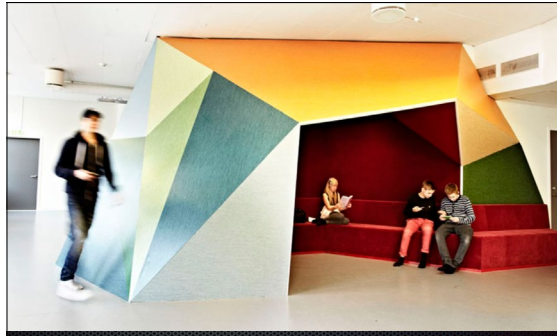


Upgrading Curriculum One Unit at a Time
VUSD - January 18, 2019



Dr. Heidi Hayes Jacobs @heidihayesjacobs



How can we prepare our learners for their future?



CLASS OF 2030



Learners Create and Share Knowledge
Differently from Previous Generations

What pedagogy best serves engagement?



Pedagogy

Antiquated

Classical

Contemporary

What to cut?

What to keep?

What to create?



Literate self-navigators | **RESPONSIBLE RISK-TAKING**



Professional Learners | Deerfield USD 214, Illinois



Social contractors | **LISTENING WITH UNDERSTANDING**



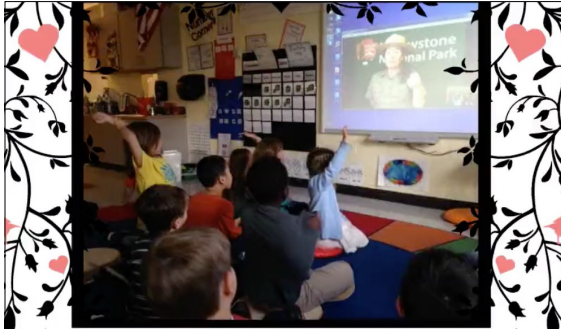
Media critics | **COMMUNICATING WITH CLARITY**



Savvy media makers | **WORKING INTERDEPENDENTLY**



MEDIA PRODUCERS AND DIRECTORS
Portable Green Rooms



Global ambassadors

K's Skype with Yellowstone Park ranger



Innovative designers

Principia School, St. Louis, MO.
Hedding and Oliveira Architects

OUR LEARNERS
NEED
CONTEMPORARY
TEACHERS AND
LEADERS



OUR LEARNERS NEED CONTEMPORARY
TEACHERS AND LEADERS WHO ARE:

- literate self-navigator
- professional learner
- media critic
- savvy media makers
- mindful citizens
- social contractor
- global ambassador
- innovative designer
- advocate for learning



TURN TO TWO
OR THREE COLLEAGUES

- Identify and share contemporary roles that need cultivation and development for your learners and for yourself as a professional.

eight minutes



Elements of a Curriculum

Big Ideas
Essential Questions
Content
Skills
Assessment

How to modernize each?

Content Formats

Discipline-Based	Interdisciplinary	Student- Centered
Focus on subjects: math, science, social studies, literature, arts, physical education, etc.	Focus on connections between two or more subject examining common organizing center	Focus on student-developed interests
Should be active: students as "scientists", as "artists"	Rigorous; avoiding potpourri	Emerges directly from learner

20



Upgrading Content:
Genre Selection

TOPICS
ISSUES
PROBLEMS
THEMES
CASE STUDY

CONTENT: FIVE GENRE

Topics: Subject matter groupings emphasis on information and background

Themes: Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.

Problems: Focus on addressing a problem with the goal of a solution; information serves the inquiry.

Issues: Examining a point of controversy to consider points of view; perspectives; and consequences.

Case Studies: A specific situation or text where considering the granular can shed light on other situations.

Copyright 2016: Jacobs and Alcock

CONTENT: FIVE GENRE

Topics: Solar Energy

Themes: Sustainability

Problems: How to design a solar collector to run our school.

Issues: Conservation vs Jobs (The Rain Forest: Log it or Leave it?)

Case Studies: Biosphere II - Tucson, Arizona



Copyright 2016: Jacobs and Alcock

CONTENT: FIVE GENRE

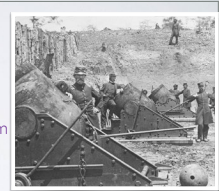
Topic: The American Civil War

Theme: National Conflict

Problem: How to design a virtual museum of the Civil War

Issue: Is the Civil War still going on?

Case Studies: The SC Confederate Flag Policy



Copyright 2016: Jacobs and Alcock

CONTENT: FIVE GENRE

Topic: Measurement

Theme: On the Job in the World

Problem: How to improve the safety and quality experience at our local amusement park?

Issue: Safety vs. Thrill (Who decides? What age?)

Case Studies: Specific Ride Analysis and Findings



Copyright 2016: Jacobs and Alcock

ASSESSMENTS ARE DEMONSTRATIONS OF LEARNING

- Assessment is the observable EVIDENCE of standards, mission, purpose.
- Align to skills, content, big ideas, and essential questions.
- They must be listed as discrete nouns:
- Tangible Products or
- Observable Performances



THREE TIERS OF ASSESSMENT

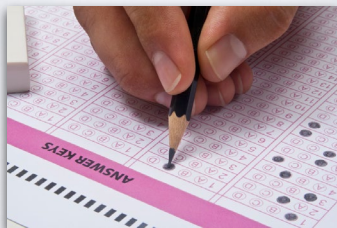
Drill and Practice

Rehearsal / Scrimmage

Authentic Performance



WHAT DO STANDARDIZED ASSESSMENTS SHOW? WHAT DON'T THEY REVEAL?



MODERN ASSESSMENT DESIGN



WHAT DO MODERN SCIENTISTS, HISTORIANS, MATHEMATICIANS, AUTHORS PRODUCE?

Upgraded Assessment Types

3-D Modeling/Printing/ Scanning Animation Blogging/Forum Broadcasting channel Case Studies on Website Collaborating Database Data Visualizing & Digital Audio/Podcast Digital Game Creating Digital Storytelling Digital Portfolio Digital Video Drawing E-Publication Creating Entrepreneurial plan Fact-checking repository (snopes.com)	Film study/critique Forecasting/Projecting/ Global Forums virtual Graphics/Image Graphics Organizer Graphing Grant proposal Infographics Info-Database Searches Interactive Simulation Internet Researching Mashing/Remixing Mathematical/Modeling Media critiques Music e-composition Photo blogging Playlist - annotated Podcast - audio Presentation- Prezi	Programming/Coding Project Planning Tool Prototypes Researching/VettingTools RSS Feeding Screencasting Screenplay Sketch-noting with tools Spreadsheets analysis Station hosting -podcast Storyboarding Survey design Timeline interactive/virtual Video Hosting Web Authoring/Curation Webinar event hosting Word Processor Word Recognition Video/Image Synthesizing
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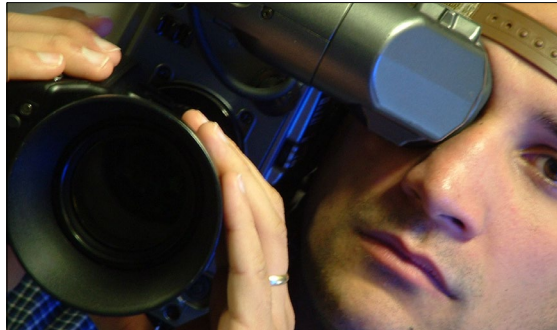
H.H.Jacobs. Active Literacy Across the Curriculum: Connecting Digital, Media, and Global Competence. Routledge Pub. 2017.

SKILLS ARE DISPLAYED ON A MAP AS:

- Precise skills that can be:
 - Assessed/measured
 - Observed
 - Described in specific terms
- Skills are action verbs...
- Skills scaffold over time
- Unlike general processes



31



The new literacies : DIGITAL MEDIA GLOBAL



Connections to Classical Print

Text and Image Interaction

Digital Literacy

- Accessing Capability
- Selection Capability
- Curation Capability
- Creation Capability

Curation Capability



To tag sites, create a clearinghouse and website .

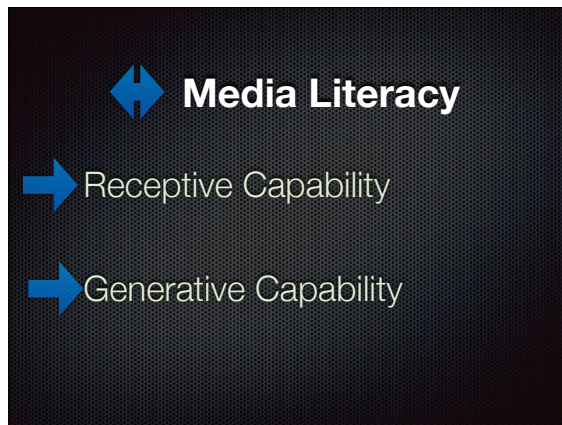


Conducting an APP Study:

What criteria might help learners and teachers select, analyze, sort and share digital applications?

- Does the application foster curiosity and fascination?
- Does the digital application encourage active inquiry increasing depth of RE-SEARCH? (That is: "search again")
- Does using the digital tool generate independence and ease of self-navigated learning?
- Is the use of the digital application reflected in improved quality of learner products and performances?
- Is the learner willing to recommend, annotate and share the app in a curated clearinghouse of resources for others?

H.H. Jacobs. *Mastering Digital Literacy*, Solution-Tree, 2014



RECEPTIVE CAPABILITY

To make meaning from media formats...

—

To be an astute critic of the media.

To question sources.

To recognize bias in imagery, text, framing, and audio.

The graphic features a person standing on a reflective surface looking out at the ocean, with a vertical pole in the foreground.

Determining criteria that matches the media type: **CONTENT** for Documentary

- Relevance to audience
- Accuracy of information
- Clarity of POV
- Language accessibility of voiceover or speakers
- Imagery chosen and edited to match

BROOKLYN CASTLE

The graphic includes a poster for the documentary 'Brooklyn Castle' and a list of criteria for determining content.

Employ Media Making Tools

We need to use them WITH our students

SCREENFLOW

The graphic features a green background with a film strip and the text 'Employ Media Making Tools' and 'We need to use them WITH our students'. The 'SCREENFLOW' logo is also present.

Digital Media Projects

Jellyfish Class (4/27)

Name: Jennifer

<https://voicethread.com/?#q.b5629344.i28889632>

The graphic shows a digital media project interface with a drawing of a yellow fish and the text 'Name: Jennifer'.

Sigsbee Reflections

Activity is Learning

Adaptive, Specially Designed for You

Sign Up

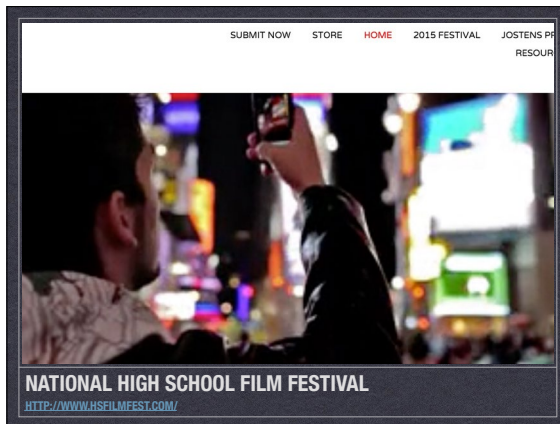
Feedback and Pricing

Jordan Reflection.mov

Josh Reflection.mov


<http://vimeopro.com/sigsbee/library>

The graphic features a green background with the text 'Sigsbee Reflections' and 'Activity is Learning'. It also includes two video thumbnails and a URL.



Podcasting Learner Engagement

Every school should have a
podcasting platform





Global Literacy



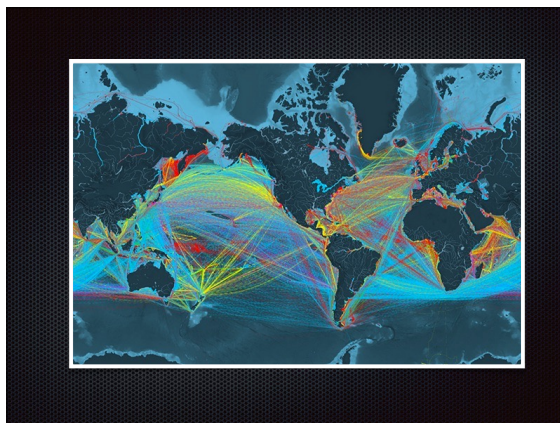
Investigate the World

Recognize Perspectives

Communicate Ideas

Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012



Globally Competent Learners



INVESTIGATE THE WORLD



RECOGNIZE PERSPECTIVE



COMMUNICATE IDEAS



TAKE ACTION

EDSTEPS PROJECT, IN PARTNERSHIP WITH THE ASIA SOCIETY PARTNERSHIP FOR GLOBAL LEARNING.



Digital Applications

Create a Global Clearinghouse

