

FACTOID: Building a culture in which teachers support and encourage each other in the use of technology promotes lasting changes in practice.

Levin, 2008





**"At the heart of effective
technology integration,
technology offers
opportunities to be more
actively involved in the
learning experience."**

-Vanessa Vega, Edutopia Research Analyst

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**"It's not about the numbers.
Students will forget the
procedures. We want them
to be masters of their
mathematical knowledge
so that they can solve
the problems of the world."**

**- Dor Abrahamson,
Professor of Math Education**

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“Research indicates that people experiencing positive emotions perceive more options when solving problems and generally perform better overall.”

Dr. David Rock,
NeuroLeadership
Institute



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"If a student is not
fluent in multiple forms
of media, I would venture
to say that they won't
necessarily be considered
literate."

- Nichole Pinkard
Founder, Digital Youth Network

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Help! I can't
get my students
to behave.

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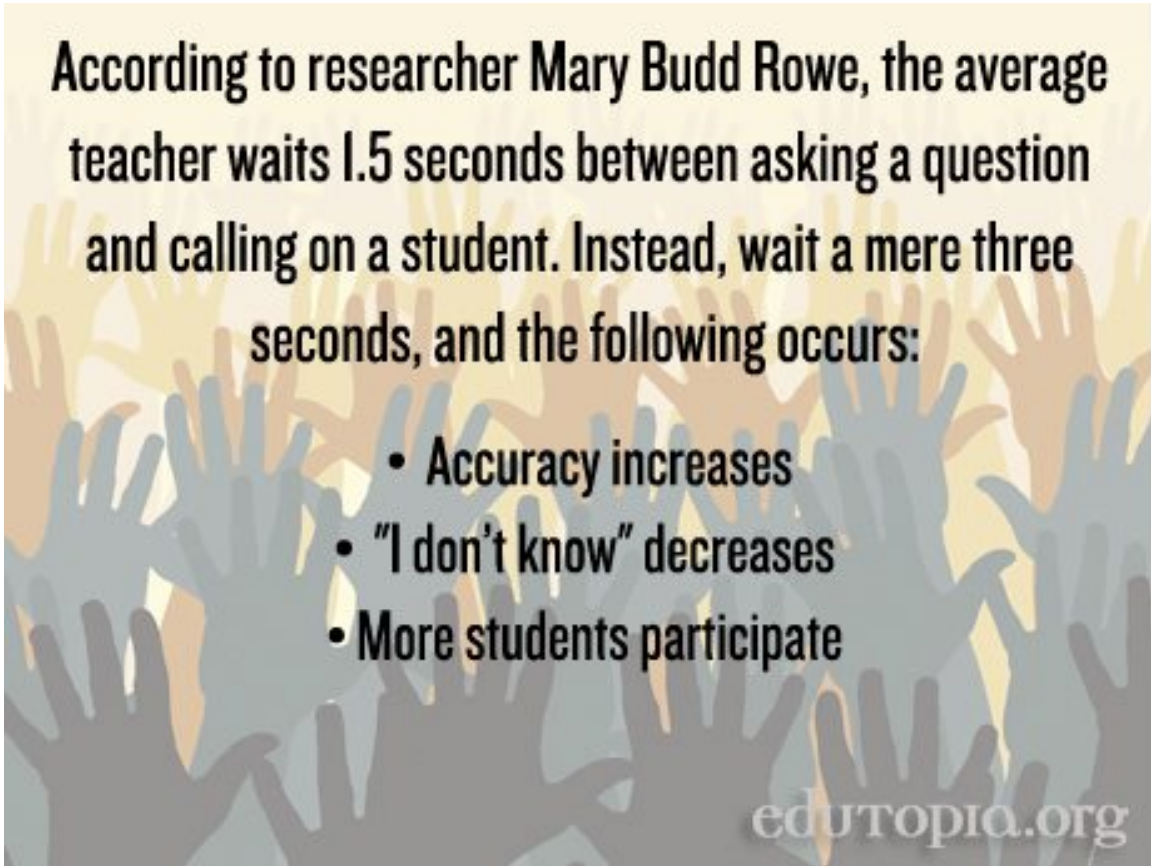


Did Ya Know?

**In 2013, we'll download
10 apps for every single
woman, man, and child on Earth.**

- ABI Research 2013

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According to researcher Mary Budd Rowe, the average teacher waits 1.5 seconds between asking a question and calling on a student. Instead, wait a mere three seconds, and the following occurs:

- **Accuracy increases**
- **"I don't know" decreases**
- **More students participate**

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**“If we really want new learning to ‘stick,’
students must be doing.**

Real learning is not a spectator sport.”

**- Kendell Dorsey, Principal at
Winton Woods Elementary School
in Cincinnati, OH**



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CHECKLIST FOR TEACHING FOR GLOBAL COMPETENCE

Check if applicable	Criteria	Comments
Have I selected a topic of local and global significance for this unit/project/visit/course?		
<input type="checkbox"/>	• Does the topic invite deep engagement?	
<input type="checkbox"/>	• Does the topic embody local and global significance?	
<input type="checkbox"/>	• Does the topic embody global significance?	
<input type="checkbox"/>	• Does the topic invite disciplinary and interdisciplinary grounding?	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?		
<input type="checkbox"/>	• Do learning goals capture important knowledge and skills in <u>one or more disciplines</u> ?	
<input type="checkbox"/>	• Do the selected learning outcomes capture relevant <u>global competence</u> ?	
<input type="checkbox"/>	• Are the learning goals shared with students and stakeholders?	
Have I planned performances of global competence for this unit/project/visit/course?		
<input type="checkbox"/>	• Do my performances of global competence involve using disciplinary and interdisciplinary knowledge and skill in novel situations?	
<input type="checkbox"/>	• Do my performances focus on targeted global competences?	
<input type="checkbox"/>	• Do my performances link local and global spheres?	
<input type="checkbox"/>	• Do my performances engage students' cognitive, social, and <u>emotional development</u> ?	
<input type="checkbox"/>	• Do they invite a personal synthesis?	
Have I planned global competence-centered assessments for this unit/project/visit/course?		
<input type="checkbox"/>	• Is my assessment focused on global competence?	
<input type="checkbox"/>	• How will I assess student work over time?	
<input type="checkbox"/>	• How will my feedback be informative to my students?	
<input type="checkbox"/>	• Who (in addition to me) will assess and offer feedback on <u>students' work</u> ?	



ONCE YOU MASTER
THE ART OF FACING
A ROOM FULL OF
TEENAGERS,
AND COME OUT
ALIVE, YOU CAN DO
ANYTHING

- Goring Playhouse (a play in the clouds)

"Success is when students understand that every single class they participate in is directly connected to their life goals."

- Dr. Judith Shelton,
Financial Literacy
Curriculum Director



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**Which is better for the classroom:
iPads or Laptops?**



Fill in the blank . . .

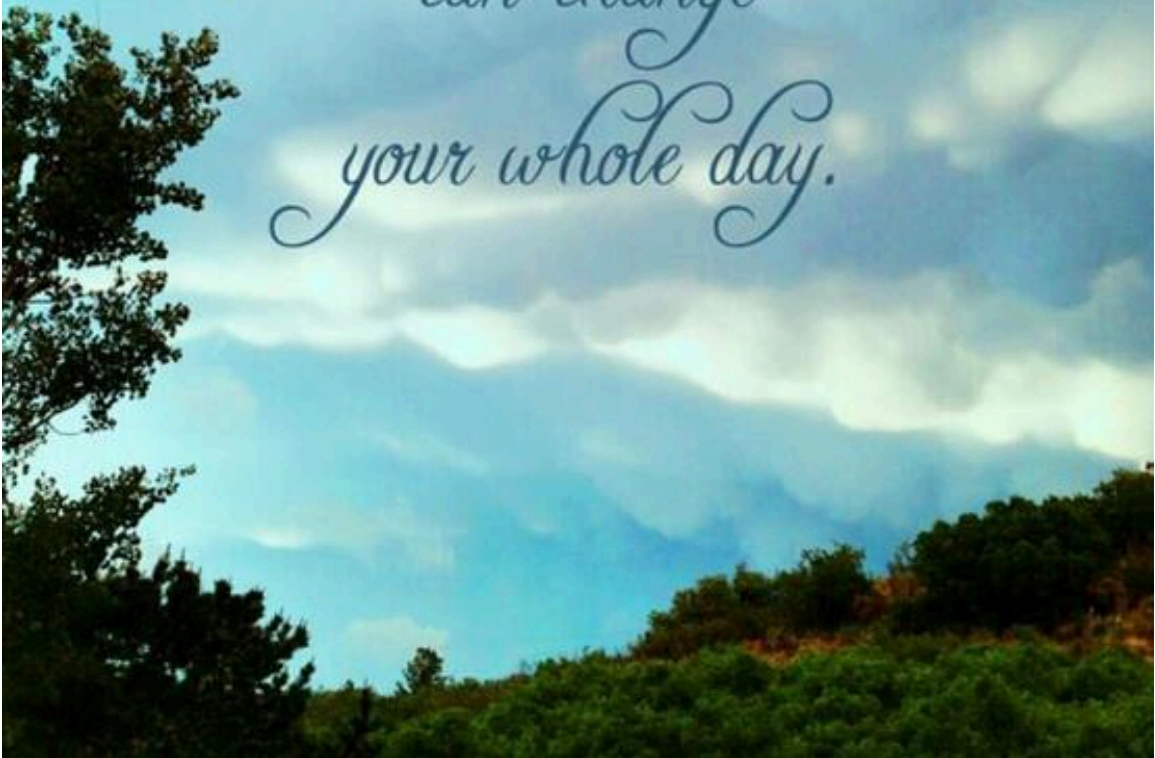


The most
important quality in
a good school
leader is:

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One small
positive thought
in the morning
can change
your whole day.





Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

Six Belief Systems

In his book, *Cognitive Coaching*, Robert Garmston (with co-author Arthur Costa) identifies six predominant ideologies that influence educators' decision making. After reading these descriptions, go back and rank them according to your personal priorities and belief systems. Now imagine doing this activity with a group of colleagues. What do you think the results might be at your school?

Belief System	Description	Self-Ranking	Colleague	Colleague
Social Reconstructionism	Social Reconstructionists believe that the purpose of education is to help students become good citizens who can help take care of the world.			
Academic Rationalism	Academic rationalists believe that knowledgeable adults have the wisdom and experience to know what's best for students. They often deliver teacher-centered instruction, are drawn to the Classics, and use instructional strategies such as lectures, memorization, demonstration, and drill.			
Technologist	Technologists place strong emphasis on accountability, test scores, learning specific sub-skills and measurable learning. They might be "driven by data," and frequently use terms such as <i>accountability</i> , <i>time on task</i> , <i>mastery</i> , <i>diagnosis</i> and <i>prescription</i> .			
Self-Actualization	Those who believe in self-actualization believe that the purpose of teaching is to bring out the unique qualities, potentials, and creativity in each child.			
Cognitive Process	Educators who are primarily aligned to this stance believe that the central role of schools is to help students learn to think, reason, and problem solve.			
Religious Orthodoxy	This ideology aims to teach the habits and values that will lead to that religion's realization of how life ought to be lived in accordance with that faith.			

The content of this worksheet was originally published in "Teacher Collaboration: When Belief Systems Collide" by Elena Aguilar.

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The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.

Martin Luther King, Jr., 1929-1968

A Teacher's Anti-Resolutions for the New Year

1. Stand and lecture in each and every one of my classes.
2. Test my kids at least twice a week -- and three times a day if possible.
3. Not share anything with anyone in my department, school or the world at large.
4. Give as much busywork as possible.
5. Set firm deadlines because all students must learn at the same rate.
6. Keep who I really am from my students.
7. Not make any connections with my students.
8. Make sure students have as few options in my class as possible.
9. Use technology as the basis of all the lessons I create.
10. Stop tweaking my lessons.



“Put simply, mobile devices are becoming as essential to students’ daily lives as, say, breakfast.”

**S. JHOANNA ROBLED O, AUTHOR OF EDUTOPIA’S
LATEST GUIDE: *MOBILE DEVICES FOR LEARNING***

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#1 Don't Be Afraid to Make Mistakes

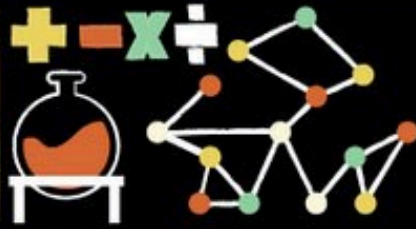
Like students, teachers must be ready to analyze tasks and adapt teaching tactics as a way of modeling those skills for students.

(Ertmer & Simons, 2005)

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STEM FOR THE AGES

THE VALUE OF EDUCATING STUDENTS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS



80% of the fastest growing occupations in the United States depend upon mastery of mathematics and scientific knowledge and skills, but students are not currently equipped to satisfy this growing need.



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