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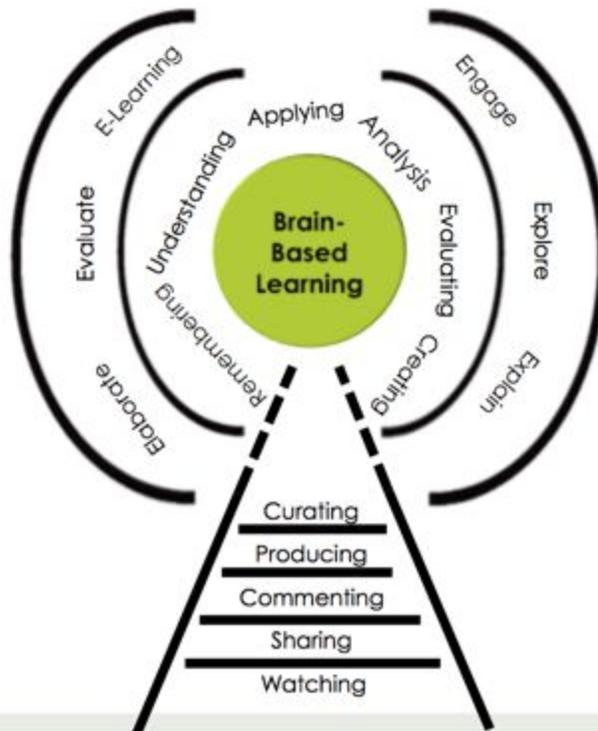
COLLEGE OF EDUCATION & UST EDUCATIONAL TECHNOLOGY CENTER
in collaboration with UNESCO Philippine Resource Distribution & Training Center (RDTTC)

LEARN TO ENGAGE, ENGAGE TO LEARN IN A DIGITAL ENVIRONMENT

TRAINING DESIGN



The Eclectic Model of Active Learning in a Digital Environment



Getting and keeping students engaged is perhaps the most important step in creating a successful learning outcome. Active learning is achieved when it is supported with theories and learning models. The above framework will be used in the upcoming training modules using ICT for active learning training. This is labeled as the Eclectic Model of Active Learning in a Digital Environment. The framework is a nexus of classical and emerging teaching and learning models. The training module capitalizes on the centrality of Brain-based learning, as explanatory framework. The 5E's of Inquiry-Based Instruction, the Engagement Pyramid and the Blooms 21, shall chart the sequencing, articulation and categorization aspects of the digital tools and learning activities, respectively, which will be used during the ICT training.

Brain-based learning is a comprehensive approach to instruction based on how current research in neuroscience suggests our brain learns naturally. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Brain-based learning believe that learning can be accelerated and improved if educators base how and what they teach on the science of learning. Brain-based learning is at the center or heart of the framework because like the brain that can perform many functions simultaneously, good teaching should also be a combination of different theories and learning models. This is because there is no method or techniques that can by itself encompass the differences of the human brain. (<http://edglossary.org/brain-based-learning/>)

Technology is rewiring our brains and so it is important to see what digital tools we can use to define and shape our student's thinking. To categorize the digital tools, we will be using the Blooms 21 by Shelly Wright which flips the Blooms Taxonomy. In the Blooms Taxonomy of Learning, it promotes higher forms of thinking in education. Teachers should develop learning activities that develop higher order thinking skills so as not to end up with boring classrooms or boring curriculum. With Blooms 21, we would like to present the digital tools with CREATING as the first, because we would like to highlight more the tools for CREATING, and eventually move to the tools for REMEMBERING.

After exploring the digital tools that we can use, we now can apply these in our lesson using the 6E's of Inquiry-based Instruction. 6E's of Instruction where learners build or construct new ideas on top of their old ideas, can be used across different disciplines for both students and teachers. The training will focus on how teaching and learning progresses using the -Engage, Explore, Explain, Elaborate and Evaluate phases. The 6th E is eLearning because technology can be integrated in any of these phases. Digital tools can be used at the start of the lesson to allow your students to be engaged with the lesson, to capture their interest, to provide an opportunity for them to express what they know about the concept or skill being developed, and to help them make connections between what they know and the new ideas.

After engaging your students with the lesson, you can now use again digital tools to explore a concept or skill. Through this exploration, students will be able to acquire new concepts that will help them throughout the whole discussion. Only after students have explored the concept or skill does the teacher provide the concepts and terms. (Here the teacher does the Explain part) Teachers can use digital tools that help students strengthen the concepts.

When the students absorbed the concept, they will now apply what they have learned to new situations where elaborate phase comes in. Digital tools that provide opportunities for deepening the learned concept can be used in this phase. To evaluate their new learning and understanding of the new concepts, digital tools can be used for the different assessment strategies and can be given either before, during or after instruction.

When you have good learning design, it influences the level of engagement of the students. In this part, we will be using the Engagement Pyramid developed by Charlene Li. The Engagement Pyramid is a simplified view of different ways of engaging with your customers, in our case, the engaging of our students. It starts with watching, then followed by sharing, then commenting, producing and finally curating. Through Watching, we allow students to absorb contents. Once the students absorb the contents or the lessons, Sharing comes in. Either the students share it with their classmates or peers using of course the digital tools. Whatever was shared, students will now move to the next level of Commenting, where they can participate, contribute ideas and information, respond to comments using again the digital tools. After all these, students are now ready to PRODUCE something useful, something new with the learned concepts. Once the students have everything that they need, like the strategies and the concepts, they can now do the CURATING where they can organize and present information meaningfully. IF we can frame well and design our lessons well based on the thinking of our students, it makes all the difference to achieve the level of student engagement. To conclude this framework presentation, when students are engaged, learning can happen. When learning is stimulated in a digital environment, teachers can satisfy the brain's hunger for discovery and challenge, therefore, engagement in learning increases which leads to building the essential skills of the 21 st century.

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