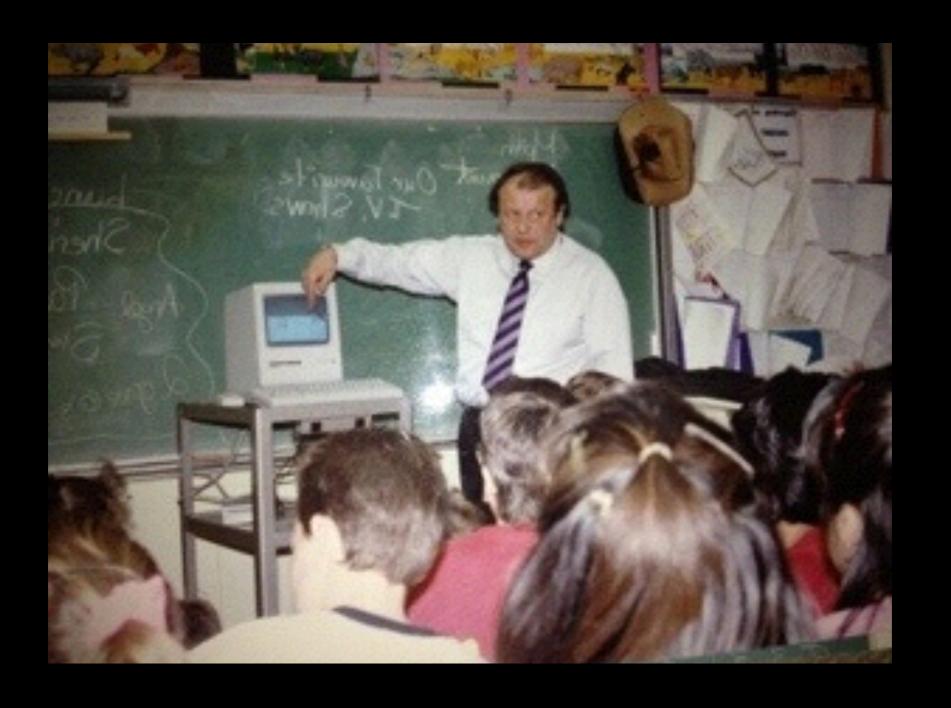
## The Disruptive Classroom geniushour & soles

- & eportfolios oh my!-

technolandy.wordpress.com @technolandy

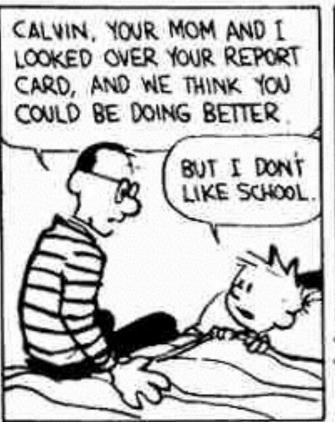


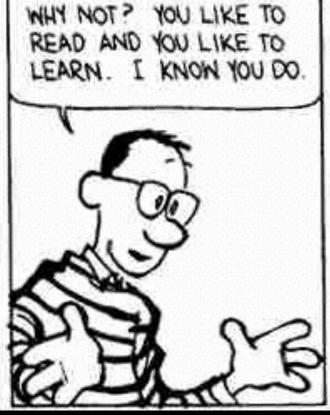
# #geniushour sole eportfolio

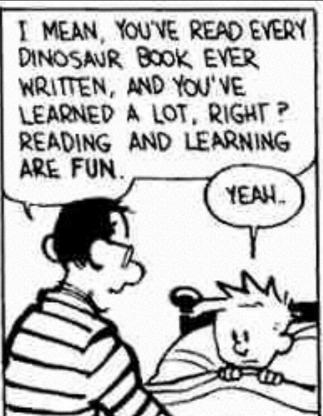
### #geniushour

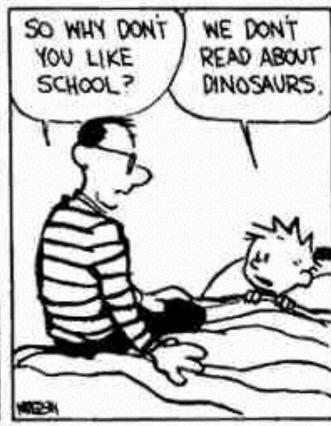
what \* why \* how disrupting 'individual' work

### just sayin'....









#### An hour a week

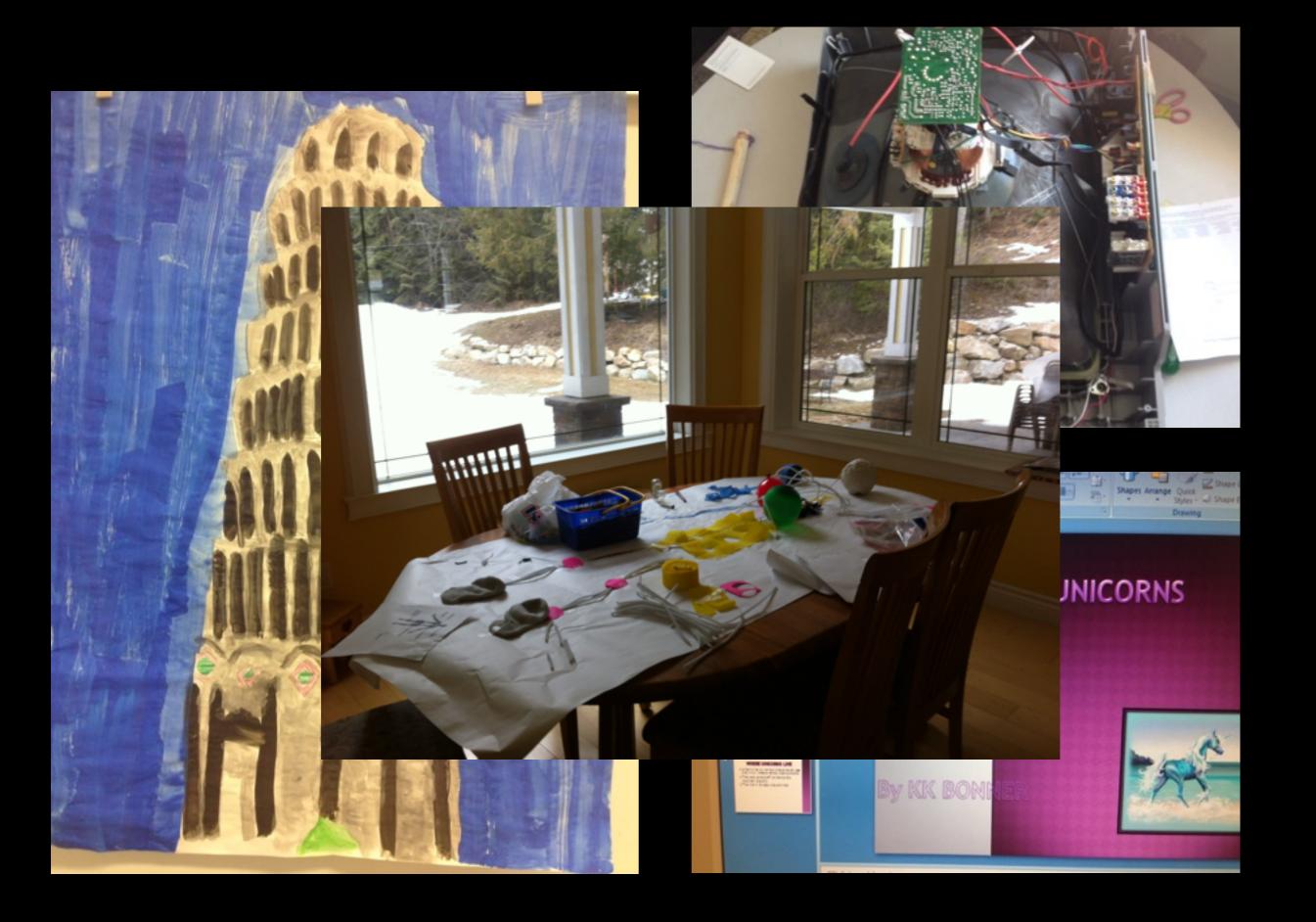
To explore & learn about anything you want

#### 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?!?





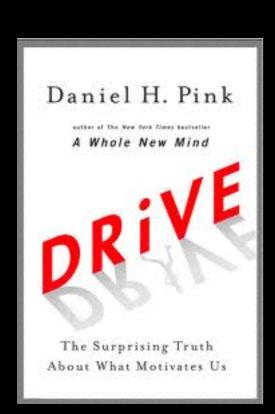
### Some thinking

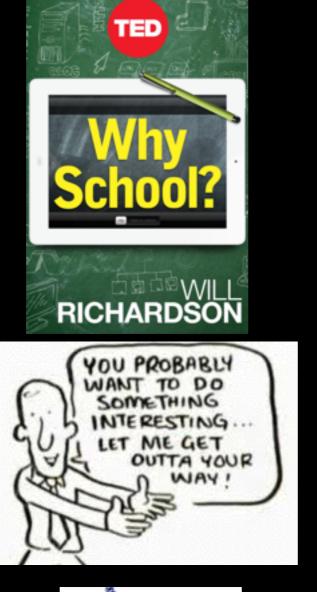
How can we collaboratively personalize learning? o look at a vacation.

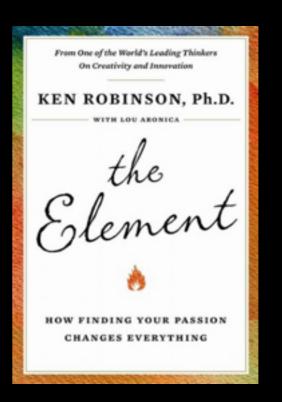
# an opportunity for learners to find out who they are and what their passions are

what will they spend 10 000 hours on...

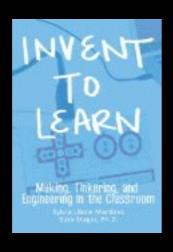


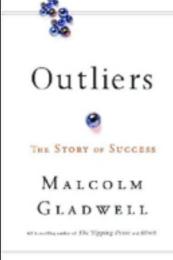


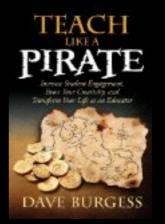


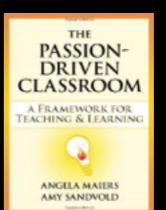












#### #geniushour

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

### sole

what \* why \* how disrupting 'group' work

## **TED** beyond the in the wall

Discover the Power of Self-Organized Learning

SUGATAMITRA
FOREWORD BY NICHOLAS
NEGROPONTE





#### Self Organized Learning Environments

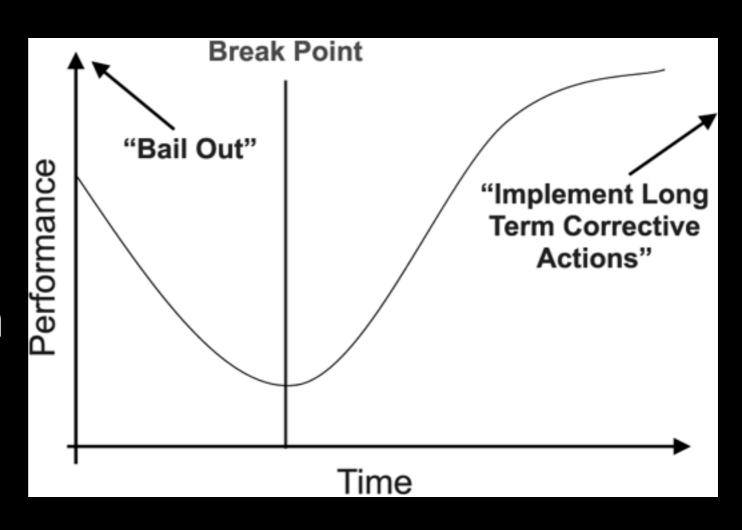
- Learner Focused
- Learning & Presenting around 'what works best for the learners'
- crowd sourcing...ie "What is an atom?"
- using technology to do education differently

#### To Start

Expect a disaster

Anticipate giving up

Non Traditional = Newish



OF LEASHING

#### 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



### 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.

#### The Farce Called "Grading"

Examples -

What should be on a y

unreliable letter grades.

There have been successful attempts to eliminate marks. The Danish Folk High Schools and other brave experimental schools have gotten along very well without them. In place of report cards or transcripts covered with cabalistic symbols, written reports and parent-teacher (or parent-teacher-student) conferences are sometimes used to facilitate communication and understanding. For example, employers of young people find descriptive comments about such traits as dependability, resourcefulness, intelligence, honesty, ability to get along with others, and so on, much more meaningful than the conventional academic transcripts of prospective employees. If you were such an employer, would you prefer, on the one hand, a thoughtful evaluation from adults who have observed the young people closely over a period of time, or, on the other hand, an official piece of paper informing you about a C-minus in English History and a B-plus in College Algebra?

Students themselves are so conditioned to grading that they soon become willing dupes of the system. They go to their instructors and ask, "How am I doing in this course?" But in most cases they already know how they are doing—better than the instructor does—and the fact that they ask the question demonstrates the unreliability of the system.

Some years ago I found a small midwestern town in which the editor of the local weekly newspaper regularly printed on its front pages the complete names and marks of all the children in that town's schools each time report cards were issued. This

### 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...



Attachmer

#### Grade 4 Report Card For Term 3 (June, 2008)

JW Inglis
Elementary
Box 369
2287 Shuswap Ave
Lumby BC
V0E 2G0

g level. It is

Student Name: Anni Division Numb

Modilis

This report, intended to this about learning progress based on provincial learning expectation intended to this about learning to

#### Student Po

	ourse: F	teading fr. Landy	•		
1	Term	1		3	Final
-1	L.G.	N/A		_	
-1	W.H.	N/A			

Prediction: about magic

Magicians
Nephew
Hone:

Characters: Hope: Uncle and nephew learn mag

#### Court is search to an above to

Course: Oral Language Teacher: Mr. Landy

Photo of Class Play

Term	1	2	3	Final
L.G.	N/A			
W.H.	N/A			





ourse: W	r. La.			
Term	1	2	3	Final
	N/A			
	N/A			1

The was a teacher named Landy Who it was said enjoyed eating Candy But his hockey pool was best Everyone else only guessed and admitted that Landy was Dandy!

#### Math Journal Entry

Course: Math Teacher: Mr. Landy

Leacher: A	dr. Landy
Term	1
L.G.	

straight

#### Science Fair

Course: Science Teacher Mr. Merler

CONCEPCE DATE INSCRIPCE						
Term	1	2	3	Final		
L.G.	N/A					
W.H.	N/A					



#### Grade Four Report Card for June, 2008

Course: Physical Education Teacher Mr. Landy & Mr. Merler

CHESTON OF THE CONTRACT OF THE PERSON						
Term	1	2	3	Final		
L.G.	N/A					
W.H.	N/A					



Photo of either Track & Field or Sports Day

#### Student Name: Annie Lerner

Course: Fine Arts

Teacher: Mrs. Whiting

remember states withing							
Term	1	2	3	Final			
L.G.	N/A						
38/33	2018						



Sample of Art work

Course: Health & Career Education

Teacher: Mr. Landy

Term	1	2
L.G.	N/A	
W.H.	N/A	

"Friends" C

1

giotecan	1" Term	2 <sup>rd</sup> Term	3" Term	Final
K Habits				
Caes Time Wisely	N/A			
Completes Assignments	N/A			
Works Co-Operatively in Groups	N/A			
Contain a Description				

Social & Personal Development

hashtag blögging birdweb hashtag internet ollowers business

Term One

Great job in Daily Physical Activities!

friends associal networking message marketing marketing platform platform social messaging community service platform service service

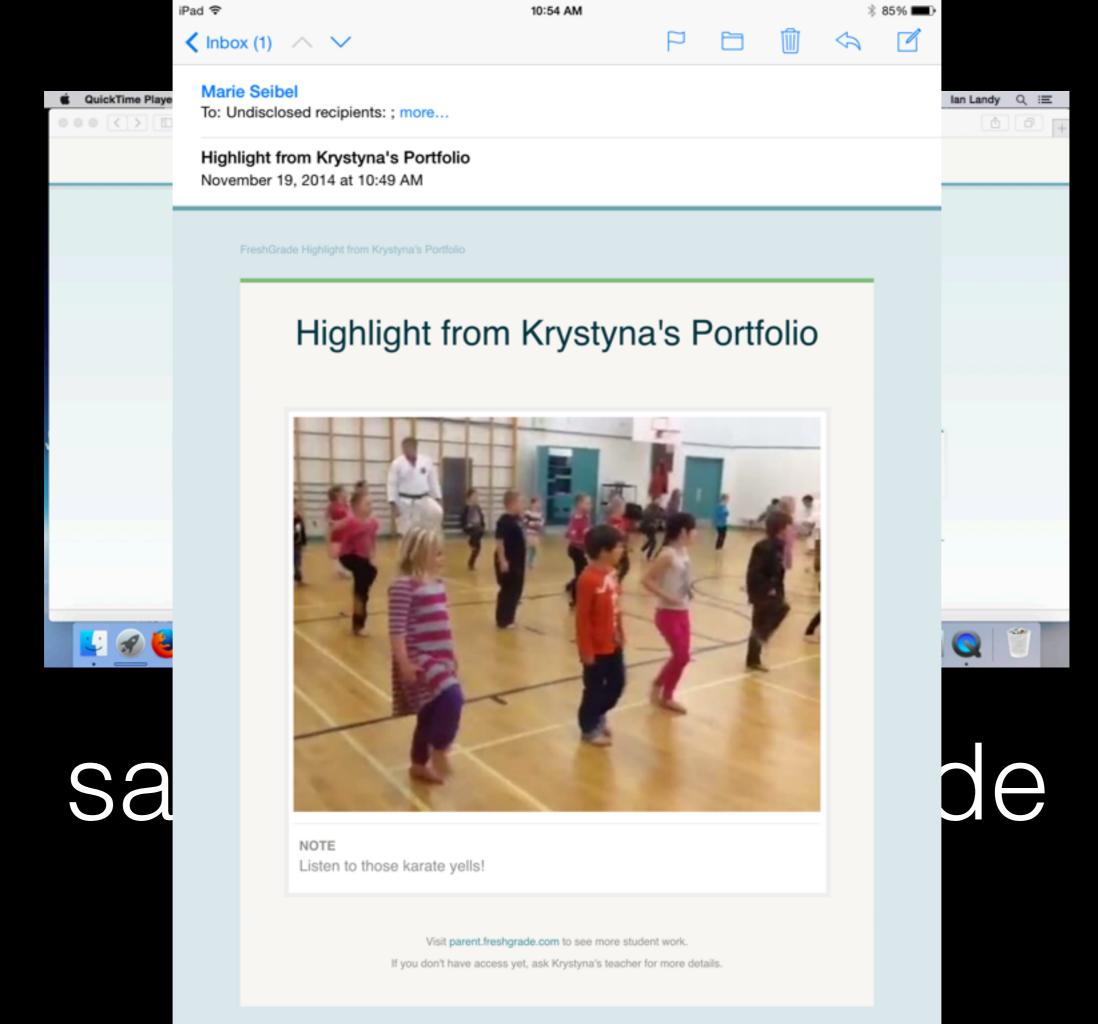
friend:

Teacher Signature:

Administrator Signature:

Parent/Guardian Copy: Keep this copy for your records. Write your comments on the Report Card Cover, sign it and return to your child's teacher

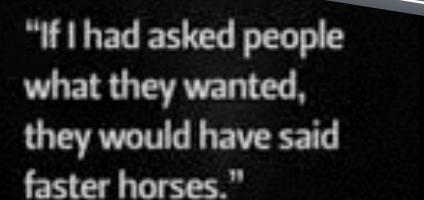
earning:



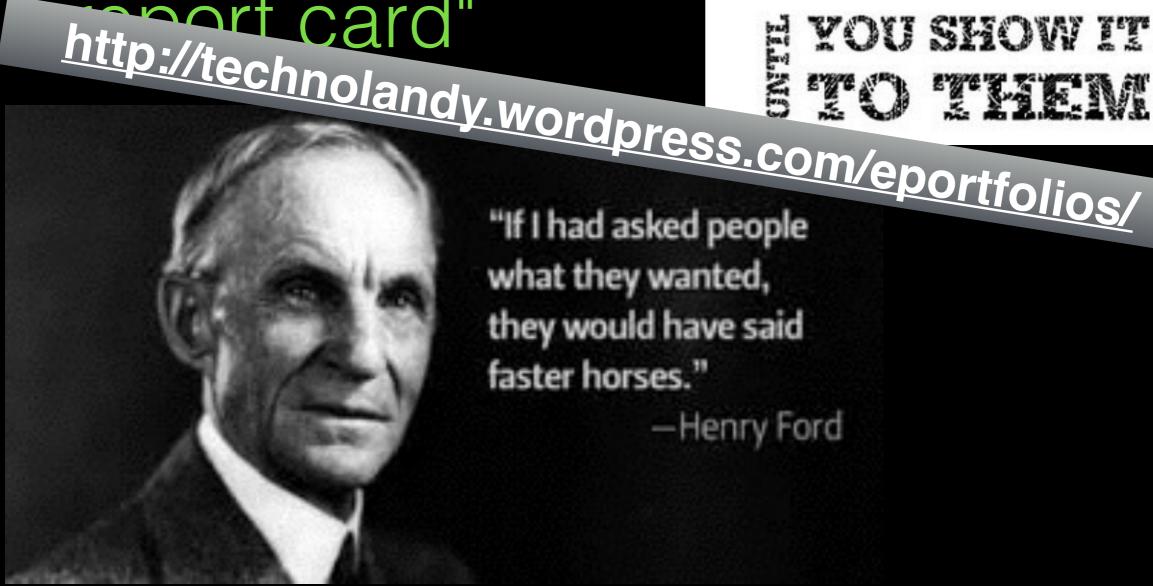
But it is an idea that does not lead to "a better

moert card"

PEOPLE DON'T KNOW THEY WANT E YOU SHOW IT E TO THEM



-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

### SUCCESS



WHAT PEOPLE THINK IT LOOKS LIKE



WHAT IT REALLY LOOKS LIKE

WORK LITTLE SECTION

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

technolandy.wordpress.com @technolandy