

Exploring ‘Thing Power’



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Thing Power



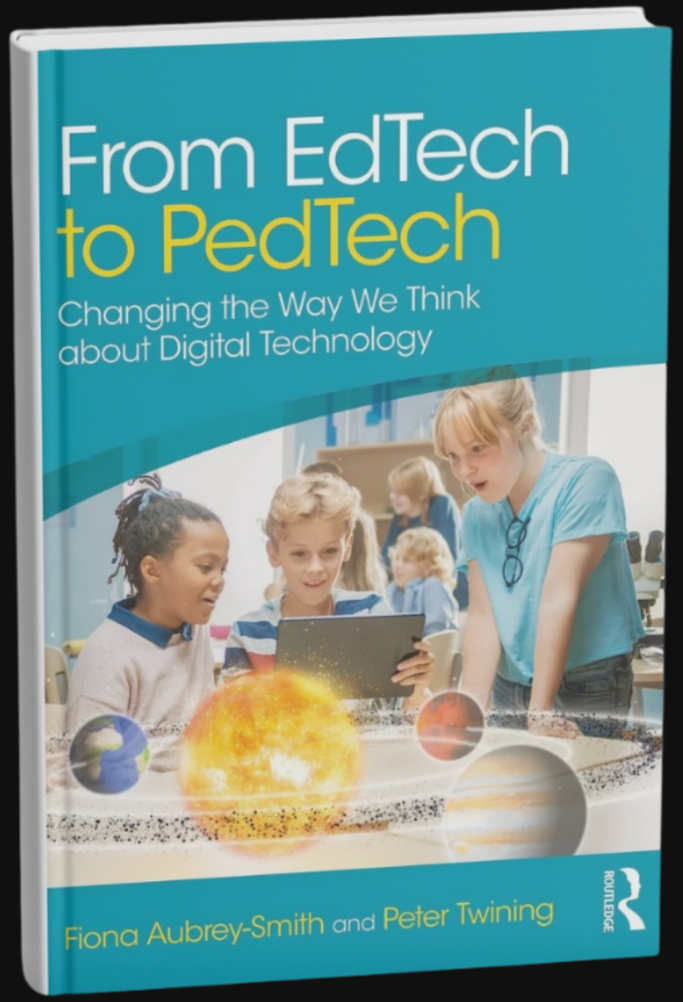
Kerry **Abercrombie**

Curriculum Development Officer - Digital Learning
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Professional Learning Specialist

Distinguished Educator

Six ‘need to know’ findings:
(from theoterical and emprical evidence)



5 Monitor what you value

Digital technology is often best at supporting learning that is **not explicitly captured by existing performance measures**.

In order to know whether the uses of digital technology are adding the greatest value, first **be clear about what you value and monitor that**.

6 The evidence iceberg

Evidence and understanding about learners’ needs, and about effective pedagogical approaches to meeting them, should be **at the heart of all thinking, decision-making, and action**.

In-depth small-scale studies and practitioner **research that reflect their own context can be more informative** than large statistical studies.


What?

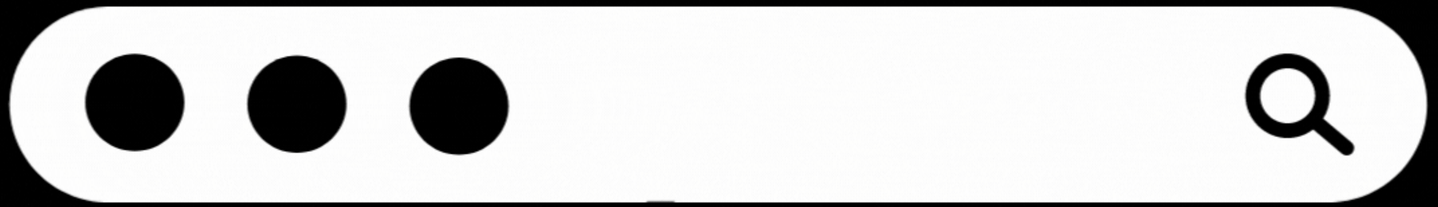
THINGPOWER








Why?



How?

Cast One



Human Actors
Pupils



Information Actors
Books or iPad



Creativity Actors
Paper and Pens

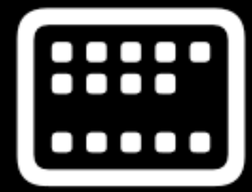
Cast Two



Human Actors
Pupils



Information Actor
Books



Creativity Actor
iPad

So what?



Creative **Affordances**



Existing **Relationships**



Emergent Actors



Creative **Affordances**



Multimodal Tools

Learner **Roles**

Divergent **Thinking**

Unknown Skills



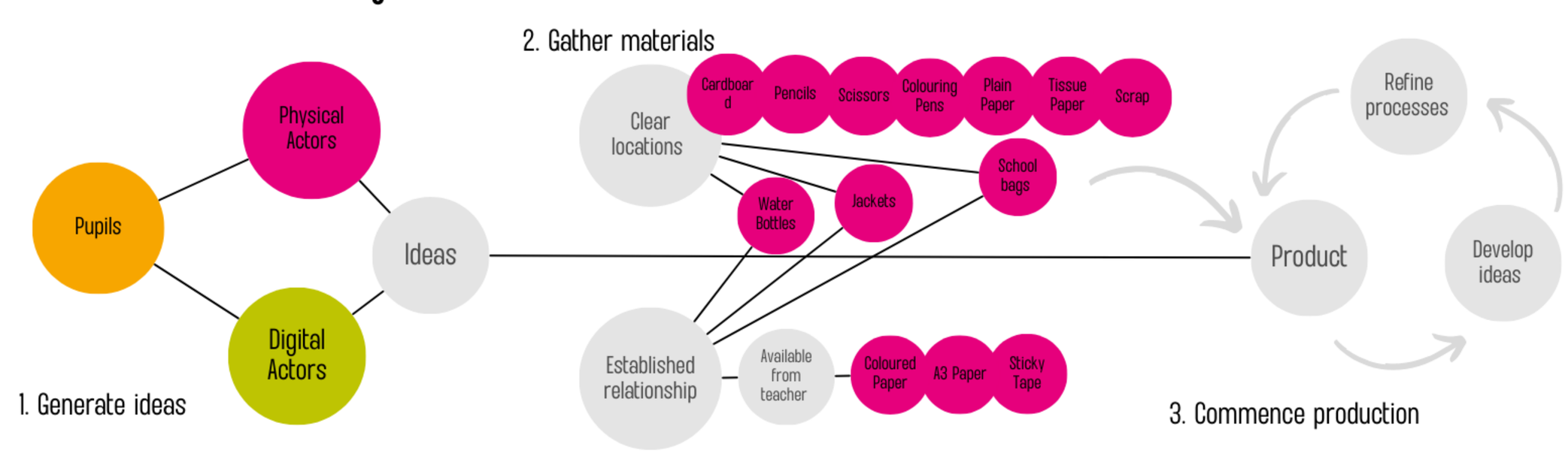
Existing **Relationships**



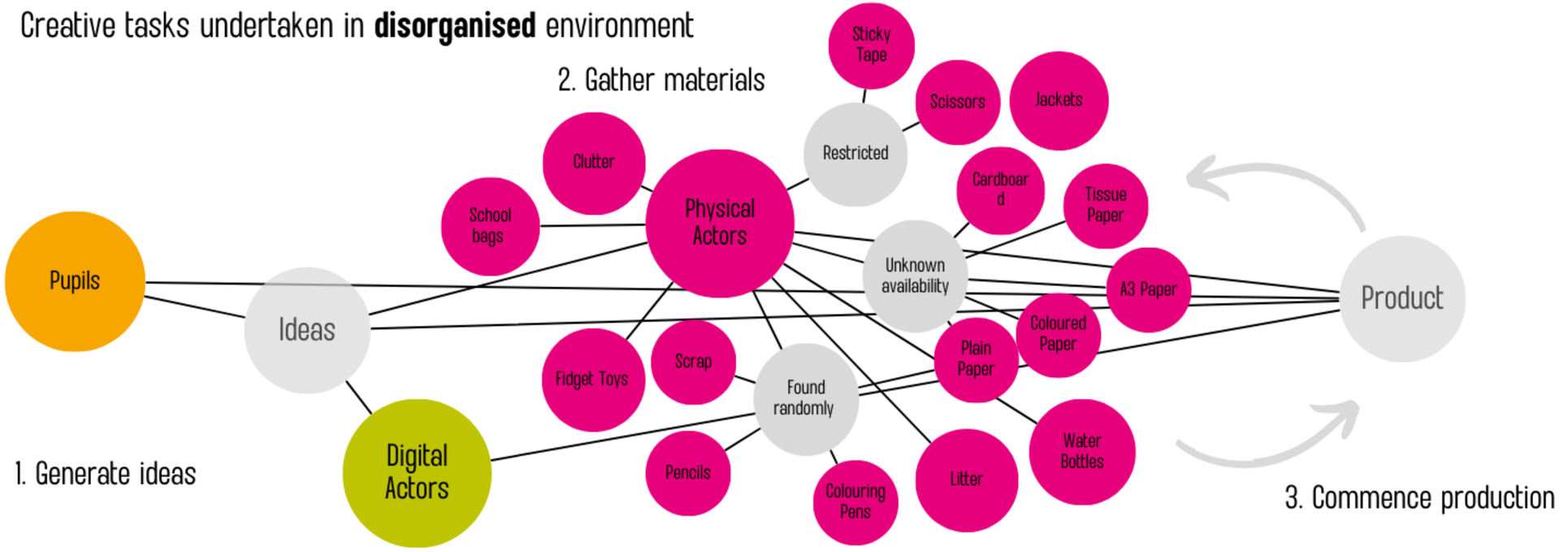
Familiar **Artefacts**

Classroom **Organisation**

Creative tasks undertaken in **organised** environment



Creative tasks undertaken in **disorganised** environment



Physical Actors

Human Actors

Digital Actors

Other Actors

Relational Analysis

Exploring organised and disoragnised classroom spaces.

Version 3



Emergent Actors



Prior Learning

Synthesis of Information



Together. Adverb.

Assembled in a group or united in goals.