# Upgrade Your Curriculum

Practical Ways to Transform Units and Engage Students

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Michael Fisher

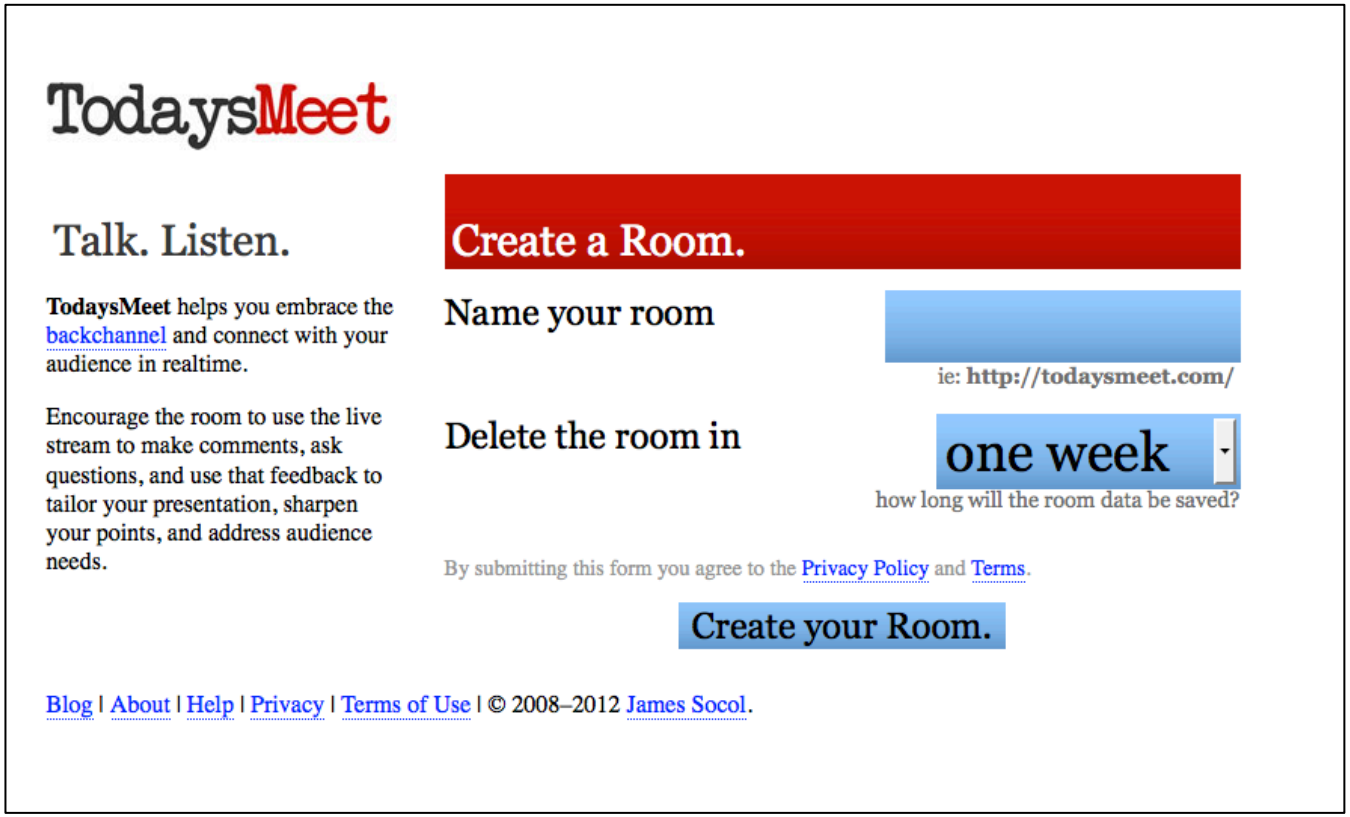
# Interact DURING the presentation:

## Workshop

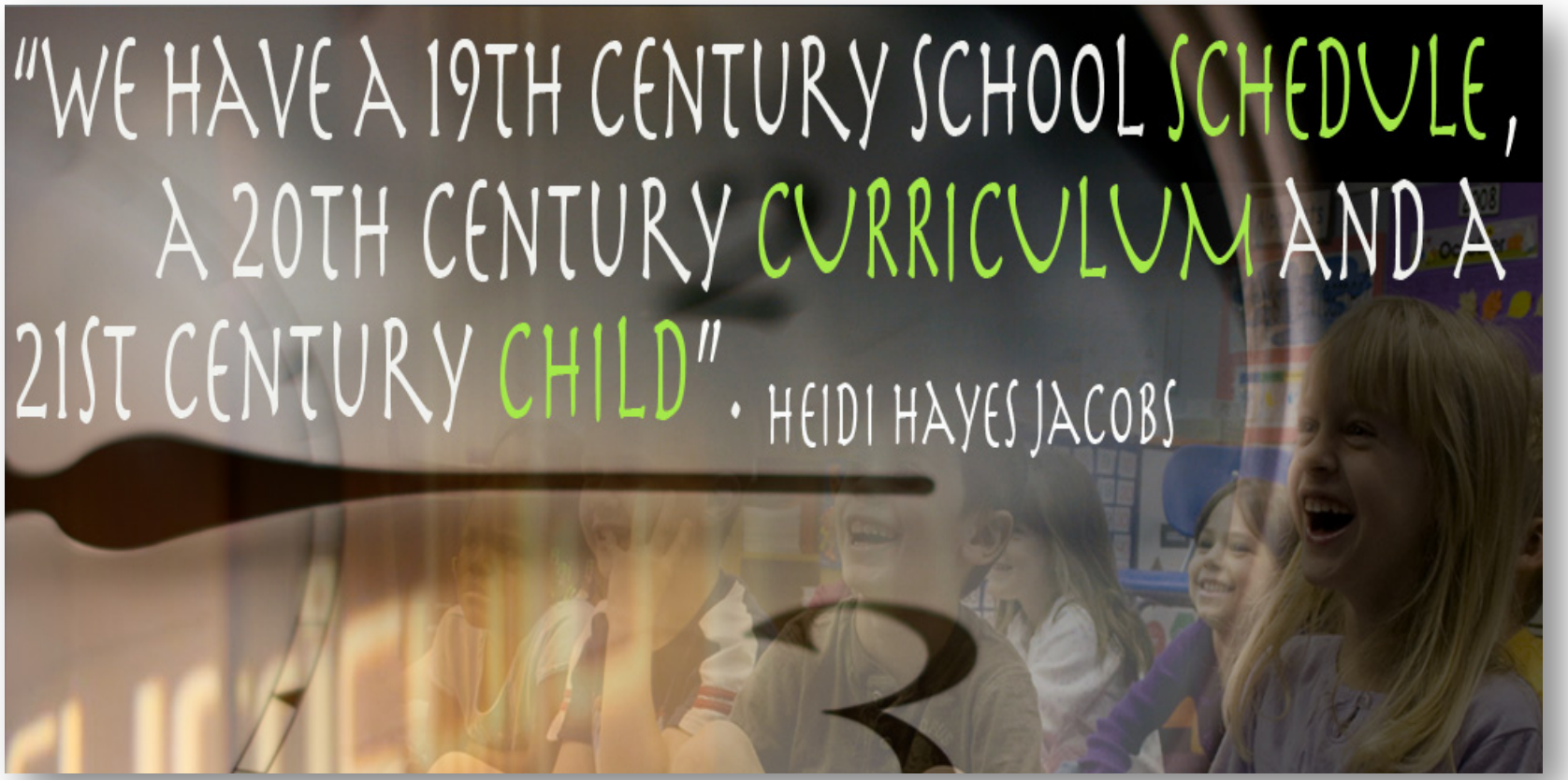
http://todaysmeet.com/lead21block2

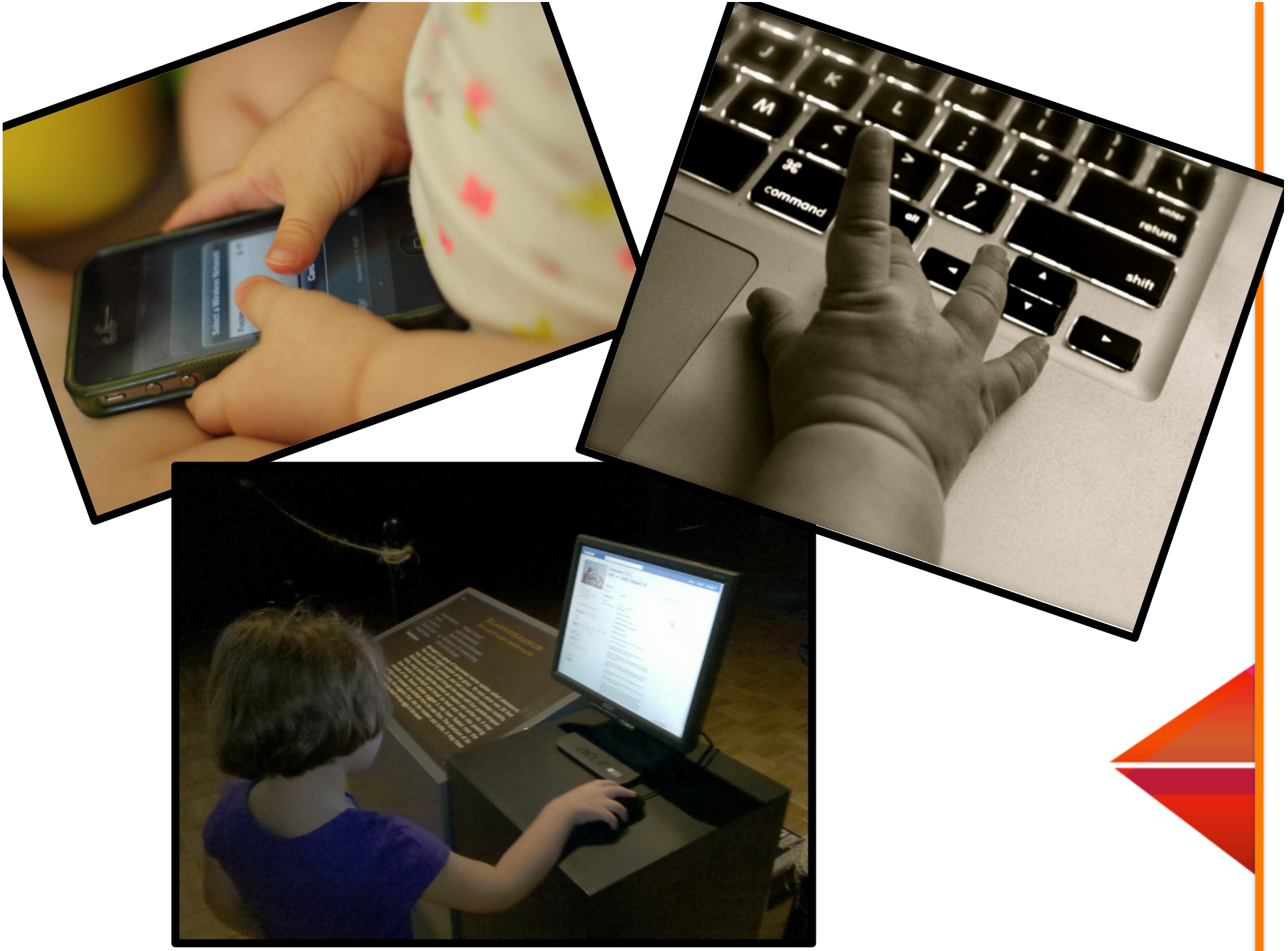
## Action Lab

http://todaysmeet.com/lead21block7



# Food for thought…

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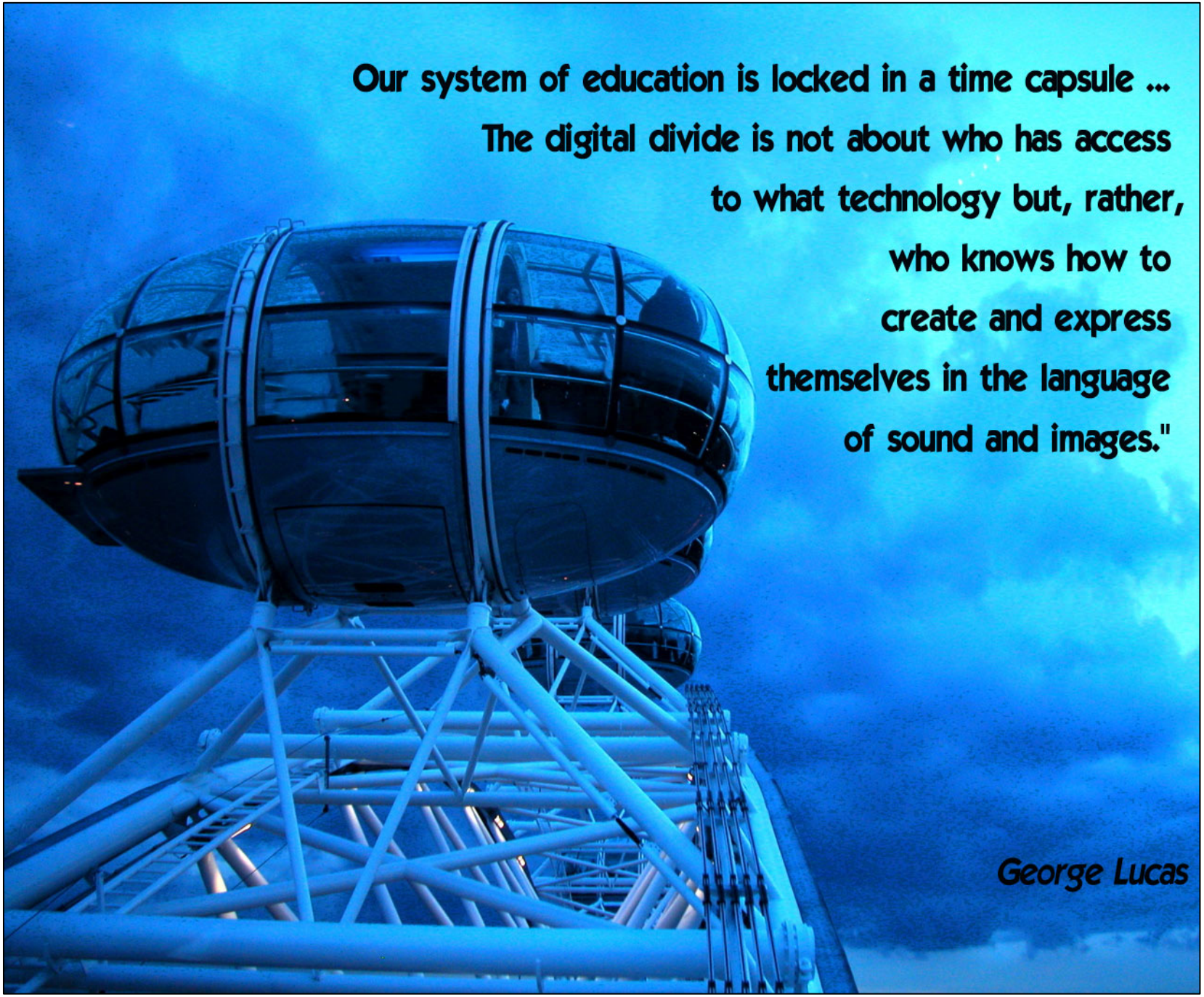
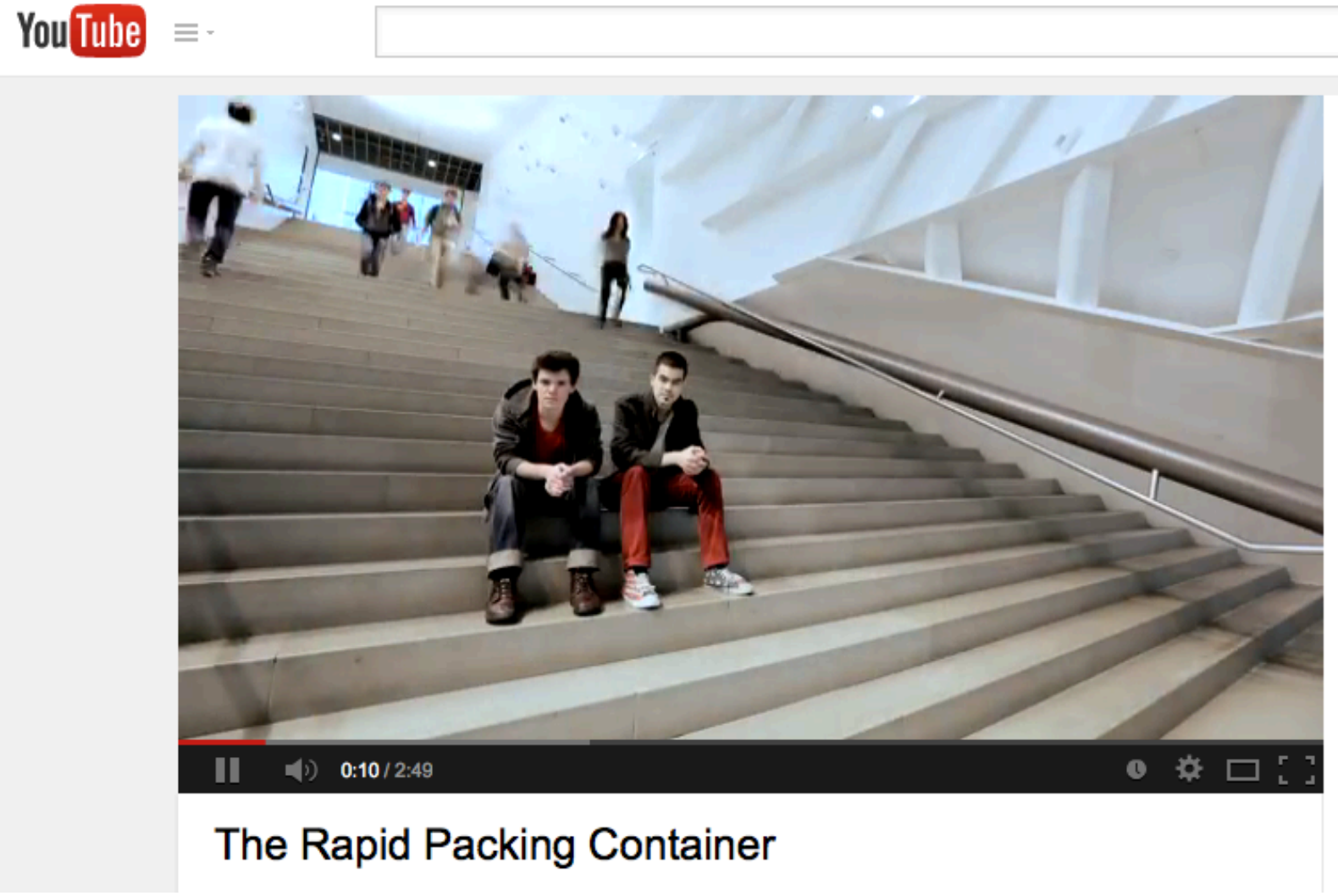

Our system of education is locked in a time capsule ...
The digital divide is not about who has access
to what technology but, rather,
who knows how to
create and express
themselves in the language
of sound and images."
George Lucas

**School-aged children and young adults are constantly thinking in sounds and images…**

# Rethinking Cardboard Packaging



# Information Age

# What information <u>PROCESSES</u> are your students involved in?

**Audience and Authentic Purpose Matter!**

**What information PROCESSES are your students involved in?**

**How often are they going beyond being *consumers?***

**Audience and Authentic Purpose Matter!**

**Consume**

**Consume > Feedback**

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**Consume > Produce**

**Consume > Produce > Feedback**

**Consume > Produce > Feedback > Revise**

## Audience and Authentic Purpose Matter!

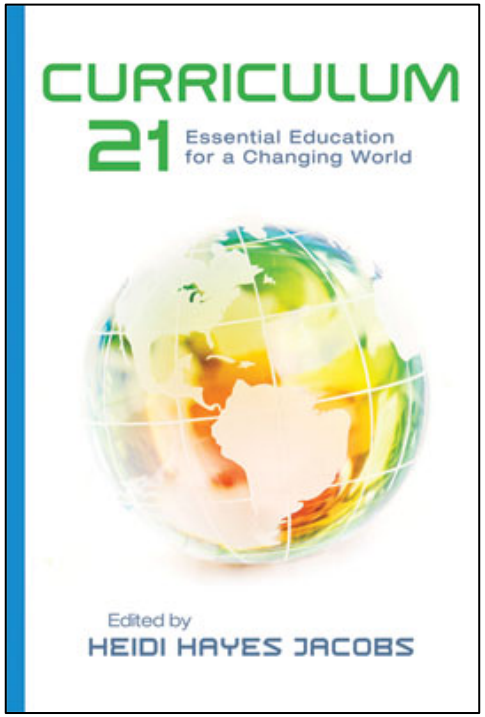
# Consume > Produce > Feedback > Revise

# Kindergarteners

## Class of 2026

***Over one-tenth of the 21st century has passed by…***

***Are we thinking about the world our students live in now as well as in the future ?***




**Curriculum 21.**
**2010, ASCD.**

**Chapter 2**
**Upgrading the Curriculum: 21st Century Assessment Types and Skills**

**It was during a session with the English department that I [Heidi] had a curricular epiphany. We were using the wrong words to help colleagues, and we were not specific enough about what to do. We needed to use the word *replace*, not *integrate*, and we needed something concrete to offer as a replacement. And given how overwhelming it might seem to change an entrenched curriculum, we needed a reasonable place to commence *upgrading*. (p. 20)**

# 21st Century Pledge

**Each teacher commits to …**

- Review all current available technological resources in the district.
  - Online resources: video streaming; Internet Web sites and subscriptions; WebQuest creation; Webcasting through laptop.
  - Hardware resources: videoconferencing; laptop labs; digital cameras; digital recording studio.
  - Creative software: Movie Maker; MediaPlayer; video clips via digital cameras.
- **Identify at least one specific unit to revise.**

# 21st Century Pledge (continued)

• Plan to replace a specific content, skill, and assessment practice with a 21st century upgrade within the unit.

• **Share the proposed change with colleagues.**

• Learn to use the tool that will be requisite to replace the current unit design with the new practice.

• **Revise the unit and begin implementation with students.**

• Tolerate a certain degree of frustration.

• Celebrate the victories.

• **Review and share 21st century learning openly with colleagues** at targeted work sessions through the school year. (p. 22)

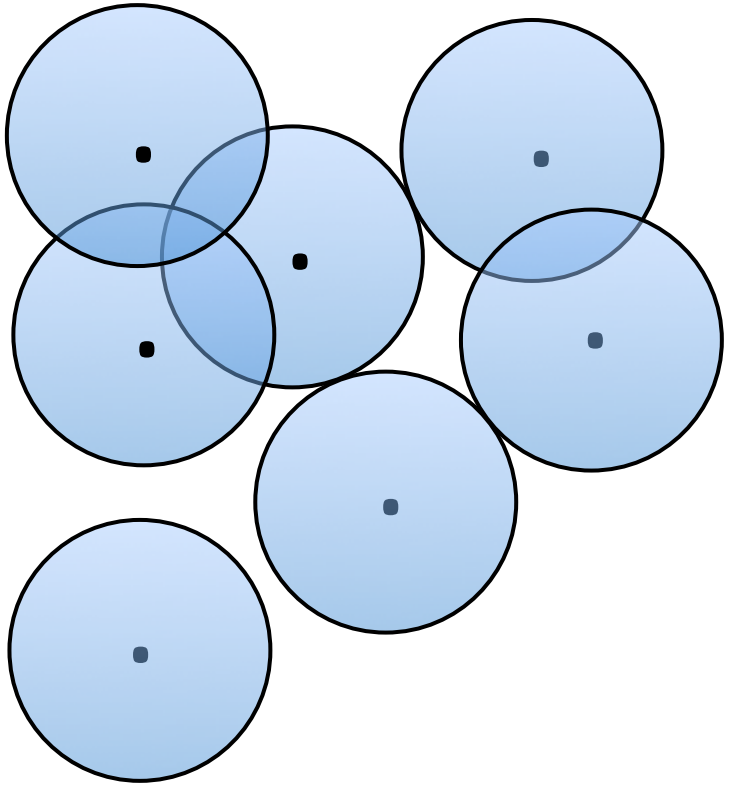
# Interactive Checkpoint

**What are you thinking so far?**

Have you, your school, your district, or learning environment already begun:

- thinking about how 21st-century students naturally interact with the world around them?
- creating/using a 21st-century pledge?
- providing opportunities for students to go authentically beyond *consuming*?

# Who do you need to aid you in your upgrade process?

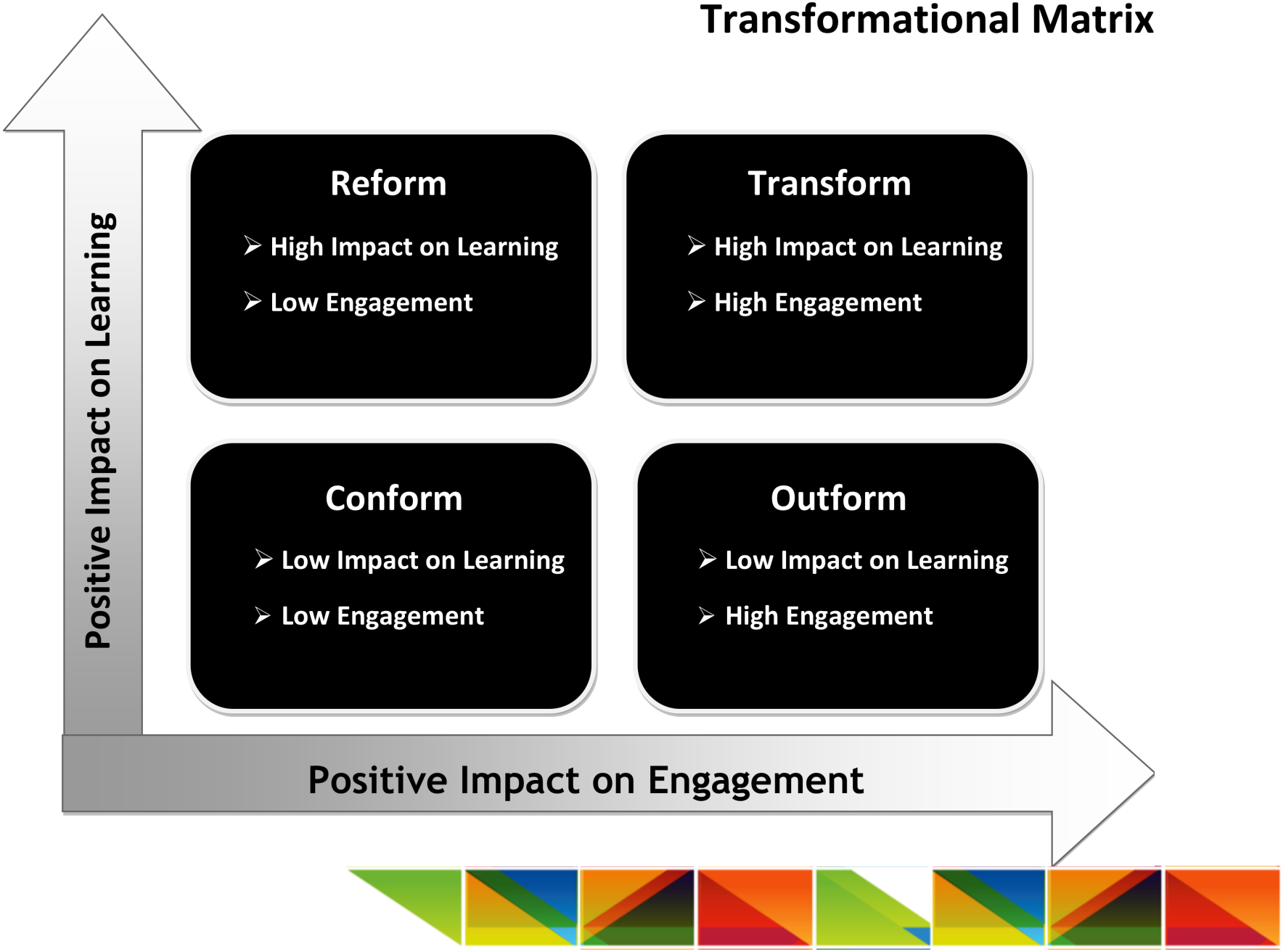


= **Orbit of Ability**

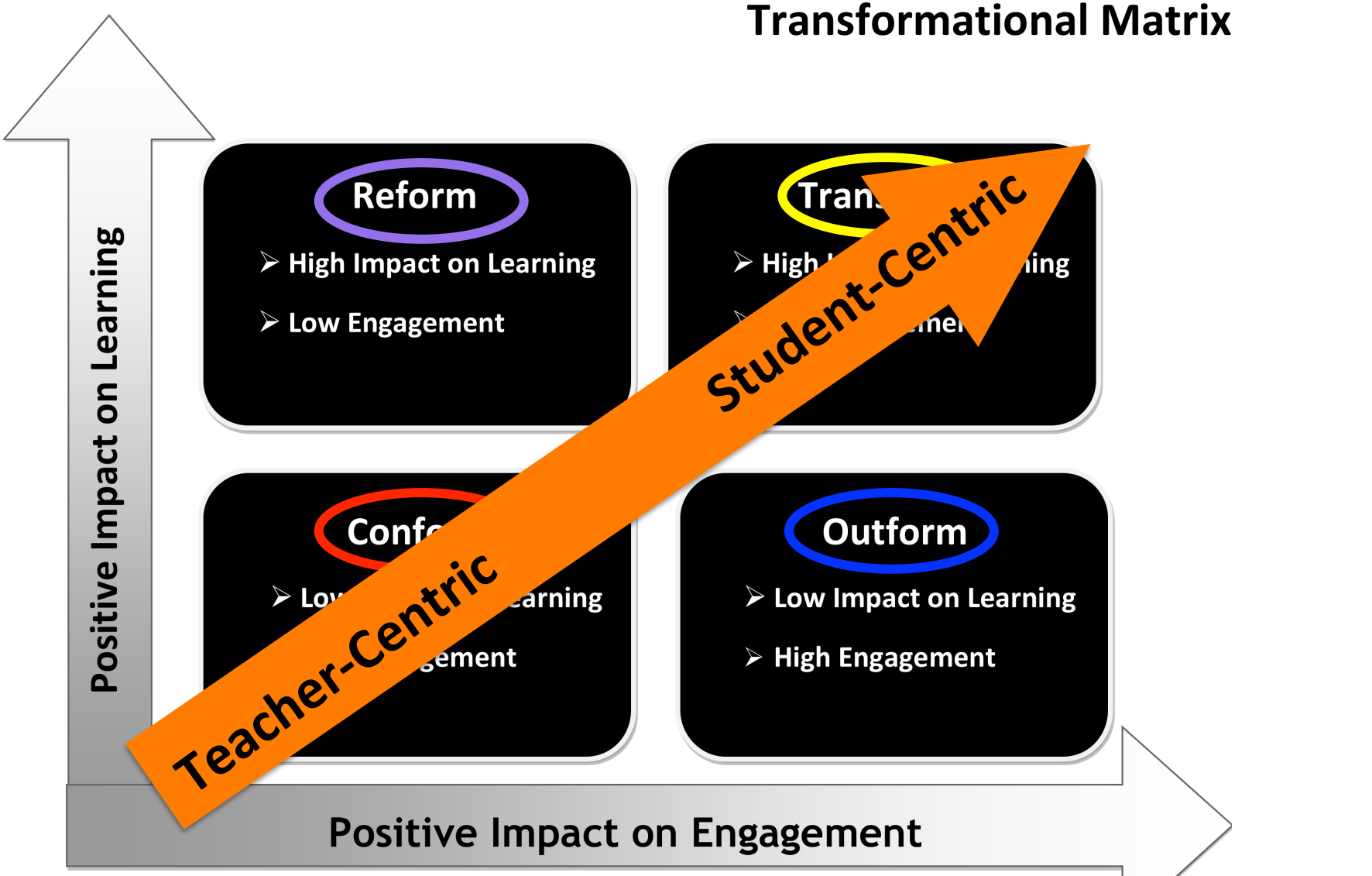
Personal Growth = **Orbit Edges Touching**

Collaborative Growth = **Orbit Overlap (Shaded Area)**

# Transformational Matrix



# Transformational Matrix



# Spark Conversations

**Teachers and administrators find the processes in *Upgrade Your Curriculum* useful for sparking collaborative conversations focused on student-centered learning. A curriculum director or professional-development facilitator might choose to use the matrix while posing thought-provoking questions such as:**

- ***If I find that most of my instructional time in the conform section of the matrix, does that indicate I am not a quality teacher? What's my next transformational step?***

- ***What does it mean to be transformational about our instruction and assessment?***

- ***What current curriculum-map units encourage our students to outform, reform, or transform? What evidence supports your reasoning?***

# Interactive Checkpoint

**When you think of the four matrix zones (conform, outform, reform, transform):**

- is your (or your teachers') instruction most often in one of the zones? Why?
- is your students' application of learning most often in one of the zones? Why?
- what action steps are you thinking about right now based on what you've seen?

The **transformational process spiral*** consists of four phases/steps:

1. **Appraisal & Brainstorming**
2. **Commitment & Communication**
3. **Reactions & Reflections**
4. **Revisions**

# Appraising Brainstorming

**What current unit of study makes sense for me/we to upgrade?**

**1. What is my comfort level for exploring upgrading/transformational possibilities as well as my willingness to be slightly/ majorly uncomfortable with some implementation requirements (learning and/or teaching)?**

**2. What is my comfort level for allowing my/our students the opportunity to "fully own" or "better own" their application of learning?**

**What will be the key entry level for the transformational unit?**

Appraisal and Brainstorming

- Unit of Study
- Instructional Unit Plans
- One Lesson/Series of Lessons

**What will be the key entry point(s) for the transformational unit?**

- Performance Task Assessments
- During or Culminating Experiences
- Instructional Innovations

**What will be the key 21st century clarifications involved in the transformational unit?**

- **Higher-Order Thinking**
- **Collaborative Environments**
- **Local and Global Connections**
- **Glocal Impacts**
- **Standards Connections**

**Appraisal and Brainstorming**

**How will we ensure technology authenticity in the transformational unit?**

- **Technology and Web-Based Tools**

# Commitment
# Communication

1. **Who needs to be involved** in making this upgrade possible? Are these people in my school? In my community? In my or other's DLN (digital learning network) worlds?

2. How are we going to **plan for and implement** the upgrade? What will be the best way(s) for us to communicate **before, during, and after** the upgrade?

# Snapshot: Social Justice LIVE!

# Reactions Reflections Revisions

**R&R - What have I/we learned from this upgrading experience? What worked well? What didn't work well? What about from students' points of view? What will I/we modify (change, add, delete) for the next spiral?**

**Revisions - What have I/we further discovered that can aid in revising the upgrade?**

# Appendix

## Digital Devices

*Digital devices* refer to technology hardware. Particular brand names are not mentioned since the purpose is not the device itself, but rather the meaningful use from a student-centered perspective. The matrices included in this section are: ***Digital Cameras, Web-enabled eReading Devices*, and *Applications (Apps) on Digital Devices***.

## Web-based Tools

*Web-based tools* are software and applications accessible via the Internet. The matrices in this section include: ***Digital Storytelling, Blogging, Technology-Based Data Visualization, iTunes,* and *Quick Responses (QR) Codes***.

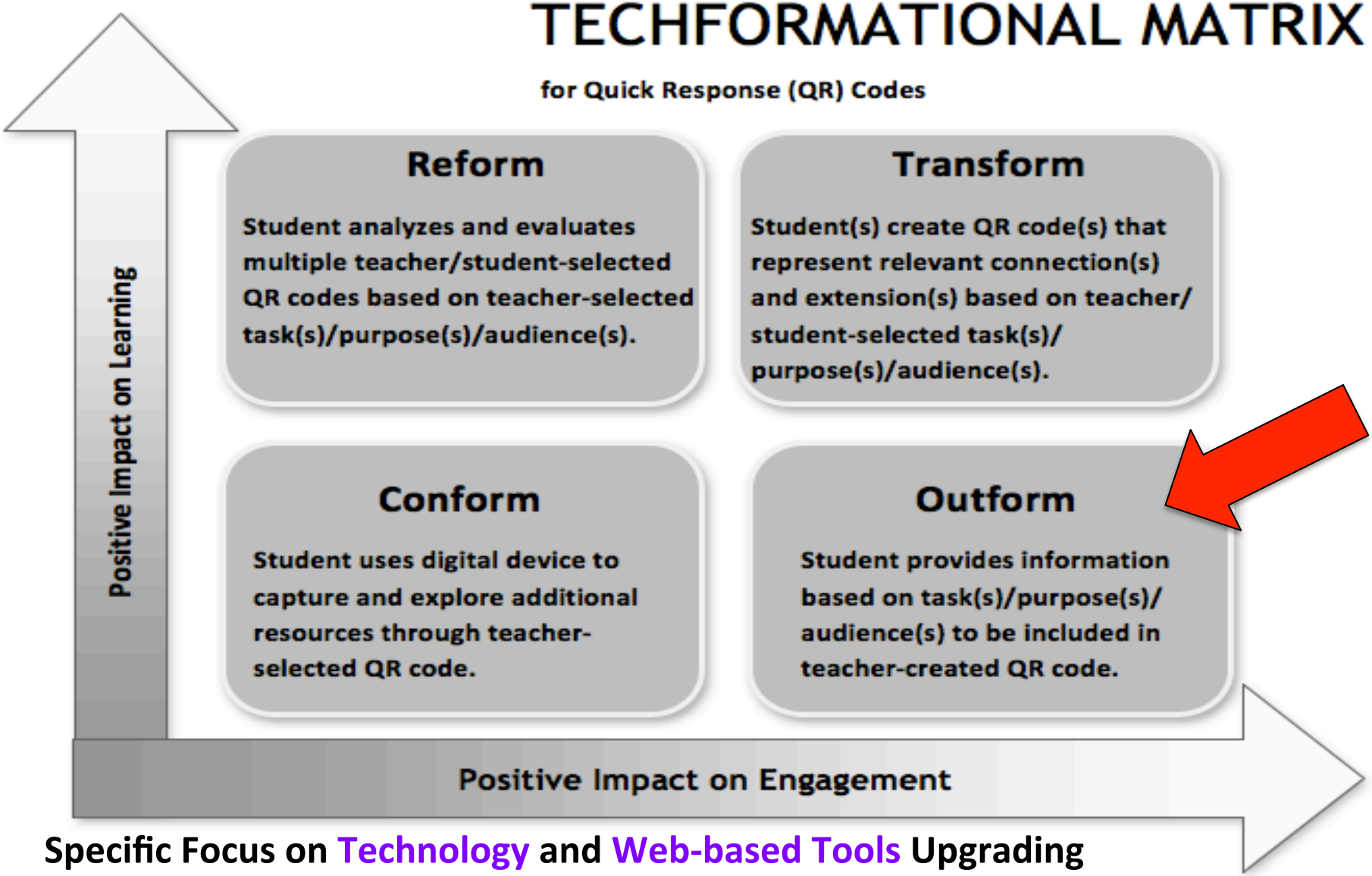
## Collections

*Collections* represent using technology and Web-based tools to aid in a student's or students' abilities to assemble information. The matrices in this section include: ***ePortfolios, Digital Video-Learning Libraries, Web-Based Content Curation,* and *Cloud-Based Resource Management***.

Web-Based Tools

# TECHFORMATIONAL MATRIX

for Quick Response (QR) Codes




**Specific Focus on Technology and Web-based Tools Upgrading**

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3

Arin
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Nika
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Nika
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| Transformational Lenses | | |
|---|---|---|
| **Entry Points** | **21st Century Clarifications** | **Technology Authenticity** |
| Curriculum examinations<br>Instructional innovations | Collaborative environments<br>Global connections | Web-based tools |
| **Standards Connections** | | |
| *English Language Arts College and Career Readiness Capacities*<br>Students use technology and digital media strategically and capably.<br>Students come to understand other perspectives and cultures. | | |
| **Transformational Matrix Upgrade Zone: Outform** | | |

# Snapshots Activity

## Pinterest (HS)

## Talk Pals (Elem)

1. Find a partner and select reading (Talk Pals, p. 69 / Pinterest, p. 123)
2. Read and discuss "by steps" (Lenses Table and A&B, C&C, R&R, R); annotating, as desired, *or sharing in TodaysMeet*.
3. Find another team who has read the same snapshot and answer at least one of the snapshot's Discussion Questions.

# What's your UPGRADE action plan?

## Do Now?
## Do Next?
## Explore Later?

**Share your thoughts using TodaysMeet or discuss your thoughts with those around you…**

## Ongoing Questions, Comments, Wonderments?

**Feel free to keep in touch!**


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# :CONNECT:

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