

Personal Reflection & Review: Innovative Pedagogies

CBU EDUC 6103 – Education for Sustainability & Entrepreneurship

Krebs, D. & Zvi, G. (2016). *Introducing genius hour to your class. The genius hour guidebook: Fostering passion, wonder, and inquiry in the classroom.* New York: Routledge.

Viczko, M. (2016). *A Rich Seam: How New Pedagogies Find Deep Learning*, by Michael Fullan and Maria Langworthy: (2014). London: Pearson.

Wettrick, D. (2014). *There is no plan. In Pure genius: Building a culture of innovation and taking 20% time to the next level.* San Diego: Dave Burgess Consulting.

Michael X. Yue

Feb. 14/19

Contemporary, Pedagogical Strategies

The New Systems Economics from page 63 was a resonatory read which suggested that, investments into innovative pedagogical strategies are not a linear relationship for student learning, as technological models suggest that learning capacity, retentions, and absorption, and application doubles over time (Viczo, 2016). By using technological advancements of electronic devices within (and beyond) the classroom setting, the captivity and self-actualization of deep learning will be more meaningful and engaging. However, like many anecdotal introductions or implementations of electronic devices into the classroom climate, self-regulation and professionalism tends to be compromised if not accountability measures are insured. Table 6. Below from Viczo (2016) shows quantitative data of relative magnitudes of effect size correlations of various pedagogical tactics and assessments.

Table 6: Average Effect Size of New Pedagogies

Teaching and Learning Strategy	Hattie's Effect Size on Learning	EEF Toolkit Average Impact
Providing formative evaluation	.90	Not included
Feedback	.75	+8 months
Meta-cognitive strategies (Self-regulation)	.69	+8 months
Peer tutoring	.55	+ 6 months
Average Effect Size/Average Impact	.72	+7.3 months

I think this trend shows that, technological implementation on a ubiquitous scale may be highly beneficially needed and required in a progressively digitalized world which are indicative of student deep learning which are reflective and reflexive to the New Learning Outcomes (NLOs) of a holistic curriculum when community climate, republic and accountability measures are intrinsic.

New Pedagogies for Deep learning (NPDL)

New Pedagogies for Deep Learning (NPDL) are an emergent, innovative, creative, and experiential strategy to adapt and modify the medium of teaching and facilitation. Progressively, I have been attempting to implement digital literacy and competency to enhance Core Competencies, Curricular Competencies and Big Ideas (CCBIs) and Prescribed Learning Outcomes (PLOs). One effective integration was the usage of the digital application, Padlet. Padlet is application which allows users to post their comments and images to a community group; this was used in my Science 10 class to create a reflective science inquiry for various experiential activities. Figure 1. below shows an investigation do-it-yourself (DIY) activity on homogenous and heterogenous mixtures to develop inquiry, epistemology, observation, and application of learned ideas from the classroom lessons.

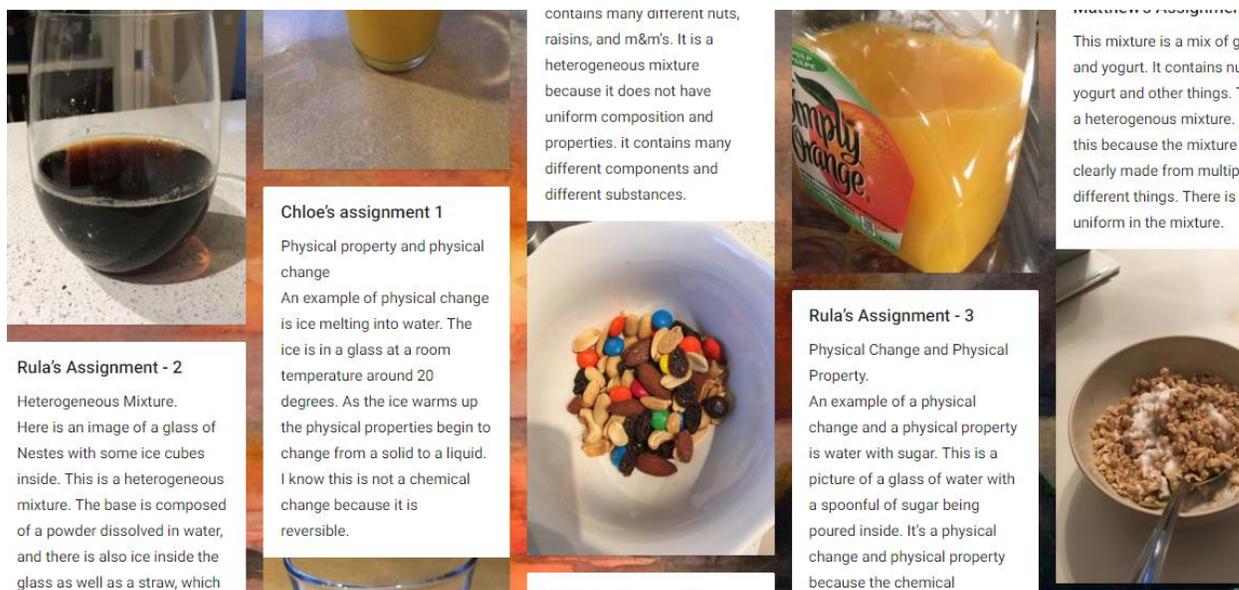


Figure 1. Using Padlet as a reflective, digital platform for student inquiry and community.

Despite strong formative feedback for engagement, mastery, and inquiry of many digital pedagogies which I used, technological complications are infrequent, but apparent. When these complications arise, it is a very time-consuming process to remedy the situation – in the process, time management, classroom learning, student engagement, and self-regulation are all comprised severely.

Genius Hour

Genius hour was a new concept to me. Learning more from Krebs and Zvi (2016) expanded my horizon of introspection and teaching. As I read through the book, it reminded me of the new 2018/2019 BC curriculum to be more critically competent and holistically inquisitive on Big Ideas (BIs). The reading on Non-Google-able inquiry was a nice reminder of the nature of teaching, as many facts and knowledge, and concepts are not required to be remembered and regurgitated – they are all accessible, digitally and conveniently. By focusing on complex, Non-Google-able questions, students will investigate the nature of the inquiry while providing an articulation merited by personal reflection. By structuring open-inquiry into the pedagogical framework of teaching, students may be introspective, reflexive, reflective, critical, and holistic to complexing questions which are dynamic.

Orderly and Controlled Chaos

Reading “There is No Plan” from Wettrick (2014) was a highly reflective read which focused around the curiosity and inquiry of students rather than structure. I thought that the listed suggestions by Wettrick was a comprehensive guideline to invoke creativity and innovative facilitation:

- This is a project-based, passion-based course.
- Students research a topic of their personal interest.
- Students can work individually or in a group of up to three.
- Students must collaborate with an outside expert to gain knowledge and experience.
- Student must submit a project proposal with the standards, a timeline, and an approximate, fair point value.
- Students must blog/vlog (video blog) about their results weekly during class.
- Students present their projects to key stakeholders, turn in a reflection, and negotiate for their grade.

This list focuses on students to be more collaborative, critical, communicative, experiential, and inquisitive to their own deep learning journey which attempts to instill and embodies lifelong learning. I think that this blueprint of learning is beautiful because it is active student-led learning, not passive teacher-led learning. I look forward in implementing more of these strategies more frequently in my teaching style.

Holistic Sustainability

From a foundational framework of integrated sustainability, Genius Hour and Project-Based Learning (PBL) are more meaningful and applicable to the learning of all students. The environment is an integral, interconnected, and finite system which is essential to support all life. Using Genius Hour to scaffold existing preconceptions into a transformative, deep learning to be more reflective or conscious of complex local, regional, and global scale are essential for all societies as the environment of one climate has implications on one another. By understanding the ramification of actions, effects, remedy, preventions, and progression will be necessary for mitigating and solving environmental degradation from not only a sustainability perspective, but as well as, the personal, social, culture, and economic perspectives of life. By implementing NPDL such as genius hours, we focus students to be creative and innovative to the inquiry of life and prosperity through a holistic and mindful way of learning.