E2030 Framework

Phase II: a Model of Implementation Strategy

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Mission

To position students and teachers at the forefront of knowledge and prepare them for the challenges of the 21st century by harmonizing Content, Pedagogy and Technology.
A Model of Implementation Strategy

The OECD Learning Framework 2030
A Model of Implementation Strategy

- **Knowledge**
  - Disciplinary
  - Interdisciplinary
  - Epistemic
  - Procedural

- **Skills**
  - Cognitive & meta-cognitive
  - Social & emotional
  - Physical & practical

- **Attitudes and Values**
  - Personal
  - Local
  - Societal
  - Human

- **Competencies**
  - Competency-based PD
  - Innovative Pedagogy
  - STEAM Curriculum
  - Data Driven Evaluation

The OECD Learning Framework 2030
Hi! My name is Mika, and my job is to make sure you will complete this course successfully!
Just before we start

Energy > Electric circuits > The Learning Process

Hi! My name is Mika and my job is to take you through the learning process to make sure you will complete it successfully!

Plan

Do & Document

Reflect

Peer Assessment

Learn

Plan

Do & Document

Reflect

Peer Assessment

All you need to know about the electric circuits activity:

Electricity Kit (click on the items to learn more):

1. Learn
2. Plan
3. Do & Document
4. Reflect
5. Peer Assessment

Can I help you?
Just before we start

Energy > Electric circuits > The Learning Process

Hi! My name is Mika and my job is to help you complete the challenge successfully!

Peer Assessment

Plan

Do & Document

Reflect

Learn

Peer Assessment

Can I help you?

Learn

Let's see how the practice looks like in class
We have completed the learning stage, and we are now going to plan how to implement the acquired practice. The objective of the planning stage is to describe the class and/or the students, to describe the challenge and/or the educational difficulty, to plan the implementation of the practice, and to think of ways to cope with challenges that might arise during its implementation. This planning will be part of your product, which will be evaluated at the peer evaluation stage (we recommend that you refer to the rubric before you begin working).

During the planning process and its description, we will address the following points:

- Target audience - the class and/or the students.
- Two examples of cases in which the challenge is manifested in your class.
- Short description of the planned activity.
- Challenges that might appear during the activity and ways of dealing with them.

Attention - The scope of writing should be approximately one-half to one page long (220 - 440 words); there is no need to submit a lesson plan.
Just before we start

Energy > Electric circuits > The Learning Process

Hi! My name is Mika and my job is to take you on a journey to make sure you will complete this module successfully!

Peer Assessment

Do & Document

Can I help you?

Learn

Plan

Reflect

Peer Assessment

End of course

The recommended documentation methods for this course are:

A. Filming the session in class or part of it or taking photos, in addition to print-screens & relevant files showing your preparations (required).

B. Interview 1-2 students about their experience in the lesson or have a class discussion after the activity record it using video or audio (optional). These methods have been selected carefully since they enable you and your course mates to best experience your implementation of the practice in the field. Please make sure to create your documentation in accordance to these guidelines.

It is important to remember that the documentation does not have to be aesthetic or photogenic, but it should reflect, in the most authentic way possible, what actually occurs in the field, the implementation of the practice, and its effect on the students, both direct and indirect.

Make sure your documentation:

- Suits the requested documentation methods–submission of documentation that is not included in this list detracts 20 points from the peer Assessment’s grade.
- Is authentic–reflects the goings-on in the class or with the students in a direct and un-mediated manner.
- Reflects the implementation of the practice as presented in the learning stage.
- Reflects the effect of implementing the practice on the students.
Just before we start

Energy > Electric circuits > The Learning Process

Hi! My name is Mika and my job is to take you through the process to make sure you will complete it successfully!

Peer Assessment  
Reflect

Can I help you?

Learn  
Plan  
Do & Document  
Reflect  
Peer Assessment

In this stage we will use reflection to recapitulate the learning process we have undergone.

**In the reflection process we will address the following points:**

- The effect of implementing the practice on the student/s.
- Success stories and recommendations for improvement, alongside specific examples from the documentation.
- The effect the acquisition of the practice will have on the future teaching process.

**Attention** - The scope of writing should be approximately one-half to one page long (220-440 words).

The reflection shall be added to the product submission template document you worked on in the previous stages. When you finish writing your reflection, you should have a document that contains three stages: **planning**, **documentation**, and **reflection**.
This stage comprises two sub-stages. First, you will submit your product in full. And then, when the evaluation dates arrive, you will evaluate the products of three course mates according to the rubric (for the rubric, click here). At the same time, your product will be evaluated by two of your course mates.

The weighted peer evaluation grades will constitute 60% of the final course grade. Every passing grade (above 80) will entitle you to 10 hours of credit and a digital credential.

Peer evaluation will be conducted in two phases. Choose the phase most convenient for you. You are not required to submit your product in both!

Phase I (submission by January 13, 2019)

Phase II (submission between January 14, 2019 and May 19, 2019)
A Model of Implementation Strategy

The OECD Learning Framework 2030

- Competency-based PD
- Innovative Pedagogy
- STEAM Curriculum
- Data Driven Evaluation
Hands-on and digital AR Learning

Makers STEAM on Courseline Social Network Course Platform

An Innovative STEAM Curriculum for Middle School
Learning STEAM

Physical and
digital integration
Learning STEAM

Learning by doing & Collaboration
ENERGY in ELECTRICAL SYSTEMS

For middle school
A Model of Implementation Strategy

The OECD Learning Framework 2030
Learning STEAM

Next Step: Collecting Data
Learning STEAM

Don’t forget the Makers
A Model of Implementation Strategy

Competency-based PD
Innovative Pedagogy
STEAM Curriculum
Data Driven Evaluation

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