

LITE 537 Discussion Board #1

Resources Needed:

- 1) Read this Alan November article: [Crafting a Vision for Empowered Learning and Teaching](#)
- 2) Read Chapter 2 in our textbook, *Real-world Learning Framework for Secondary (or Elementary) Schools: Digital Tools and Practical Strategies for Successful Implementation*.
- 3) Teaching Standards

Consider the work of Alan November in the article referenced [here](#). His mantra includes planning for the learning first and let the technology come where it fits best.

Task:

React to Alan November's article and relate it to the work of Maxwell, Stobaugh, and Tassell. Are there similarities or differences in the two central messages? Explain in 200-300 words.

Think of a standard in your content area that you will be teaching in the near future or would like to teach if you had your own classroom. For each of the revised Bloom's levels, explain an activity the students would complete as it relates to that level. A good example and guide to follow can be found on p. 47 of the text.

Remember that part of your assessment on each discussion board entry is your reaction to at least two other entries. As you react to others' thoughts, critically examine whether or not you believe their student tasks align with the revised Bloom's levels. Additionally, you may provide insight on other student task ideas that might be of benefit to your LITE 537 colleagues.

References

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: an overview. *Theory Into Practice*, 41(4), 212-218.

November, A. (2017). Crafting a vision for empowered learning and teaching. Cisco. Retrieved from: <https://novemberlearning.com/assets/education-thought-leadership.pdf>

Scoring Rubric

Criteria	Novice (0-49%)	Developing (50-79%)	Proficient (80-93%)	Exemplary (94-100%)
Understanding of Topic	Minimal understanding	Some understanding with lack of depth	Solid understanding	Exceptional understanding
Organization	Lacks coherence and structure	Somewhat organized with weak transitions	Well-organized with clear transitions	Exceptionally well-organized
Use of Evidence	Limited or no use of evidence	Limited use of evidence	Relevant evidence provided	Compelling and thorough evidence provided
Writing Mechanics	Numerous errors, lacks formatting	Some errors, readable	Mostly free of errors and proper formatting	Polished and virtually error-free
Engagement with Peers	Does not engage with peers	Engages but does not contribute significantly	Thoughtfully engages with peers	Actively engages with peers

LITE 537 Discussion Board #1

Resources Needed:

- 1) Read this Alan November article: [Crafting a Vision for Empowered Learning and Teaching](#)
- 2) Read Chapter 2 in our textbook, *Real-world Learning Framework for Secondary (or Elementary) Schools: Digital Tools and Practical Strategies for Successful Implementation*.
- 3) Teaching Standards

Consider the work of Alan November in the article referenced [here](#). His mantra includes planning for the learning first and let the technology come where it fits best.

Task:

React to Alan November's article and relate it to the work of Maxwell, Stobaugh, and Tassell. Are there similarities or differences in the two central messages? Explain in 200-300 words.

Think of a standard in your content area that you will be teaching in the near future or would like to teach if you had your own classroom. For each of the revised Bloom's levels, explain an activity the students would complete as it relates to that level. A good example and guide to follow can be found on p. 47 of the text.

Remember that part of your assessment on each discussion board entry is your reaction to at least two other entries. As you react to others' thoughts, critically examine whether or not you believe their student tasks align with the revised Bloom's levels. Additionally, you may provide insight on other student task ideas that might be of benefit to your LITE 537 colleagues.

References

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: an overview. *Theory Into Practice*, 41(4), 212-218.

November, A. (2017). Crafting a vision for empowered learning and teaching. Cisco. Retrieved from: <https://novemberlearning.com/assets/education-thought-leadership.pdf>

Scoring Rubric

Criteria	Novice (0-49%)	Developing (50-79%)	Proficient (80-93%)	Exemplary (94-100%)
Understanding of Topic	Minimal understanding	Some understanding with lack of depth	Solid understanding	Exceptional understanding
Organization	Lacks coherence and structure	Somewhat organized with weak transitions	Well-organized with clear transitions	Exceptionally well-organized
Use of Evidence	Limited or no use of evidence	Limited use of evidence	Relevant evidence provided	Compelling and thorough evidence provided
Writing Mechanics	Numerous errors, lacks formatting	Some errors, readable	Mostly free of errors and proper formatting	Polished and virtually error-free
Engagement with Peers	Does not engage with peers	Engages but does not contribute significantly	Thoughtfully engages with peers	Actively engages with peers

November, A. (2017). *Crafting a vision for empowered learning and teaching*. Cisco. Retrieved from <https://novemberlearning.com/assets/education-thought-leadership.pdf>
(<https://novemberlearning.com/assets/education-thought-leadership.pdf>)

[Reply](#)

Bridgett Summers
9/15/24, 6:56 PM

In Alan November's *Crafting a Vision for Empowered Learning and Teaching*, He expresses the importance of implimenting technology corrected and effectivley. He states, "adding technology to our campuses does not automatically contribute to improves learning" (Novemeber, 2017). Just having the technology does not enhance the learning and teaching that is occuring. Without the correct guidance and applications, it can merley be a hindrence in my experience. November's Transformational Six questions are a great guideline for incorporating technology in a lesson. "Did the assignment build capacity or critical thinking on the web?" and "Do students own their learning?" both spoke to me when considering how I use technology in my classroom. If the assignment does not build each students capacity, it's just the same way we've taught without technology. The technology should enhance the learning by producting critial thinking from students and students should "own" their learning. I agree with November's statements about teaching students to search on the internet. This would be one way to build each students capacity for an assignment and furture assignments.

Cognitive Complexity focused on Bloom's Taxonomy and showed ways to "naturally integrate technology and real-world learning" (Ktathwohl, 2002). How students are "interacting with the content, and not the technology" is important to student learning. Keeping all levels of bloom's at a higher-level, is the goal for the revised levels. Raising the cognitive complexity is hard to do at times as the teacher, because you want to guide them and help them succeed in the moment. Building their capacity though complexity is what will truly help each students throughout their education.

These text have many similarities, but they take different approached. One seems to be about the integration of technology and the other about higher- order thinking. Incorporating technology raises the cognitive complexity and commands higher-order thinking, through owning their own learning and discovering on their own. Providing the right assignments with technology builds students learning, instead of just reproducing the same ole same. Technology can truly give a student the freedom to be creative and build their capacity, but only if they have been taught higher-order thinking and searching.

[Reply](#) | [Show Replies \(2\)](#) **NEW**

Melanie Wilson
9/15/24, 3:34 PM **NEW**

In Alan November's *Crafting a Vision for Empowered Learning and Teaching*, the message is that in order to use new and emerging technologies in school, educators must pivot from what they've known and done in the past in order to allow the benefits of new technology to shine through. November makes it clear that while technology a wonderful tool, we must ensure that student learning is at the center. Technology should be used to help students think critically, develop inquiry, make thinking visible, broaden student perspective, provide

opportunities for contribution, and allow students to own their own learning. (November, p. 4). So while technology is a useful tool, student's learning outcomes should always be the driving force behind how it is used.

Maxwell, Stobaugh, and Tassell's message is that all activities that students engage in should be related to the revised Bloom's Taxonomy and follow the levels of Cognitive Complexity. When these two ideas are combined, the activities that students complete become hierarchical, and require deeper levels of thinking that will increase student engagement. (Maxwell et. al., p. 33). This framework is also open-ended enough to allow for teachers to plan a scaffolded progression of activities to get students towards any end goal.

While the two concepts seem different on the surface in that one is about technology and one is about complexity of activities, their deeper meanings are similar. Both ideas call for students to be challenged to think critically in order to become prepared to apply their skills to real world tasks. November wants this done through technology, and Maxwell, Stobaugh, and Tassell want this done through scaffolding of cognitive complexity. These ideas can be joined to create authentic projects that are student led and cognitively robust, with technology and 21st century skills embedded in. This will allow students to meet the demands of the project at the education standards, while also preparing them to apply these skills to their lives outside of school.

References

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: an overview. *Theory Into Practice*, 41(4), 212-218.

[Reply](#) | [Show Replies \(2\)](#) **NEW**

Hayley Hall

9/15/24, 10:38 AM **NEW**

In Alan November's article he emphasizes the importance of incorporating technology within the classroom. Prior to going into depth about his article, "Crafting a Vision for Empowered Learning and Teaching," he poses two questions that each teacher need to consider to improve their classroom (*Crafting a Vision for Empowered Learning and Teaching*. 2024).

- What are we currently doing within our curriculum that we could be doing better by using technology?
- What have we never done before that technology uniquely enables to enhance teaching and learning?

My readings led me to reflect on these questions within my classroom and as I interpreted the article because since technology has increased intensely humans have discovered ways that technology DOES better our curriculum by using technology and that there are many opportunities that technology has allowed us to do that we could not do prior to our world's technological advances. In my classroom specifically I have used technology to take my students on virtual tours to expand their learning and it has made the content more personal to them because they are experiencing what they learn rather than being told the information of what they need to learn. Involving the students within the lesson personalizes their learning to them which results in them absorbing the information rather than temporarily memorizing the content. Both Alan November's article and the work of Maxwell, Stobaugh, and Tassell suggest that technology enhancements improve the classroom setting and allow students to have a well-rounded education that involves the students and provides real-world experience.

Dr. Rob Evans joined Alan November on a podcast discussed the topic *Managing Change* and Dr. Evans stated, "Adults in schools that stay in the classroom with kids are closet perfectionists at heart and are often comfortable tweaking something that did not go well but struggle plunging off with, or embracing something that is different" (November, 2017). This is a setback that I have witnessed coming into the education field only five years ago, teachers who have taught for 15+ years struggle with embracing technology and do not like this new universal shift their classroom. Within your room you have the power to live in your own little world. By learning how to embrace the change the students can thrive in what learning opportunities are provided today and for the rest of the days to come.

[Reply](#) | [Show Replies \(2\)](#) **NEW**

Alana Poston

9/14/24, 7:54 PM **NEW**

When it comes to Alan November's article, "Crafting a Vision for Empowered Learning and Teaching," and the work of Maxwell, Stobaugh, and Tassell, there are many similarities. Both of these works focus on the need to use real world content to engage students, which leads to improved learning. Also, by including real world content, teachers are creating 21st century learners who can think critically. In fact, "there is great emphasis in today's classrooms on problem solving and open-ended challenges" which allow students to apply "knowledge in new ways and engage in non routine problem solving" (Maxwell et al., 2015, 33). It is with technology and this emphasis on problem solving and open-ended challenges that students learn new skills that will help them become critical thinkers as well as be successful in their future endeavors. Both works also talk about the importance of educators giving students more control over their education. "One of the most difficult aspects of creating a culture of high-performing engagement is managing the shift of control from the educator to the learner" (November, 2017, 15). By using technology and using higher levels of Bloom's Taxonomy, there is "a shift to students owning their learning" (November, 2017, 15).

However, there is one main difference between these two works. Alan November focuses on the importance of incorporating technology, teaching students the correct way to use that technology, and cognitively complex tasks. "Now that students are choosing sources that have often never been professionally reviewed, it is absolutely vital that we prepare students to make thoughtful decisions about how to select high-quality sources" (November, 2017,5). Yet, Maxwell, Stobaugh, and Tassell focus on Bloom's Taxonomy and cognitively complex tasks, not necessarily the incorporation of technology.

I really enjoyed reading Alan November's article. I think he is absolutely correct when he says "it is much easier simply to incorporate technology into doing exactly what has been done before—the same curriculum, same assessments, same schedule, same assignments—than to fundamentally redesign the work and the culture of learning" (November, 2017,4). Students would be much more engaged if they had better control of their learning with a much more flexible learning design. However, as a teacher who has a set of standards and a district curriculum map to follow, I find it hard to imagine how to implement what he is talking about. It would be amazing to have that flexibility to allow students time to go more in depth on certain topics or topics that really interest them, but I struggle to keep up with the curriculum pacing already. Truly, I hope for a day

Edited by Alana Poston on Sep 15, 2024, 10:57:30 AM

[Reply](#) | [Show Replies \(2\)](#) **NEW**

Shelby Summers

9/13/24, 10:45 PM **NEW**

1. Alan November's piece revolved around answering the question of why we use technology in education. This article was very knowledgeable about the proper use of technology. November explains that technology should be used to help boost curriculum or to enhance teaching in a way that has never been done before.

In the *Real-World Learning Framework for Secondary Schools*, the main focus is on Bloom's taxonomy. In this text, I learned that students need to be accomplishing task that are higher on the Bloom's Taxonomy levels. It is easy for students to remember and recall information, but it is more challenging for students to evaluate and critique ones work.

In Alan November's piece he discusses that technology should enhance the lesson and not take it away by making it easier to use for students or teachers. He states that technology should be used to make abstract concepts accessible and exciting. Both texts lead to the fact that in the classroom it is beneficial for the class to be student led. There are many examples throughout both texts which display the use of student-led assignments. Some examples are global partners or brainstorming new animals that could survive in historical time periods.

The most intriguing takeaway was when November discussed the difference in his two children's education. His daughter Jessica was given a textbook and was not prepared for the real world while his son was taught how to research and evaluate what information was valuable. This stood out to me the most in the article because it tied in perfectly with what was being discussed in the *Real-World Learning Framework for Secondary Schools*. The skill that November's son was practicing was *differentiation* which is at a higher bloom level called analyzing. He is having to decide which information is more valuable and what overall theme does all of the information he gathered tie into.

2. The activities for each Bloom's level are attached [here](#).

[Reply](#) | [Show Replies \(2\)](#) **NEW**

Kristin Beighle

9/13/24, 10:14 PM **NEW**

I enjoyed November's article, especially the theme of "empowered learning." The article addresses the role of technology in "revolutionizing" education and making it much more student-centered, helping develop skills that empower them in their authentic environments.

There are several similarities between November's article and the *Real-World Learning Framework for Secondary Schools*. One common theme in both texts is that students need to engage in authentic learning experiences. Both texts express the important shift from teacher-centered instruction to student-centered learning experiences. The basis for November's article is that technology provides a way for students to experience deeper learning because it is so familiar to them and their lifestyle, and they are actively engaged with it. It provides them with a way to customize their learning environment, develop critical thinking and problem-solving skills, and give them a variety of methods to use in demonstrating their understanding. Essentially, technology allows them to take ownership of their education. The Create Framework also emphasizes the importance of authentic learning experiences, active engagement, and the development of critical thinking and problem-solving skills. In it, students learn to carry out tasks that range in their cognitive complexity. The use of technology aids

this progression as it provides them with resources they need to investigate, integrate the new knowledge/understanding and then specialize by applying their newly gained knowledge to an “open-ended, global-learning” context.

Another similarity between the texts is that they focus on the flexibility of student learning and the integration of multiple skills. November addresses the role of technology in providing students with varied ways of learning and demonstrating learning. The Create Framework calls for students to generate their questions, tasks, and projects at higher levels. Both texts also discuss the teacher's importance in designing learning opportunities that will allow student exploration and authenticity while still being aligned with the required standards and objectives.

The activities I designed for each of the revised Bloom's levels of taxonomy are linked [here](https://docs.google.com/document/d/1Yxt27P2V6gBBst1cozz0roqgwV-HNtZKPJ2Q7lwVPT0/edit?usp=sharing) (<https://docs.google.com/document/d/1Yxt27P2V6gBBst1cozz0roqgwV-HNtZKPJ2Q7lwVPT0/edit?usp=sharing>).

These activities are aligned to Next Gen Science Standard LS4.D: Natural Selection

[Reply](#) | [Show Replies \(6\)](#) **NEW**

Cassie Emery

9/8/24, 4:57 PM **NEW**

Comparison of two texts:

I do think there are similarities between the two texts. At the root of the November article, the main goal is to integrate technology in a way that allows students to take ownership over their learning, think deeply, and be highly engaged. The idea behind the Create Framework in *Real World Learning Framework for Elementary Learners* is for teachers to consciously plan lessons that may be out of their comfort zone but equip students with critical thinking skills, creativity, and freedom to better explore the concepts in a deeper, more meaningful way. I thought that the article gave lots of great examples of the levels of the Create Framework in real world classrooms. I also thought that the example of the professor switching his teaching style to have students find their own answers to the 7 physics problems was a great example of the higher-level Create Framework. I think this quote from the November article sums the goals of both readings up, "...he had to let go of what he once absolutely loved about teaching..." (November, 2017). The Create Framework allows teachers to make a more conscience, intentional effort to design lessons that extend into 21st Century Skills and this quote is putting that action into words. Teachers can get comfortable in their teaching and sometimes lose sight of the higher-level goals-- the Create Framework and the November article remind us of how to refocus and achieve those things.

Standard and Create Framework Activities:

Standard: 1.OA.A.1- Word Problems within 20

My activities are attached as a table in this [link](#)

(<https://docs.google.com/document/d/1TXwikhni7MC36iFgIGAUzMBObC645FphNDCPERchhNs/edit?usp=sharing>)!

Edited by Cassie Emery on Sep 8, 2024, 4:59:30 PM

[Reply](#) | [Show Replies \(5\)](#) **NEW**

Discussion Settings

Due Date

9/15/24, 11:59 PM (CDT)

(https://wku.blackboard.com/ultra/courses/_185187_1/outline/discussion/_9073335_1/settings?contentId=9073335_1&focusElId=participant-by-date&view=discussions&courseId=185187_1)

Grading

Points (https://wku.blackboard.com/ultra/courses/_185187_1/outline/discussion/_9073335_1/settings?contentId=9073335_1&focusElId=graded-discussion-participants&view=discussions&courseId=185187_1) | 75 maximum points (https://wku.blackboard.com/ultra/courses/_185187_1/outline/discussion/_9073335_1/settings?contentId=9073335_1&focusElId=point-possible&view=discussions&courseId=185187_1)

Participants (9)

Find participants

Jeremy Logsdon

No Responses | No Replies

Kristin Beighle

1 Response | 5 Replies

Cassie Emery

1 Response | 4 Replies

Alana Poston

1 Response | 2 Replies

Bridgett Summers

1 Response | 2 Replies

[+5 more...](#)