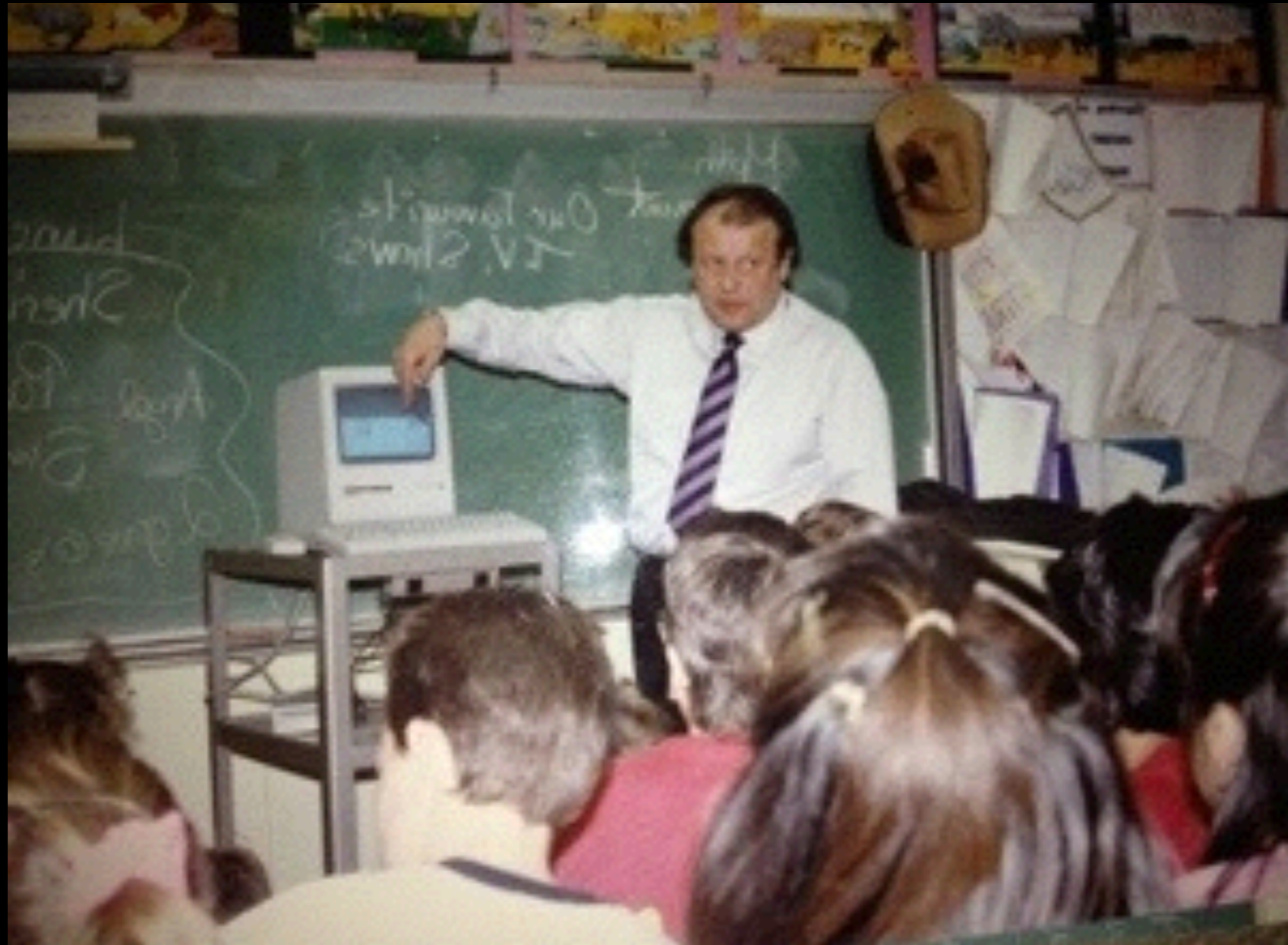


The Disruptive Classroom
geniushour & soles
- & eportfolios oh my!-

technolandry.wordpress.com
@technolandry



#geniushour

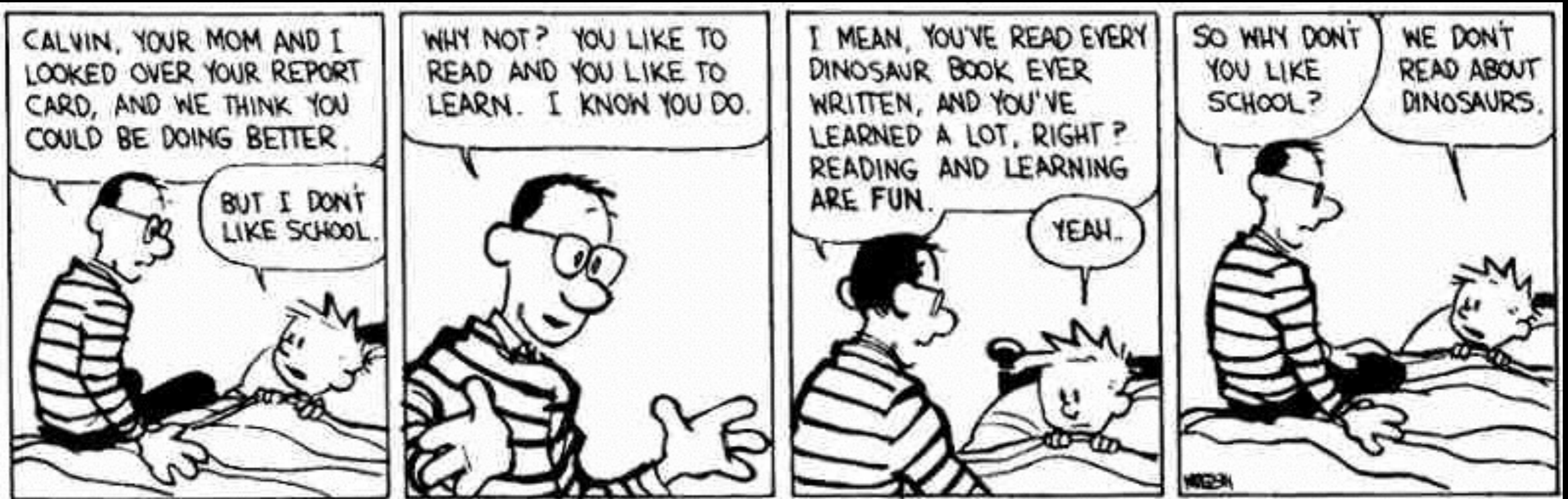
sole

eportfolio

#geniushour

what * why * how
disrupting 'individual' work

just sayin'.....



An hour a week

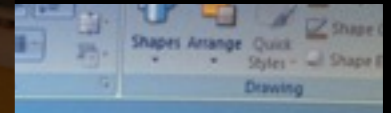
To explore & learn about
anything you want

a shift in control

A chance to see a different side of your learners (who sometimes aren't who you think they are...)

the danger in having too much choice & freedom for students who have not had this much freedom and choice...

sidebar: what would you study/learn/do if you were given an hour (or more) to do ... whatever?!?



UNICORNS



By KK BONNER

WHERE UNICORNS LIVE



F | GB USA MEX

**ONE SIZE
DOES NOT
FIT ALL**

30°C
Von links bügeln/ Iron inside out/
repasser sur l'envers /只熨裏面

Some thinking

Expecting
only for

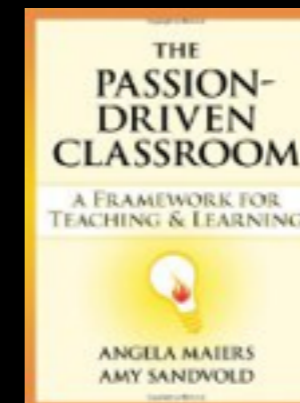
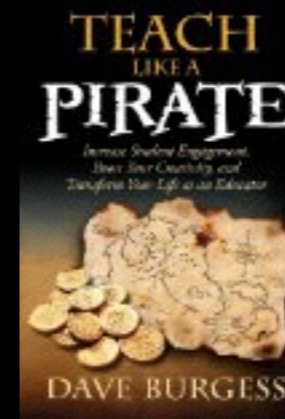
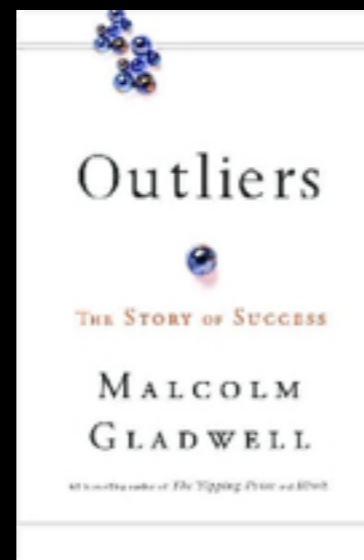
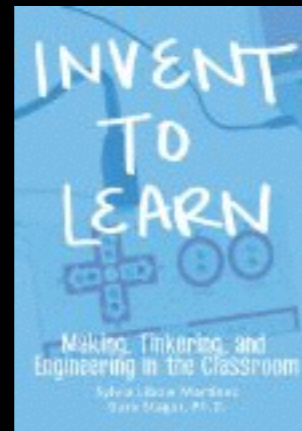
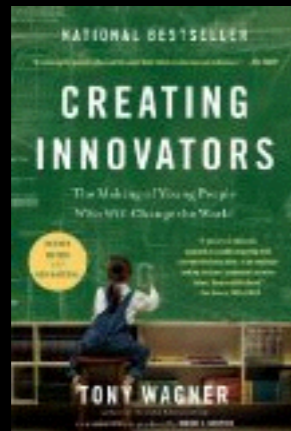
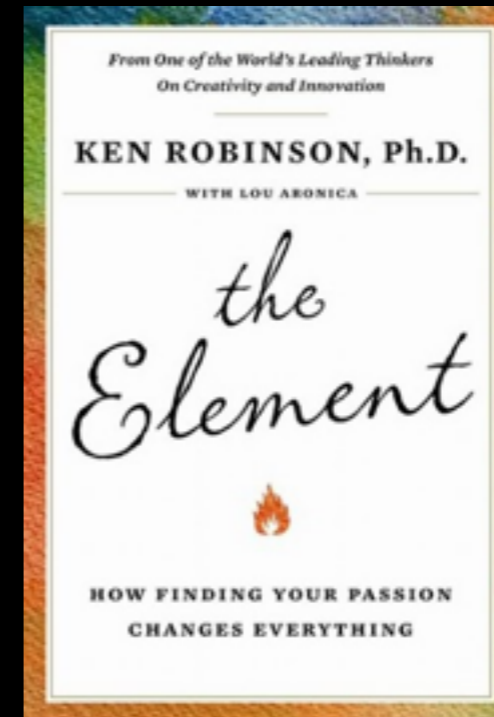
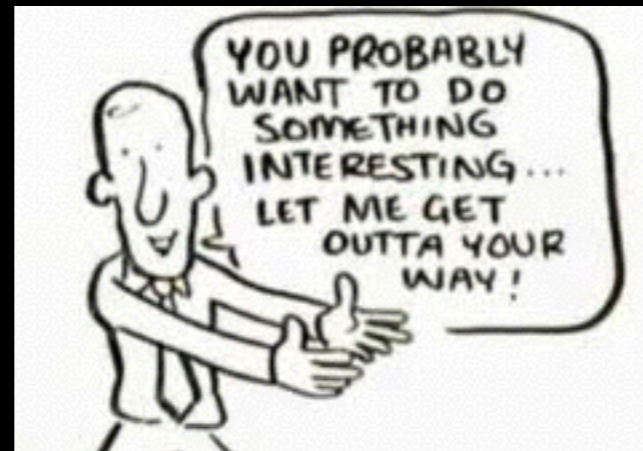
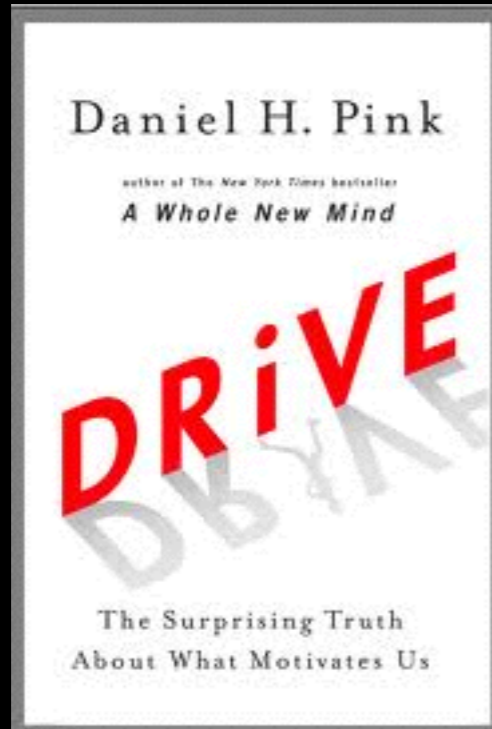
How can we collaboratively personalize learning?

to look at
structure and calling it
a vacation.

an opportunity for learners
to find out who they are and
what their passions are

what will they spend 10 000 hours on...





#geniushour

moderated chats 1st Thursday of the month at 6pm pst

sole

what * why * how
disrupting 'group' work



beyond the HOLE in the wall



Discover the Power of
Self-Organized Learning

SUGATAMITRA

FOREWORD BY **NICHOLAS
NEGROPONTE**



Self Organized Learning Environments

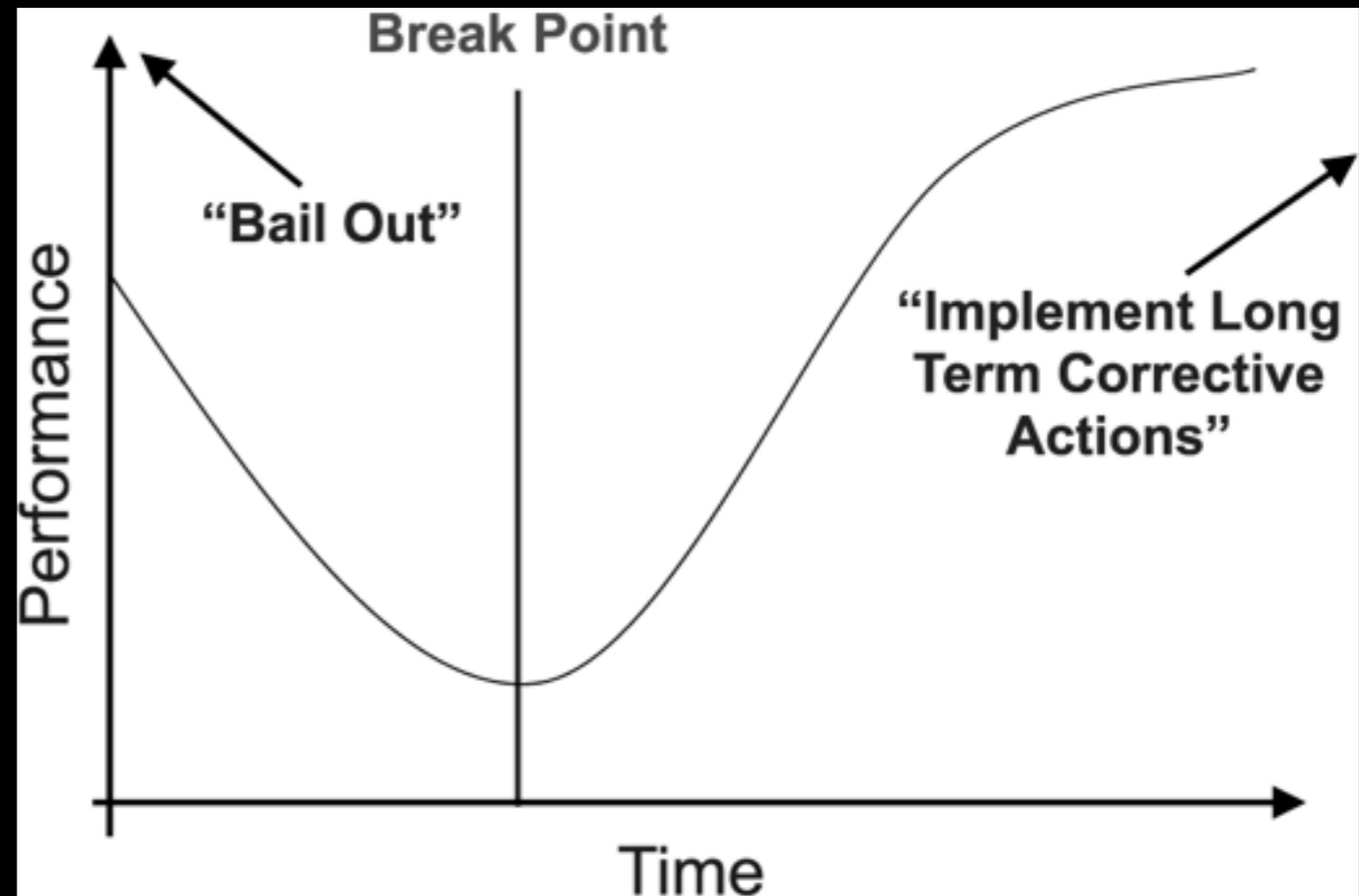
- Learner Focused
- Learning & Presenting around 'what works best for the learners'
- crowd sourcing...ie "What is an atom?"
- using technology to do education differently

To Start

Expect a disaster

Anticipate giving up

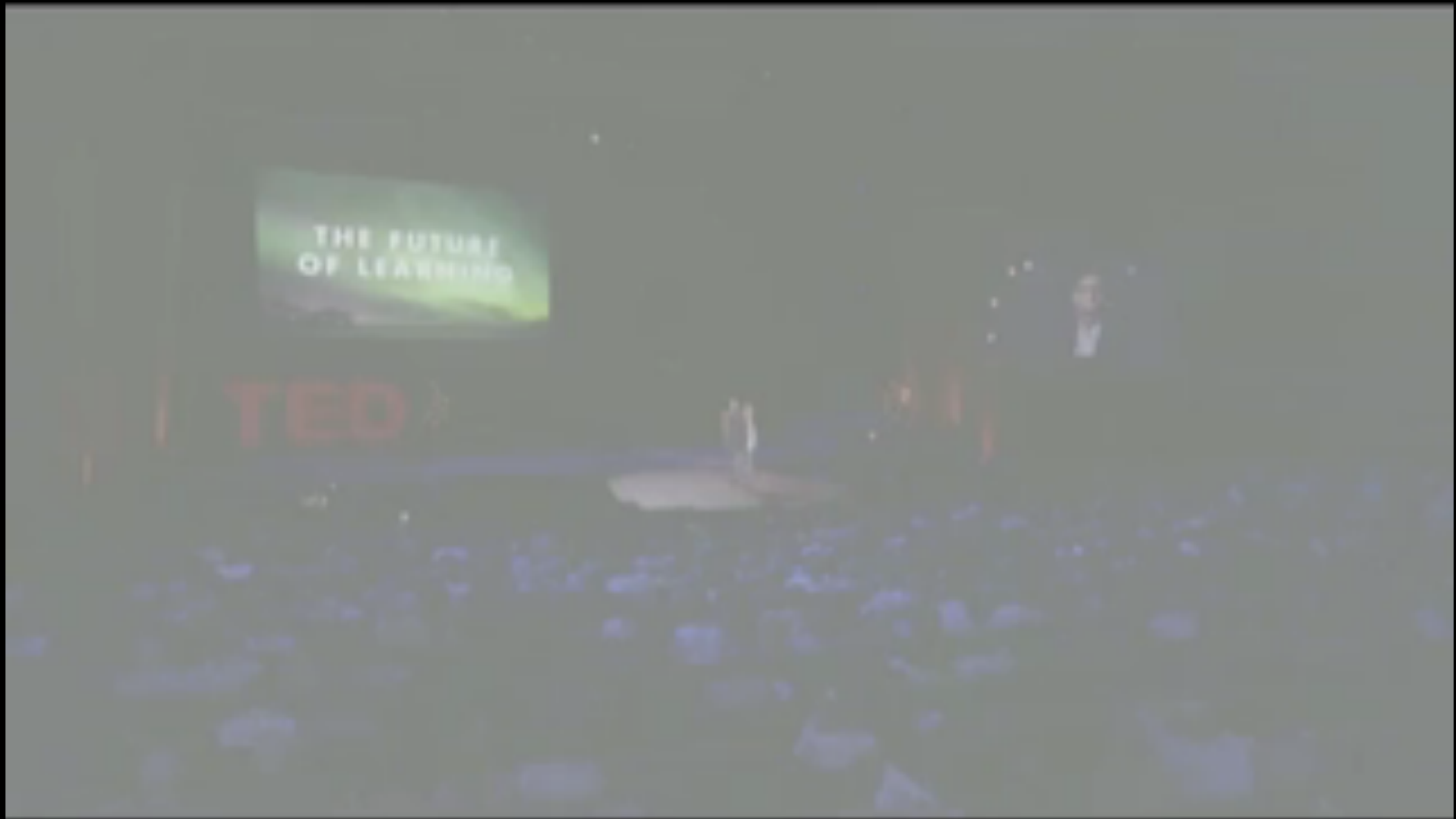
Non Traditional = Newish



THE FUTURE
OF LEARNING

TED

2014



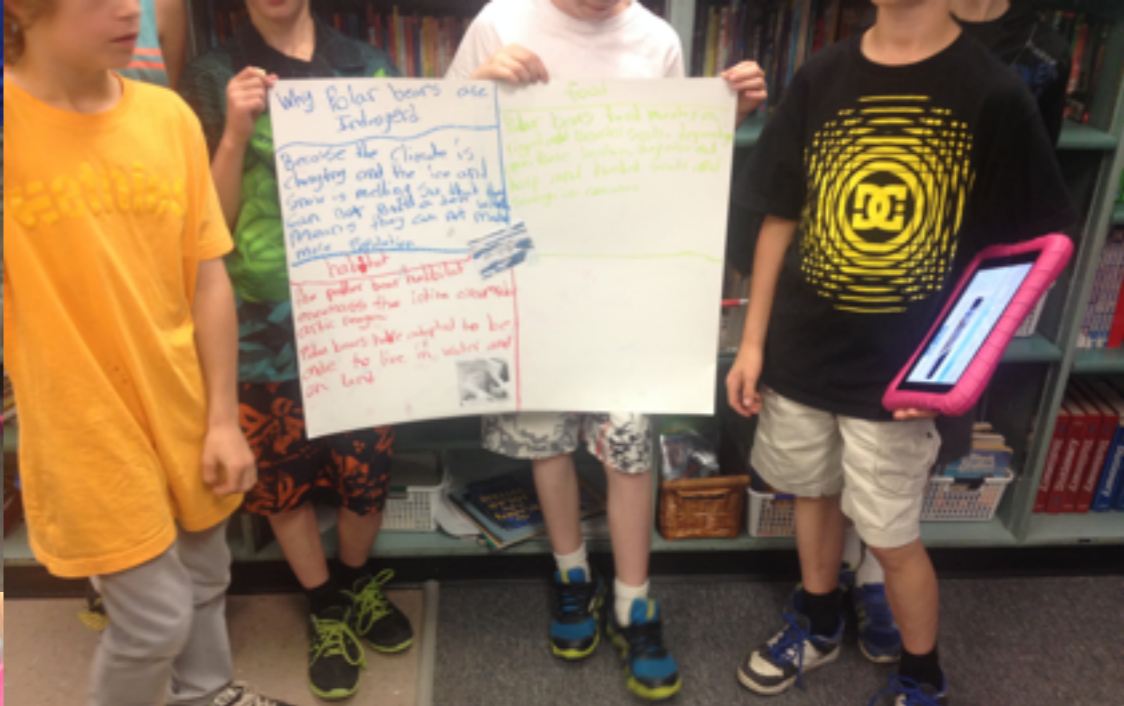
Trust The Process

- Sugata said 90, I tried 60, now at 90
- mobile tech. not desktops
- positive support
- don't tell. ask.
- let failure occur

leave them alone

repeat

Recently...



What makes an animal "endangered"?

Quality vs Quantity

ask good questions

iPortfolio

inspired informed instructional individual innovation

Partner Time!

Share: what was your favourite learning moment in school? (secondary or elementary)

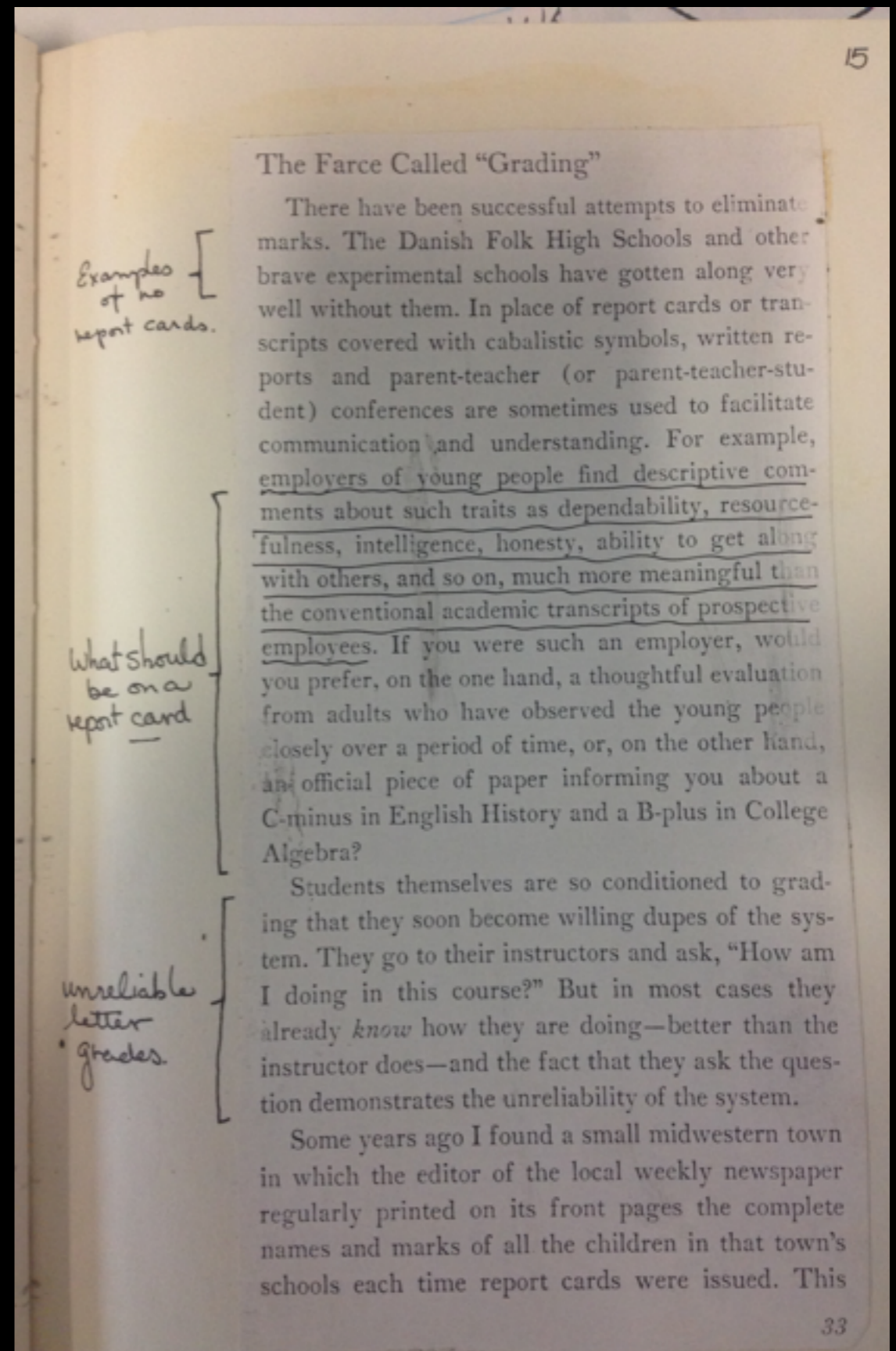
Follow-up: how did the % or letter grade on that project/experience motivate you?

Follow-up to the follow-up: What was your letter grade and % in Math 8? How did that impact your learning about numeracy?

“REPORTING STUDENT ACHIEVEMENT”

Not a new idea

via James Landy
4 months B.I.



Landy's Journey

- regularly involved in 'report card construction & deconstruction'
- used portfolios for assessment (literature studies) and as a methodology for Student Led Conferencing (powerpoint & keynote)
- always wanted something more...

Marie Seibel
To: Undisclosed recipients: ; [more...](#)

Highlight from Krystyna's Portfolio
November 19, 2014 at 10:49 AM

FreshGrade Highlight from Krystyna's Portfolio

Highlight from Krystyna's Portfolio



NOTE
Listen to those karate yells!

Visit parent.freshgrade.com to see more student work.
If you don't have access yet, ask Krystyna's teacher for more details.

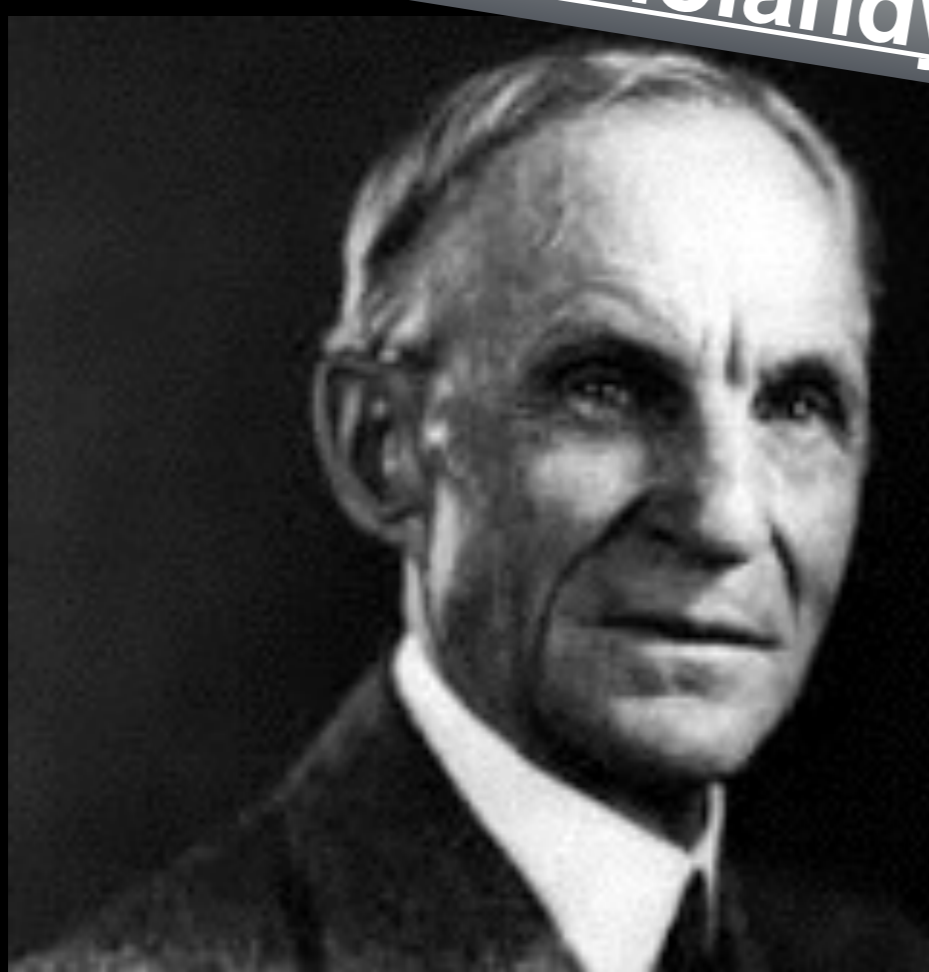
sa

de

But it is an idea
that does not
lead to "a better
report card"

<http://technolandy.wordpress.com/eportfolios/>

**PEOPLE
DON'T KNOW
WHAT
THEY WANT
UNTIL YOU SHOW IT
TO THEM**



"If I had asked people
what they wanted,
they would have said
faster horses."

—Henry Ford

SOL 9: I learned I don't want a faster horse.

Posted on [August 25, 2014](#)

SOL 9: I learned I don't want a faster horse.

It was at the ending of the last school year and throughs this Summer Of Learning which led me through BCPVPA/UBCs ShortCourse and I to a variety of books, tweets and thinking that I have finally “moved past” my previous looks for a ‘better report card’. Henry Ford is noted for saying “if I asked people what they wanted, they’d ask for a faster horse”. Jobs is noted for saying “people don’t know what they want until you show it to them”.

This summer came to a close with me sharing out my schools experience shifting to eportfolios at an edcamp at our PVP summer session. There I got to reflect that after a decade-and-a-half of “tweaking” report cards to make them better, I have come to the realization (rationalization?) that report cards are good at doing what they do: report student achievement. I (and others) tried to force the 100+ year old report card to do something it wasn't designed to do: communicate learning.

But....What about the pride that students take in getting letter grades? I know too well how too often letter grades are too heavily influenced by behaviour and task completion. Neither of which really measure or show how much learning has been done.

I'm not saying it's easy

I'm saying it's worth it

and it's not about being 'more/
less time than report cards'

—

it's about using time differently

Because change isn't hard

It's uncomfortable

...hard is solving the kryptos code...



not about the tool....
its the process

If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning.

- Jeannie Fulbright

Does the
medical school
want:

Biology: 86% - A
Chemistry: 85.49% - B
gpa 3.5

Or...

"I've been passionate to
learn about the human body
since grade five"



I used to be afraid of failing at
something that really mattered to me,
but now I'm more afraid of
succeeding at things that don't matter.

-Bob Goff

think about it...

SUCCESS



**WHAT PEOPLE THINK
IT LOOKS LIKE**

SUCCESS



**WHAT IT REALLY
LOOKS LIKE**

thank you....but this is not
the end

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