what they know-what they learned
- Give learners choice to study topics based on personal interests
- Be a tour guide of learning possibilities - show learners

### Learner Voice

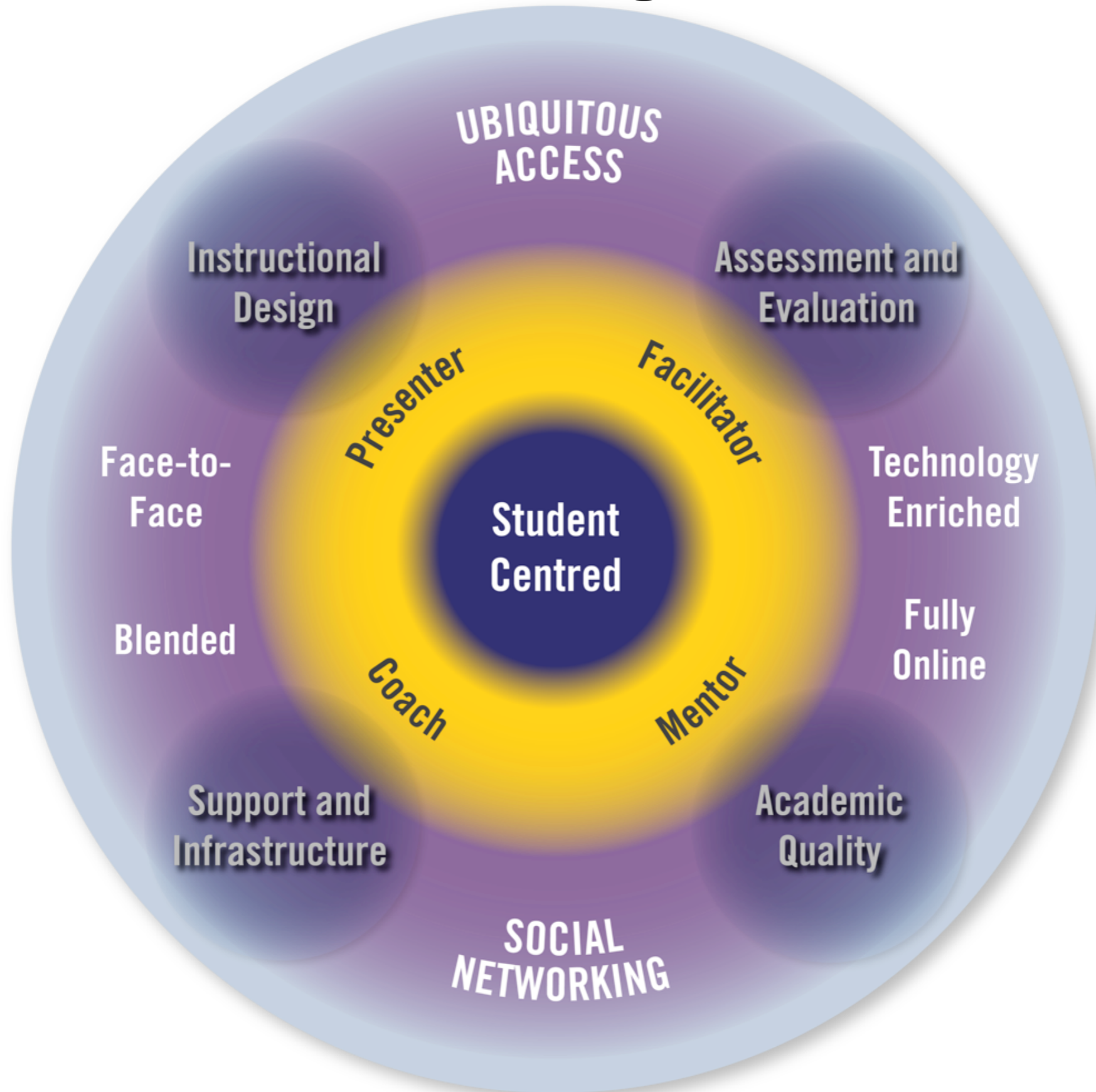
- Give learners an opportunity to use their unique voices to show what they know-what they learned
- Voice comes in many forms. Give learners options to use their voice in a way that works best for them
- Help learners find authentic audiences with whom they can share their voice.
- Give learners a say in how their school and classroom operate - being part of a

one of the hottest issues in education, so far this year that would regulate it. the need to protect students when their data from advertisers as well as from companies. There's some pushback against students that restrictions





# Significant Learning Environments



# Proactive Vs. Reactive

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## Master of Education in Digital Learning and Leading online

This 100% online M.Ed. in Digital Learning and Leading is a program that meets the needs of today's technology-infused teaching environment. This program will give you the confidence and skills to competently create interactive, learner-centered environments that use instructional technology to engage and motivate students.

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## ▶ About the Program



Complete coursework  
in as few as 18 months



36 credit hours



\$275 per credit hour\*

Lamar University's M.Ed. in Digital Learning and Leading can prepare you to create meaningful change in education. This online program is designed to develop both your digital knowledge and your leadership abilities and give you tools, skills and knowledge to empower those in your educational community to step outside their comfort zone and into the digital future.

In this program, you will:

- Gain an understanding of how to address the organizational resistance often associated with innovation
- Learn how to quantify and assess learning within the digital environment



### Request Information

How did you hear about us?\*

First Name\*

Last Name\*

Email\*

Phone\*

ZIP Code\*

“The simplest prescription for improving education must be dollops of feedback.”  
— John Hattie



# Marshall Goldsmith | *Library*

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Marshall Goldsmith

LEADER TO LEADER



## Try Feedforward Instead of Feedback

**PRIVATE**

0   A month ago



 **GATTO** Counseling in the Digital World 01:36

February 16, 2016


**LEARNING COMMUNITIES FOR COUNSELORS**





**PRIVATE**

[ScreenCapture02252016095853](#)

EoL4

 caroline gatto

0   A month ago



 **EDGAR FLORES EPORTFOLIO** 02:13

Home / DIGITAL LEARNING AND LEADING / LEARNING NEEDS






About Me

**PRIVATE**


[ScreenCapture02252016095046](#)

EoL4

 edgar flores


0   A month ago



 01:32

About All Projects Learning Manifesto Learning from Community Personal Reflection


About





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[ScreenCapture02252016094624](#)

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 cindy dube

0   A month ago

# PROGRAM / COURSE PROFILE (DACUM CHART)



COURSE TITLE: Pastry for Beginners

GOAL	OBJECTIVE	OBJECTIVE	OBJECTIVE	OBJECTIVE	OBJECTIVE
Identify Basic Safety and House rules	Discuss and Identify House Rules and Privacy	Identify Safety of tools and equipments	Identify food safe and Perform proper handwashing	Identify food allergies	
Describe Functions Use and Type of Ingredients	Describe functions use and type of Flour	Describe functions use and type of Leavening agents and Eggs	Describe functions use and type of Sugar	Describe functions use and type of Fat and Dalry products	Describe functions use and type of Thickening agents
Identify tools and Operate equipments	Identify pastry tools and equipments	Explain purpose and needs of tools and equipments	Operate(Handle) and care of tools and equipments		
Produce Products	Prepare Quick breads and Cookies	Prepare Choux	Prepare Cakes	Prepare Mousses	Prepare Sauces
Evaluate Your Products	Examine your products and discuss improvements	Identify shelf life of your products and storing your products			
Locate right recipes on Internet	Explain how to find right recipes on Internet	find right recipes on Internet	Identify baking trends and Discuss it with		

Hitomi Syvertsen  
dwayne

numbering of the goals and objectives would make it easier to connect the DACUM to the performance objectives

2015-04-03 12:58 PM

Reply

dwayne

It may have been better leave out the "identify" and just use the goal of "operate equipment". This would give a better alignment with you goal and objectives.

2015-04-03 12:24 PM

**Audience:** Middle School, Intermediate and High School principals

**Strategy:** Reshape struggling 1:1 campuses by first introducing disruptive innovation in the form of on-line learning to the **non-consumption** areas within the school eventually giving way to district wide technology success in all areas.

**Plan:**

End Result	Going Forward	Due Date	Pulse Check
What do we want to achieve?	How will we achieve our goals?	What is the estimated time of completion?	What evidence will we use to evaluate progress?
Enhance learning with intent	Integrate technology into the curriculum so teachers view it as enhancing what is currently on their plate not adding to it therefore making what teachers already do more intentional.	<p>18 weeks total</p> <p>September to November Integration takes place over a period of 14 weeks</p> <p>Weeks 15 -18 are used to discuss progress and make necessary adjustments before the start of the Spring semester</p>	<p>Revised lesson plans detailing activities with increased rigor and intent</p> <p>Example: turning class notes into Cornell note form to use as a study guide for a quiz or test</p>



## The Why, How and What of 1:1 iPads

Motivating the hearts of teachers is not enough. Being able to identify specific behaviors can allow for growth in regards to using iPads in the classroom.



1:54 / 2:57

1x

## Rhoda Hahn EDLD 5304 D04 AP1 week 5

0

From Dwayne Harapnuik A month ago

Details

Share

to see increased use of iPads by teachers and administration.

- How to execute a plan of increasing iPad use by teachers and administration using the 4DX model.

I believe that we are a school on the brink of something big for our kids; we strive every day to inspire our students to achieve their highest potential through the IB Learner Profile. We desire that our students have an internationally minded education that is well-balanced. We want them to be life long learners. It is our time to explore how we can make a conscious effort to support each other in our 1:1 iPad learning transformation to be the best school we can be!



## Organizational Change in a 1:1 iPad Environment



mrshahnsience

Yesterday's after school Iditarod editors sesh! Rockstars! #waexcels



1:37 / 2:57

1x

## Rhoda Hahn EDLD 5304 D04 AP1 week 5

0

From Dwayne Harapnuik A month ago

Details

Share

# Linkage

- Flipped Learning “Thib Talks”
- Personalized learning experience

# Student Connection



[http://www.cflexon.com/?page\\_id=118](http://www.cflexon.com/?page_id=118)

Well, I hope I got the attention of some. Opening my eyes to building my own ePortfolio has provided with a limitless amount of reasons to build your own ePortfolio. The major reason I feel creating one is necessary is to share your personal thoughts, research, and experiences. Reflecting has allowed me to adjust how I view the experiences I am providing for my students. I have felt an immediate change in my demeanor and motivation as an educator. My students have responded with positivity and the community has applauded the dedication to my craft. Now, I am not where I want to be. Yet, the creation of my website has opened a new part of my life. I feel compelled to share, to research, to read, and I can't wait to hit the refresh button each day to see if others have something to say. Everyone is going to have their own reasons to build an ePortfolio. My reasons may change as I continue to change my goals. There may be a shift in my focus, or I could simply decide to use it to launch my own theories of education. So, instead of fearing the amount of work or potential criticism, take the leap into pouring yourself into an ePortfolio.



I have data that shows that they're improving at a much greater rate

edutopia

04:28

▶ ⏪ i ⏩ ▶▶

# 8 Things to Look for in Today's Classroom

by George Couros



## 1 VOICE

★ Students should learn from others and then share their learning.

## 2 CHOICE

★ STRENGTH-BASED LEARNING  
★ Give students a choice.

## 3 TIME FOR REFLECTION

★ EVERYONE (teachers, admin, students) should write and reflect on what is being learned.



## 8 CONNECTED LEARNING

★ Bring experts into your class via social media and video-conferencing.

**CLASSROOMS**  
need to be  
**LEARNER-FOCUSSED**

## 4 OPPORTUNITIES for INNOVATION

★ Example: Build a hovercraft from a YouTube video! (yes, it can be done!)

## 7 SELF-ASSESSMENT

★ Important that students know how to do this.  
★ Use portfolios.

## 6 PROBLEM SOLVERS/FINDERS

★ Give students tough challenges and let them find innovative solutions.

## 5 CRITICAL THINKERS

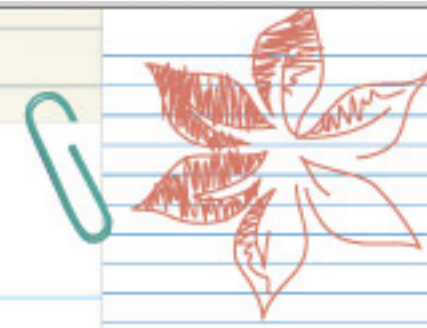
★ Ask questions and challenge what you see.

[bit.ly/gcouros8](http://bit.ly/gcouros8)

@sybrieduckworth

mrs. hahn  
daydreams

Descriptions of the cell cycle  
each of cancer.  
compare the structure and functions of different types  
of carbohydrates, including monosaccharides, disac-  
charides, and nucleic acids.



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Friday, January 22, 2016

## The Why, How, and What of Technology Integration

»»»»»»»»»» *Why* ««««««««««  
WE WANT TO EMPOWER LEARNERS TO  
ACHIEVE THEIR HIGHEST POTENTIAL  
==== *How* ====  
BY INTENTIONALLY DEVELOPING AND

I'm Mrs. Hahn!



ADE 2015



Instagram

# Welcome to My Electronic Portfolio



Hi! Welcome to my electronic portfolio. I hope you'll find things here that will make you think. Other posts will let you see the kinds of activities and tools I use in my teaching. If you're really interested in having a conversation about any of my content, I'd love to connect. You can find my contact information below.

## Big Ideas

### Leading Change



I chose the image for this post for several reasons. First, it's currently winter in Wisconsin and having snow in a picture seems somewhat fitting at the moment. But, if you've ever tried to make a really big snowball, you know how much work it is. Snow is dense!

[Read More](#)

### All Things Change...



I thought it would be a good idea to connect all of my ideas for change in one article. So I think this is deserving of a spot in my 'big ideas' section! Over the past month, I've done quite a bit of **reading** about the changes coming to education.

[Read More](#)

### Learning Manifesto



Please look and listen to my Learning Manifesto. You'll find that I think the problems we face in education are deep. But the opportunities to be reached if we will address those issues are glorious. I'd love to have a chance to talk with you more about my thoughts, if you're interested.

[Read More](#)

## Thoughts and Tools

### UbD vs. 3-Column Design

UbD vs

### Curriculum design - 2

Curriculum

### Curriculum design - 1

Curriculum



# Conclusions

- Student **C**ontrol, **O**wnership, **V**oice, and **A**uthenticity was designed to build meaningful connections and deeper learning.

# Questions

# Contact

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