



## TeachNimble Sprint Workshop

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# Welcome to the TeachNimble Sprint Workshop



Introductions

[teachnimble.eu](https://teachnimble.eu)

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# Some ground rules

- Activity based workshop
- This is a sprint – so everything is timed
- Open participation
- Discussion is important
  - Through the chat facility
  - During the breakouts
  - Open sessions (please don't be shy)
- Have your materials open on your device (or printed out)
- We are recording the workshop



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# Our learning objectives for today

- Introduce the TeachNimble Blended Learning Planning Process
- Introduce the ABC Blended Learning Approach
  - The Tools the TeachNimble Planner and the Tech Wheel
- Experience the sprint workshop so you can replicate the approach in your own school or district



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# Group Learning Activity 1

- **6 Breakout groups**
  - **Take 5 minutes to meet your colleagues and outline your expectations for this morning.**
    - Introduce yourself
    - Identify ***one element*** of the pre-recorded material that you found particularly interesting and useful
    - Appoint a chairperson
      - This person will manage the chat for the group
      - Feedback
  - Call on one person to give a summary of the discussion



## SECTION 2: RECAP KEY IDEAS

# What is blended learning?

- It is a contested term
  - Blended Learning is understood as a **hybrid approach that combines learning in school with distance learning**, including online learning.
- Learner control is a key component here
  - Time
  - Place
  - Path and or pace



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[https://www.schooleducationgateway.eu/downloads/Blended%20learning%20in%20school%20education\\_European%20Commission\\_June%202020.pdf](https://www.schooleducationgateway.eu/downloads/Blended%20learning%20in%20school%20education_European%20Commission_June%202020.pdf)  
<https://edtechbooks.org/k12blended/blendedteachingfoundations>

# Blended Learning Types

<b>Acquisition</b> Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos	<b>Collaboration</b> Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product	<b>Discussion</b> Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher
<b>Investigation</b> Exploring materials that reflect the concepts and ideas being taught, asking questions, sharing results, applying their learning and making connections with the world around them	<b>Practice</b> Adapting their actions to a given task and using the feedback to improve their next action. Feedback may come from the activity itself, from self-reflection, from other learners or from the teacher	<b>Production</b> Using what they have learned to create an artefact that demonstrates their understanding

Adapted for schools from the ABC Learning Design method by Clive Young and Nataša Perović, UCL. (2015).  
Learning types, Laurillard, D. (2012). <https://abc-ld.org>

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# TeachNimble Blended Learning Framework



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# We will now need to plan for 3 modalities NOT 1

## In-school



## Live online



## Self-directed

### Redesigning learning – Focus on Collaboration – Week 4

21 CLD Part 2 > Redesigning learning – Focus on Collaboration – Week 4

IN PROGRESS

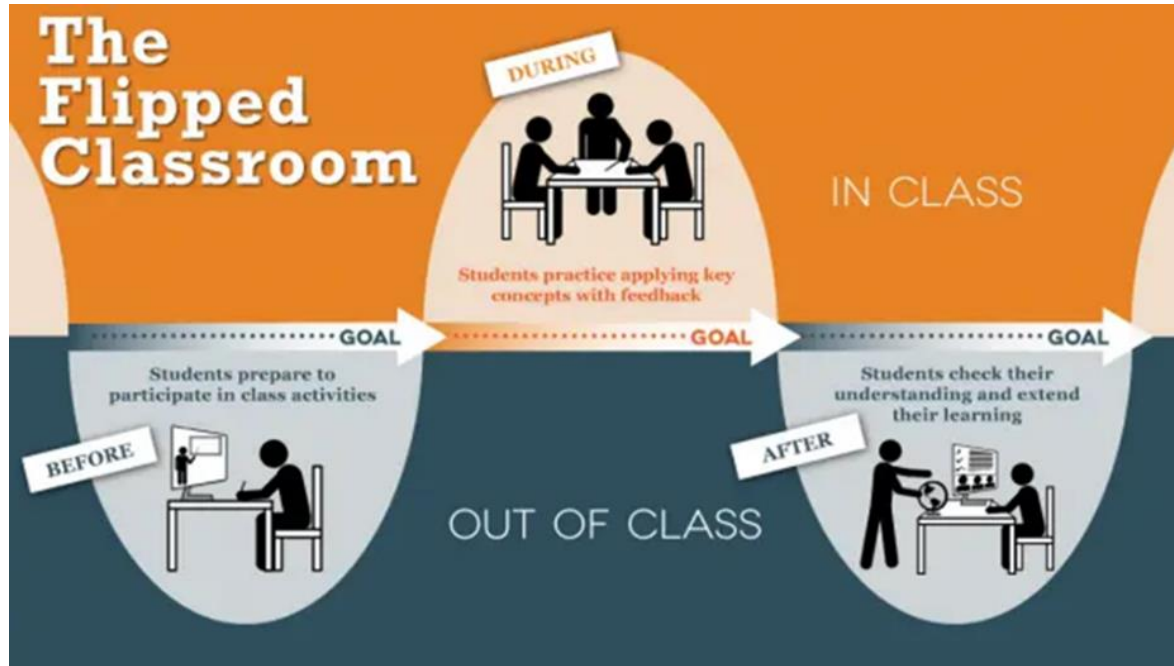
Lesson Materials

Welcome to Lesson 4 and this week we are focusing on Collaboration. We will introduce you to concept of Collaboration and why it is deemed an important skill for living and working in the 21<sup>st</sup> century. We have borrowed heavily this week from the Microsoft 21CLD material and we are sharing 3 videos with you from the online course that is available at [Microsoft Education Centre](#). The videos will provide a context for Collaboration and they will also introduce you to the Big Ideas associated with Collaboration. The third video shows Collaboration in action in a school setting in Finland where young people are collaborating to present at a school fair. This week we also had the pleasure of meeting Dr Maria Garvey online for a chat about Collaboration and how we might start developing such a culture in our school, our centre or our programme. We have also provided you with some links to additional resources that you might find useful in

We will need a **blend** that fits our school.

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# A Typical Blend



# Teacher Learning Activity

## Using the Blended Graph

<https://flexiblelearning.auckland.ac.nz/abc-toolkit/1.html>



# What was dominant learning types?

## Blended graph

Move the slider on this graph to identify how you envisage the mix of online and face-to-face activities.



## Current

### Content acquisition ?

Component ? : 0%

### Collaboration ?

### Discussion ?

### Inquiry ?

### Learning through practice ?

### Producing learning artefacts ?

## Future

### Content acquisition ?

Component ? : 0%

### Collaboration ?

### Discussion ?

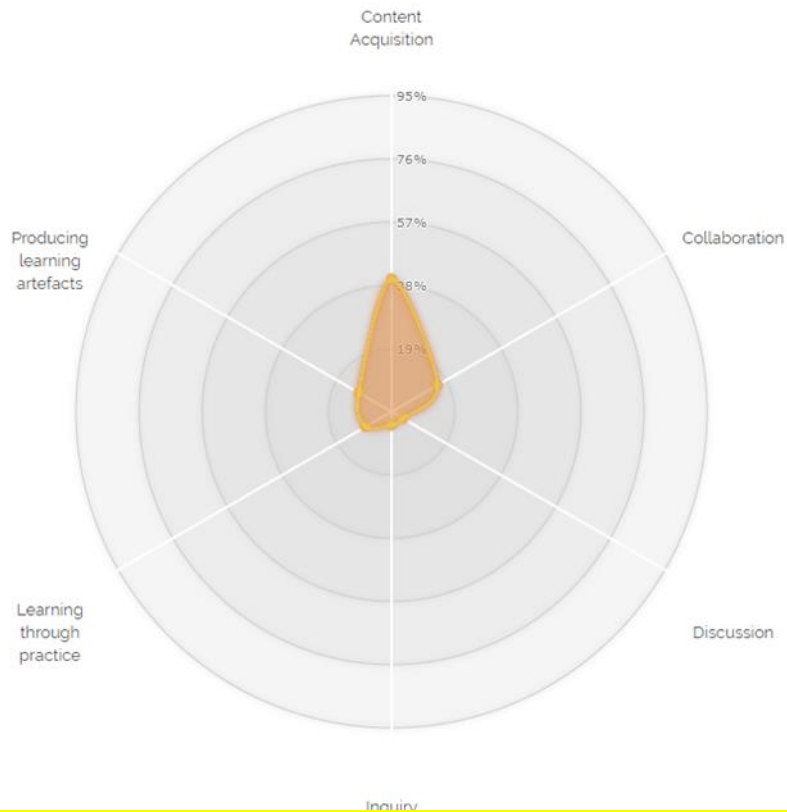
### Inquiry ?

### Learning through practice ?

### Producing learning artefacts ?

[flexiblelearning.auckland.ac.nz/abc-toolkit/1.html](https://flexiblelearning.auckland.ac.nz/abc-toolkit/1.html)

# What was your blend?



[flexiblelearning.auckland.ac.nz/abc-toolkit/1.html](https://flexiblelearning.auckland.ac.nz/abc-toolkit/1.html)

## Group Activity 2 – Reflection on Previous Practice

Take **10 minutes** in your group to discuss how you previously taught your selected unit

- In your group each member should do the following:
- Share your results from using the Blended Graph
  - *What was the main learning type used during ERT?*
  - *What technologies were most used?*
  - *Any further observations*
- Each Reporter will have **2 minutes** to feed back from their group
  - *Most common learning type*
  - *Most common technologies used*



## Purpose of this Activity to start the workshop

- It provides teachers with a chance to reflect on their previous practice, which was possibly all in-school
- Provides them with a chance to discuss the 6 learning types and to *reflect* on which ones they use most commonly and which ones they have used less to date
- It also allows them to outline what technologies they have used
- So it sets a baseline and to identify some gaps in their approach



## In your school context

- You might schedule this as a first activity for staff
- Give them 60 minutes to discuss their findings on the Graph Blender
- To use this time to identify a topic or unit to work on in the next session
- Then schedule a follow-on session where you focus on the NEW blend
- But it is important to reflect and set the scene before moving on to the next stage

## Section 3: Rethinking the blend



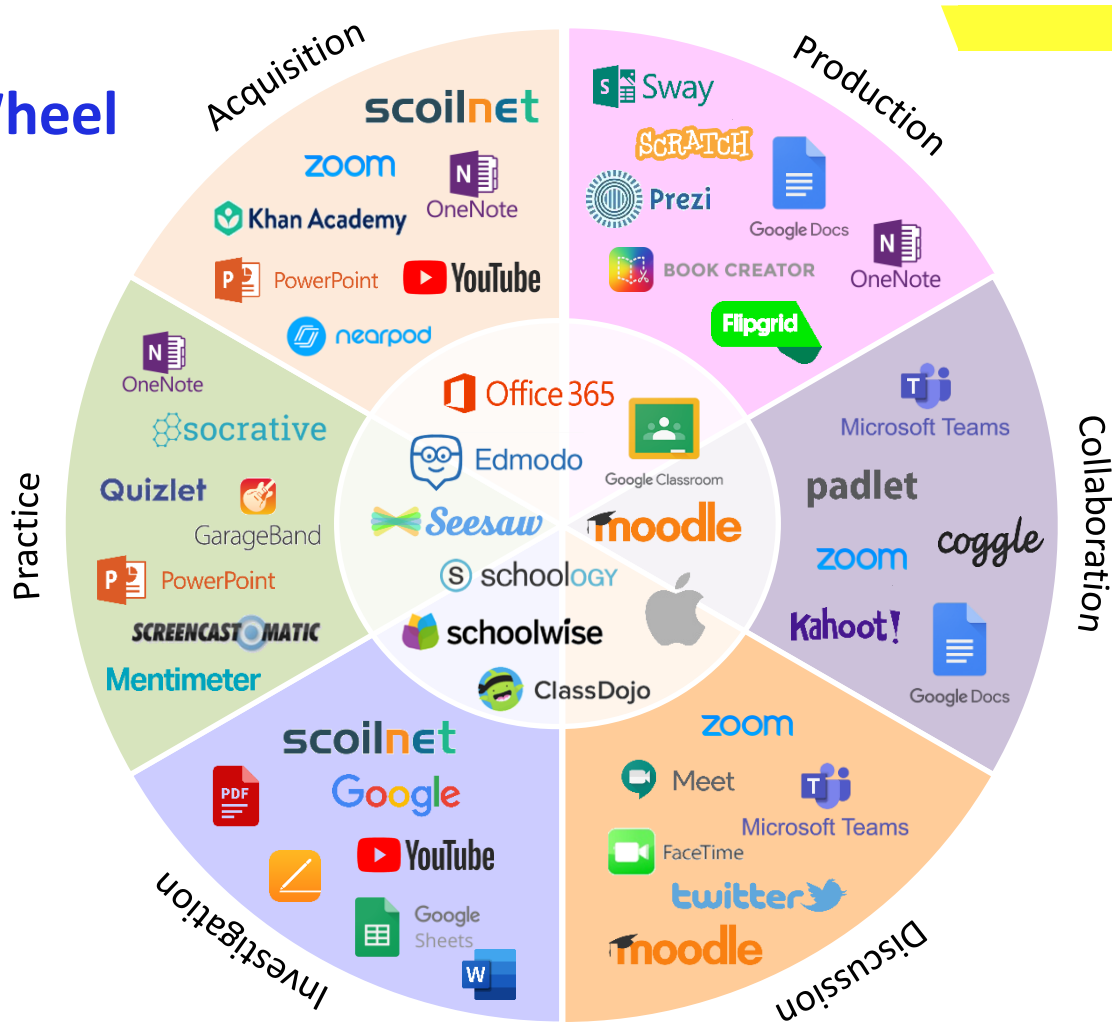
Moving to a blended Model

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# The purpose of this section

- Review the 6 learning types
  - Ensure everyone is clear what each learning type is
- Note that these learning types are ***interconnected*** and they are really just labels that help us plan learning experiences
  - They help us reflect and plan for the future
- Consider how you might incorporate each learning type
  - *In-school*
  - *Live online*
  - *Self-directed*
- This can be done with subject department groups where they consider each of the learning types

# TeachNimble Technology Wheel



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# The TeachNimble Blended Learning Planner

TeachNimble Blended Learning Planner

Teacher Name: Mr. Carpenter



Class: 4th Grade Unit: Social Studies - Living in Washington



	Monday	Tuesday	Wednesday	Thursday	Friday
	In-school <input type="checkbox"/> Live online <input type="checkbox"/> Self-directed <input type="checkbox"/>	In-school <input type="checkbox"/> Live online <input type="checkbox"/> Self-directed <input type="checkbox"/>	In-school <input type="checkbox"/> Live online <input type="checkbox"/> Self-directed <input type="checkbox"/>	In-school <input type="checkbox"/> Live online <input type="checkbox"/> Self-directed <input type="checkbox"/>	In-school <input type="checkbox"/> Live online <input type="checkbox"/> Self-directed <input type="checkbox"/>
<b>Social and Emotional Wellbeing</b> Ensuring that learners feel safe, healthy and included					
<b>Acquisition</b> Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos					
<b>Collaboration</b> Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product					
<b>Discussion</b> Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher					
<b>Investigation</b> Exploring materials, asking questions, sharing results, applying their learning and making connections with the world around them					
<b>Practice</b> Adapting their actions to a given task and using the feedback to improve their next action.					
<b>Production</b> Using what they have learned to create an artefact that demonstrates their understanding					



# Creating your blended plan

- We will take about 2 minutes to review a selection of cards
  - Acquisition; Discussion; Production; Social Emotional Wellbeing
- If you have any questions or comments please interject via the text box of the microphone
- We will then give you 8 minutes to discuss with colleagues
- We will take some quick feedback as we go along
- But this is the sprint part – so we will keep moving
- At the end of the review you should have a plan
  - What activities can you do online [live or self-directed]?

# Acquisition



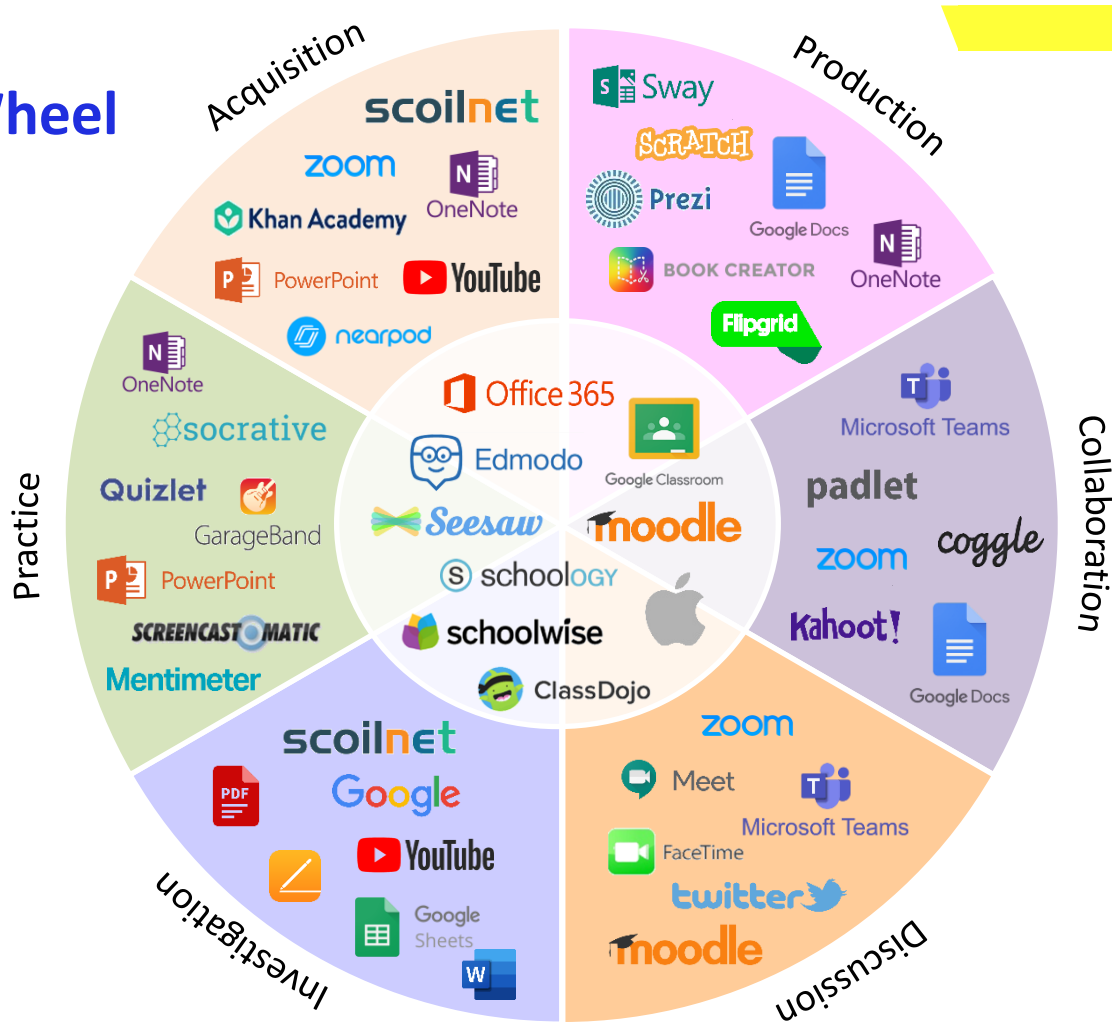
Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos

In-school	Live online	Self-directed
In-class teacher presentation	Live online teacher presentation	Reading books
In-class teacher demonstration	Live online teacher demonstration	Listening to podcast, webcasts
Hands-on workshop		Watching animations, videos
		Reading multimedia, websites, digital documents and resources
		Engaging with animations

Adapted for schools from the ABC Learning Design method by Clive Young and Nataša Perović, UCL. (2015). Learning types, Laurillard, D. (2012). <https://abc-ld.org>



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# Consider Acquisition in your group

## Acquisition

Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos

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In-school	Live online	Self-directed
In-class teacher presentation	Live online teacher presentation	Reading books
In-class teacher demonstration	Live online teacher demonstration	Listening to podcast, webcasts
Hands-on workshop		Watching animations, videos
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		Engaging with animations

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Which modalities are most appropriate to acquisition?

What technologies could you use to support acquisition?

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# Discussion

Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher

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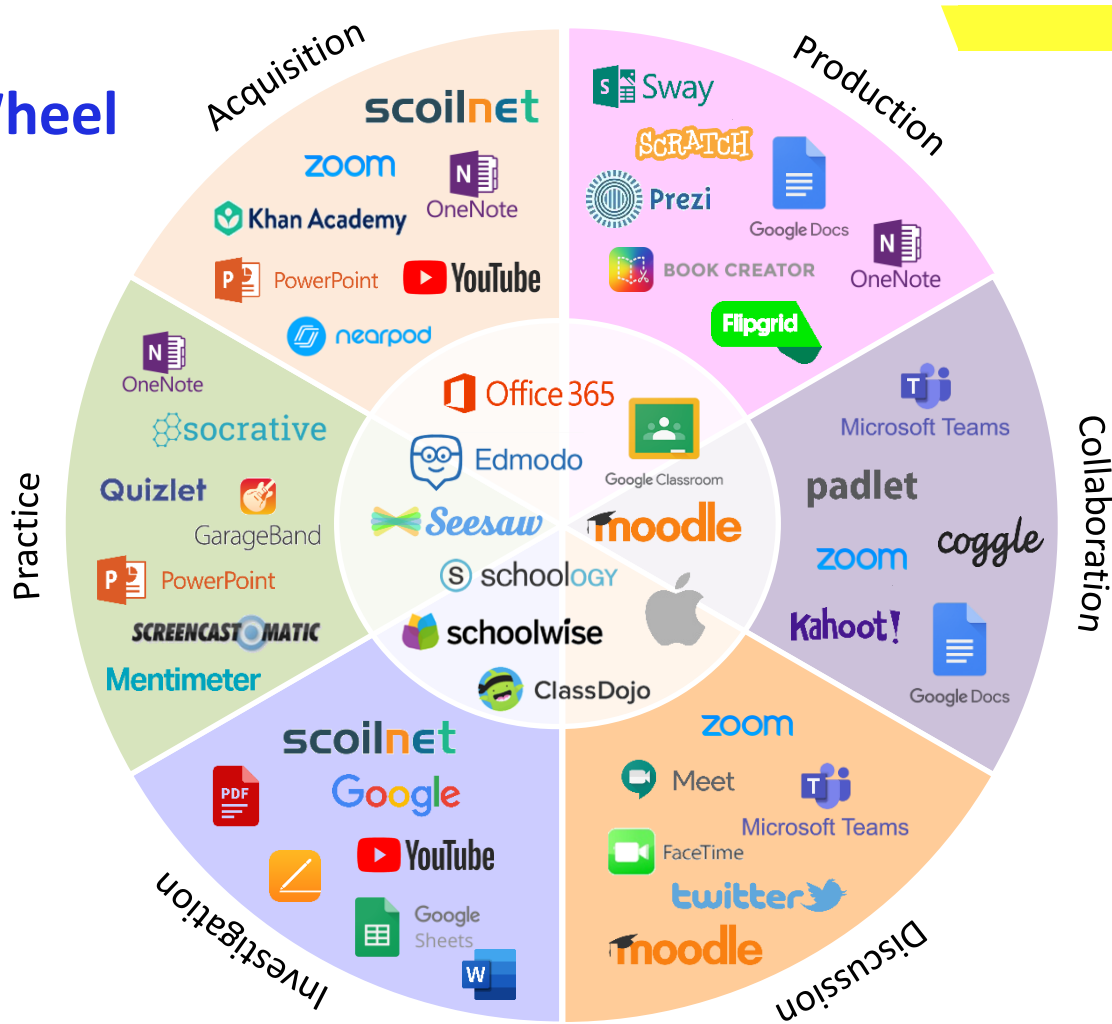
10:23  
2 minutes

In-school	Live online	Self-directed
Whole class discussions	Online tutorials	Discussion forums
Discussion groups	Discussion groups	Email discussions
Class tutorials	One-to-one web meetings with students	

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Which modalities are most appropriate to discussion?

What technologies could you use to support discussion?

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# Production



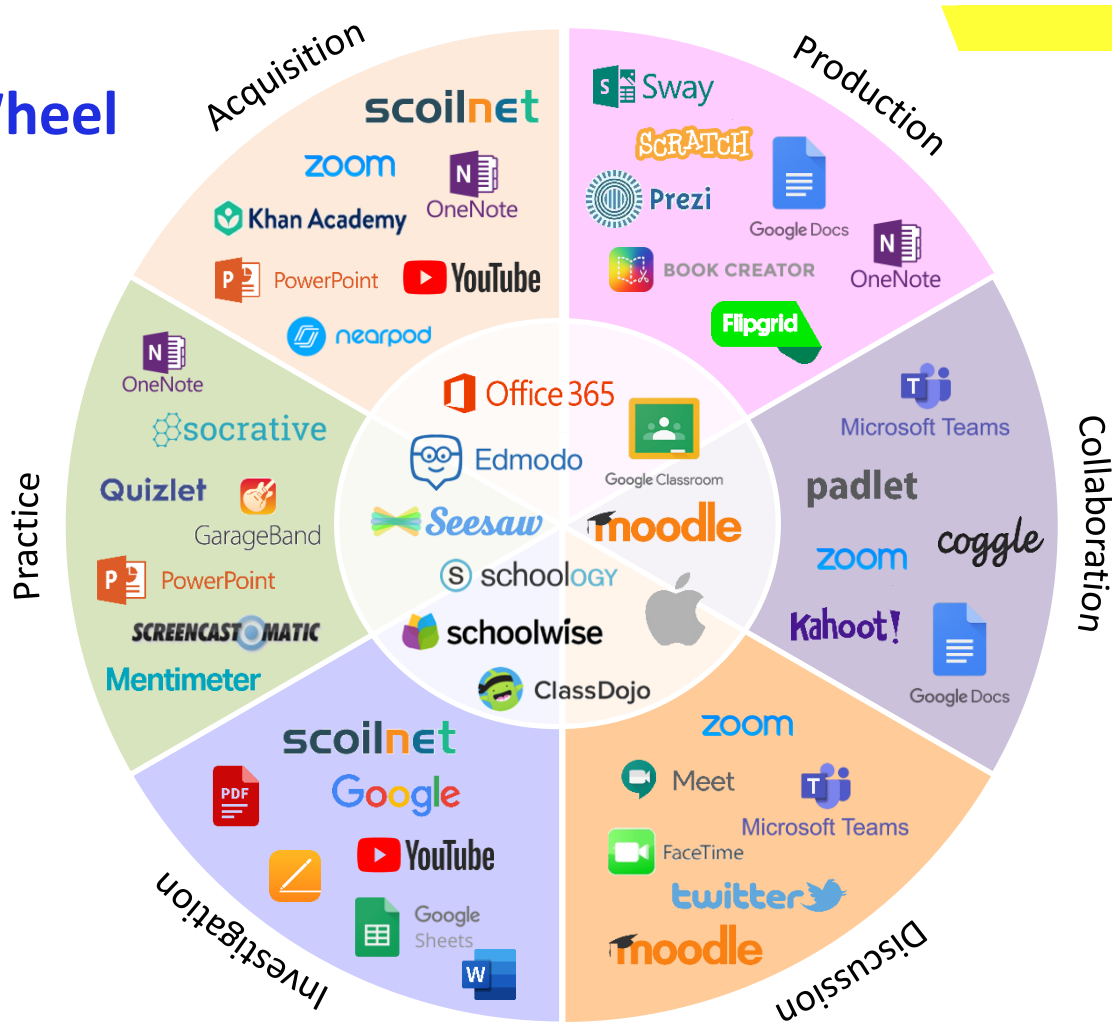
Using what they have learned to create an artefact that demonstrates their understanding

In-school	Live online	Self-directed
Student in-class performances	Student performances	Textbook assignments
Summative exams	Student interviews	Creating digital artefacts (slideshow/photo/video/animation/mind map)
		E-portfolios
		Digital reflections (videos/blogs/forum post)
		Writing essays

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# TeachNimble Technology Wheel



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# Production



Using what they have learned to create an artefact that demonstrates their understanding

In-school	Live online	Self-directed
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**Which modalities are most appropriate to production?**

**What technologies could you use to support production?**



# Social and Emotional Wellbeing

Embedded into all learning activities, to ensure that learners feel safe, healthy and included



# Social and Emotional Wellbeing

Embedded into all learning activities, to ensure that learners feel safe, healthy and included

**In-school**

**Live online**

**Self-directed**

How will you support your learners?

What activities will you use?

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# A Plan begins to emerge

## TeachNimble Blended Learning Planner

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Class: 4th Grade

Unit: Social Studies – Living in Washington

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<b>Social and Emotional Wellbeing</b> Ensuring that learners feel safe, healthy and included	<b>Weekly run-through</b> Clearly outline the work and expectations for the week.	<b>Listening to podcast</b> Record a short podcast on what students will be working on today.	<b>Online tutorial</b> Check-in with all students to see how everyone is progressing.	<b>Listening to podcast</b> Record a short podcast on what students will be working on today. <b>One-to-one web meetings with students</b> Set a time to meet with each group individually so they can discuss progress on the students' project work.	<b>Check-in with class</b> - Any issues during the week with the work assigned? - One to one with students who have not been on regularly.
<b>Acquisition</b> Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos	<b>In-Class Presentation</b> Introduce the topic and how we will work both in-school and online on this unit. Students will - Understand the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest including the difference between cities, states, and countries - Students will watch a <a href="#">video</a> to introduce the 39 counties and the state.  <b>In-Class Teacher Demonstration</b> Provide students with an overview of the learning experience for this unit and will provide a high-level introduction to the content they will interact with; the technologies they will use; the learning activities they will participate in and the materials they will produce.	<b>Reading books</b> - Students review the text in the school textbook in relation to the topic. <b>Watching animations, videos</b> Students will review a range of information sources on WA state such as: - <a href="#">National Geographic for Kids website</a> - <a href="#">Britannica Online</a>  <b>Reading multimedia, websites, digital documents and resources</b> Student will review a range of website on historical landmarks across the state such as: <a href="#">List of National Historic Landmarks in Washington (state) Facts for kids</a>	<b>Listening to podcast</b> Record a short podcast on what students will be working on today.  This lays out the work programme for the day.	<b>Reading books</b> Students will review a number of online documents and their textbook in relation to WA state.  Summarise key points emerging from the live online session on Wednesday	

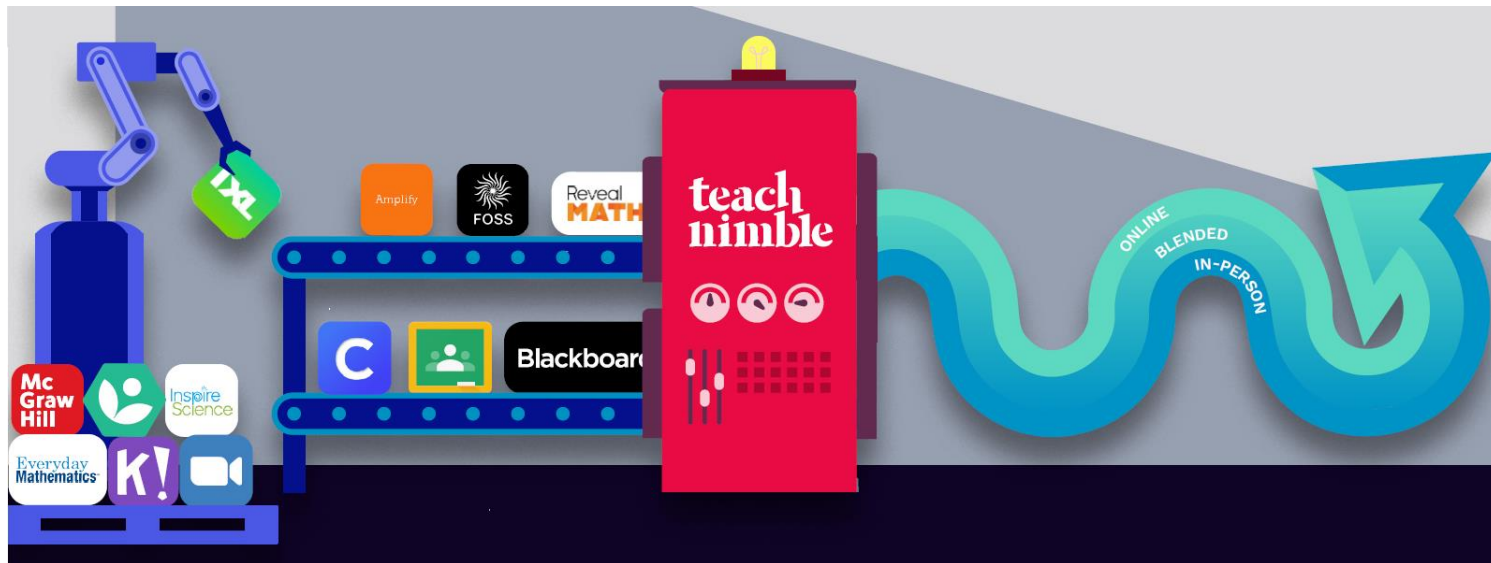
Adapted for schools from the ABC Learning Design method by Clive Young and Natalia Perovi, UCL (2016). Learning types, Laurillard, D. (2012). <https://nlc3d.org>

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## Time for reflection

- How did you find the session?
- What worked well?
- What did you not like so much?
- What would you like more of?
- Any suggestions for improvement?



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# Collaboration

Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product

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In-school	Live online	Self-directed
Project work in small groups	Work together in breakout rooms	Small group projects using online forum or social media
Teams collaborate to produce something	Small group projects using social media to collaborate in real time	Building a joint digital output

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# Consider Collaboration

## Collaboration

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Will learners engage with Collaboration?

Where will they engage with Collaboration?

Which of these Collaboration activities will you use?

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# Investigation

Exploring materials that reflect the concepts and ideas being taught, asking questions, sharing results, applying their learning and making connections with the world around them

In-school	Live online	Self-directed
Analysing ideas and information in a range of materials and resources	Providing online feedback and guidance	Analysing the ideas and information in a range of digital resources
Collecting and analysing data		Collecting and analysing data using digital tools
Comparing texts		Comparing digital texts
Searching and evaluating information and ideas		Using digital tools for searching and evaluating ideas and information

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Will learners engage with **Investigation**?

Where will they engage with **Investigation**?

Which of these **Investigations** will you use?

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# Practice

Adapting their actions to a given task and using the feedback to improve their next action.

Feedback may come from the activity itself, from self-reflection, from other learners or from the teacher

In-school	Live online	Self-directed
In-class formative assessments	Online polls or quizzes	Online assessments
Doing practice-based projects		Textbook exercises
Lab work		Simulations
Field trips		Virtual reality
Role-play activities		Virtual labs or field trips

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# Practice

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Will learners engage with **Practice**?

Where will they engage with **Practice**?

Which of these **Practice** activities will you use?

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# Assessment Opportunities

Keeping track of student progression through  
assignments, quizzes,  
online tests, student e-portfolios etc.

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# Assessment Opportunities

Keeping track of student progression through assignments, quizzes, online tests, student e-portfolios etc.

**In-school**

**Live online**

**Self-directed**

How will you use assessment?

What assessment activities will you use?

What tools will you use to support assessment?

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