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# Day 2: Digital Pedagogy

- Agenda & Quick recap: 5 min
- Learner Variability: 10 min
- Reflection: 10 min
- Engagement strategy: CDC: 15 min
- Q&A

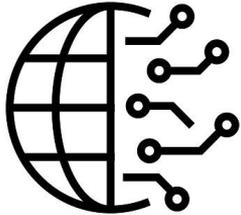
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## Recap



# DIGITAL PEDAGOGY ENTAILS USING TECHNOLOGY TO...



**Present information such  
that it can be perceived  
and comprehended  
effectively**



**Offer multiple strategies  
to engage learners to  
motivate them**



**Enable learners to use  
the learning environment  
and express what they  
know**

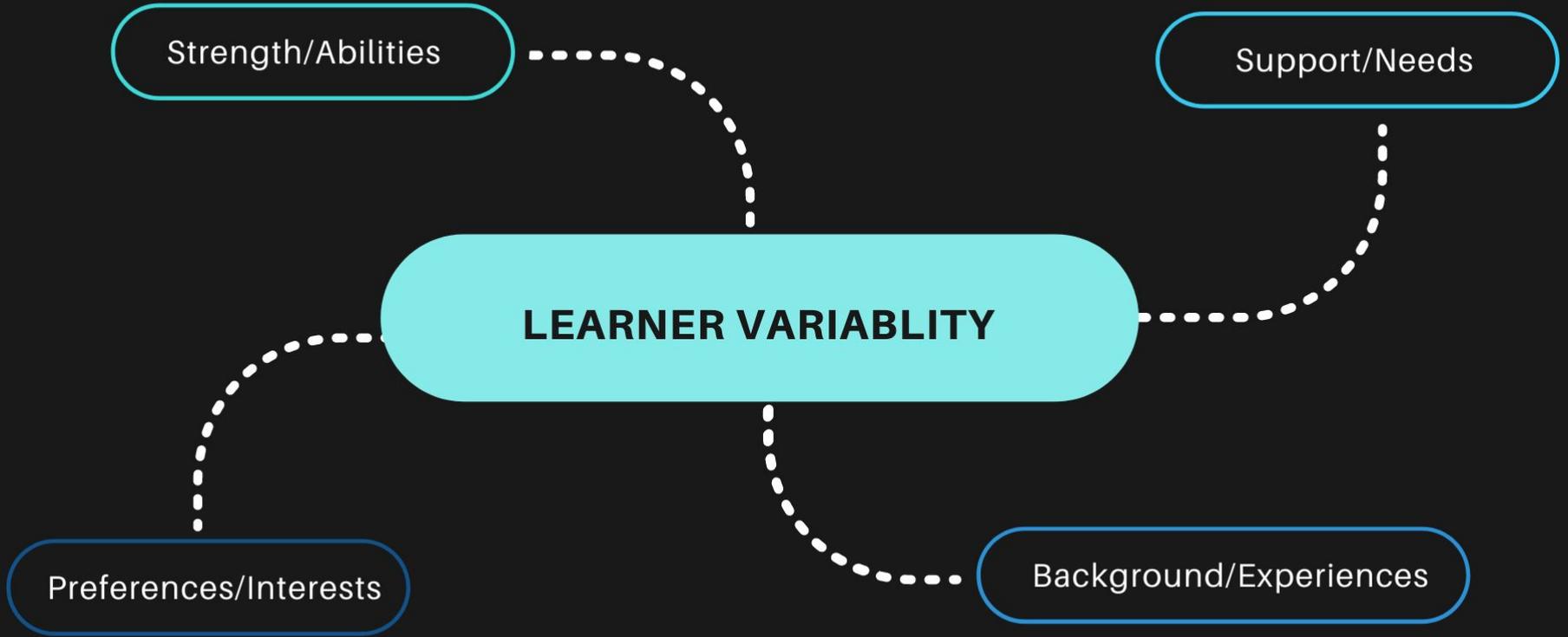


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**The way we learn is as  
different as our  
fingerprints**





Strength/Abilities

Support/Needs

**LEARNER VARIABILITY**

Background/Experiences

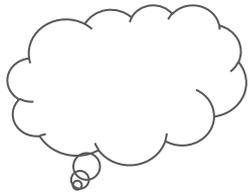
Preferences/Interests



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# Reflect: How to map Learner Variability



## METHODS TO UNDERSTAND YOUR STUDENTS

When you listen to student's stories, you get insights into their strengths, preferences, interests etc. Sharing and listening also establishes trust and rapport.

The student's council is a method of creating a space for students to voice their emotions, thoughts, ideas or make decisions freely without feeling judged. Observing this space can enable teachers to understand individuals and group dynamics. This method encourages personal storytelling and is very helpful to nurture personal and community development. Learn how to use [Storytelling Circles](#) by Ways of Council for students in grade 8-12.



The morning meeting is a great way to understand your learners. It can be an engaging way to start the day as it builds a sense of community and focuses attention on the present. It may entail a greeting, a small energising activity and and sharing by students.

Learn how to use [Morning Meetings](#) by Responsive Classroom for students in grades K-6.

*Practices to incorporate that allow you to tune into the world of the learner.*

**Creating learner profiles and celebrating individuality**



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# Tools: Get to know your learners Digitally

## RESOURCES TO HELP YOU IDENTIFY STRENGTHS OF LEARNERS



[LINK](#)

### Getting to Know You Questionnaire

A readymade Google form that teachers can ask their learners to fill can help them to understand learners digital access, comfort and preferences before introducing digital tools.



[LINK](#)

### Character Strengths

### Be a learning hero Inventory

It is an online self assessment that you can encourage learners to take to identify character strengths like learning from mistakes, taking on challenges, working hard etc.



[LINK](#)

### Interest-A-Lyzer

A form developed by educators which can be used to gauge learner's interests. Designed for senior learners.



[LINK](#)

### If I Ran the School

A form designed for young students. This can help teachers identify a student's interest in science, technology, arts, social study and languages.





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## The Challenge



*Given the diversity,  
how can you engage  
learners?*



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Engage using  
**CDC**

Offer **Choice**



**Vary levels** of Difficulty  
Vary level of Support



Opportunity to **Collaborate**





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# Offer Choice

In

# Content Representation

Listen to a snippet from the podcast Curious Minds: Dr. Stanislas Dehaene discusses the Four Pillars of Learning



00:00

08:29



## The Four Pillars of Learning

### Pillar 1: Attention



One can't learn without paying attention. Attention acts like a filter that allows us to select a piece of information and then decide what to do with it.

Students can learn most effectively when they know when to attend, what to attend to, and how to process the attended

### Pillar 2: Active engagement



Learning requires the brain to be active and curious. Nothing implants new knowledge in one's brain and memory better than intellectual struggle.

People are engaged when they are generating ideas, participating actively, and testing their

### Pillar 3: Feedback



Brain learns by making predictions, validating accurate predictions and forgetting incorrect ones. In this process, errors are inevitable but absolutely essential. Therefore instead of trying to avoid mistakes, make and correct mistakes. Getting feedback after

### Pillar 4: Consolidation



Memorizing new information or acquiring new skills is merely the first step. Knowledge must be consolidated for it to become an automatic response or expertise. For this the brain needs sleep and repetition. Every night, brain consolidates information by transferring important events



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# Offer Choice

In

# Expression

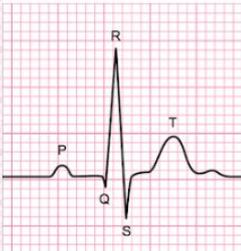
padlet

GetInMOOC + 588 • 29m

**Get Interactive! Week 1**  
This Padlet wall is for Week 1 of our MOOC, Get Interactive. Please post images, links and other items that would be useful for fellow participants.

**Anonymous** 2h

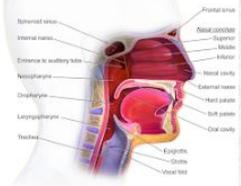
**basics of ECG**  
to start with ECG you need to know about the different waves of normal ECG



Add comment

**Carlos Araya-Rivera** 8h

**Respiratory System and Voice Production**  
Explaining voice production can be hard... fortunately, there are many educational resources on the web, that help students better understand this topic.

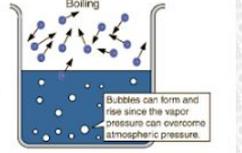


**The Upper Respiratory System**

Add comment

**dunbar9** 13h

**Cooking in the Mountains**  
What's actually happening when water boils?



Add comment

**Maria Isabel Pinos Espinoza** 1d

**Unreal situations**  
Let's practice some new grammar.

Add comment



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**Identifying  
difficulties/  
emotions**

**Anonymous  
Word cloud**

**Unclear  
concepts**

**Emotions**





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## Vary support

## Highlight key words

## Links to background information

## Reflective questions

On the Insert tab, the galleries include items that are designed to coordinate with the overall look of your **document**. You can use these galleries to insert tables, headers, footers, lists, cover pages, and other **document** building blocks. When you create pictures, charts, or diagrams, they also coordinate with your current **document** look.

You can easily change the formatting of selected text in the **document** text by choosing a look for the selected text from the Quick Styles gallery on the Home tab. ~~You can also format text directly by using the other controls on the Home tab.~~ Most controls offer a choice of using the look from the current theme or using a format that you specify directly.

To change the overall look of your **document**, choose new Theme elements on the Page Layout tab. To change the looks available in the Quick Style gallery, use the Change Current Quick Style Set command. Both the Themes gallery and the Quick Styles gallery provide reset commands so that you can always restore the look of your **document** to the original contained in your current template.

The words are highlighted, One can extend this further :)



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**Vary difficulty**

**Free quiz**

**Select difficulty  
level**

**Leaders decide  
when they are  
ready**

**QUIZZ**  Quizizz library

Have an account? [Log in](#)

[+ Create](#)

Filter by: All Grades All Subjects MORE

588.5K results found

**QUIZ**  
**Digestive System**  
10 Questions | KG | 661 plays | 0  
azlegbeomo\_6... · 2 years ago

**QUIZ**  
**Digestive system**  
14 Questions | 3rd - 5th grade | 3.6K plays | 15  
jrsportschik · 2 years ago

**QUIZ** ★ SUPER  
**Digestive System**  
3 Questions | 8th - 10th grade | 109 plays | 3  
mayliza\_decast... · 2 years ago

**QUIZ**  
**Digestive System**  
18 Questions | 6th - 8th grade | 5.5K plays | 26

10 Questions PLAY

Q. *Digestion starts from the \_\_\_\_\_*  
answer choices

Q. Saliva acts on which food in the mouth?  
answer choices

Q. From the mouth, the food goes to the \_\_\_\_\_  
answer choices

[VIEW FULL QUIZ](#)



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## Opportunity to Collaborate

Social reading: Learners can read at their own time and place and add comments with their reflections.

Tool: ProBoards, ReadUps, Google Docs

Joint revision: Class notes with blanks for important information and share it before the class.

Tool: Google docs, Evernote, Zoho Writer



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# Opportunity to Collaborate

Brainstorming

Chunking

Voting

Co-writing

The screenshot displays a Miro collaborative workspace for a project titled "Launch new project Q2". The workspace is divided into several sections:

- Features:** Contains a document titled "Doc" and a grid of sticky notes in various colors (yellow, blue, green, red) representing different features or tasks.
- Mapping:** Features a flowchart or mapping diagram with nodes and connecting lines.
- Tasks:** A Kanban-style board with columns for "Backlog", "To do", "In progress", "Review / Testing", and "Done". It contains multiple task cards with descriptions and progress indicators.
- Design:** Shows a document titled "Content" with two versions, "v.1" and "v.2", and a diagram illustrating the relationship between them.

Participants are visible in the workspace:

- Jules:** A blue speech bubble above the Features section.
- Brittini:** A purple speech bubble pointing to the Doc in the Features section.
- Andrey:** A red speech bubble pointing to a sticky note in the Mapping section.
- Joanna:** A blue speech bubble pointing to the Content document in the Design section.
- Trevor:** An orange speech bubble pointing to the bottom of the Tasks section.

On the right side, a video call overlay is active, showing five participants: Trevor Rogers, Joanna O'Neill, Audrey Smyth, Jules Hutton, and You. The call interface includes a "Weekly Sync" dropdown, "Collaboration" and "End session" buttons, and a bottom bar with icons for microphone, video, hand, and a "Leave" button.

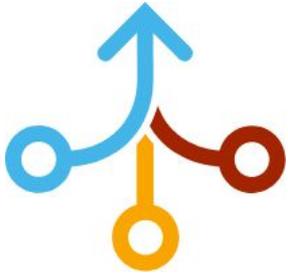




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**Let's  
Consolidate**



- Learners are different
- Mindfulness to Notice & Acknowledge
- Engage using CDC
- Meaningful integration

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# Thank You

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