

Public Page 5



reform symposium

Oct. 11th to 13th

worldwide e.conference



#RSCON4, @RSCON4

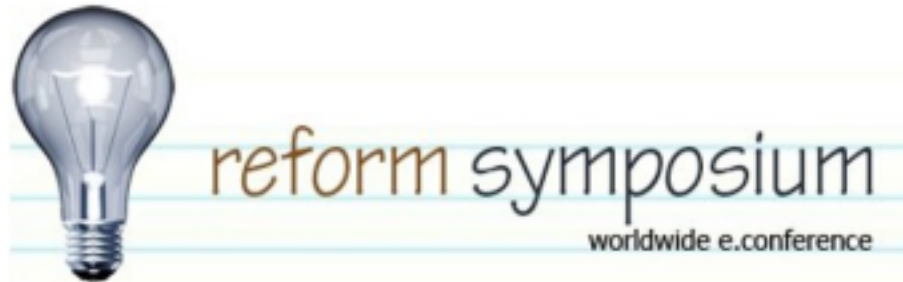
Welcome to the 2013 Reform Symposium E-Conference!

Important Instructions for Presenters and Moderators:

1. Check your own microphone/ speakers by running Tools > Audio > Audio Setup Wizard
2. Turn on chat capability for all participants (drop-down at the top of the participant window)
3. Enable profiles: Tools > Profiles > Show Everyone
4. Look through these pre-loaded slides so that you are familiar with them.
5. Upload your presentation when you are on the page "PRESENTERS LOAD SLIDES HERE"
6. Discuss duties between the presenter(s) and moderator. We recommend that the presenter start the session and introduce him/herself and the moderator supports by watching and interacting with the chat.
7. Move to the main "Welcome" slide fill in the presenter name and session title, then leave this slide up for participants as they come in.

<http://ReformSymposium.com>

Page 2 - Slide2.JPG



Welcome!

Presenter: **Denise Krebs @mrsdkrebs**

Session Title: **The World Needs Your Contribution:
How My PLN Changed Everything**

While you are waiting:

- Configure microphone and speakers: Tools > Audio > Audio Setup Wizard
- To share your profile with others, enter information: Edit > Preferences > Profile
- To view the profile of another participant: hover pointer over their name in the participants window
- You may find it easier to read the chat if you "detach" and enlarge it (look for the drop-down menu)
- Please "tweet" using hashtag #RSCON4

Page 4 - Slide4.JPG

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Page 5 - Slide5.JPG

Where in the world are you?



Moderator/Presenter:

Give all participants whiteboard permissions for this slide, then turn off when you go to the next slide!

Participants:

Look for the "star" icon to the left, click on it, then click on the map to indicate where you are. You can also post your city/country/time/weather into the chat!

The World Needs Your Contribution

The World Needs Your Contribution

How My PLN Changed Everything

Denise Krebs @mrskrebs

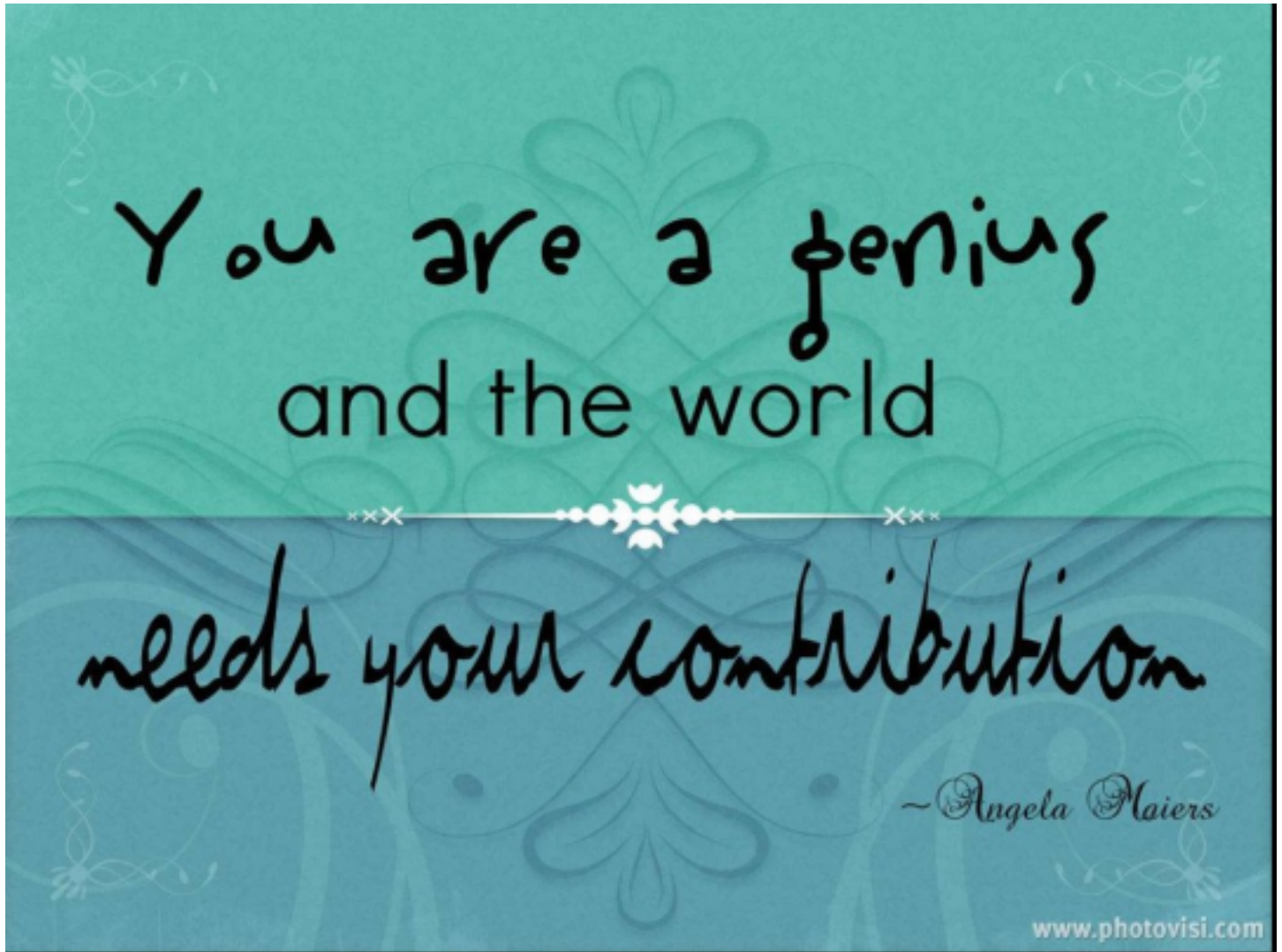
Slides and links at:

<http://tinyurl.com/mrskrebsRSCON4>

About Me



You Are a Genius



You Matter



FIVE WAYS THE CONTRIBUTIONS OF MY PLN HAVE CHANGED ME

FIVE WAYS THE CONTRIBUTIONS OF MY PLN HAVE CHANGED ME

CHOICE

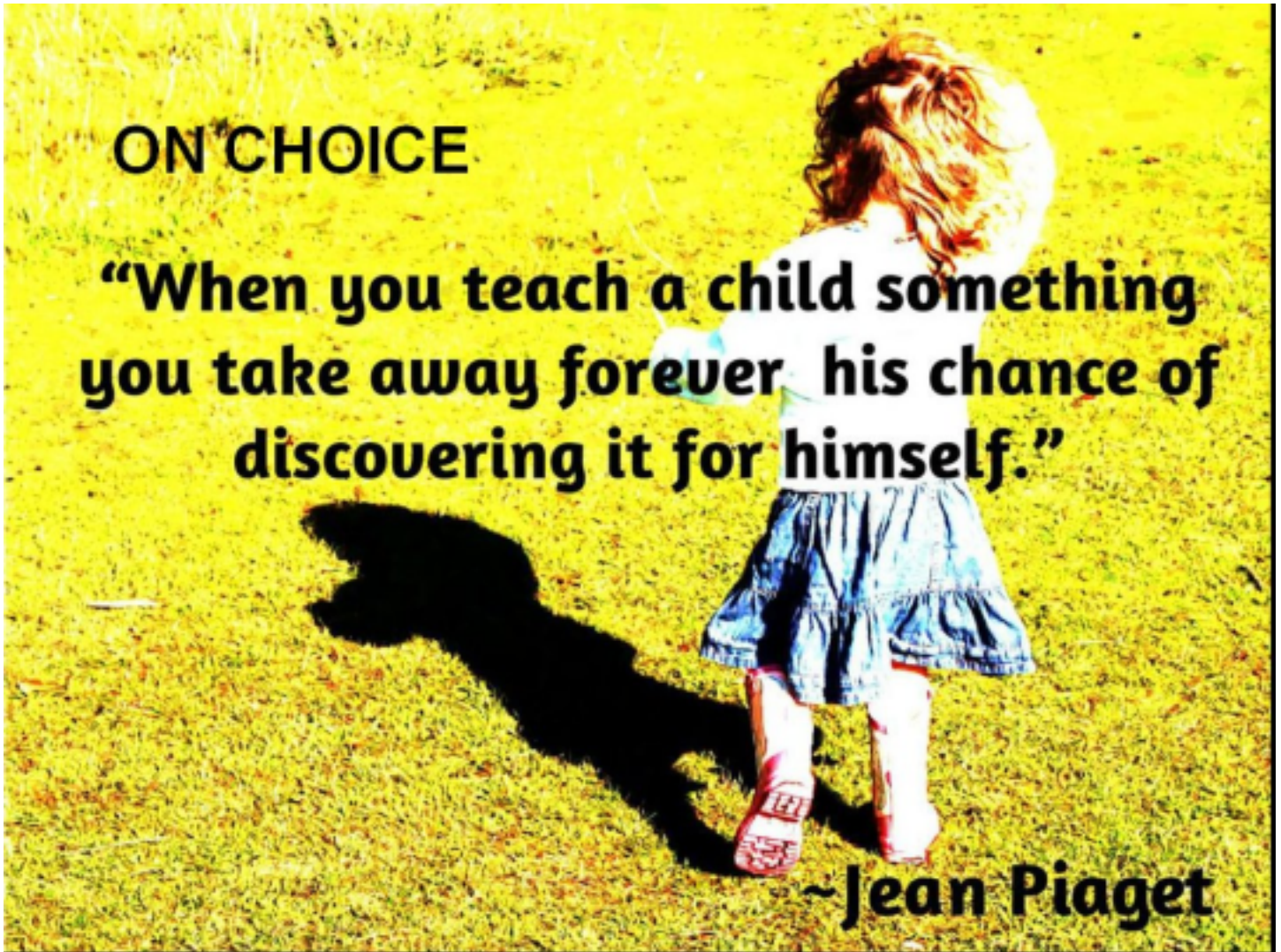
TRUST

LEARNING

GRADING

HOMEWORK

ON CHOICE



Genius Hour Creations



Need help getting ready for GH?



**NEED HELP GETTING READY FOR
GENIUS HOUR?**

Brainstorm and find inspiration...

10 Things You Love to Do and Learn

10 Things You Are Good At

10 Things You Wonder

Master, Create, Learn, Innovate, Produce, or Serve



MASTER – PRACTICE A SKILL.

CREATE – USE YOUR IMAGINATION.

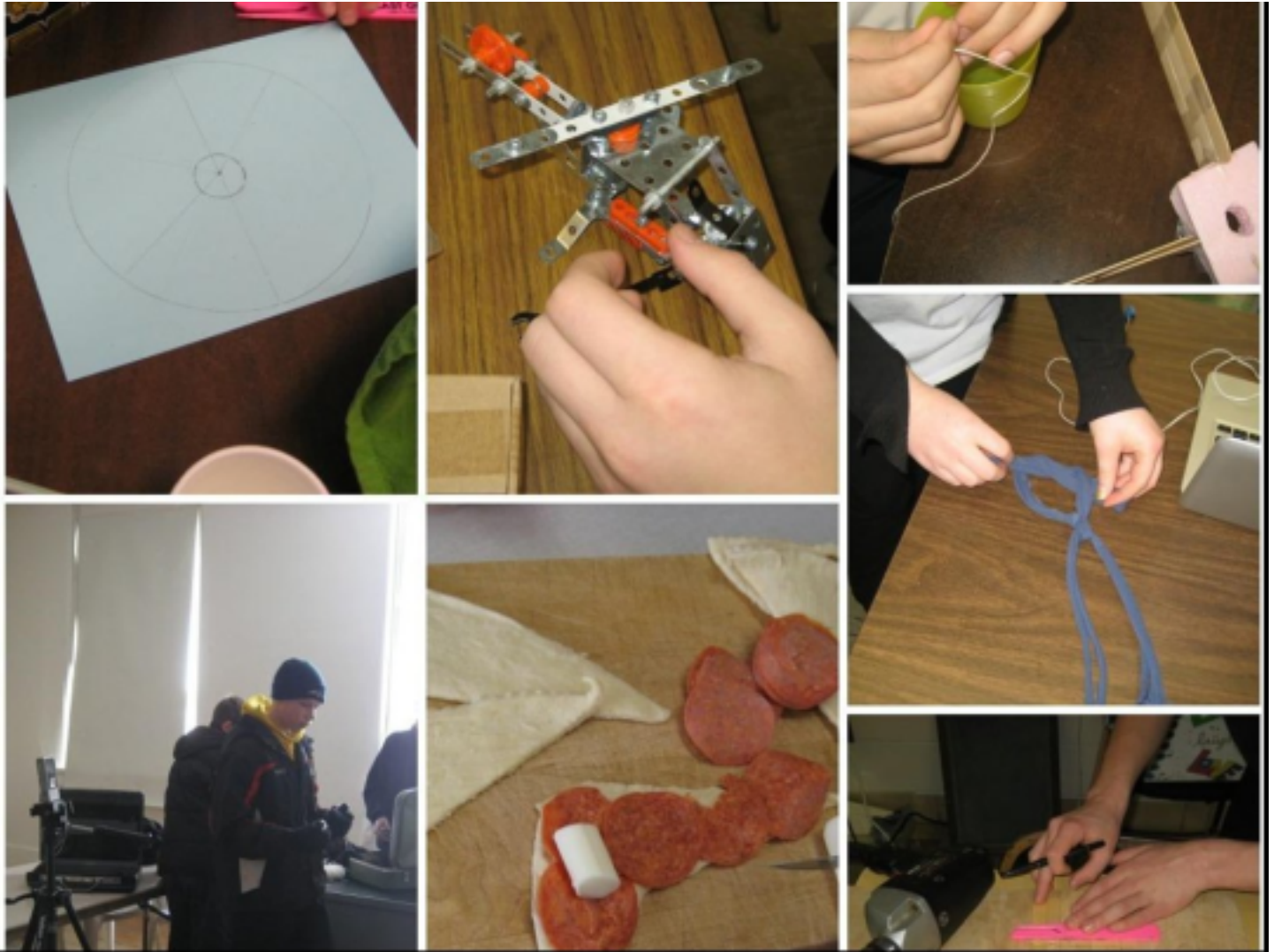
LEARN – GAIN KNOWLEDGE ABOUT SOMETHING.

INNOVATE – SOLVE A PROBLEM.

PRODUCE – MAKE SOMETHING.

SERVE – DO ANY OF THE ABOVE FOR SOMEONE ELSE!

More genius hour creations



Disclaimer: Don't Do Genius Hour Before YOU Are Ready

Disclaimer: Don't Do Genius Hour Before YOU Are Ready

In the post "[10 reasons for Genius Hour; 10 signs it will fail](#)" on her blog *Invent to Learn*, Sylvia Martinez shares signs when genius hour will fail. Read the article later, but for now:

9. Doing Genius Hour means I don't have to change anything else.

Researcher??s Workshop



Researcher??s Workshop Image

Advice to my researchers:
Don't just nibble at and then spew
out your sources.

*Instead, bite, chew,
savor, digest, and be
nourished by your
learning.*

*Grow strong, improving the world
with your creative response.*

Denise Krebs



How do you give CHOICE?

How do you give CHOICE?

Inquiry projects for Social Studies

Using content based learning allows for choice on areas of interest
I usually ask my students about their hobbies or things they like and go from there
I give choices in professional development. I often take what they say they want, and take what I see are needs also. I also follow up and continue to ask what choices they want for PD.

Letting students design the projects themselves, as long as it has to do with the learning outcome

Genius Hour!

flexible time to complete projects

Students develop their own BIG questions to explore within larger concept

allowing choice for tools they want to use to complete project

Interests n hobbies are important for conversation lessons I teach English to adults

Choice in presentation style - art, drama, poetry, Prezi

Letting my student-teachers choose their own areas of inquiry in regards to teaching

ON TRUST

ON TRUST

“All I am saying...
can be summed up in two words:
Trust Children.

NOTHING COULD BE MORE SIMPLE,
OR MORE DIFFICULT

Difficult because to
trust children we must
first learn to trust ourselves,
and most of us were taught
as children
that we could not be trusted.

-John Holt

No longer this...

No longer this...

BEHAVIORIST - BY MRS DKREBS

WWW.TOC



But this...

But this...

CONSTRUCTIVIST - BY MRSDKREBS

WWW.TOONDOO.COM

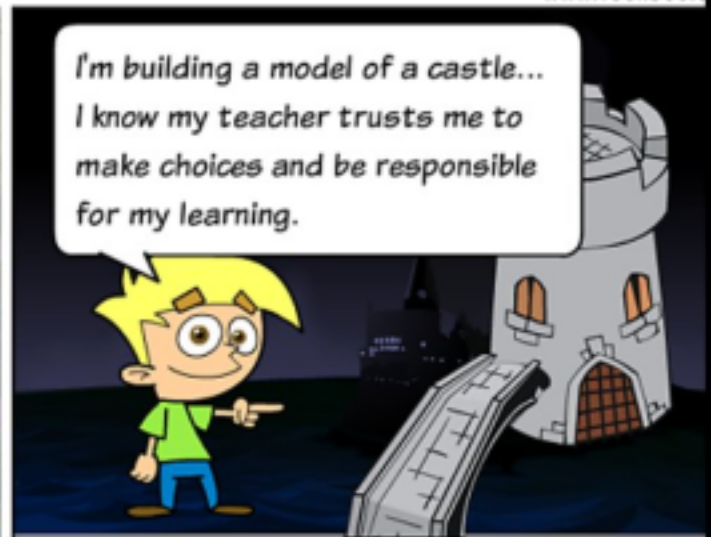


And this...

And this...

HUMANIST - BY MRSDKREBS

WWW.TOONDOO.COM



How is it that you establish mutual TRUST?

How is it that you establish mutual TRUST?

Allowing Failure to be part of learning - FAIL
First Attempt in Learning

tTaking the time to talk to them about things that matter to them

Take them seriously. Really listen.

giving them choices and allowing them time to act on them without telling them what to do

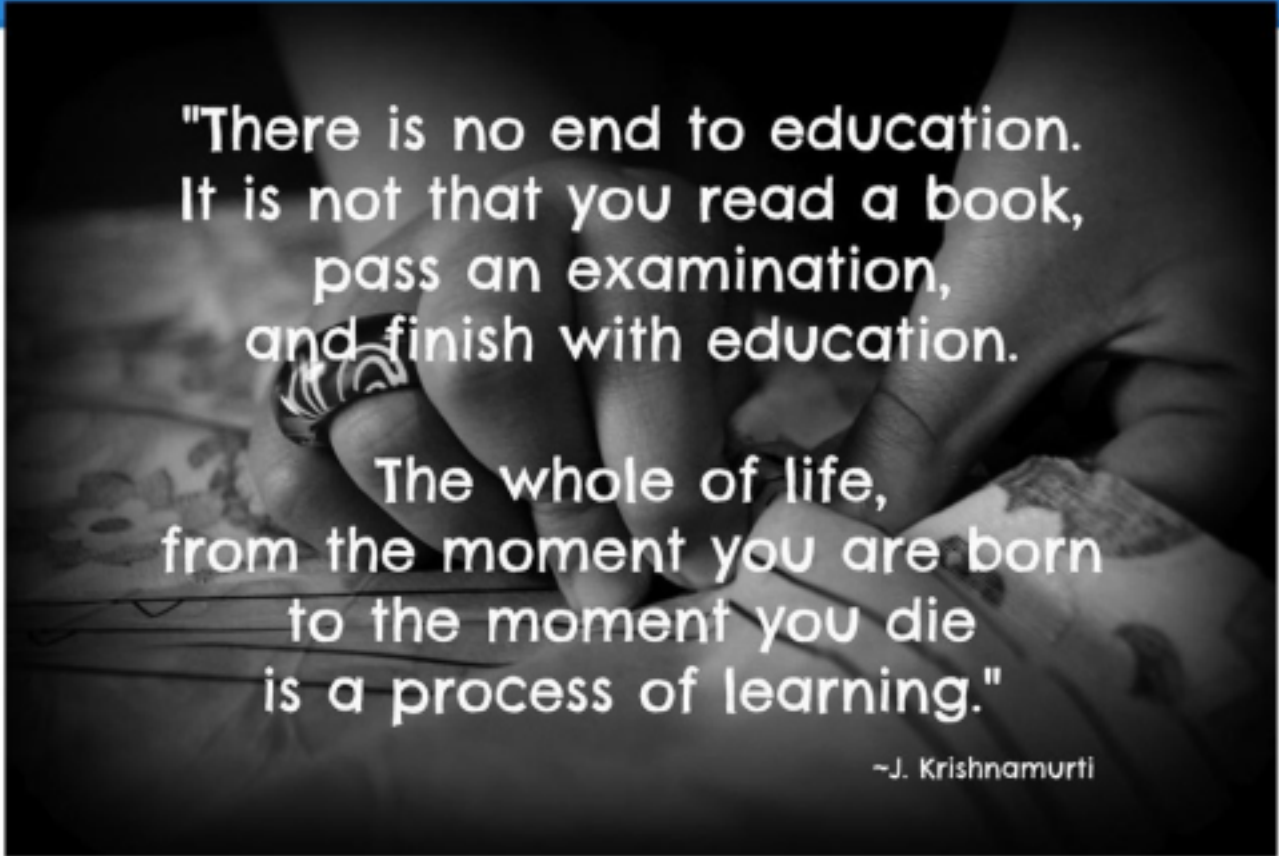
Trust develops when you listen to students and value their voices.
Trust also develops when you are transparent with them and ask for their feedback.
just in time support

acting on teachable moments by building on things that happen in the classroom

tell them that I trust them... and then really follow through with opportunities for them to be trusted...does that make sense?

ON LEARNING

ON LEARNING

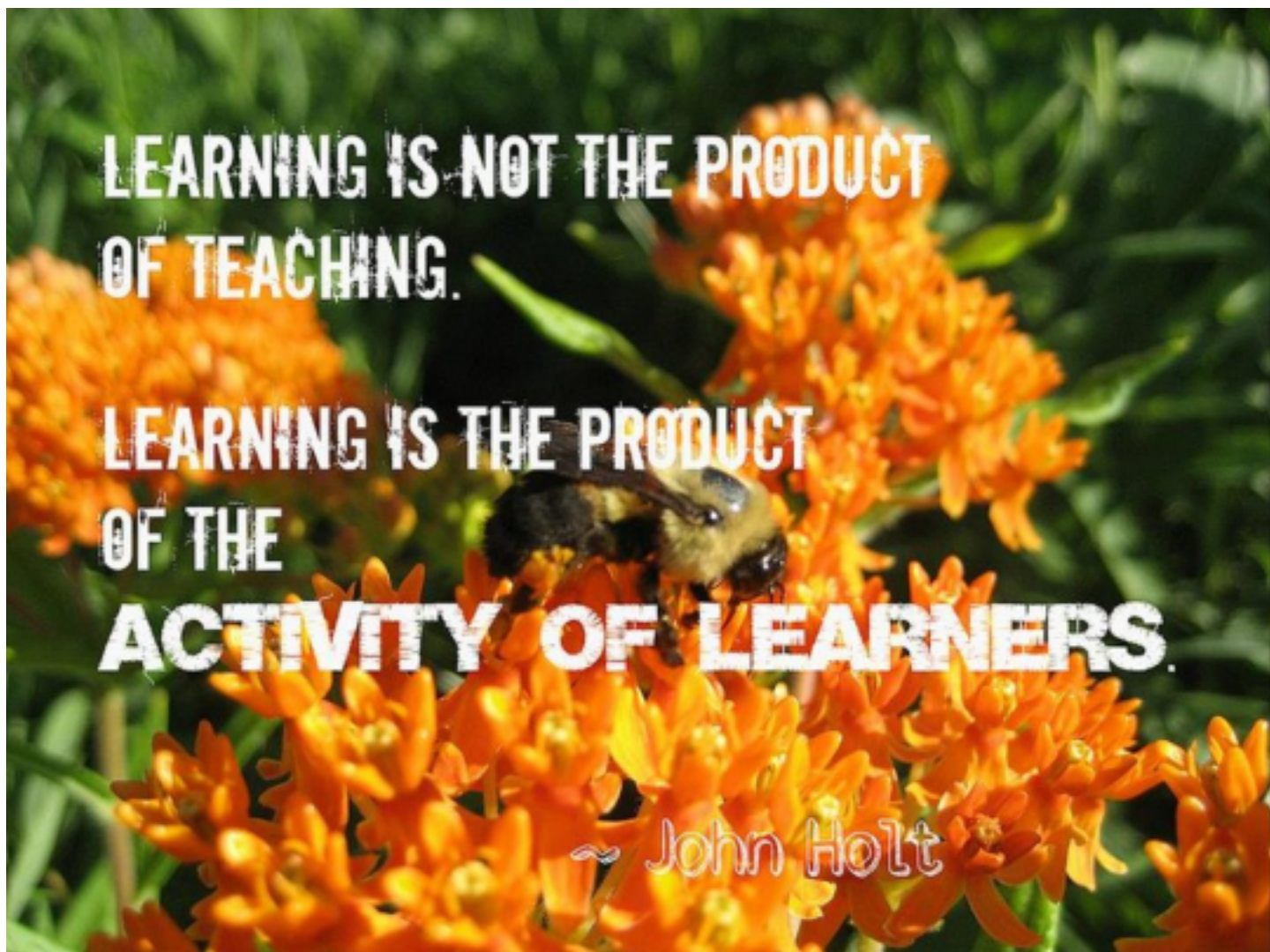


"There is no end to education.
It is not that you read a book,
pass an examination,
and finish with education.

The whole of life,
from the moment you are born
to the moment you die
is a process of learning."

-J. Krishnamurti

Learning is the product of the activity of learners.



The teacher is the chief learner in the classroom.

The teacher is the



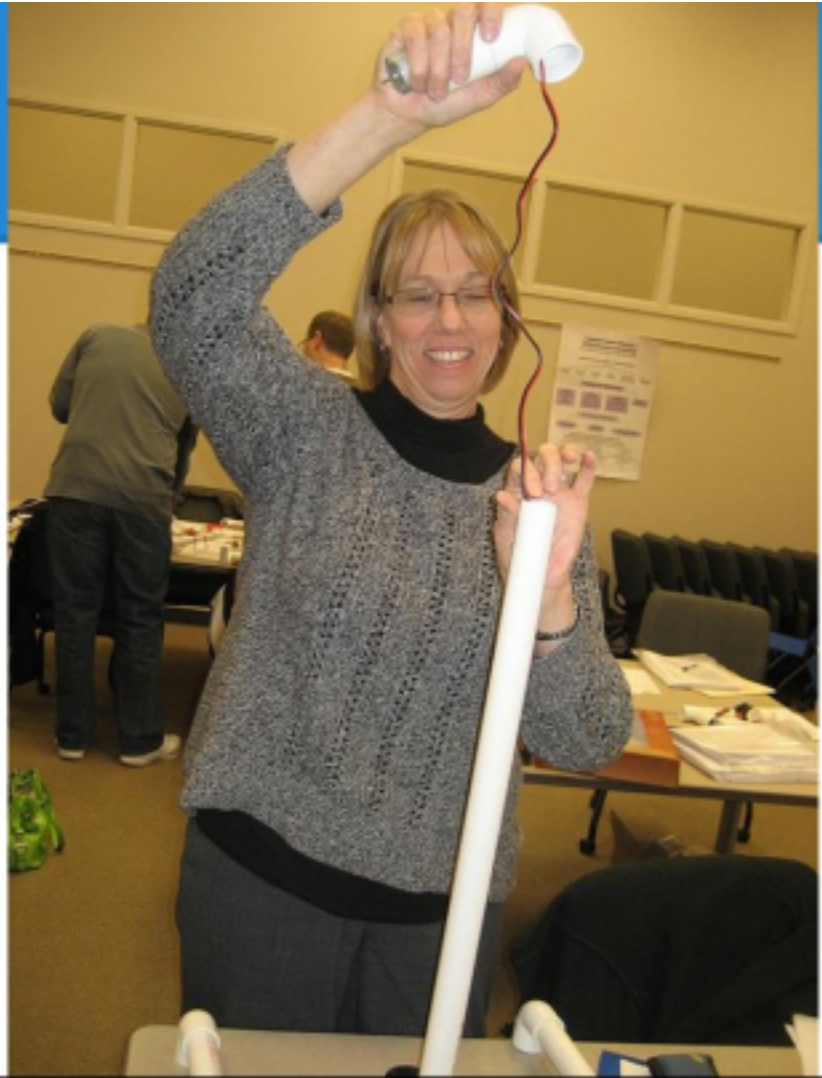
in the classroom.

~Donald Graves

www.photovis1.com

KidWind

KidWind



Reading

Reading



Student-Driven LEARNING



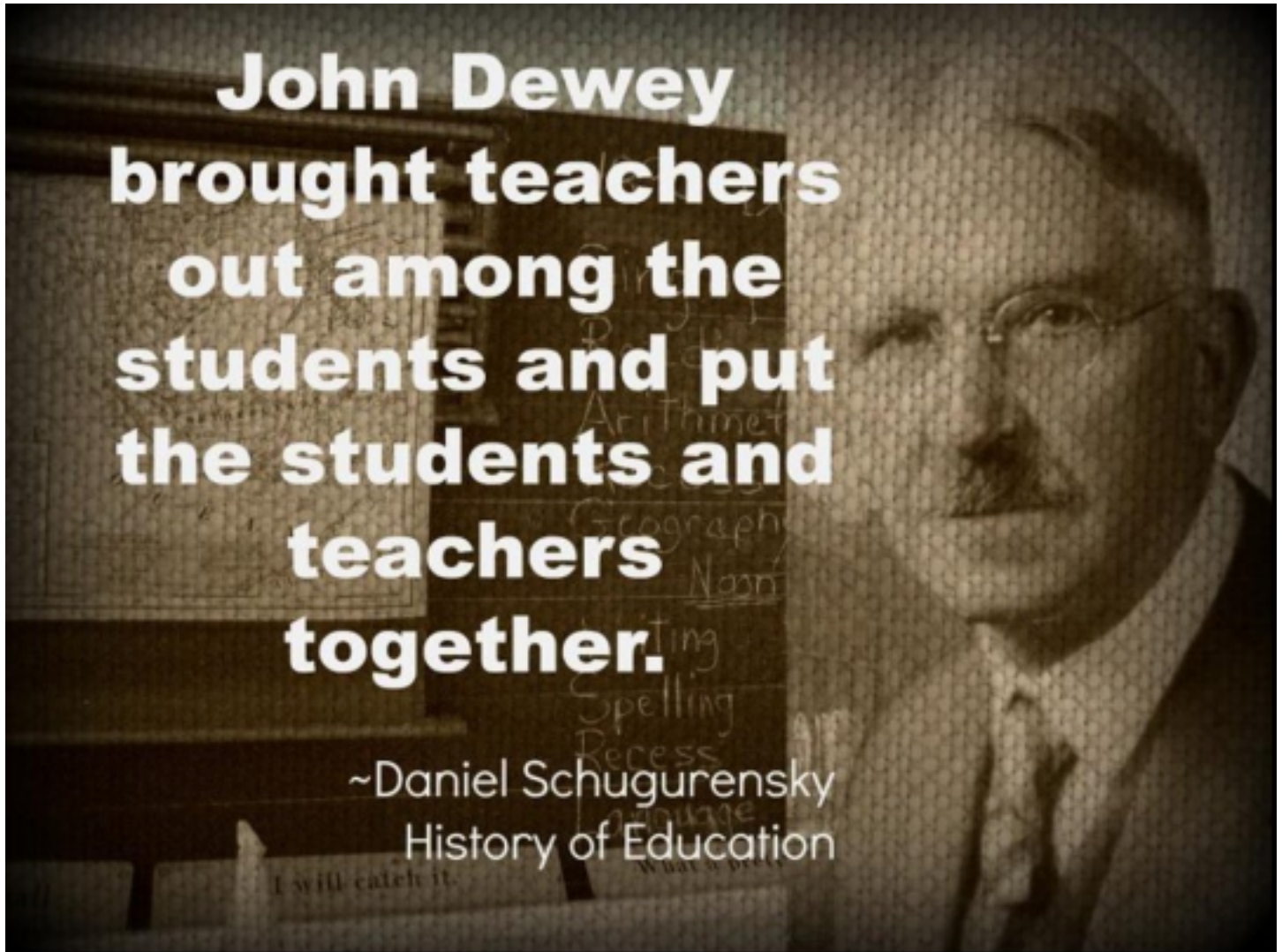
Success



Answering Questions



John Dewey brought teachers and students together



How are you celebrating LEARNING in your classroom?

How are you celebrating LEARNING in your classroom?

modelling learning...sharing what I learn/read/love too

tweeting what they are doing--shows them how awesome i think they are!

I'm constantly expanding what I know and the PD I can deliver to my teachers. I jump in the classroom and try it to experience it.

sharing publicly amazing learning they have been doing to recognize their contributions

share

commenting on their blog posts

Blogging - class and teacher - helps demonstrate lots of things

ON GRADING

ON GRADING

100% - BY MRSDKREBS

WWW.TOONDOO.COM



Rick Wormelli Quote

Think about it...

LSAT, MCATs, Praxis exams for teachers in the United States, bar exams for lawyers, CPA exams for accountants, driver's license tests, auto mechanic's certification tests, pilot's license exams are all allowed to be taken **over and over again for FULL CREDIT**. High stakes, fully reflective of the larger responsible world the kids will one day enter.

How pompous is it for a classroom teacher to say, '*This quiz... this paper... this test...this homework is so indicative of the larger world of responsibility that I'm trying to teach you, and so high stakes, that it can't possibly be redone.*'

You don't have a pedagogical leg to stand on.

~Rick Wormelli

Feedback



How have you transformed GRADING?

How have you transformed GRADING?

asked students how they want to show their learning--so different ways to get the grade

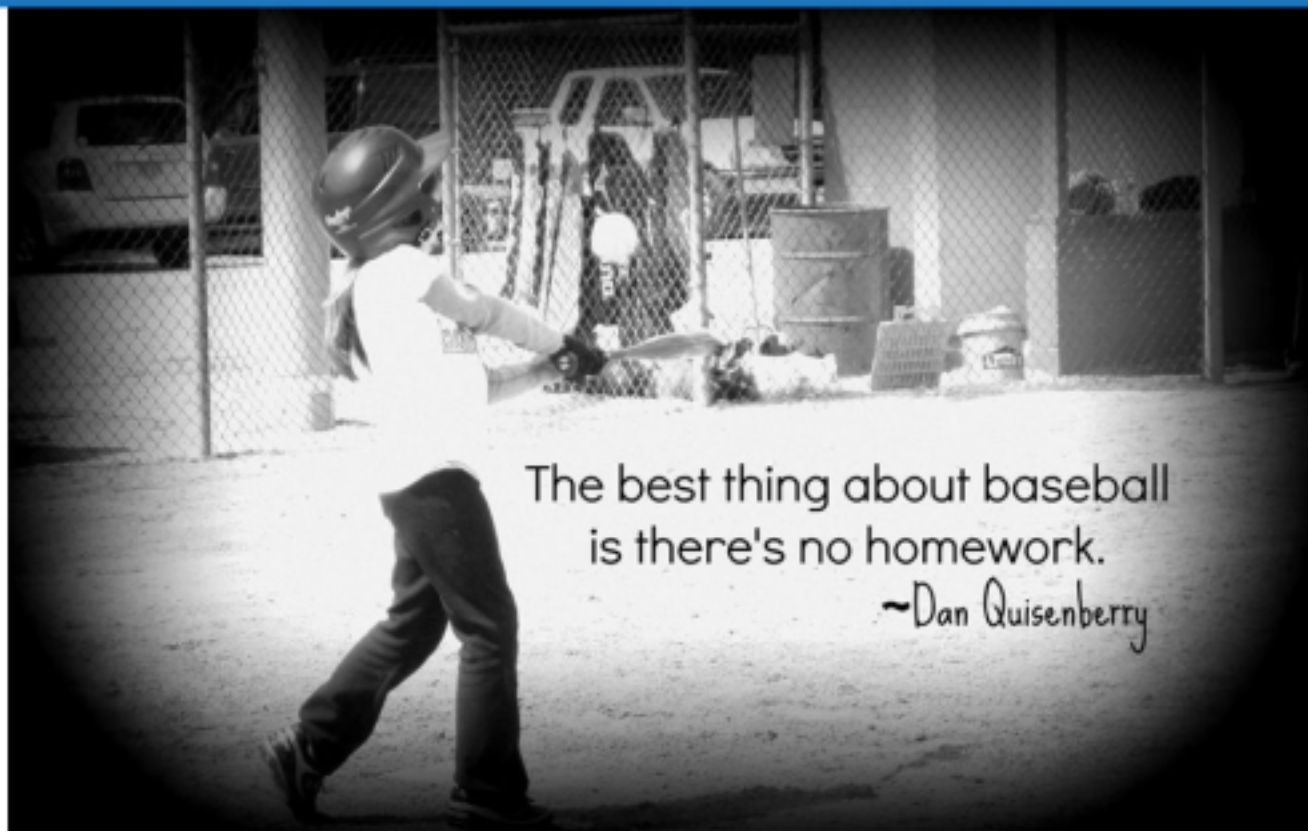
I used to average all their marks...now I focus on whether or not they have showed mastery at the end

self-reflection and peer review

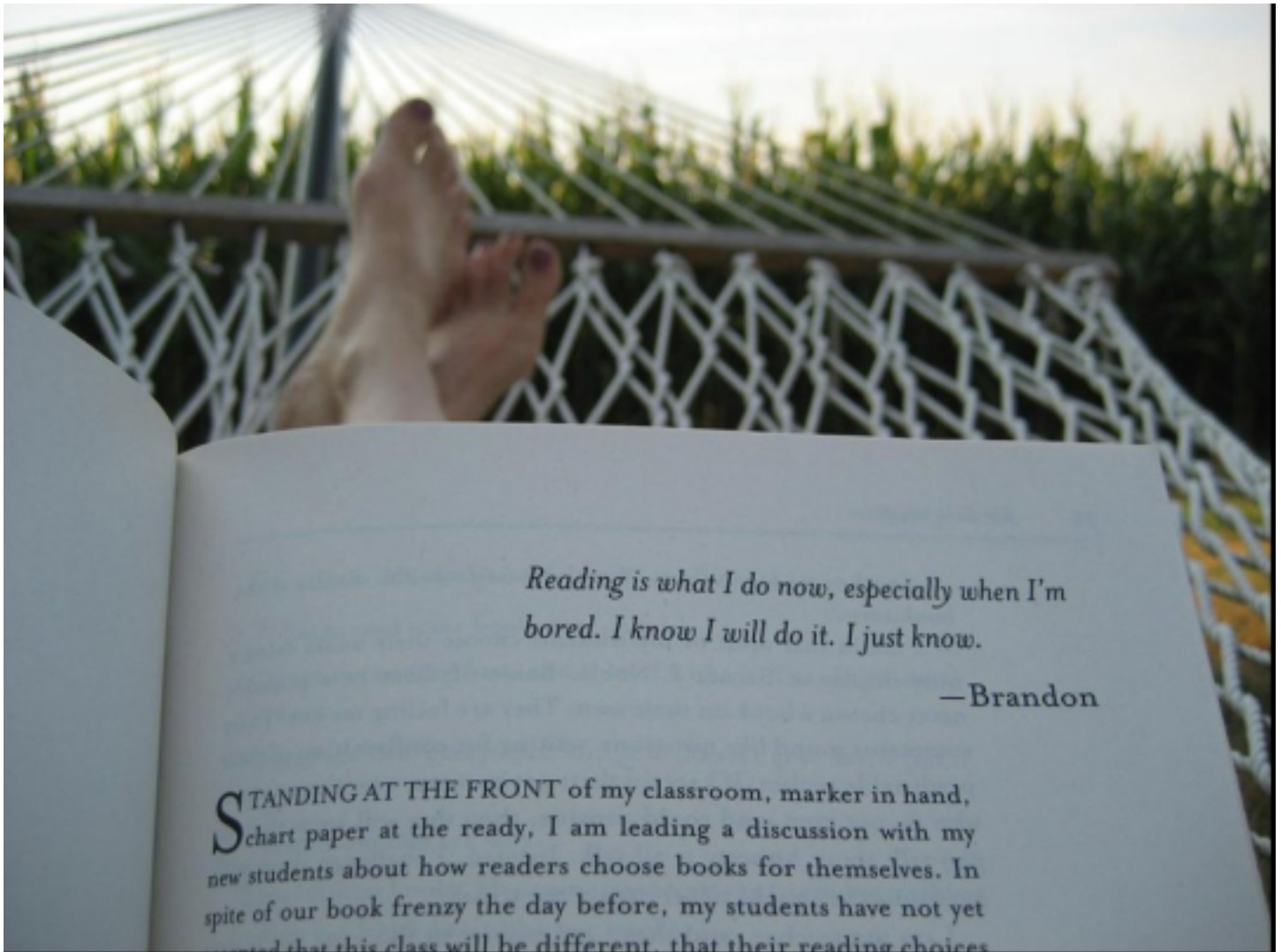
I've been able to influence others to allow re-dos and re-takes. I've also influenced some to not average.

ON HOMEWORK

ON HOMEWORK



My only homework is reading.




Jack Andraka Phto



Photo by Benjamin Quinto on Wikimedia Commons

Jack Andraka homework quote

**I went online to a teenager's best friends,
Wikipedia and Google--**



(I cut everything
for my homework from
those two sources)...



Real Homework by Jack Andraka



I went
online to a
teenager's
best
friends,
Wikipedia
and
Google...

*...and I found information
leading to a promising
diagnostic test for
pancreatic cancer.*

-Jack Andraka

What do you say about HOMEWORK?

What do you say about HOMEWORK?

If it brings a connection between home and school it might be valid. If it is busy work - I can see the point

needs to be meaningful...

I am torn. I go back and forth...have not really made up my mind. I dislike stupid homework.

Funny how in K-3rd grade, they give so much homework at my kids' school. But less and less in 4th-5th. Then in 9th, it's back to a ton of homework again.

PS My kid didn't learn how to play baseball because there wasn't time with all the homework. :(

don't give it unless it adds value to their learning through choices they make

I'm really liking the flipped model where class time is put to better use

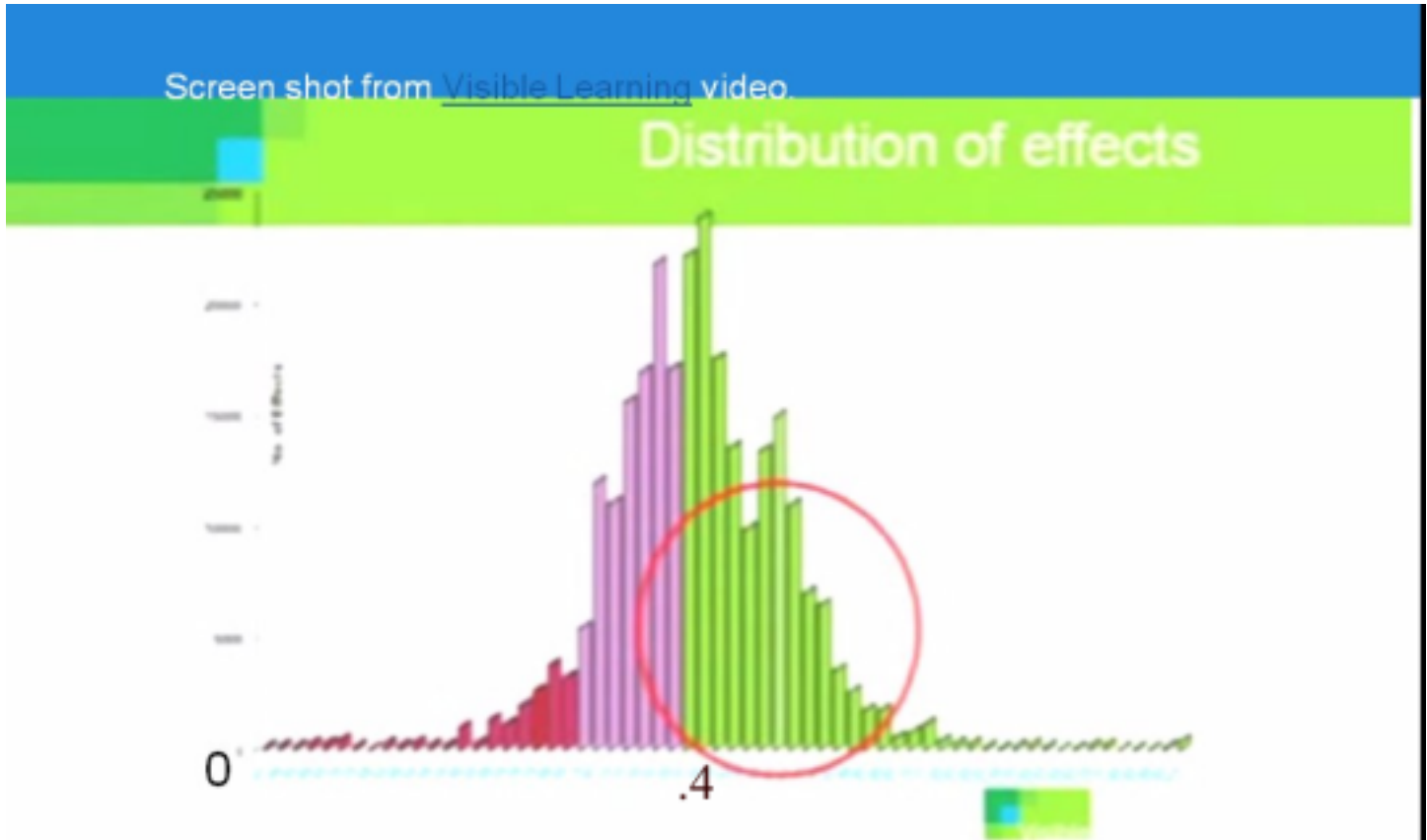
Wrapping Up

Wrapping Up



John Hattie - From [Visible Learning, Part 1](#)

distribution of effects



Notice the 0 point - there is not much we do in education that has a negative effect on student achievement

Above Average Methods by John Hattie (Effect size of .50 is equivalent to 1 grade improvement in exam results.)

Above Average Methods by John Hattie
(Effect size of .50 is equivalent to 1 grade improvement
in exam results.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11. Self-verbalization and self-questioning

.62

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10. Creativity programs .65 ([Creativity Rubric](#))

11. Self-verbalization and self-questioning .62

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

9. Meta-cognitive strategies .69

10. Creativity programs .65

11. Self-verbalization and self-questioning .62

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

8. Spaced vs. mass practice .71

9. Meta-cognitive strategies .69

10. Creativity programs .65

11. Self-verbalization and self-questioning .62

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7. Teacher-student relationships fostered .72

8. Spaced vs. mass practice .71

9. Meta-cognitive strategies .69

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11. Self-verbalization and self-questioning .62

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1.

2.

3.

4.

5.

6. Feedback .73

7. Teacher-student relationships fostered .72

8. Spaced vs. mass practice .71

9. Meta-cognitive strategies .69

10. Creativity programs .65

11. Self-verbalization and self-questioning .62

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(Effect size of .50 is equivalent to 1 grade improvement
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- 1.
- 2.
- 3.
- 4.
- 5. Reciprocal teaching .74**
6. Feedback .73
7. Teacher-student relationships fostered .72
8. Spaced vs. mass practice .71
9. Meta-cognitive strategies .69
10. Creativity programs .65
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(Effect size of .50 is equivalent to 1 grade improvement
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- 1.
- 2.
- 3.
- 4. Teacher clarity .75**
5. Reciprocal teaching .74
6. Feedback .73
7. Teacher-student relationships fostered .72
8. Spaced vs. mass practice .71
9. Meta-cognitive strategies .69
10. Creativity programs .65
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**Above Average Methods by John Hattie
(Effect size of .50 is equivalent to 1 grade improvement
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- 1.
- 2.
- 3. Providing formative assessments .90**
4. Teacher clarity .75
5. Reciprocal teaching .74
6. Feedback .73
7. Teacher-student relationships fostered .72
8. Spaced vs. mass practice .71
9. Meta-cognitive strategies .69
10. Creativity programs .65
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Above Average Methods by John Hattie (Effect size of .50 is equivalent to 1 grade improvement in exam results.)

Above Average Methods by John Hattie (Effect size of .50 is equivalent to 1 grade improvement in exam results.)

- 1.
- 2. Piagetian programs 1.28**
3. Providing formative assessments .90
4. Teacher clarity .75
5. Reciprocal teaching .74
6. Feedback .73
7. Teacher-student relationships fostered .72
8. Spaced vs. mass practice .71
9. Meta-cognitive strategies .69
10. Creativity programs .65
11. Self-verbalization and self-questioning .62

Above Average Methods by John Hattie (Effect size of .50 is equivalent to 1 grade improvement in exam results.)

Above Average Methods by John Hattie (Effect size of .50 is equivalent to 1 grade improvement in exam results.)

1. Student self-assessment/self-grading 1.44

2. Piagetian programs 1.28

3. Providing formative assessments .90

4. Teacher clarity .75

5. Reciprocal teaching .74

6. Feedback .73

7. Teacher-student relationships fostered .72

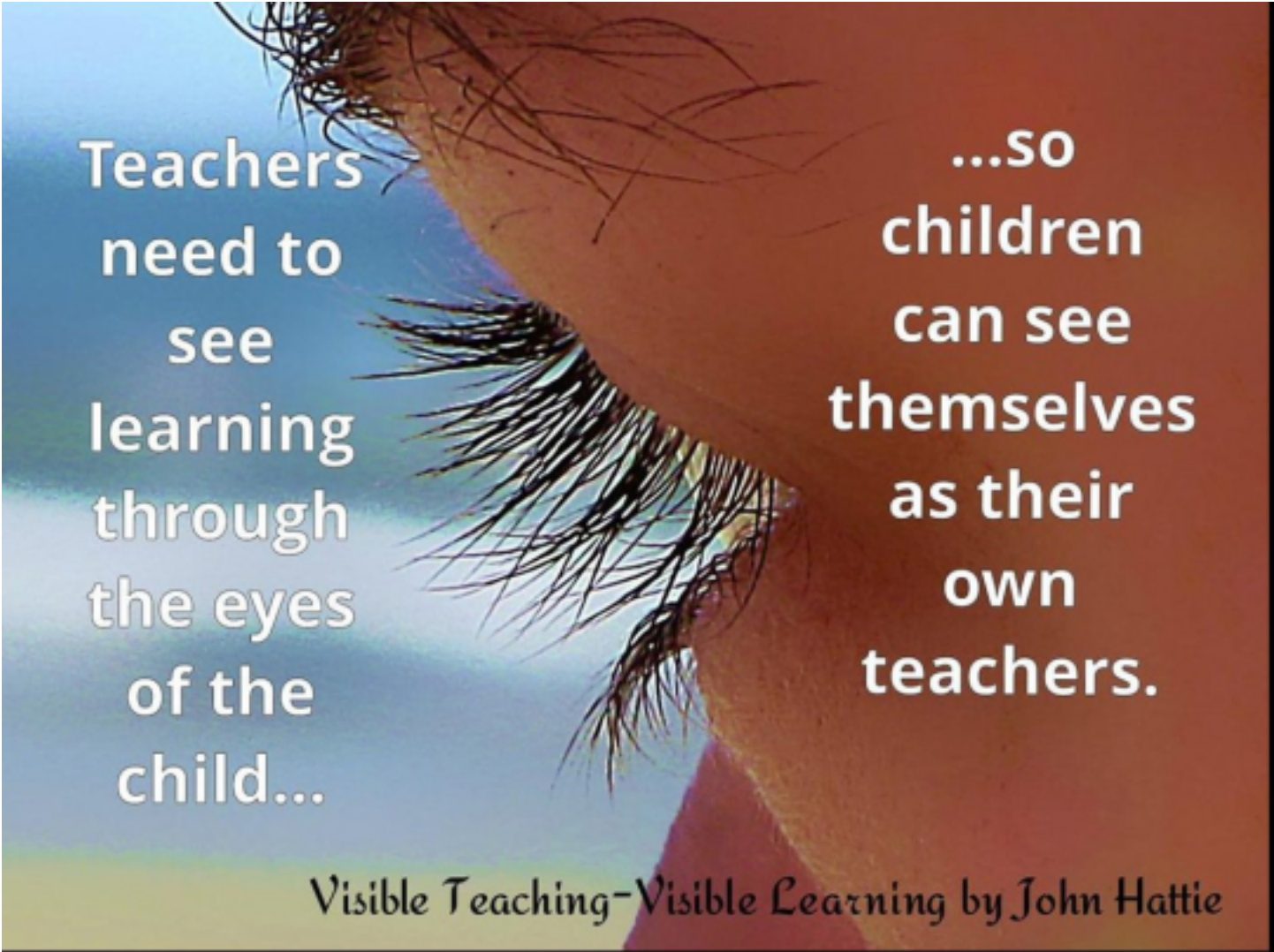
8. Spaced vs. mass practice .71

9. Meta-cognitive strategies .69

10. Creativity programs .65

11. Self-verbalization and self-questioning .62

Visible Learning by John Hattie



Teachers
need to
see
learning
through
the eyes
of the
child...

...SO
children
can see
themselves
as their
own
teachers.

Visible Teaching-Visible Learning by John Hattie

Thank you to my PLN! Have a virtual cupcake!



More From John Hattie

More From John Hattie

Watch John Hattie's YouTube videos -

<http://youtu.be/sng4p3Vsu7Y> - Part 1 - below average effects

<http://youtu.be/3pD1DFTNQf4> - Part 2 - above average effects of teaching

Read his book - [*Visible Learning for Teachers: Maximizing Impact on Learning*](#)

Hear Jack Andraka??s ??Real?? Homework Story

Hear Jack Andraka's "Real" Homework Story

- TED Talk - <http://youtu.be/g-ycQufrgK4>
- Huff Post Teen -
http://www.huffingtonpost.com/2013/07/08/jack-andraka_n_3562230.html
- [How Open Access Empowered a 16-year Old to Make Cancer Breakthrough](#)
- Wikipedia article - http://en.wikipedia.org/wiki/Jack_Andraka
- Watch *60 Minutes* on October 13, 2013

Books and Blogs You Should Read

Books and Blogs You Should Read

- **On Choice, Trust and Learning**

- Any blogs of the genius hour teachers - Find them on the wiki - <http://geniushour.wikispaces.com/>
- *Role Reversal* by Mark Barnes
- *Classroom Habitudes* and *The Passion-Driven Classroom* by Angela Maiers
- [*Dangerously Irrelevant*](#) blog by Scott McLeod
- *Essential Questions* by Jay McTighe
- *Who Owns the Learning?* by Alan November
- *Drive* by Dan Pink
- *The Element* by Sir Ken Robinson

Books and Blogs You Should Read (continued)

Books and Blogs You Should Read (continued)

- **On Grading & Homework**

- Joe Bower and others on grading moratorium
<http://www.joebower.org/p/grading-moratorium.html>
- Shawn Cornally - [Standards Based Grading](#) on [ThinkThankThunk](#) blog
- Books, papers, and DVDs by Alfie Kohn:
<http://www.alfiekohn.org/index.php>
- [Books](#) and [videos](#) by Rick Wormeli

References to My Work

References to My Work

Most CC Attribution images from this slide show can be found at:

<http://www.flickr.com/photos/mrsdkrebs/sets/72157636009605876/>

My Toondooos are available [here](#).

Jack Andraka photo by Benjamin Quinto:

http://en.wikipedia.org/wiki/File:Jack_Andraka.jpg

My blog: <http://mrsdkrebs.edublogs.org>

Link to blog post with all resources from this session:

<http://tinyurl.com/mrsdkrebsRSCON4>

Public Page 8

**reform** symposium

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#RSCON4, @RSCON4

Thank you for attending!

Don't miss the final plenary session with Salome Thomas-EL, Ed.D.

Next Session(s):

Influence: Believing Every Child Can Achieve Their Dreams
Salome Thomas-EL, National Education Expert, and Award-Winning Teacher and Principal in Philadelphia, PA.

SESSION LINK - <https://sas.elluminate.com/djnlp?sid=2013150&password=RSCON4Part222>

If the session link doesn't work for you, please copy and paste into your browser.

Participants:

Thank you for attending. In order for the recording to process, please exit the room by clicking "X" at the upper right of your screen, or going to the File > Exit. When you do a survey will come up giving you the opportunity to give feedback on this session!

Presenters:

1. Turn off the recording and ask participants to leave the room.
2. Right-click on participant names to remove stragglers.
3. Go to Tools > Moderator and unclick "allow new participants to enter session."

<http://www.futureofeducation.com/page/attending-rscon-2013>