DO YOU REALIZE?
"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"
### Felder-Soloman Index of Learning Styles

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>REFLECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing something active with it. Discussing, applying, or explaining it to others.</td>
<td>Thinking about it quietly first.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENSING</th>
<th>INTUITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning facts.</td>
<td>Discovering possibilities and relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISUAL</th>
<th>VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>See-- pictures, diagrams, flow charts, time lines, films, and demonstrations.</td>
<td>Words-- written and spoken explanations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEQUENTIAL</th>
<th>GLOBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain understanding in linear steps</td>
<td>Learn in large jumps, suddenly “getting it.”</td>
</tr>
</tbody>
</table>

Ref: [http://www.me.utexas.edu/~alps/_images/fs.gif](http://www.me.utexas.edu/~alps/_images/fs.gif)

**Index of Learning Styles Questionnaire**

**4 Domains of Learning**
Do we know our students?


[Felder & Brent, 2005. *How Students Learn, How Teachers Teach, and what usually goes wrong*.]
Teaching Styles

- Demonstrator
- Facilitator
- Authoritarian
- Delegator

http://www.biz.colostate.edu/mti/tips/pages/WhatisYourTeachingStyle.aspx
Do you know your teaching style/s?

- Grasha’s Five Teaching Style
  - [http://longleaf.net/teachingstyle.html](http://longleaf.net/teachingstyle.html)
- Does your style suit 21st century teaching
  - [http://members.shaw.ca/mdde615/tchstyslsquiz7.htm](http://members.shaw.ca/mdde615/tchstyslsquiz7.htm)
- Take the quiz
  - [http://www.gotoquiz.com/what_is_your_teaching_style_1](http://www.gotoquiz.com/what_is_your_teaching_style_1)
<table>
<thead>
<tr>
<th></th>
<th>Pedagogy Adults learning</th>
<th>Andragogy Adults learning</th>
<th>Heutagogy Self-directed learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependence</strong></td>
<td>The learner is a dependent personality. Teacher determines what, how and when anything is learned.</td>
<td>Adults are independent. They strive for autonomy and self-direction in learning.</td>
<td>Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.</td>
</tr>
<tr>
<td><strong>Resources for learning</strong></td>
<td>The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner’s head.</td>
<td>Adults use their own and other’s experience.</td>
<td>Teacher provides some resources but the learner decides the path by negotiating the learning.</td>
</tr>
<tr>
<td><strong>Reasons for learning</strong></td>
<td>Learn in order to advance to the next stage.</td>
<td>Adults learn when they experience a need to know or to perform more effectively.</td>
<td>Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.</td>
</tr>
<tr>
<td><strong>Focus of learning</strong></td>
<td>Learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter.</td>
<td>Adult learning is task or problem centred.</td>
<td>Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others’ experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Motivation comes from external sources – usually parents, teachers and a sense of competition.</td>
<td>Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.</td>
<td>Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.</td>
</tr>
<tr>
<td><strong>Role of the teacher</strong></td>
<td>Designs the learning process, imposes material, is assumed to know best.</td>
<td>Enabler or facilitator, climate of collaboration, respect and openness.</td>
<td>Develop the learner’s capability. Capable people: * Know how to learn * Are creative * Have a high degree of self-efficacy * Apply competencies in novel as well as familiar situations * Can work well with others.</td>
</tr>
</tbody>
</table>

Heutagogy: The management of self-managed learners.

http://www.blog.lindymckeown.com/?p=52
Student-Centered-Learning

21stCenturyLearning

Connectedness
reflective-thinking
problem-solving
Communication
Technology
data-rich
Knowledge-producers
Collaboration
diversity
tolerance
media-driven
initiative
Adaptable
Global
Innovation
Techno-savvy

Creativity
Personalised
Active
digital-literacy

Critical-Thinking
Lifelong-learning
FLIPPED-classroom
Responsibility
Empowered
Cultural-awareness
PEAR TREE EDUCATION

21st Century Education
Student-Centered Learning
Design for Responsibility

responsibility, accountable, independent, lifelong

• Inclusive decision making
• Help students discover their learning style/s
• Encourage active & self-directed learning
• Focus on learning, not work
• Talk and test less
• Formative feedback
• Encourage critical reflective skills
• Promote teamwork effectively
• Create intrinsic motivation
• Model behavior & attitudes
• Establish consequences

Design for Critical-thinking

• Questions, questions, questions
• Build an argument – discussions & debates
• Provides tools for entering the conversation
• Encourage constructive controversy
• Choose content students will invest in
• Encourage intuitive understanding
• Assess their reasons through different methods
• Peer evaluation
• Model your expectations
Design for Collaboration

- Active participation
- Group size – small & heterogenous
- Tasks must promote interdependence
- Allow for fair division of tasks
- Consider group dynamics
- Encourage open communication
- Tasks are interesting & challenging
- Students have control
- Encourage peer evaluation
- Teacher-learner roles are reversed

Design for Creativity

• Create motivational & meaningful tasks - FUN
• Allow time for creative thinking
• Allow mistakes & make mistakes meaningful
• Encourage sensible risks
• Encourage ideas
• Promote integrative projects
• Teach responsibility for self
• Instruct & assess creatively
• Model creativity

https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSmzuKtK4VZ9RrY6mAd69Cg1qi8mFk4TwHYoK1ney1k45dWNk1GQg
Design for Connectivism

IMPORTANT PRINCIPLES OF LEARNING/KNOWLEDGE:

• Rests in diversity of opinions.
• Process of connecting specialized nodes or information sources.
• May reside in non-human appliances.
• Capacity to know more is more critical than what is currently known.
• Nurturing and maintaining connections is needed to facilitate continual learning.
• Ability to see connections between fields, ideas, and concepts is a core skill.
• Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
• Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

Technology Enabled Designs

- Online Learning – LMS, Mobile Learning
- Web 2.0 apps - Blogs, Wikis, Mobile Learning
- Student Created Media & Authentic Publishing
- Flipped Classrooms
- Flipped Lessons using video
- YouTube Education/iTunes University
- Tweet or Skype to Connect with Experts
- Authentic ePortfolios
- Simulated Based Learning
- OERs/MOOCs
- Personal Learning Networks

Online Learning – Learning Management Systems

- Registration for instructor led and e-learning courses
- Delivery of online learning materials and courses
- Tracking and reporting of learning

Blackboard
Moodle
Edmodo
Sakai
<table>
<thead>
<tr>
<th></th>
<th>Web 1.0</th>
<th>Web 2.0</th>
<th>Web 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning is...</strong></td>
<td>Dictated</td>
<td>Socially constructed</td>
<td>Socially constructed &amp; contextually reinvented</td>
</tr>
<tr>
<td><strong>Technology is...</strong></td>
<td>Confiscated at the classroom door (digital refugees)</td>
<td>Cautiously adopted (digital immigrants)</td>
<td>Everywhere (digital universe)</td>
</tr>
<tr>
<td><strong>Teaching is done...</strong></td>
<td>Teacher to student</td>
<td>Teacher to student &amp; student to student</td>
<td>Teacher to student, student to student, &amp; student to teacher</td>
</tr>
<tr>
<td><strong>Schools are located...</strong></td>
<td>In a building</td>
<td>In a building or online</td>
<td>Everywhere &amp; thoroughly infused into society</td>
</tr>
<tr>
<td><strong>Parents view schools as...</strong></td>
<td>Daycare</td>
<td>Daycare</td>
<td>A place for them to learn, too</td>
</tr>
<tr>
<td><strong>Teachers are...</strong></td>
<td>Licensed professionals</td>
<td>Licensed professionals</td>
<td>Everybody, everywhere</td>
</tr>
<tr>
<td><strong>Hardware &amp; software in schools...</strong></td>
<td>Are purchased at great cost and ignored</td>
<td>Are open source and available at lower cost</td>
<td>Are available at low cost and are used purposively</td>
</tr>
<tr>
<td><strong>Industry views graduates as...</strong></td>
<td>Assembly line workers</td>
<td>As ill-prepared assembly line workers in a knowledge economy</td>
<td>As co-workers or entrepreneurs</td>
</tr>
</tbody>
</table>
Web 2.0 Tools

- Blogs
- Wikis
Wikis and Blogs outside Bb

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Radiographic Practice IV - D, T, US

Purpose of the Subject:

"Radiography is constantly undergoing rapid change brought about by new scientific and medical advances and the political climate. It is vital that radiographers react positively to these changes and are encouraged to take advantage of opportunities for higher level study." [http://www.anglia.ac.uk/ruskin/en/home/prospectus/ppt/medc.html](http://www.anglia.ac.uk/ruskin/en/home/prospectus/ppt/medc.html)
Classroom Tour - Wikis, Blogs, Journals in Bb
Web 2.0 & Mobile Learning

Towards the m-portfolio

Background: ‘m’ is for Mobile!

- PDAs
- Laptops / Compact Laptops
- Tablet PCs
- Mobile phones
- ‘Smart phones’
- Games consoles
- ‘Ultra Compact’ computers
- Media players (podcasting +/- video)
- ‘hybrid’ devices
Student Created Media & Authentic Publishing

actual production of the video the most enjoyable

experience of a lifetime

this is where our group had the most amount of fun whilst learning

From the get go I have never before had some much fun

Creativity was sparked

great learning chapter for us all

aided us with much useful computering skills and more of an astute eye for detail
The Flipped Classroom

**IN CLASS**

Students practice applying key concepts with feedback

**OUT OF CLASS**

Students prepare to participate in class activities

**BEFORE**

Students check their understanding and extend their learning

**AFTER**

http://ctl.utexas.edu/ctl/sites/default/files/flippedflowmodel.png
27 Ways to Flip the Classroom

Read a blog
Read the textbook
Read a magazine article
Visit a local museum
Visit the web for good and bad content
Seek out a primary source and interview him

Watch
Watch the news
Watch something related to the topic
Go to the library and find content
Go in the library and find content
Go on a scavenger hunt related to the topic
Go find something related to the topic

HUNT
Go on a scavenger hunt related to the topic

Research
Research the topic.

Surf
Surf the web for good and bad content

Find
Find an attract related to the content to share.

Pin
Pin content on Pinterest

Look
Look at a picture book on the subject.

Blog
Blog about the topic and ask for comments
Blog about the topic and ask for comments

Call
Call a relative to discuss the topic

Text
Text 10 people about the topic.

Talk
Talk to 5 people about the topic.

Solve
Begin to think about how to solve a problem drawn out your ideas.

Gather
Gather content and bring it back to class.

Interview
Interview random people about the topic.

Gather content and bring it back to class.

Video
Videoconference with a content expert.

Search
Seek out a primary source and interview him.

FB
Use Facebook to gather content from your peers.

Crowdsource
Crowdsource to find out what others say about the content.

Game
Play a video game related to the content.

Find
Find an attract related to the content to share.

27 Ways to Flip the Classroom

https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTGo43mnkikMQNOAFZaH-NLjEafjmy3Slol83XU8RqgbIl0tuuRyA
More visually appealing classroom activity sheet - Class Activity Sheet
Flipped Lessons using video

http://ed.ted.com/

TED-Ed Tour

Use engaging videos to create customized lessons.

You can use, tweak, or completely redo any lesson featured on TED-Ed, or create lessons from scratch based on any video from YouTube.

Watch the video to learn how.
iTunes University

Tweet or Skype to Connect with Experts
Authentic ePortfolios

E-Portfolio

Benefits

Multiple Literacies (text, graphics, links, color, audience)

Living / Evolving Product

Makes everyone's work public

Audience

Assessment is broadened: More dimensions

Management - lack of paper, grade at home!

Provides opportunities to learn more technology skills

Brainstormed by TTU College of Education Faculty: 31 Jan 03

https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcQBcHDmoTnMRyYAtAQzx7u7aYF-9qr5g2MeixAFdhNpZ43OQhH
http://roshsunder.weebly.com/

My ePortfolio

ROSH SUNDER'S TEACHING PORTFOLIO

Home Teaching Philosophy Teaching Experience Student Evaluations Professional Development Community of Practice

"The best teachers teach from the heart, not from the book" ~ Author Unknown

Welcome...

Welcome to my online teaching portfolio...
I am a lecturer in the Department of Radiography in the Health Sciences Faculty at the Durban University of Technology. This e-portfolio is designed to present my teaching practice — it includes a statement of my teaching philosophy; teaching experience; teaching methods; teaching innovations; evaluations of my teaching performance by my students; my professional development which includes awards, research and testimonials from my peers; and finally the community of practice.

I have been teaching since 2001, and involved in all levels of undergraduate teaching. Recently, I have become involved in post graduate supervision. I believe that the best teachers are those who care the most about teaching but more importantly those who care the most about their students. I believe that caring in a classroom acknowledges the diversity of students in terms of educational
PERSONAL LEARNING NETWORK

- Information Data & Resources
- Communication Tools
- Learning Communities
- Knowledge-building Tools
- Expertise & Authoritative Sources
- Online Tutoring & Guided Courses
- Peers With Common Interests
"Students learn through authentic, active engagement" is a lie?
The ART of Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft.

[Stephen D. Brookfield, The Skillful Teacher (1990)]
LEARNING IS...

- BY EDDIO9

THINKING EXPLORING EXPERIMENTING QUESTIONING

INQUIRING CONNECTING INVESTIGATING UNDERSTANDING

DISCOVERING COLLABORATING IMAGINING REFLECTING

CREATING PLAYING
• What happens when you turn your back in a 21st century classroom?

http://www.teachthought.com/wp-content/uploads/2013/05/tumblr_mmckj7Tjlo1r8z539o1_500.gif

• The sage is no longer on stage, but rather in the hands of the students.