

Disruptive Thinking: Preparing Learners for Their Future

Eric Sheninger

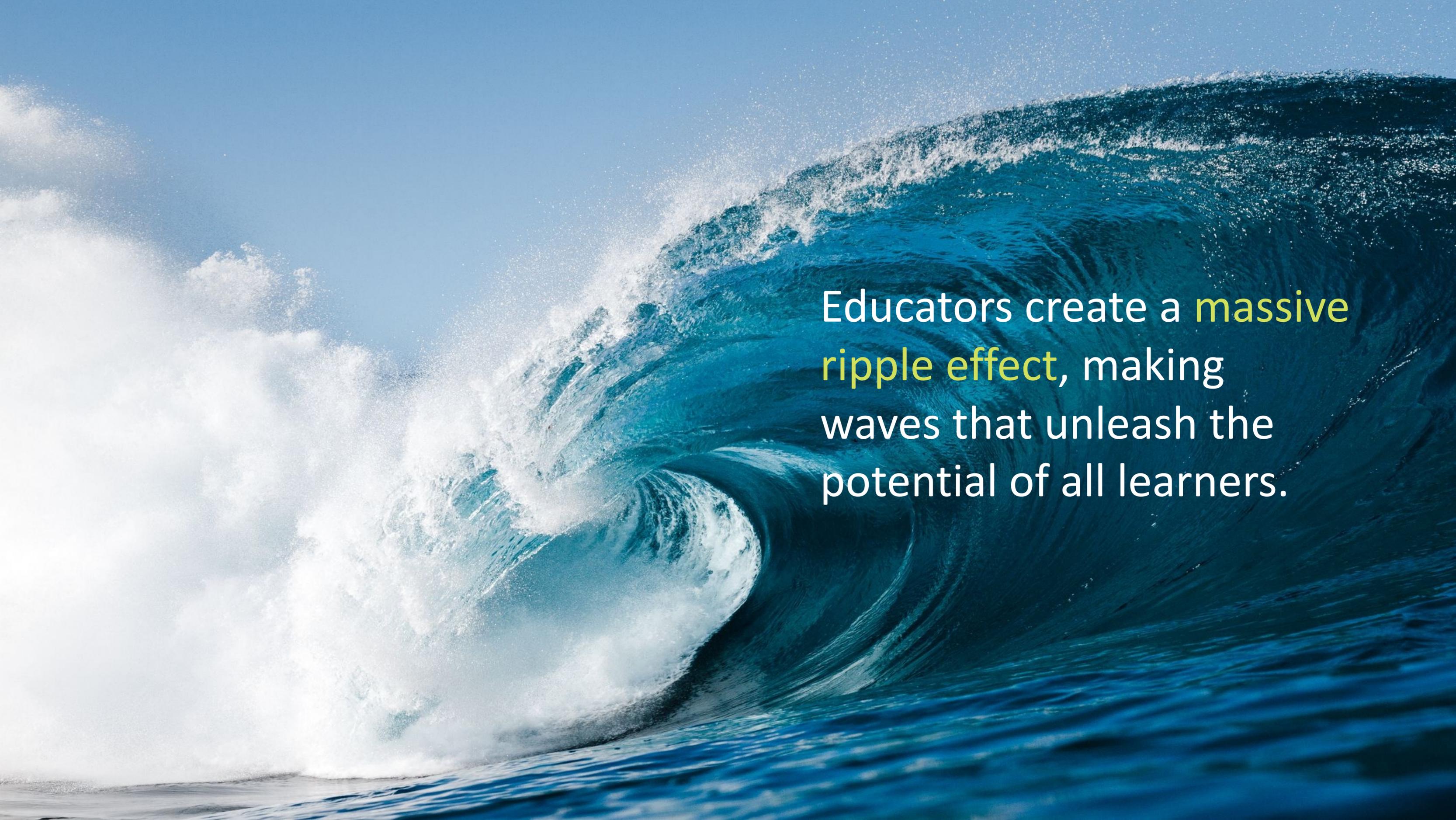
CEO – Aspire Change EDU

Twitter: @E_Sheninger

ericsheninger.com

esheninger@gmail.com

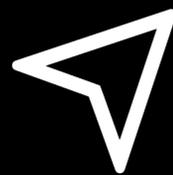
#OEB23

A large, curling blue wave crashing over a sandy beach under a clear blue sky. The wave is the central focus, with white foam and spray visible as it breaks. The sky is a deep, clear blue, and the water is a vibrant turquoise color. The overall scene is dynamic and powerful.

Educators create a **massive ripple effect**, making waves that unleash the potential of all learners.

Your calling is to
make a splash and
shatter the status
quo.

STATUS QUO



Reels D & E

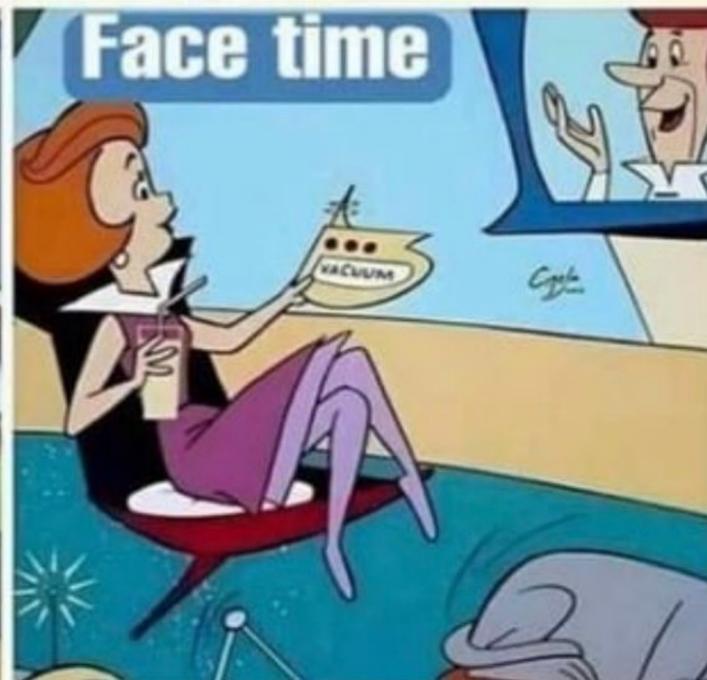
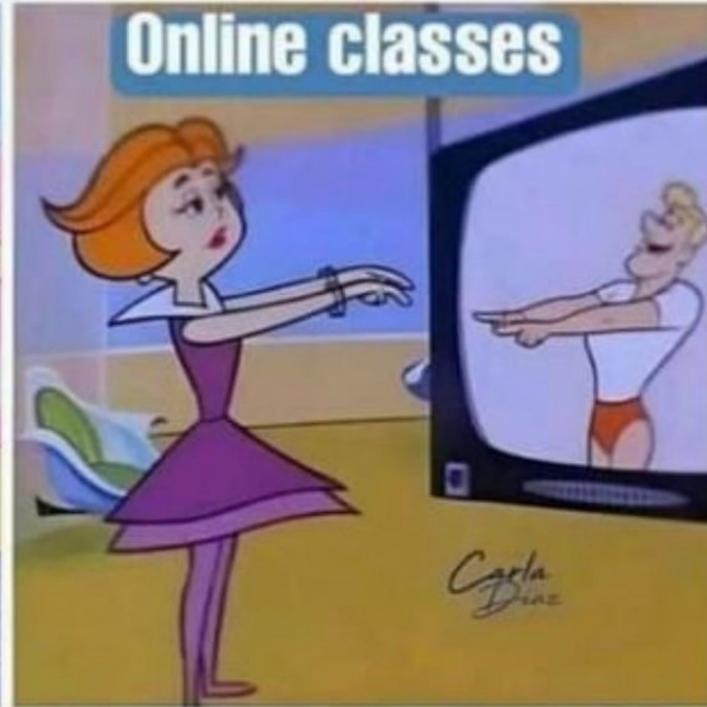
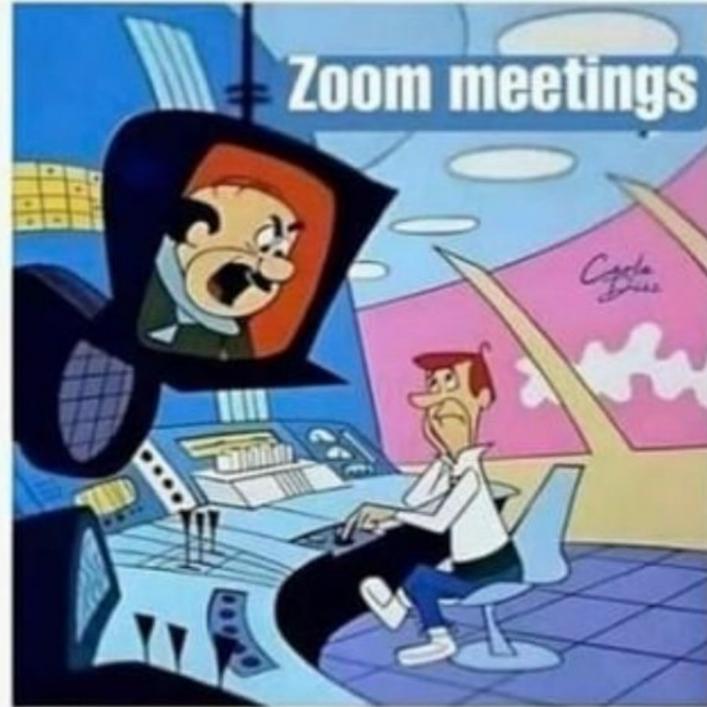


To change or grow,
we must be willing to
**challenge conventional
wisdom.**



THE **Jetsons**™

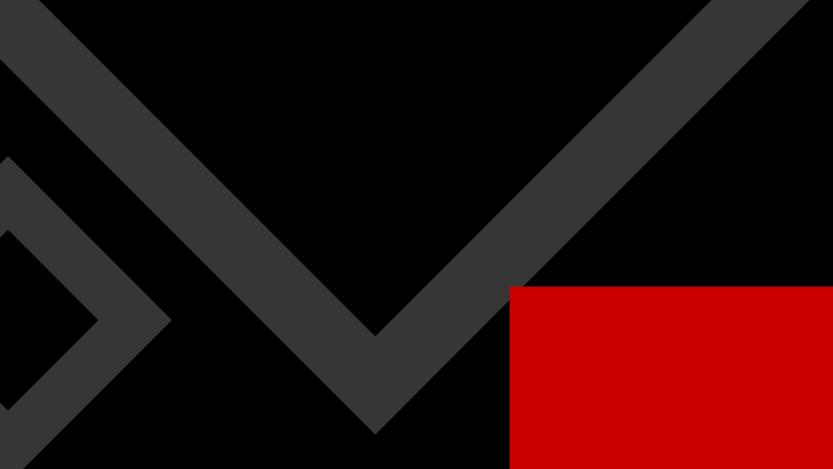
The Jetsons really predicted our future 🤖





But
we've
ALWAYS
Done
it This
Way

If you are still trying to
figure things out don't
worry because **we all are.**

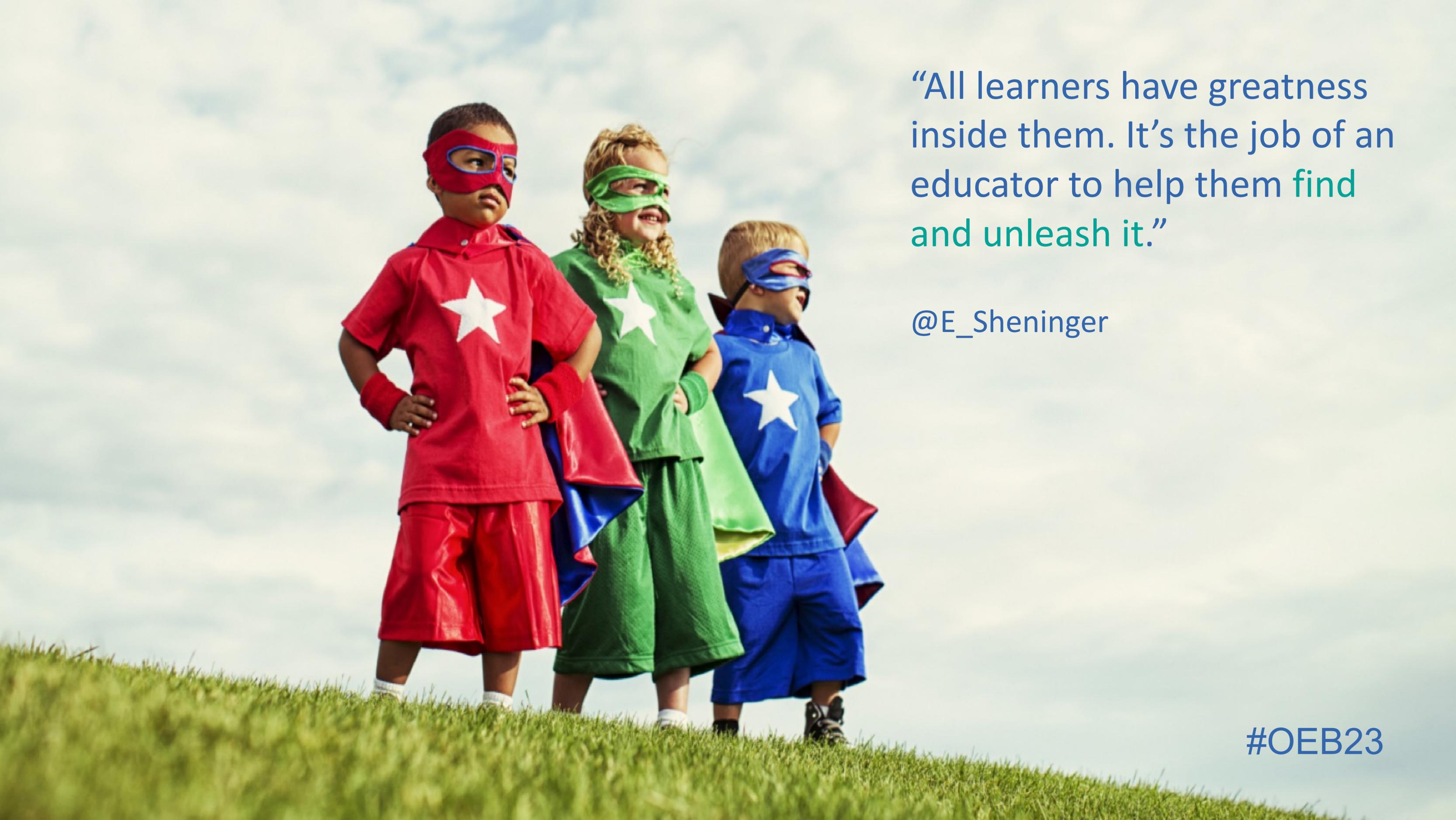


**The
Guardian**

 [@e_sheninger](https://twitter.com/e_sheninger)

“Disruptive thinking is the ability to replace conventional ideas with innovative solutions to authentic problems.”

#OEB23



“All learners have greatness inside them. It’s the job of an educator to help them **find and unleash it.**”

@E_Sheninger

#OEB23

When learning is meaningful students can tell you...



What they've
learned

The rationale
behind their
learning

How to apply
their learning
practically

#OEB23

Eric Sheninger (@E_Sheninger)

#OEB23

Bumping Up Thinking: How to Pass the “Siri/Alexa Test”

Scaffold
questions
and tasks

Differentiate

Use writing and work as
a measure of thinking

Create challenging problems to solve



alexama





Avoid too much info.
Cognitive overload inhibits learning.

Tap into feelings.
Learning requires an emotional journey.

Embrace mistakes to create a safe environment for growth.

Let students teach students to develop deeper understanding.

Include novelty.
It helps the brain remember.

Focus on active application to boost learning and retention.

Promote collaboration to improve academic and behavioral outcomes.

7 Ways to Make Learning Stick

Technology can support and enhance learning in amazing ways, but it does have some limitations.



 [@e_sheninger](https://twitter.com/e_sheninger)



Active engagers
readily explore issues.

Self-directed managers
take initiative and embrace change.

Collaborative workers
engage confidently with others.

6
Dimensions of Disruptive Thinkers

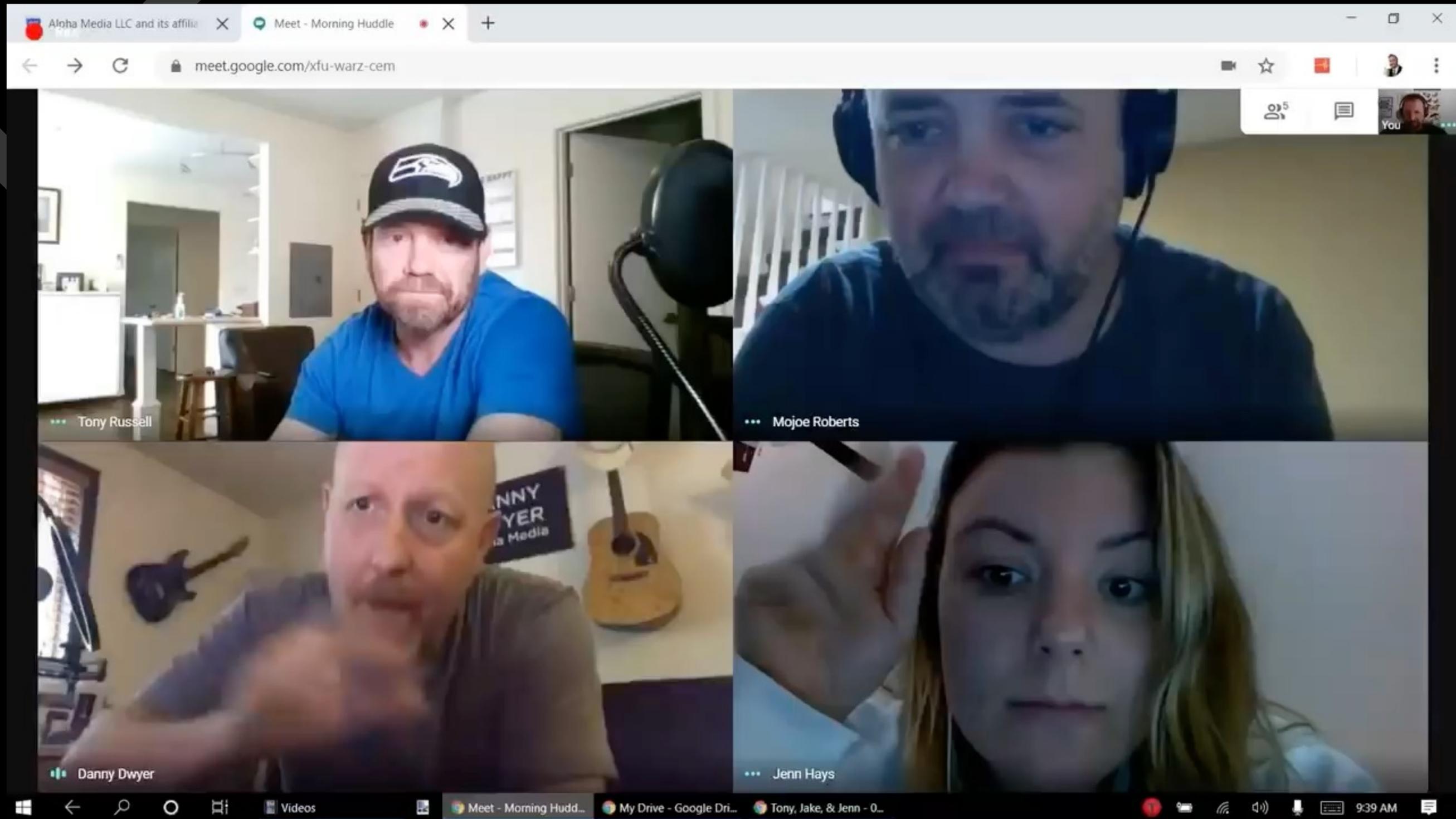
Autonomous inquirers
process and evaluate information.

Reflective learners
evaluate their strengths and limitations.

Creative scholars
generate and explore ideas.

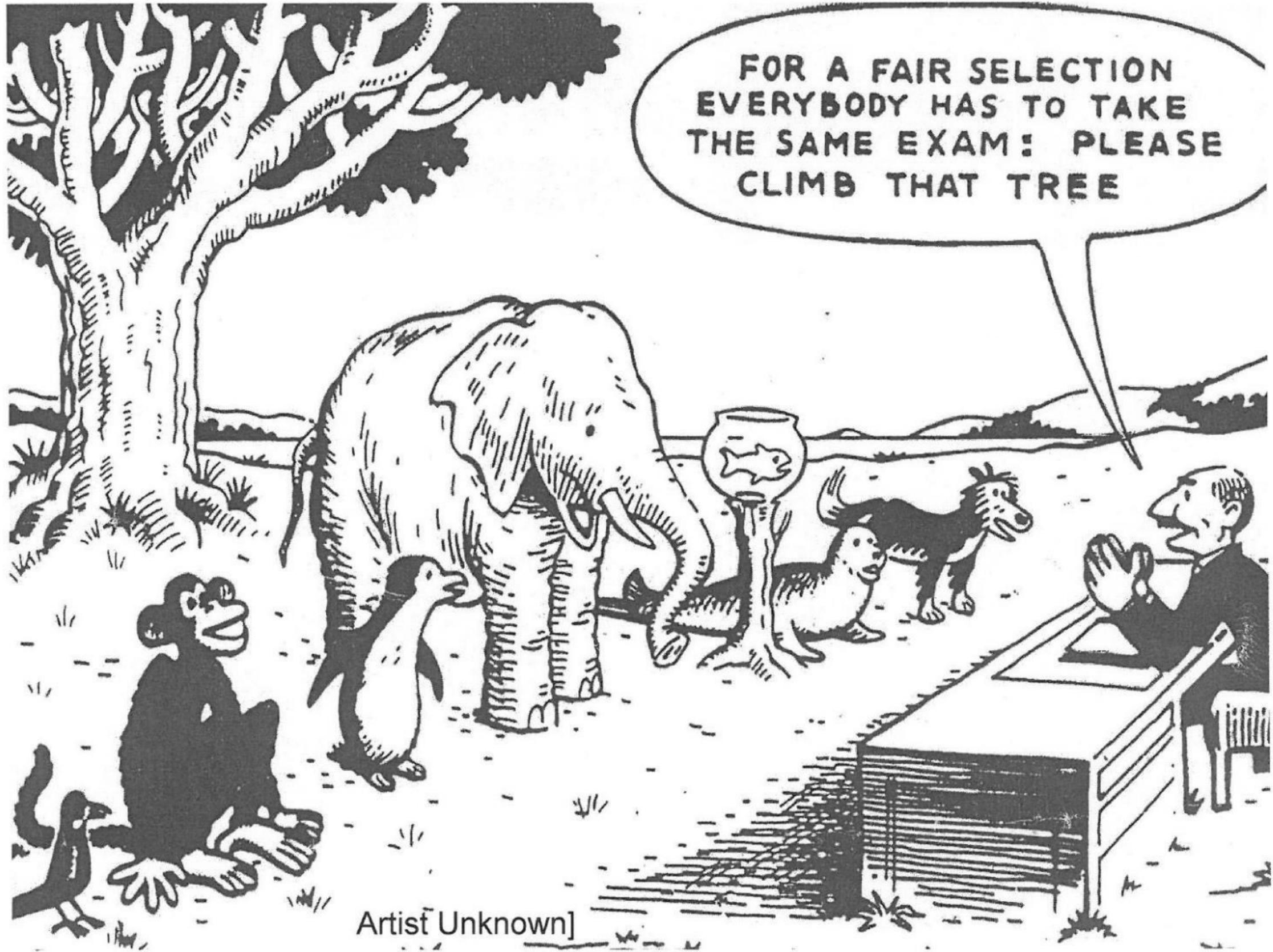
Experiences **shape** our
learning.

#OEB23



#OEB23

 @e_sheninger

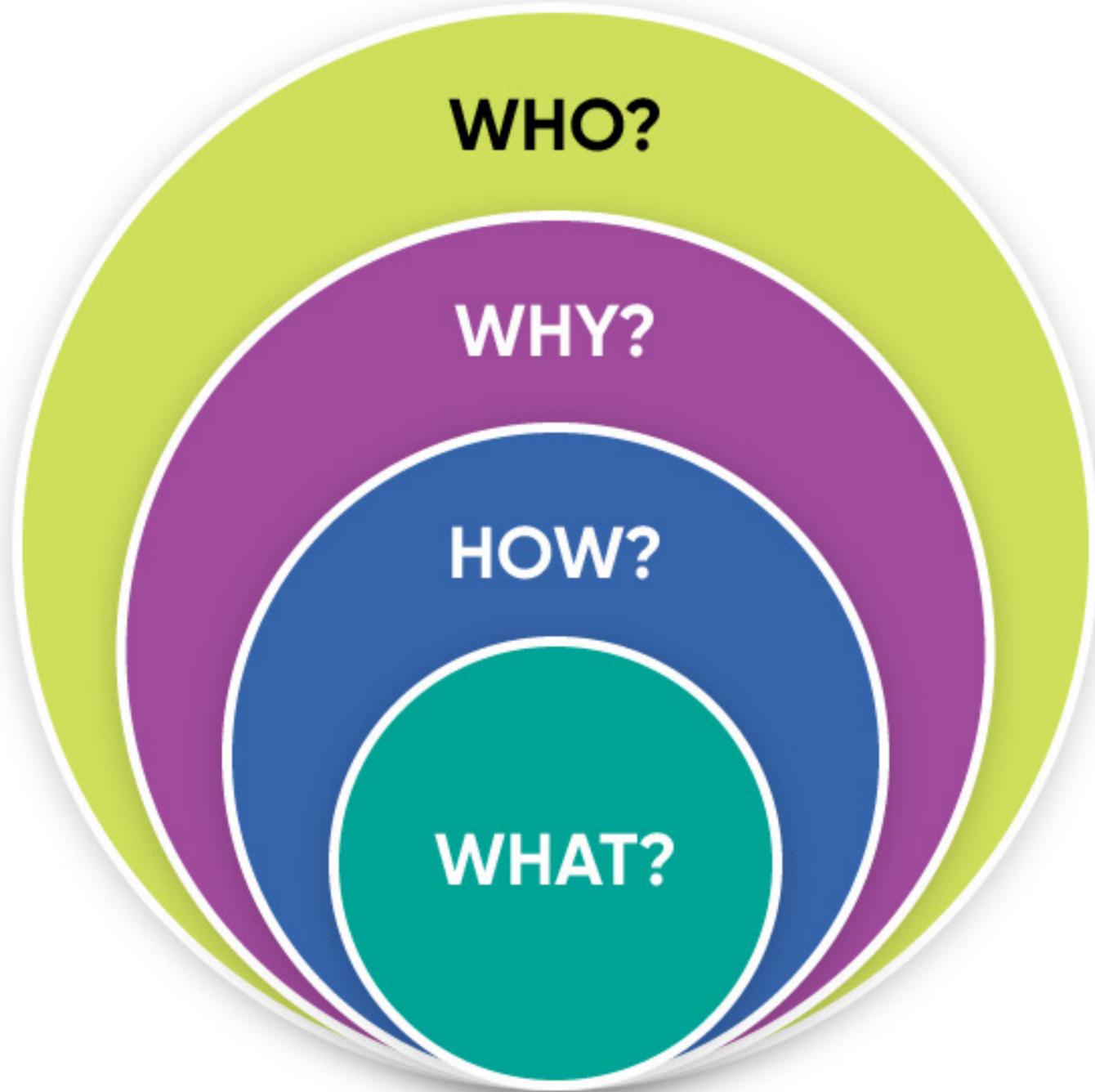


FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE

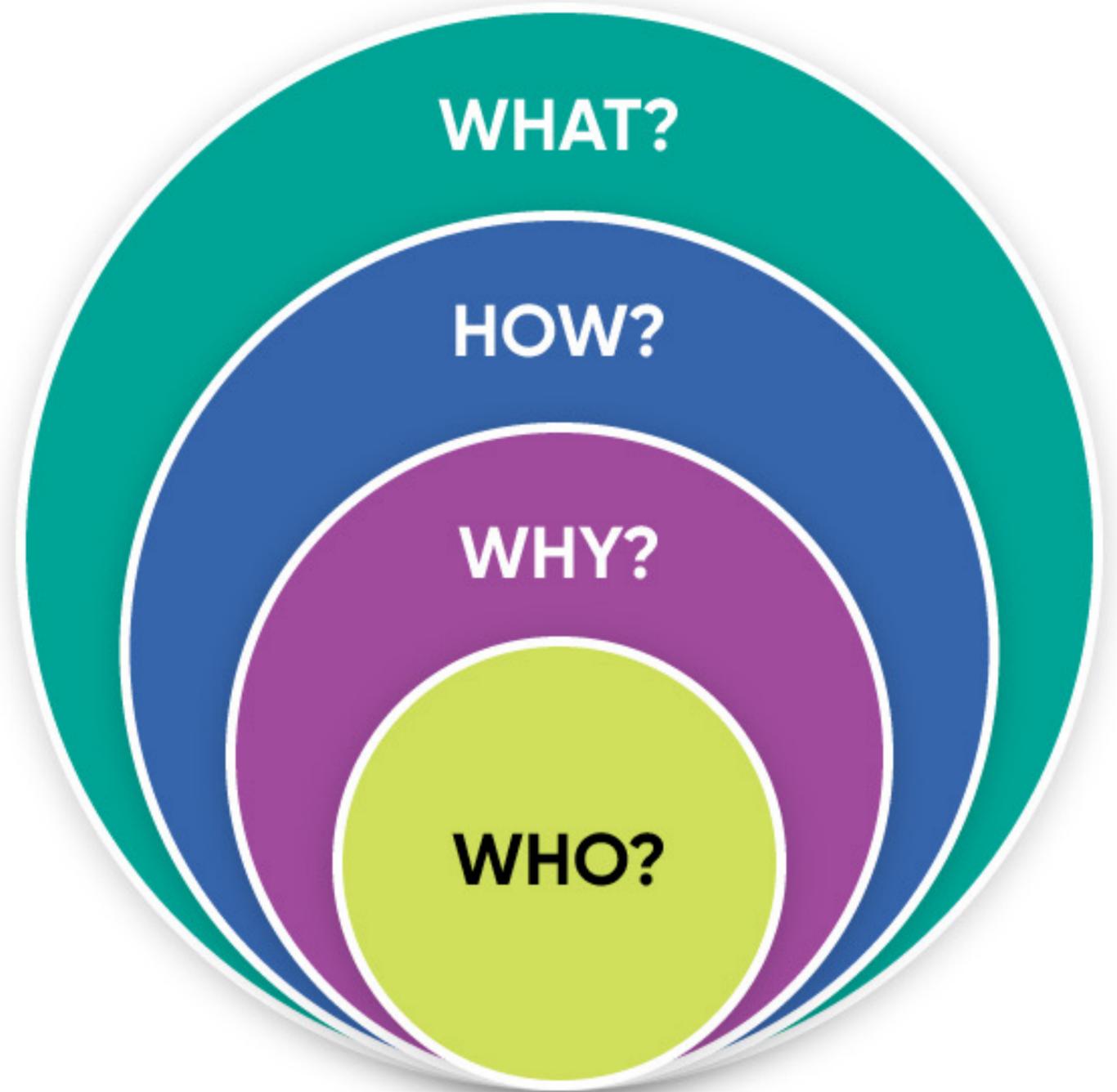
Artist Unknown]



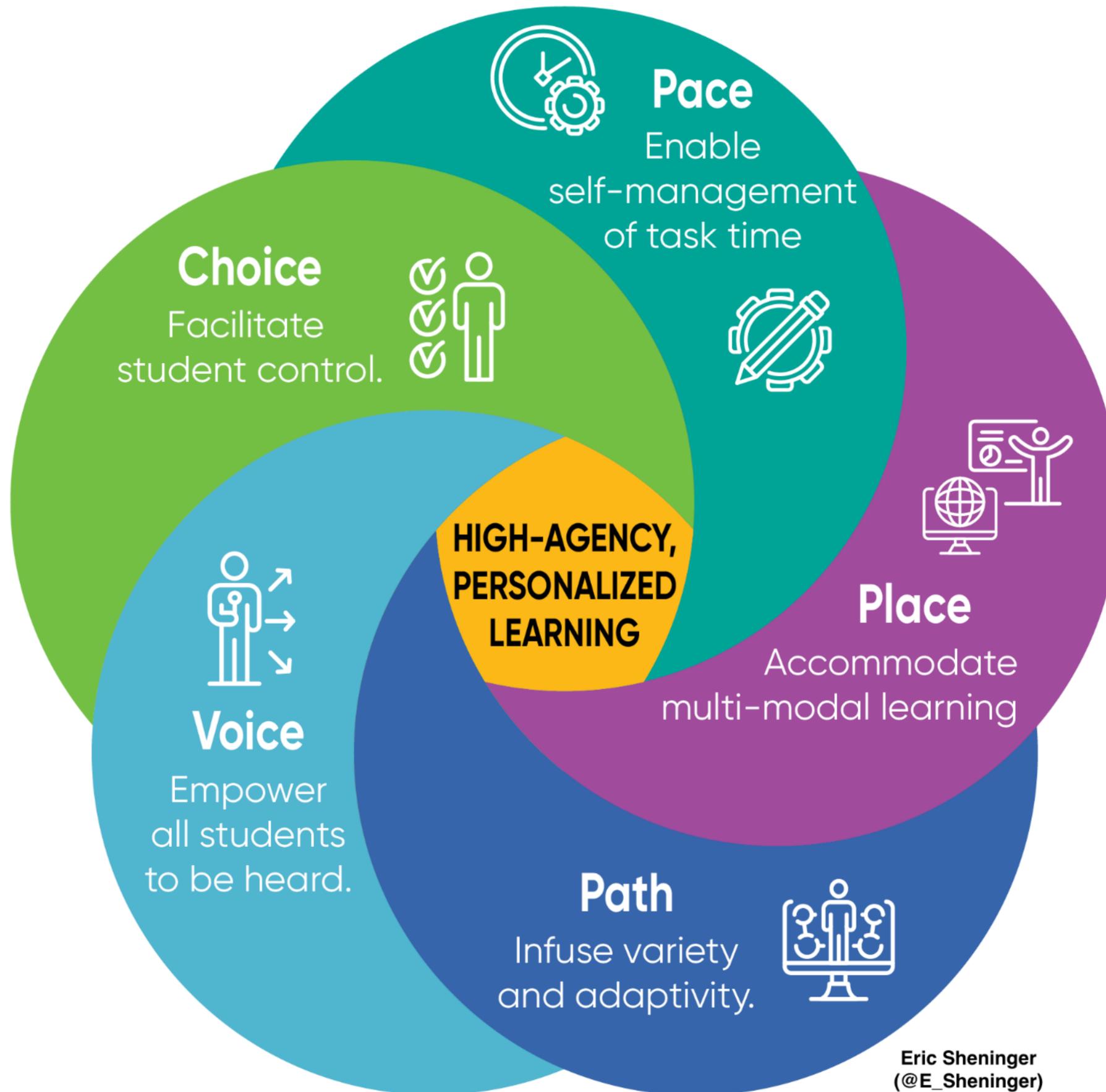
Impersonal



Personalized



Personalization is **ALL** kids
getting what they need
when and where they need
it to learn.



Eric Sheninger
(@E_Sheninger)
Image created by @RigorRelevance)

#OEB23

Google Drive | Week of 9/20-9/24 - Google | NUMBERJACKS | Seaside Ar | PK-2 Car Rider Spreadsheet | Tillery: Lunch Count Form

docs.google.com/presentation/d/1DzYd9HH9nW0y7WSk9Im2V1Mqg1IMODCzJaTuNpPMz2g/mobilepresent?slide=id.gee7af55

Weekly Videos

Groups:

- Russell, Nathan, Oscar, Avery, Myka
- △ Felicity, Sadie, Jacob, Whit, Ella
- Joel, Paris, Evan, Josie, Finley
- ◇ Brody, Tyler, Harper, Merritt, Ashton

	1	2	3	4
○	1. Seesaw 2. Watch Video	ZEARN	H HANDS ON	M MEET WITH THE TEACHER
△	ZEARN	H HANDS ON	M MEET WITH THE TEACHER	1. Seesaw 2. Watch Video
□	H HANDS ON	M MEET WITH THE TEACHER	1. Seesaw 2. Watch Video	ZEARN
◇	M MEET WITH THE TEACHER	1. Seesaw 2. Watch Video	ZEARN	H HANDS ON

Day	Objective	Tasks
Monday	I can describe and explain diffusion in cells and active transport.	<ul style="list-style-type: none"> Observe Lab Results from Friday/clean beaker Submit Post Lab Worksheet <ul style="list-style-type: none"> Virtual Students use the Lab Video for worksheet. 3.3 Active Transport Instructional Video + NOTES CFU- Diffusion in Cells/Active Transport Test Review/Practice Test (Wrap-Up Quiz)
Tuesday	I can ace my test!	<ul style="list-style-type: none"> Unit 3 EXAM EXTRA CREDIT- Unit 3 (DUE Test Day) 4.1 What Are You Made Of? Instructional Video + NOTES
Wednesday	I can identify the molecules I am made of.	<ul style="list-style-type: none"> CFU- What are you made of? EdPuzzle- Molecules of Life 4.2 Carbohydrates Instructional Video + NOTES Progress Reports go out tomorrow! My grades are updated. Please email if you see any issues on your Active Student.
Thursday	I can describe and explain the structure and function of a carbohydrate molecule.	<ul style="list-style-type: none"> CFU- Carbohydrates Molecules of Life Choice Board Assignment 4.3 Fats Instructional Video + NOTES

Molecules of Life Choice Board

<p>Superhero Macromolecule Create & draw 1 macromolecule superhero. Their functions should be incorporated into its powers. Macromolecule structures and components must be evident in drawing.</p>	<p>Review Game Create a review game/tool for the class about one macromolecule. Be CREATIVE. You must hand in a copy or link to the game as well as a written copy of the questions. There should be a minimum of 25 questions. Try kahoot.it or Quizlet.</p>	<p>Comic Strip Create a comic for a macromolecule. It should explain in detail each molecule and include pictures of examples and structures. The function of your molecule must be included. Try Home of Comic Life (plasq.com) to download the app.</p>
<p>Letter from a Nutritionist Write a letter (at least 1 page typed) as if you are a nutritionist writing to a patient about living a healthier lifestyle. Include the necessary biological molecule that your patient needs to keep his/her body in homeostasis.</p>	<p>Bozeman Biology Video + Notes Watch a Bozeman Biology Video (http://www.bozemanscience.com/biology-main-page) on Carbohydrates, Lipids, Proteins, Nucleic Acids or Molecules of Life- Take notes and create a macromolecules Sketchnote that includes all important information about the molecule.</p>	<p>Disease Research Research a disease/condition related to one of the four macromolecules. Describe the diseases/conditions with respect to the structures and functions of the macromolecules in a report (at least 1 page typed, double spaced).</p>
<p>Build a Molecule Create 3D structures of one of the 4 different macromolecules. Each must be labeled (with individual parts such as Phosphate - nitrogenous base - ribose, Carbon, Hydrogen, Oxygen, etc.). Examples & functions of each macromolecule must be included on a card. Upload photo of your work.</p>	<p>Macromolecule Jingle Create a song about a macromolecule of your choice.. You must have at least 5 verses and a beat. The recording can be done of Flipgrid or submitted as an mp4.</p>	<p>Macromolecule Video Create a video describing the four different types of macromolecules regarding the structure and function. You MUST be in the video and it must be original material- no copying a video that was already done.</p>

TECHNOLOGY

In this station, you will be using technology. You may use your phone or a laptop to complete this task.

Go to bit.ly/parklinearttransform and watch the video.

- When you see each new problem, PAUSE the video and try to identify the transformations.
- Then play the video for the explanation!
- Complete the question at the end on the checklist!

RELEVANT ASSESSMENT

Par's Punting Review Assessment (20%)
You will be comparing Par's Punting Assessment. Each person gets 10% that they can use. You may work together, but you can't use your partner's.

MUST be completed by Wednesday

ZHApril 30th - STAAR Bootca - Material - Inst - ClassFlow - Le - ClassDojo for - Zearn

Secure | https://docs.google.com/presentation/d/1nXw1Pd3uaXx_vIKJ...

TABLES TIC-TAC-TOE

1) Create: Word Problems: Pick 2 word problems, to solve. Check your answer. Create a word problem	2) Create: Fraction Flashcards compare 2 fractions on paper. Flipgrid.	3) Create: Game Room Worksheet. Turn in when done.
4) Create: Multiplication Grid. Use timer and record Start and Stop time.	5) Tables Mixed Practice Gold Star	6) Nearpod: PRUIQ
7) Explore: Solve Operations on graph paper. Check yourself using the QR code.	8) Explore: Multiplication Flash Cards- solve 7 problems	9) Free space! Choose any activity from the board:)

ask neighbor

38:36

9:42 AM 5/2/2018

Station	Instructions	Morgan	Alexa	Ella	Sydney	Wesley	Anderson	Cayden	Nico	Annalyce	Sahana	Savina	Phoebe	Samantha	Melissa	Marla	Maddox	Madden	Logan	Ashton	Cayla	
Mr. Huceba	Bring a Dry Erase Marker and a Whiteboard																					
Independent Practice	Multiply Divide Whole Number and Fraction Mixed Independent Practice Worksheet.																					
SeeSaw	Create a seesaw video explaining how to multiply fractions and whole numbers using models.																					
Multiplying and Dividing with Models	Complete the Google Form on the Google Classroom.																					
Four in a Row Game	Master Station 3- Draw cards and solve the problem. Cover the answer on your game board if it is a match. The first to get four in a row (vertical, horizontal, or diagonal) wins.																					
Card Sort	Master Station 1- Sort the cards to match the word problem to the solution, model, and equation. Take a picture of your sort and post it to the assignment on the Google Classroom.																					
Reflex Math	Set a timer on your computer for 10 Minutes																					

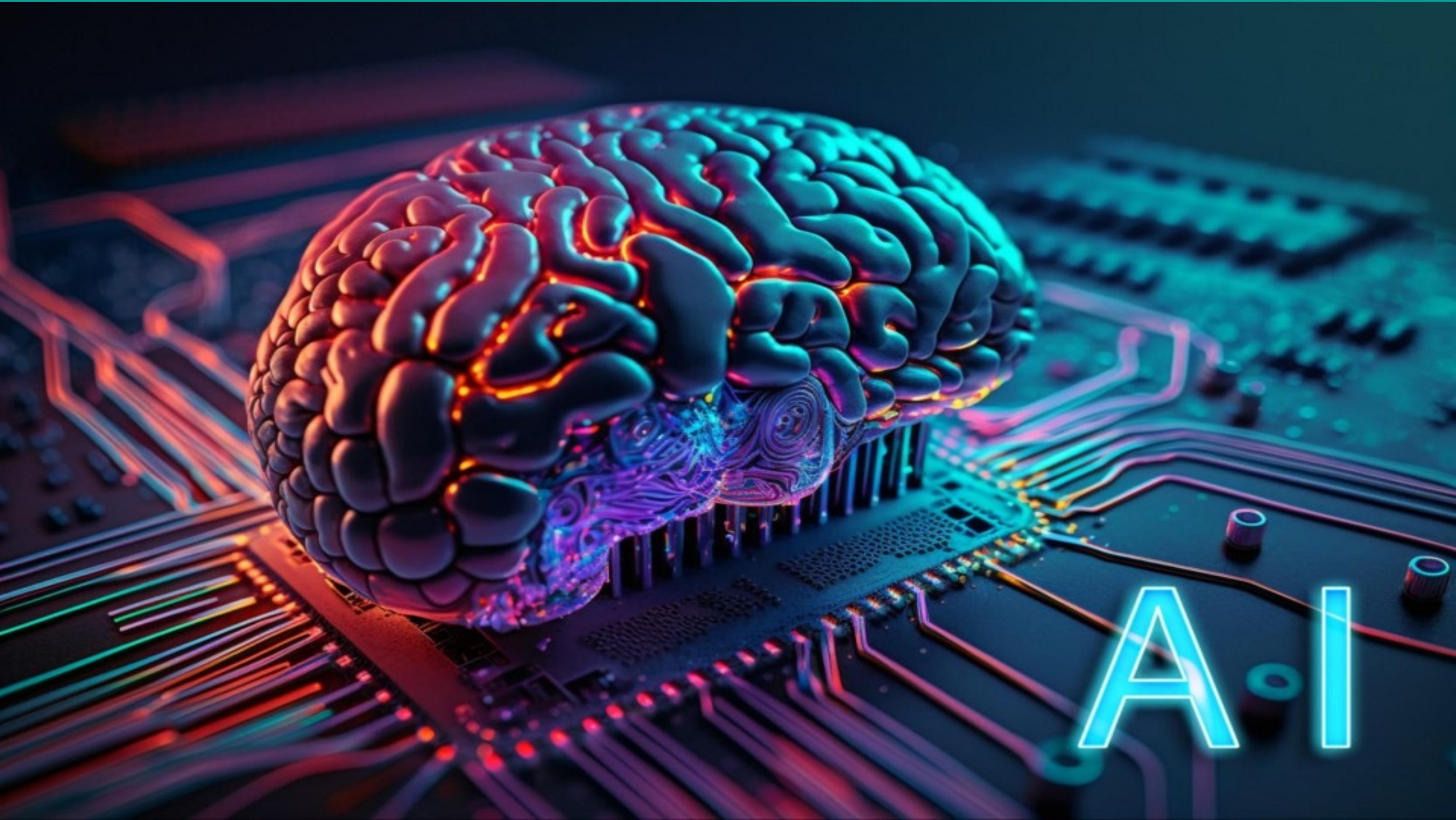
BONUS Station "Who Am I?"

Go to bit.ly/bonusstations

Follow the directions on the first slide!
Use the cards in your protector to match and post!

FOLDABLE

Pick up ONE foldable page. Use the printed directions in your protector to complete the foldable. READ completely and carefully!

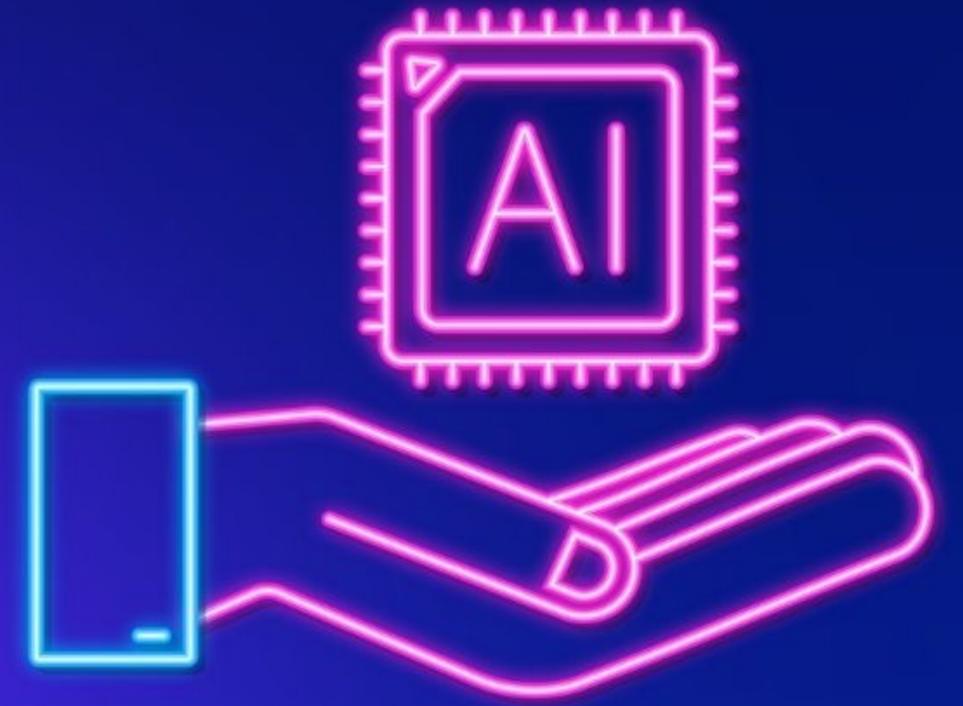


AI



6 WAYS TO PERSONALIZE WITH AI

1. Adaptive Learning Paths
2. Customized Content
3. Realtime Feedback
4. Learning Preference Adaptation
5. Time Management Assistance
6. Predictive Analytics







ENDURING LEARNER MINDSETS



Ideation	Creativity	Connection	Application	Storytelling
Critical Thinking	Unstructured Play	Networking	Entrepreneurship	Emotional Intelligence
Reflection	Resilience	Collaboration	Project-Based Learning	Multimedia
Cognitive Flexibility	Authentic Exploration	Personalization	Global Awareness	Relational Skills
Complex Problem Solving	Growth through Failure	Empathy	Workflow Management	Transparency
Analytical and Computational Thinking	Innovation	Communication	Digital Tool Use	Design

Our own lens can skew reality.



 @e_sheninger



Agonising
about what is
outside your
control

Focusing on
what you
can control



WE NEED TO FOCUS MORE
ON THE "WHAT IFS?" AND
LESS ON THE "YEAH,
BUTS."

@E_SHENINGER

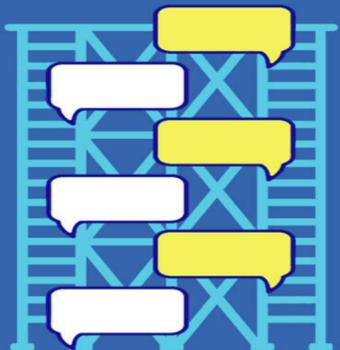
#OEB23

Chase **growth**,
not perfection.

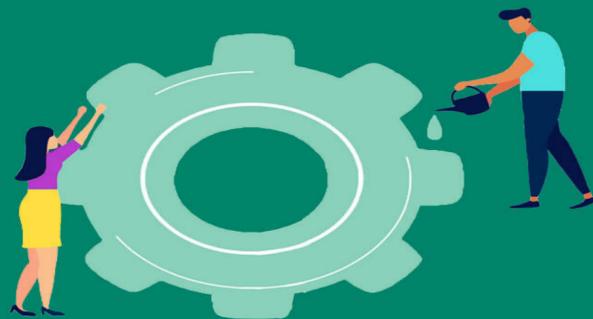
#OEB23

5 Ways to “Future-Proof” Student Learning

Develop
higher-order
thinking
through
scaffolded
questions/
tasks



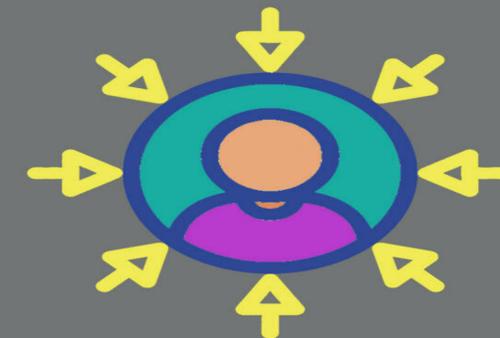
Authentically
apply
knowledge/
concepts to
real-world
problems



Ensure
purposeful,
learner-
driven
use of
technology



Support
equity and
cognitive
flexibility
through
personal-
ization



Create
learning
environments
that reflect
current
(and future)
contexts



Your **dedication** to students and educators creates **never-ending waves** that positively impact them now and into the future.

Know that the waves you
make have the power to
disrupt thinking...

...and the status quo.



Key Recommendations Going Forward:

- Challenge the status quo.
- Be honest and vulnerable.
- Determine what you need to be successful and advocate for those supports.
- Invest in on-going and job-embedded professional learning.



Learn more and slides
tinyurl.com/aspirechangeEDU



Eric Sheninger
Ericsheninger.com
esheninger@gmail.com

bit.ly/DisruptiveThink

