21st Century Learning Design

making the new australian curriculum even more relevant
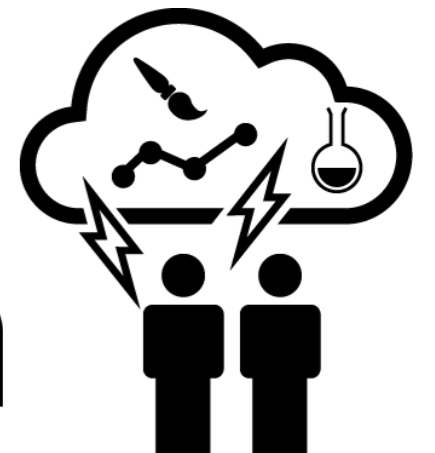
Innovative Teaching and Learning Research (ITL)

Student Centered Learning | Extend Learning
ICT for Learning

21CLD Dimensions

collaboration
knowledge building
ICT for learning
self regulation
skilful communication
real world problem solving and innovation

learning activity

student work

Collaboration

learning activity

interdependent | shared responsibility | decisions

Collaboration

interdependent | shared responsibility | decisions

**australian curriculum
general capabilities**

personal and social capabilities

ethical behaviours

intercultural communication

Collaboration

Level 0

- Learners DO NOT collaborate in pairs or groups: they work individually on the learning activity.

Level 1

- Learners DO collaborate informally in pairs or groups
- BUT they DO NOT have shared responsibility for achieving a joint purpose or outcome.

Level 2

- Learners DO work together in pairs or groups
- AND they DO have shared responsibility for achieving a joint purpose outcome
- BUT they are NOT required to make substantive decisions together about the goals, content, process or product of the work.

Level 3

- Learners DO work together in pairs or groups
- AND learners DO have shared responsibility for achieving a shared purpose or joint outcome
- AND they DO make substantive decisions together about the purpose, content, process, or product of their work
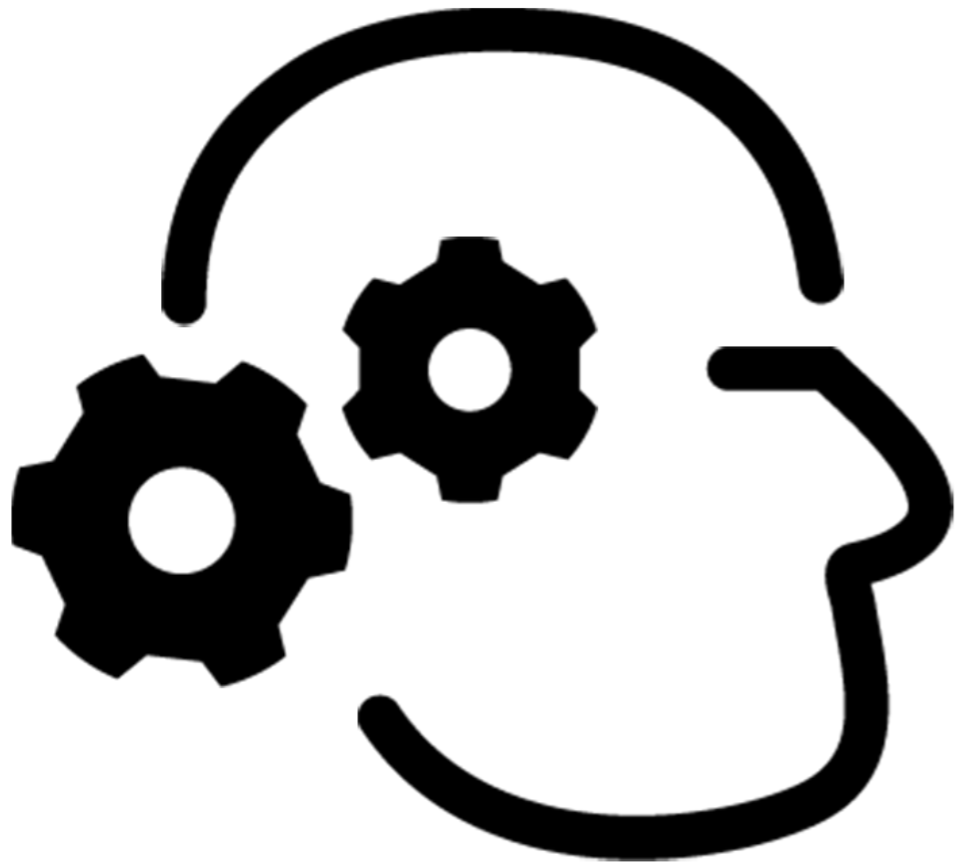- BUT their work is NOT interdependent.

Level 4

- Learners DO work together in pairs or groups
- AND they DO have shared responsibility
- AND they DO make substantive decisions together about the purpose, content, process, or product of their work
- AND their work is interdependent.
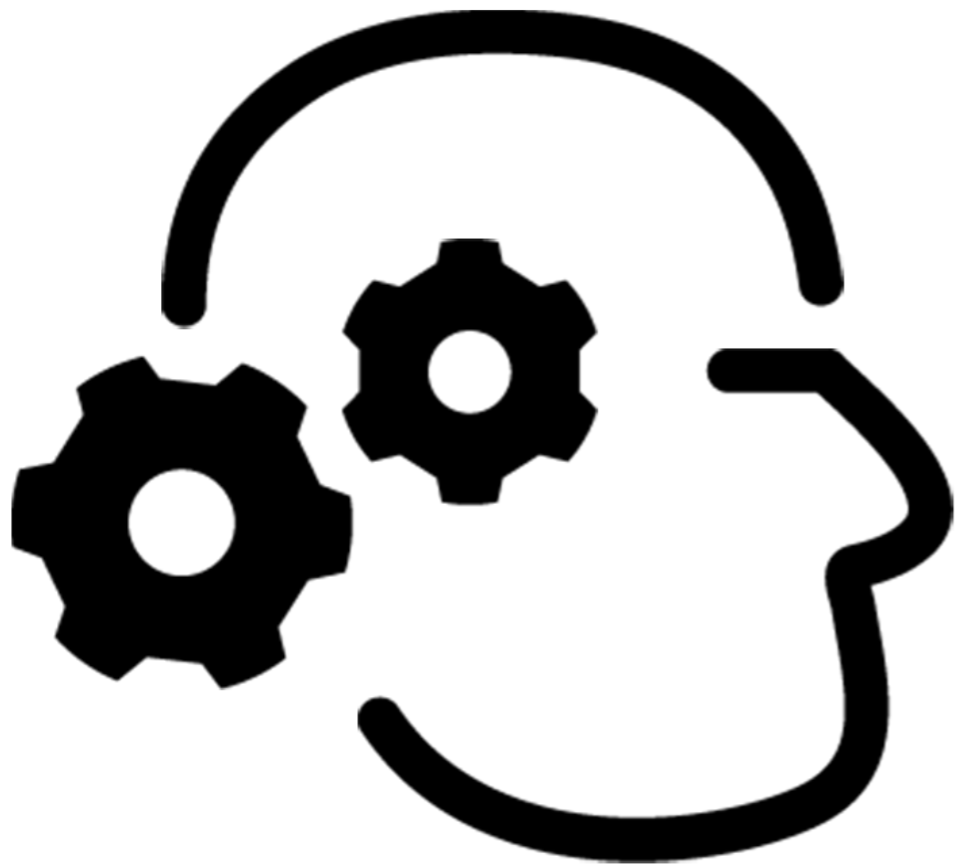
Knowledge Construction

learning activity

interdisciplinary | build | new

Knowledge Construction
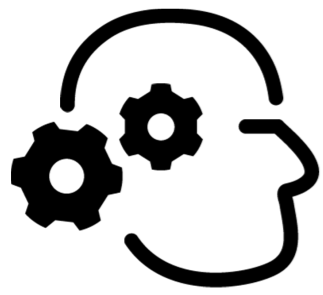
learning activity

interdisciplinary | build | new

australian curriculum
general capabilities

Literacy
Numeracy
intercultural communication

Thinking designed by factor[e] design initiative from The Noun Project

Knowledge Construction

Level 0
- The learning activity does NOT require students to construct knowledge.
- Students can complete the activity by reproducing information or by using familiar procedures.

Level 1
- The learning activity DOES REQUIRE students to construct knowledge by interpreting, analysing, synthesizing, or evaluating information or ideas
- BUT the activity's main requirement is NOT knowledge construction.

Level 2
- The learning activity's main requirement IS knowledge construction
- BUT the learning activity does NOT require students to apply their knowledge in a new context.

Level 3
- The learning activity's main requirement IS knowledge construction
- AND the learning activity DOES require students to apply their knowledge in a new context
- BUT the learning activity does NOT have learning goals in more than one subject.

Level 4
- The learning activity's main requirement IS knowledge construction
- AND the learning activity DOES require students to apply their knowledge in a new context
- AND the knowledge construction IS interdisciplinary. The activity DOES have learning goals in more than one subject.

ICT for Learning

Learning Activity

multimodal | ethical | freedom

Computer designed by Alyssa Mahlberg from The Noun Project
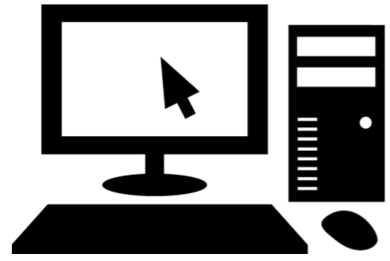
ICT for Learning
Learning Activity

multimodal | ethical | freedom

australian curriculum
general capabilities

ICT
ethical behaviours
literacy
numeracy

Computer designed by Alyssa Mahlberg from The Noun Project

ICT for Learning

Learning Activity

Level 0
- Learners DO NOT have the opportunity to use ICT for this activity

Level 1
- Learners DO have opportunities to use ICT to practice basic skills or reproduce information
- BUT they are NOT constructing knowledge.

Level 2
- Learners' use of ICT is required to construct knowledge in ways that add value to learning.
- BUT they are not required to use ICT to design and create multi-modal ideas, products and solutions for authentic users

Level 3
- Learners' use of ICT is required to construct knowledge and ICT use adds value to learning
- AND Learners use ICT to design and create multi-modal ideas, products and solutions for authentic users
- BUT ICT work does not demonstrate ethical use, social-ethical protocols, or any additional 21C capabilities.

Level 4
- Learners' use of ICT is required to construct knowledge and ICT adds value to the learning
- AND learners use ICT to design and create multi-modal ideas, products and solutions for authentic users
- AND learners' ICT work demonstrates ethical use with strong application of social-ethical protocols
- AND ICT use demonstrates one or more additional 21C capabilities.

Self Regulation
learning activity

time | intentions | plan

Thinking designed by Michael V. Suriano from The Noun Project

Self Regulation

learning activity

time | intentions | plan

**australian curriculum
general capabilities**

personal and social capabilities
ethical behaviours
critical and creative thinking

Thinking designed by Michael V. Suriano from The Noun Project

Self Regulation

Level 0
- Pre-requisites for self regulation are NOT in place.
- Learning activities DO NOT provide substantive time and opportunity for learners to develop self-regulation skills.

Level 1
- Learning activities DO provide substantive time and opportunity for learners to develop self-regulation skills
- BUT learners do NOT know the learning intentions and associated success criteria in advance of the learning work.

Level 2
- Learning activities DO provide substantive time and opportunity for learners to develop self-regulation skills
- AND learners DO know the learning intentions and associated success criteria in advance of the learning work
- BUT learners DO NOT have the opportunity to plan their own work.

Level 3
- Learning activities DO provide substantive time and opportunity for learners to develop self-regulation skills
- AND learners DO know the learning intentions and associated success criteria in advance of the learning work
- AND learners DO have the opportunity to plan their own work.
- BUT learners do not have the opportunity to use feedback to improve their learning work.

Level 4
- Learning activities provide substantive time and opportunity for learners to develop self-regulation skills
- AND learners DO know the learning intentions and associated success criteria in advance of the learning work.
- AND learners DO have the opportunity to plan their own work.
- AND learners DO use feedback to improve their learning work.

learning activity

Skillful Communication
student work

coherent | multimodal | authentic audience

Interview designed by Sarah Abraham from The Noun Project

Skillful Communication

student work

coherent | multimodal | authentic audience

australian curriculum general capabilities

personal and social capabilities

intercultural communication

literacy

numeracy

Interview designed by Sarah Abraham from The Noun Project

Skillful Communication

Learning Activity

Level 0
- Learners are NOT required to produce coherent communication using a range of communication modes

Level 1
- Learners ARE required to produce coherent communication using a range of communication modes
- BUT they are NOT required to design their communication for an authentic purpose or particular audience

Level 2
- Learners ARE required to produce coherent communication using a range of communication modes
- AND they are required to design their communication for an authentic purpose or particular audience
- BUT learners are NOT required to produce substantive, multi-modal communication

Level 3
- Learners ARE required to produce coherent communication using a range of communication modes
- AND they ARE required to design their communication for an authentic purpose or particular audience
- AND learners ARE required to produce substantive, multi-modal communication
- BUT learners are NOT required to reflect on and use the process of their learning to develop and improve their communication.

Level 4
- Learners ARE required to produce coherent communication
- AND they are required to design their communication for an authentic purpose or particular audience
- AND learners are required to produce substantive, multi-modal communication
- AND learners are required to reflect on and use the process of their learning to develop and improve their communication.

Real World Problem Solving and Innovation

Learning Activity

authentic | solve | share

Real World Problem Solving and Innovation

Learning Activity

authentic | solve | share

australian curriculum
general capabilities

critical and creative thinking
numeracy
literacy
intercultural communication

Real World Problem Solving and Innovation

Learning Activity

Level 0
- The learning activity's main requirement IS NOT problem-solving.
- Students use a previously learned answer or procedure for most of the
- work.

Level 1
- The learning activity's main requirement IS problem-solving
- BUT the problem IS NOT a real-world problem.

Level 2
- The learning activity's main requirement IS problem-solving
- AND the problem IS a real-world problem

Level 3
- The learning activity's main requirement IS problem-solving
- AND the problem IS a real-world problem
- BUT students DO NOT innovate. They are NOT required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

Level 4
- The learning activity's main requirement IS problem-solving
- AND the problem IS a real-world problem
- AND students DO innovate. They ARE required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

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Website with resources: http://bit.ly/21cldsite

Summary with General Capabilities: http://bit.ly/21cldacgc

Workshop Slide Deck: http://pipcleaves.edublogs.org

Microsoft Partners in Learning Network: http://www.pil-network.com/

on twitter search #21cld and #pilaus