



Powerful Learning Designs

Transforming Professional Learning Webinar Series

May 8, 2014

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Our Agreements

- Ask questions.
- Engage fully.
- Integrate new information.
- Open your mind to new views.
- Utilize what you learn.






Essential Questions

1. How do you choose a design that will be effective for professional learning?
2. How do you know a design is working, mid-way ? How do you know where to investigate a design that does not seem to be working?



Today's Outcomes

- Know and understand a model for evaluating the effectiveness of professional learning designs.
- Be able to use the model to evaluate a variety of professional learning designs


Let's Start With The Most Applicable Learning Forward Standard

Learning Designs Standard: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes



Core Elements of the Standard

- Apply learning theories, research and models.
- Select learning designs.
- Promote active engagement.





Key Phrases Describing the Standard

All phases of the learning process;

Data-based needs of students & educators;

Interaction during the learning process with content & one another;




Respectful collaboration;

Significant voice & choice;

Moving beyond comprehension of surface features;

Opportunities to practice;

Applying learning.




Your Turn

Chat a Six-Word Sentence About the Learning Design Standard

What's most important to you?

The most important thing about the learning design standard is that

_____!



About Design



What comes to mind when you think about the word "design"?



Here's a Way to Examine Design

We were commissioned through Learning Forward by the Australian Institute for Teaching and School Leadership (AITSL), to develop a model and key elements for describing effective professional learning design.




AITSL in Brief

The **Australian Institute for Teaching and School Leadership** (AITSL) came into being on January 1, 2010.

AITSL holds responsibility for:

- Rigorous professional standards
- Fostering and driving high quality professional development for teachers and school leaders
- Working collaboratively across jurisdictions
- Engaging with key professional bodies




AITSL VIDEO

It turns out that the best educators are the best **learners.**




Access AITSL Materials: www.aitsl.edu.au/

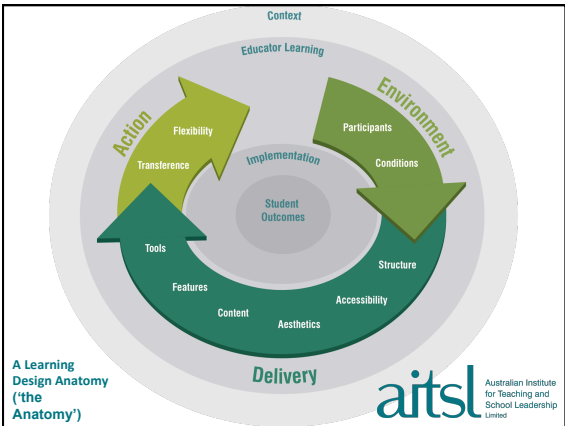
- The Australian Charter for the Professional Learning of Teachers and School Leaders.
- Global Trends in Professional Learning and Performance & Development (The Horizon Scan): 2012
- Australian Professional Standards for Teachers, 2012
- Australian Professional Standard for Principals, 2011
- **Our document: Designing Professional Learning (Out Now!)**

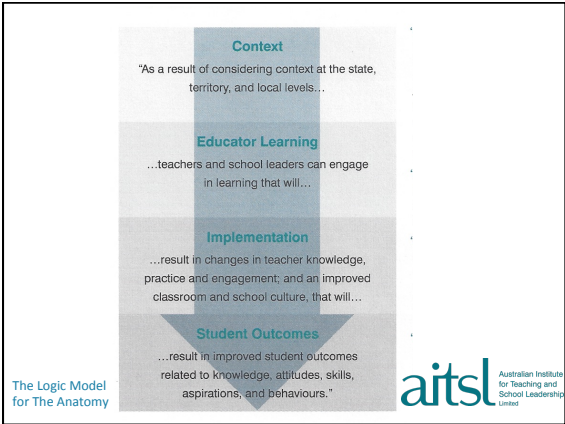


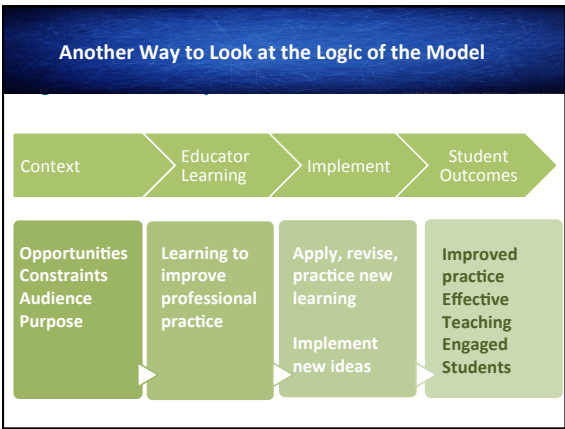
Our Process

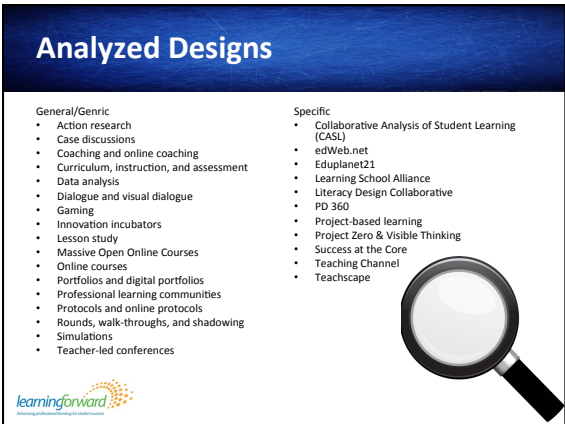
Conduct scan of existing research in learning design	Establish criteria for selecting examples: a. Effective b. Engaging c. Impactful
Based on research, posit elements and a framework for learning design	Select examples against criteria, drawing from international and local examples, within and external to education and a range of delivery modes
Consider posited elements as present or absent in examples	Analyse examples, identify the elements of learning design

Test, amend, revise or reconsider posited elements of learning against evidence



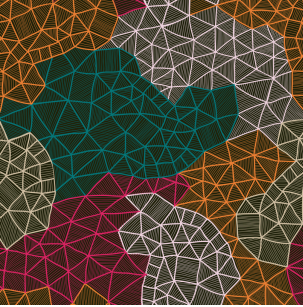






Components & Elements


- Environments**
 - Participants
 - Conditions
- Delivery**
 - Structure
 - Accessibility
 - Aesthetics
 - Content
 - Features
 - Tools
- Action**
 - Transference
 - Flexibility



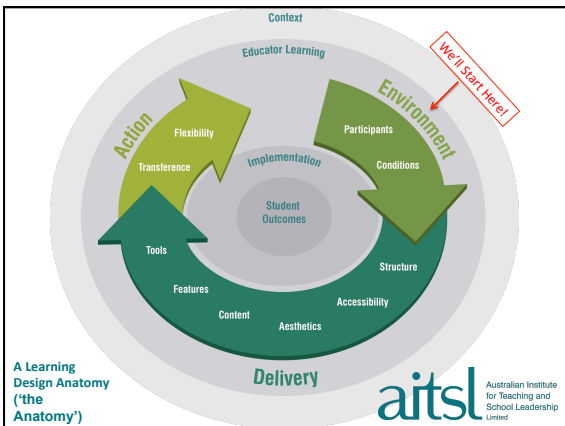
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For Each Component and Its Elements

- Text Describing Each Element
- Questions for Three Types of Usage
 - Developing new professional learning
 - Enhancing existing professional learning
 - Evaluating professional learning for myself and others
- Examples of Designs



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Environment & Its Elements

Component: Environment: Refers to the context of learning

Two Elements:

Participants: Refers to the learning behaviors, tendencies and preferences of the target group, and the learning needs the design seeks to address.

Conditions: Refers to the situation for learning, that is, the “operating context,” which depends on a variety of factors including the level of “support from leadership, access to required resources, prior knowledge, student data, unique composition of the learning audience (individual, groups and teams) and workload constraints” (p. 8).




Practice With The Environment Component & Its Elements

Question About Enhancing Existing Professional Learning:
Have we learned new things about our audience that should be accounted for in the learning design?

Think about it in terms of this well-known design, PLCs.
What could you learn about the audience/participants for existing PLCs that might change the learning design? **For example: There are 5 new teachers in our PLC.**

How would answers to this question about purpose change the design? What other changes in the audience could point to the need for change in the design of PLCs?



Delivery & Its Elements


Component: Delivery: Refers to are the “how” of professional learning, “the ways learning design enables its audience to become enamored with the learning and avoid barriers to engagement” (p. 12).

Six Elements:

Structure: Refers to “the practical arrangements of learning such as the amount of time it takes (total time, time per episode, span of time, etc.) and decisions about location, sequence, or order of events” (p. 10). Structure might be “intentionally free. . . or deliberately sequential” based on benchmarks (p. 10).

Accessibility: Refers to the “ease with which the learner can engage in the design,” especially online or blended (for which the best architecture is intuitive) and also face-to-face (time and place, job-embeddedness).

Aesthetics: Refers to “those aspects of a learning design that elicit a sensory response from the participant” (p. 10). These are the “affective factors that invite learners to participate in professional learning” (p. 10). Affective factors might come from the “visual, auditory, and physical construction of the learning” (p. 10). On a website, aesthetics might relate to the visual themes and colors; face-to-face factors might include meeting space, seating, and audio-visual quality.



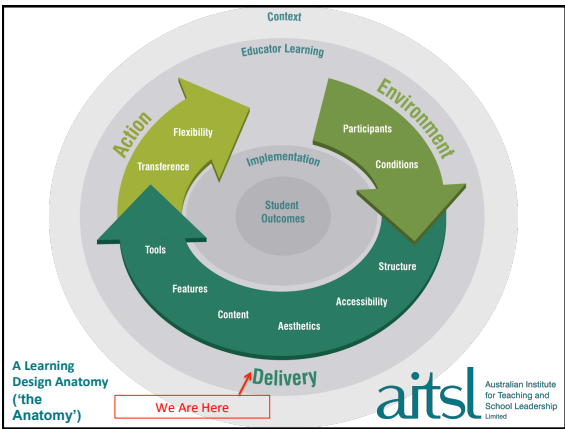
The Rest of the Delivery Elements

Content: Refers to KASAB as developed by Joellen Killion (2008). KASAB refers to the Knowledge, Attitude, Skills, Aspirations, and Behavior that are essential aspects of content. Content-specific (PCK) or general.

Features: Refers to the “practices associated with the delivery of, or mode of participation in, professional learning. Features include approaches such as face-to-face, remote, self-directed, online, individual, collaborative and/ or blended forms of these” (p. 14).

Tools: Refers to “the instruments used to enhance knowledge transfer, deepen engagement, and support understanding” (p. 14). These might include “templates, . . . schematics, surveys, forms, questions, polls or other interactive elements” such as protocols (p. 14).





Practice with the Delivery Component and Its Elements

Question About Developing New Professional Learning:
Will the learning design aesthetics engage our audience in learning?

Again, think about this question as it applies to PLCs:
What about the learning design of PLCs would engage the audience aesthetically? Example: People like to work together, and this design provides plenty of collaboration.

How would other answers to this question guide what you do within PLCs? For example, what affective elements will need to be in PLCs for them to work with your audience?




Action & Its Elements

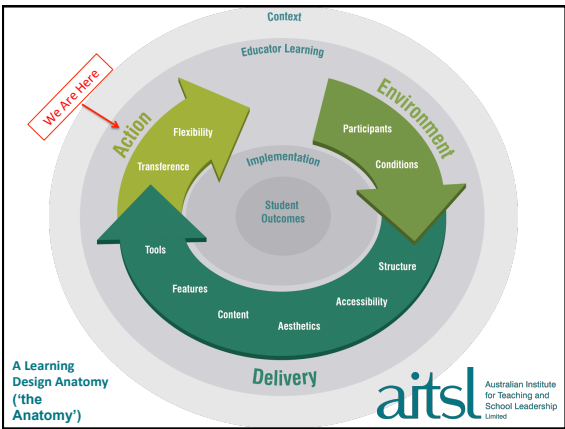
Component: Action: Refers to “aspects of the learning design that lead to implementation of learning, translating learning to practice. . .through tailored support” that allows for flexibility” (p. 18)

Two Elements:

Transference: Refers to “aspects of the learning design that directly support the application of learning in the context of the learner. . .relates to the ease with which participants transfer new knowledge and understanding by implementing” (p. 18).

Flexibility: Refers to “the degree to which educators are supported to reflect on and evaluate their learning and apply it in a variety of situations and contexts over time” (p. 18). Think “agile” or “supple.”






Practice With The Action Component and Its Elements

Question About Evaluating Professional Learning for Myself or Others:

How will I/we transfer the learning to practice? Does the learning design assist me/us to do this?


Apply to PLCs: How would answers to this question about products help you evaluate professional learning? For example, we will engage coaches, but we will have to do this on our own because the design itself does not provide for coaching. What other questions could you ask about support to enhance the effectiveness of professional learning designs?



How Can The Anatomy Be Used?

- You can use the Anatomy to **Develop, Enhance** and/or **Evaluate** professional learning design to suit your specific needs
- AITSL has created a 1-page flyer outlining the key points to consider for each element
- Case studies are being prepared.

ACT NOW!




The Key To All of These Elements?


The match between what the organization needs and desires and what the design offers is key to the effectiveness of the design in that context.




Some Caveats



- Analysis according to the components and elements does not mean endorsement.
- The examples may not be the BEST examples of the element; they are not the WORST either. Other examples could have been used.
- All designs attend to all elements in some way.
- Choice of a design according to the elements is highly dependent upon context.



Essential Questions

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Your Thoughts:

Complete this frame:
 I used to _____,
 but/and now I _____
 related to powerful learning designs.

Chat it to us. . . .



To learn more :

- Look for an article called “Consider the Anatomy of a Professional Learning Design” in the August *JSD*.
- Attend our session F04 “Good Enough? Evaluating Professional Learning Designs” at the Learning Forward Annual Conference in Nashville.
- Contact us:
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