

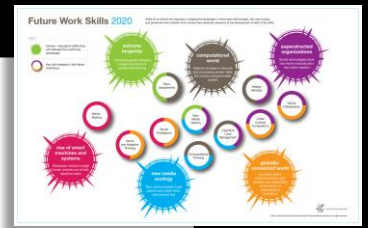
‘Copy, copy, write, memorise,
copy, copy, write, write,
memorise, copy, write, copy,
copy, remember, remember,
memorise, copy,
write...

QUIZ!





Future of Learning



“New technologies, work patterns, and practices are disrupting how we learn, where we learn, and what we need to learn. The definitions of teacher and student are becoming fluid, and education itself is moving out of episodic experiences in traditional institutions and their classrooms, into learning flows that course through our daily lives. People of all ages dip in and out of these flows, engaging in continuous learning channels that are contextually relevant and always available. Opportunities and resources for learners are no longer scarce but abundant; they are pervasive rather than localized. Such a transformation calls on educational institutions, learners, and our society as a whole to challenge the assumptions, structures, and principles that have worked thus far.”



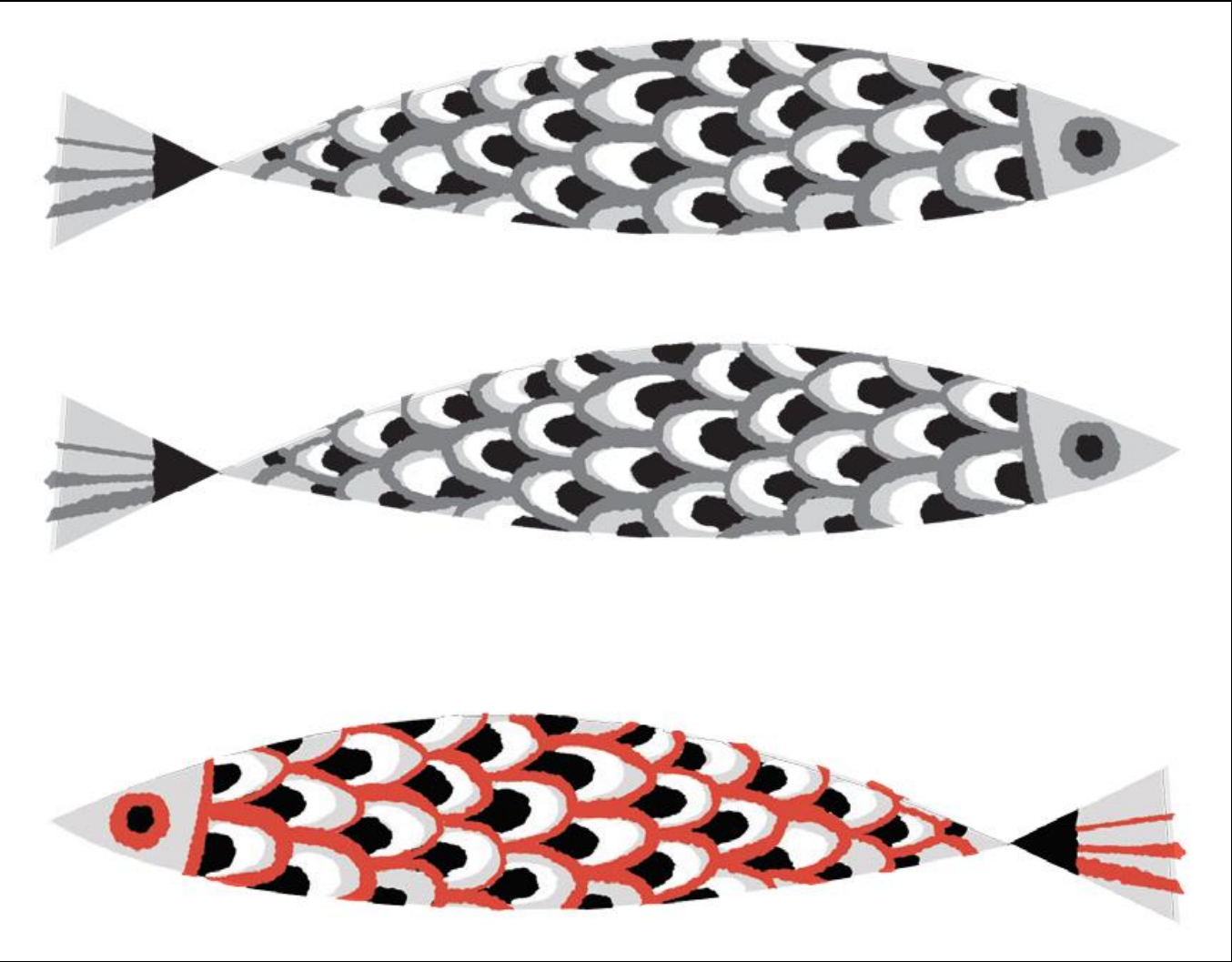


Future of Learning



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Jamie
@jamster83



Follow

Saw a pigeon having a job interview earlier.
I hope he got it.

pic.twitter.com/YZWLJGtQUG

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9:02 AM - 3 Jan 14

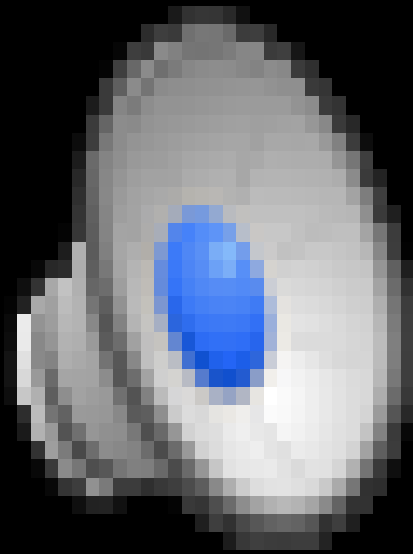
Flag media



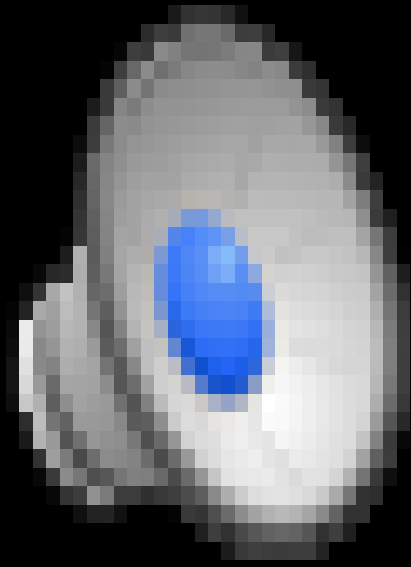
Thanks!



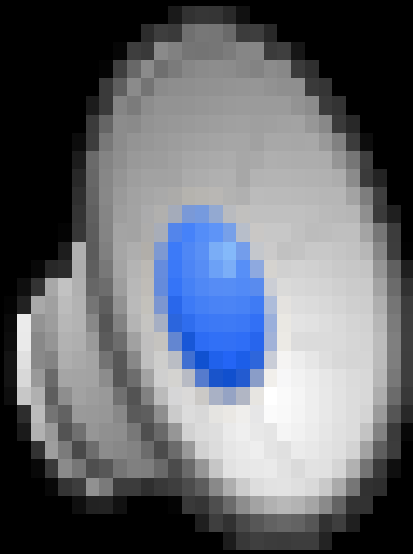
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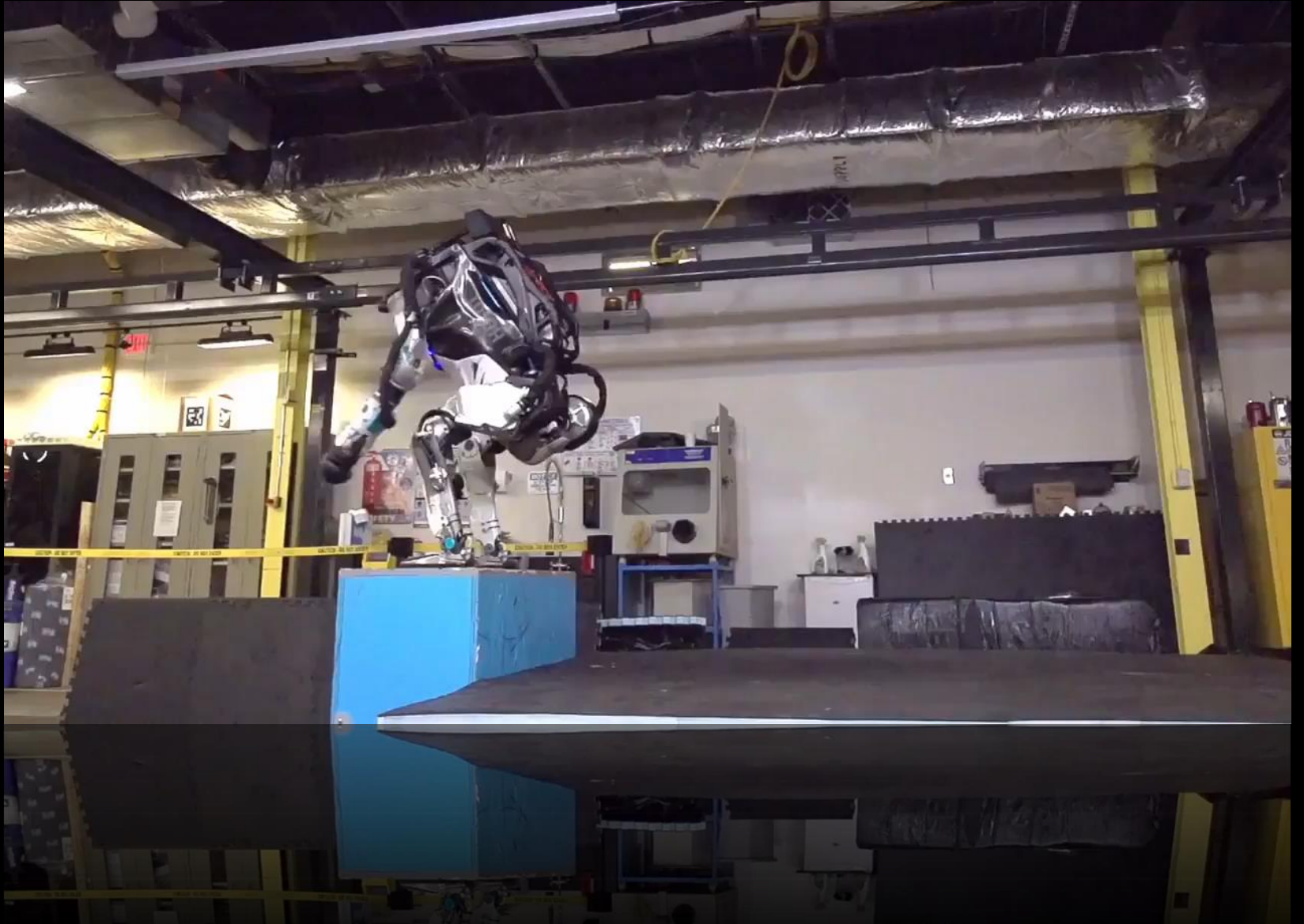


i



i







El Sistema

- 1975
- Maestro Abreu
- 11 children
- c700,000 children each day
- 400+ 'Nucléos'
- 70%-90% poverty
- 6.9% drop out rate v 26%



i

What do you see? What do you think?
What do you wonder? What could you borrow?



<https://www.youtube.com/watch?v=024WDJ39F28>

Sir Simon Rattle conducting the Venezuela Children's Orchestra

What do you see? What do you think?
What do you wonder? What could you borrow?





What did you see?
What did you think?
What did you wonder?
What could you borrow?



i

‘Tocar y Luchar’



In your opinion...

‘What do you think?’

‘What does that mean to you?’

‘What would you do if you were...?’

‘What would happen if...?’

‘Why do you say that?’

‘Do you agree?’

‘What does that mean?’

‘What would that lead to?’

‘Where did that thought come from?’

‘Guess!’

‘What could that mean?’

‘What may happen next?’

‘What could an answer be?’

‘How would you solve the problem?’

‘What do you think it means?’

‘What do you feel is right?’



In your opinion...

‘What do you think?’

‘What does that mean to you?’

‘What would you do if you were...?’

‘What would happen if...?’

‘Why do you say that?’

‘Do you agree?’

‘What does that mean?’

‘What would that lead to?’

‘Where did that thought come from?’

‘Guess!’

‘What could that mean?’

‘What may happen next?’

‘What could an answer be?’

‘How would you solve the problem?’

‘What do you think it means?’

‘What do you feel is right?’

Who do you feel is right?’

‘Do you disagree?’

‘Why do you think that?’

‘Why did they think that?’

‘Where did that idea come from?’ ‘How sure are you that that is the right answer?’

‘What is your solution to...?’

‘How might others see this?’

‘Is that your best answer or your first answer?’

‘What could this mean?’

‘How does this link with that...?’

‘When might that not be true?’ ‘Where might that not be true?’ ‘Have another guess?’

‘What if the opposite were true...?’

‘Could the opposite be true?’



Deeply



‘I disagree with
your opinion,
persuade me...’





Deeply



https://www.youtube.com/watch?v=7XA_NVn7XnE
Richard P Feynman



What are they learning
while you are teaching
them?



i

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