Blended Learning Approach
Lamar University’s Digital Learning and Leading Program

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Texas Distance Learning Association - March 31, 2016
Ownership of Learning
What do we mean by:

- Creativity?
- Independent thinking?
- Knowledge for its own sake?

Will this be on the test?
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
“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
Voice
Choice
 Ownership
 Voice
 Authenticity
Literature

A Personal Cyberinfrastructure
W. Gardner Campbell  
Friday, September 4, 2009

The Web We Need to Give Students

"Giving students their own digital domain increases their ability to work on 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.

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 are being part of a

By Andrew Rikard Aug 15, 2009

Do I Own My Domain If You Grade It?

Community > Student Voice

A Domain of One's Own

NEWS EVENTS PRODUCT REVIEWS RESEARCH JOBS
Significant Learning Environments

- UBIQUITOUS ACCESS
- Instructional Design
- Facilitator
- Assessment and Evaluation
- Presenter
- Technology Enriched
- Fully Online
- Support and Infrastructure
- Academic Quality
- Blended
- Face-to-Face
- Mentor
- Social Networking

Student Centred
Proactive Vs. Reactive

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.

APPLY NOW  REQUEST INFO

About the Program

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

Complete coursework in as few as 18 months

36 credit hours

$275 per credit hour*

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

Try Feedforward Instead of Feedback
<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Basic Safety and House rules</td>
<td>Discuss and identify</td>
</tr>
<tr>
<td>Identify Safety of tools and equipments</td>
<td>Identify Safety of tools and equipments</td>
</tr>
<tr>
<td>Describe Functions</td>
<td>Describe functions</td>
</tr>
<tr>
<td>Use and Type of</td>
<td>Use and Type of</td>
</tr>
<tr>
<td>Ingredients</td>
<td>Leavening agents and Eggs</td>
</tr>
<tr>
<td>Identify tools and</td>
<td>Identify pastry tools</td>
</tr>
<tr>
<td>Operate equipments</td>
<td>Explain purpose and needs</td>
</tr>
<tr>
<td>Produce</td>
<td>Prepare</td>
</tr>
<tr>
<td>Products</td>
<td>Prepare</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Examine your products</td>
</tr>
<tr>
<td>Evaluate Your Products</td>
<td>Identify shelf life of your products</td>
</tr>
<tr>
<td>Locate right recipes on Internet</td>
<td>Find right recipes on Internet</td>
</tr>
<tr>
<td>Discuss Improvements and storing products</td>
<td>Identify baking trends and Discuss it with others</td>
</tr>
</tbody>
</table>

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.
**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:**

<table>
<thead>
<tr>
<th>End Result</th>
<th>Going Forward</th>
<th>Due Date</th>
<th>Pulse Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want to achieve?</td>
<td>How will we achieve our goals?</td>
<td>What is the estimated time of completion?</td>
<td>What evidence will we use to evaluate progress?</td>
</tr>
<tr>
<td>Enhance learning with intent</td>
<td>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.</td>
<td>18 weeks total September to November Integration takes place over a period of 14 weeks Weeks 15 -18 are used to discuss progress and make necessary adjustments before the start of the Spring semester</td>
<td>Revised lesson plans detailing activities with increased rigor and intent Example: turning class notes into Cornell note form to use as a study guide for a quiz or test</td>
</tr>
</tbody>
</table>
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.
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 lifelong 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
Linkage

- Flipped Learning “Thib Talks”
- Personalized learning experience
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.
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.

4. **OPPORTUNITIES FOR INNOVATION**
   - Example: Build a hovercraft from a YouTube video! (yes, it can be done!)

5. **CRITICAL THINKERS**
   - Give students tough challenges and let them find innovative solutions.
   - Ask questions and challenge what you see.

6. **PROBLEM SOLVERS/FINDERS**
   - Use portfolios.

7. **SELF-ASSESSMENT**
   - Important that students know how to do this.

8. **CONNECTED LEARNING**
   - Bring experts into your class via social media and video conferencing.

Classrooms need to be **LEARNER-FOCUSED**
The Why, How, and What of Technology Integration

Why

We want to empower learners to achieve their highest potential

How

By intentionally developing and...
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!

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.

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.

Thoughts and Tools

UbD vs. 3-Column Design

UbD vs. Curriculum design - 2

Curriculum design - 1
Conclusions

• Student Control, Ownership, Voice, and Authenticity was designed to build meaningful connections and deeper learning.
Questions
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