New Pedagogies for Deep Learning: Flourishing in a Complex World Leveraging Digital

SPEAKER 1: In a deep learning environment, access to digital is seamless and authentic. Students engage with digital to accelerate their learning, and construct new knowledge. Together, they build on the learning outcomes, investigate and solve real problems with others beyond the classroom walls.

SPEAKER 2: We talk about searching skills, and we talk about going to different countries and how you know that if it's an organization, if you know that it's just a company, or it's a blog. So they're aware of all these things, and they're aware that we can easily go on Twitter and reach to any experts online. So that gives them that accountability and that responsibility, that learning is not just within the class, it's real. It makes an impact.

Nowadays kids have social medias under their fingers, so you want them to really look at not the negativity of it; you need to look at how are you making those changes? So really look at searching skills. We look at perspectives in media. We look at also reports. We look at where did that information come from? Is that really useful? Is that really true? Whose perspective are being voiced in those pieces, and that interview? So they're really becoming accountable to everything that they're doing.

SPEAKER 1: Digital allows for deep learning anytime, anywhere and with anybody. Educators scaffold opportunities for providing feedback and deepening the learning, generating new knowledge and engaging with partners. What's the result? Students develop global competencies like character, citizenship, collaboration, critical thinking, creativity, communication.

SPEAKER 3: We try and innovate to make things that are different. Like right now, when we were building our bottle rockets, we looked up an online tutorial. But we had to change it, because it wasn't really working at all, so we kind of innovated to change it.

SPEAKER 4: We are making a sequence that makes the computer say our introduction, basically, on what we're going to learn. And it's worked so far.

SPEAKER 5: Hello. These are the global [INAUDIBLE] gender, equality and biodiversity.

SPEAKER 6: The ability to interact more with the technology is what's so great in this class, so it's not just being able to use a computer, but it's how do we take the Makey

Makey, for example, and get that to do what we want it to do using the computer. So yeah, more the programming aspect, and using the computer for things that you've designed as opposed to just using it based on the programming other people have done.

SPEAKER 7: As a teacher, the pedagogical documentation journey has changed for me, in that my students now, with the technology, my students are doing a lot of documentation for me through blogging, through reflecting.

SPEAKER 8: I do a lot of observation and a lot of pedagogical documentation. So I have an app on my phone and I have a category for each subject, and I have it with me all the time. So if I'm having a conversation with a student, I can quickly take a note. The technology's so good, I even talk my notes. So the student will tell me something, and I can quickly say -- is able to subtract really quickly, and give an extra little personalized antidote in my notes. Or, I can take photos and videos of the students working. Then I call it up, and I feel like I have a really good picture of the students' work.

SPEAKER 9: You would be very hard-pressed to walk into a classroom and know who are the students that have learning needs. And I guess one part of that, too, when we think about deep learning and new pedagogies is that leveraging digital. And that has been a game changer for so many of our students, but especially the students with more specific needs. And you can have a student who might be in grade four and struggling to read, but you will not know that, because they may have a specific learning disability in reading, but with technology being immersed into their environment, digital tools, like Read and Write or Speech to Text are there to support that child, so that they're able to do what everybody else is doing.

SPEAKER 8: Before, it was a lot of pen and paper tasks, and that doesn't show the learning of a lot of the students, especially I have a lot of students with special needs this year. And it doesn't show what they know. Those conversations show me just how much the students do know. And so I put so much more value on that, and things they've been able to create, and the questions they've been able to ask. And by having a way to track that, I feel like I can prove their thinking, and it doesn't have to be the pen and paper task. The students shine and want to do more and aren't discouraged, because they have a way to show what they're thinking without feeling like they're not succeeding all the time.