ASRT Conference 2023

RESEARCH PROJECT VS ACTIVATING IDENTITIES AND FUTURES

Similarities and differences between the two courses.
Effective pedagogical approaches to apply to both & useful resources.

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Activating Identities & Futures Assessment

AT1
Portfolio 30%
Portfolio of natural evidence of learning to demonstrate student agency / action towards learning goal

E1, E2, E3, PA1, A1

AT2
Progress Check 40%
An assessment of the progress made in the learning at a particular stage
1500 words / 10 minutes max

PA2, PA3, A2

AT3
Appraisal 30%
Appraising the learning process and output of learning
1000 words / 6 minutes max

A1, A2, A3

Exploring
E1 Exploring ideas related to an area of interest
E2 Selecting and applying strategies
E3 Selecting and using of perspectives

Planning & Acting
PA1 Seeking and responding to feedback
PA2 Managing time and resources
PA3 Making judgements and decisions

Appraising
AR1 Appraising the value of the learning
AR2 Appraising the impact of strategies, perspectives and/or feedback to the learning
AR3 Appraising the output of learning

Research Project Assessment

AT1
Folio 30%
Record of student's planning & development of research in response to a question
10 A4 pages max

P1, P2, D1, D2, D3, D4

AT2
Outcome 40%
Resolution of the research question through presentation of the key findings from the research
RPA 1500 words
RPB 2000 words
or equivelant multimodal

S1, S2, S3

AT3
Review/Evaluation 30%
RPA Reflections about knowledge & skills, decisions and the research outcome
1500 words/6 minutes max
R1, R2, R3, S3

RPB Evaluation of the research processes & research outcome
1500 words
E1, E2, E3, S3

Planning
P1Consideration & refinement of a research question
P2 Planning of research processes appropriate to the research question

Development
D1 Development of the research
D2 Analysis of information & exploration of ideas to develop the research
D3 Development of knowledge & skills specific to the research question
D4 Understanding & development of one or more capabilities

Synthesis
S1 Synthesis of knowledge, skills & ideas to produce a resolution to the research question
S2 Substantiation of key findings relevant to the Research Outcome
S3 Expression of ideas

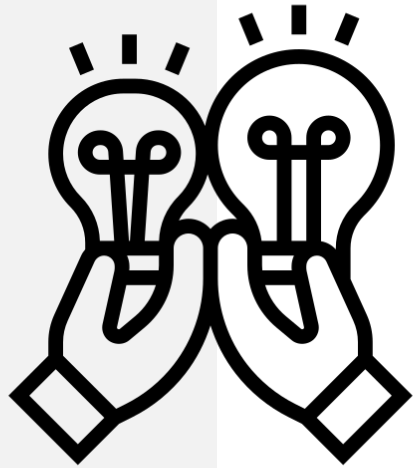
Evaluation (RPB)
E1 Evaluation of the research processes used, specific to the research question
E2 Evaluation of decisions made in response to challenges &/or opportunities specific to the research processes used
E3 Evaluation of the quality of the Research Outcome

Review (RPA)
R1 Review the knowledge & skills developed in response to the research question
R2 Discussion of decisions made in response to challenges &/or opportunities
R3 Reflection on the quality of the Research Outcome

ACTIVATING IDENTITIES & FUTURES VS RESEARCH PROJECT

AIF and RP are both designed to help students develop skills / understanding in:

- Research / investigation / inquiry
- Critical & creative thinking including evaluation and analysis
- Problem-solving.

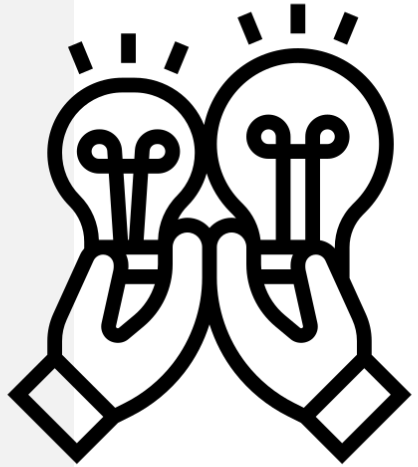


	Exploring Developing agency			Planning and Acting Developing self-regulation and metacognition			Appraising Developing reflective practice and evaluative judgement		
	Learning how to learn independently			Knowing what to do when you don't know what to do			Revealing your thinking		
	E1 Exploring ideas related to an area of interest	E2 Selecting and applying strategies	E3 Selecting and using perspectives	PA1 Seeking and responding to feedback	PA2 Managing time and resources	PA3 Making judgements and decisions	A1 Appraising the value of the learning	A2 Appraising the impact of strategies, perspectives and/or feedback to the learning	A3 Appraising the output of learning
A	Organises ideas and makes discerning choices about the direction of the learning	Develops, tests, and/or adapts strategies, considering their implications on the learning	Selects and synthesises relevant perspectives to progress the learning	Seeks targeted feedback and makes discerning responses to progress the learning	Strategically manages time and resources with responses to risks and opportunities to progress the learning	Demonstrates discerning judgement and decision-making to progress the learning	Appraises the relative value of the learning experiences	Appraises the interrelated impact of strategies, perspectives and/or feedback on the learning	Interconnects relevant criteria to appraise the output of learning
B	Purposefully explores a range of ideas and connects them to progress the learning	Selects strategies and adjusts them for purpose to progress the learning	Selects and uses relevant perspectives to progress the learning	Seeks relevant feedback and makes appropriate responses to progress the learning	Manages the use of time and resources to progress the learning with awareness of risks and opportunities	Demonstrates informed judgement and decision-making to progress the learning	Appraises the value of the learning experiences	Appraises the impact of strategies, perspectives and/or feedback on the learning	Applies relevant criteria to appraise the output of learning
C	Explores and builds on ideas related to an area of interest	Selects and applies strategies to complete tasks and/or goals	Includes perspectives to progress the learning	Seeks and responds to feedback to progress the learning	Manages time and resources to progress the learning	Makes judgements and decisions to progress the learning	Considers the value of the learning experiences	Discusses the impact of strategies, perspectives and/or feedback on the learning	Considers and discusses general criteria to appraise the output of learning
D	Collects information related to an area of interest	Uses a strategy to complete a task	Acknowledges the purpose of identified perspectives related to an area of interest	Seeks and/or provides a response to feedback	Completes some tasks	Makes some decisions related to the learning goal	Identifies the value of the learning experience	Describes strategies, perspectives and/or feedback used in the learning	Describes the output of learning and its purpose or intent
E	Describes an area of interest	Describes a strategy	Identifies individuals or groups related to the area of interest	Acknowledges feedback	Initiates a task	Identifies a process and/or decision related to the learning	Identifies aspects of the learning	Identifies a strategy, perspective and/or feedback used in the learning	Identifies the output of learning

ACTIVATING IDENTITIES & FUTURES vs RESEARCH PROJECT

Key differences for both teachers & students - a focus on:

- **Connection to SACE Thrive principles – especially agency!**
  - Seeking and responding to feedback.
  - Selecting and using perspectives.
  - Strategies instead of just sources.
  - More explicit value of the learning for self and others.
  - Use of natural evidence vs carefully curated evidence.



DEVELOPING THE SACE THRIVE PRINCIPLES

Incorporating them into your practice

Zest for life (lifelong learning)

Deep understanding and skilful action

Ability to transfer learning

Agency

Human connectedness

Belonging

TRANSITIONING

Moving from RP to AIF

VALUE
STRATEGIES
FEEDBACK
PERSPECTIVES
NATURAL EVIDENCE

KEY AREAS MOST DIFFERENT FOR BOTH STUDENTS & TEACHERS

PASSION
TOPIC

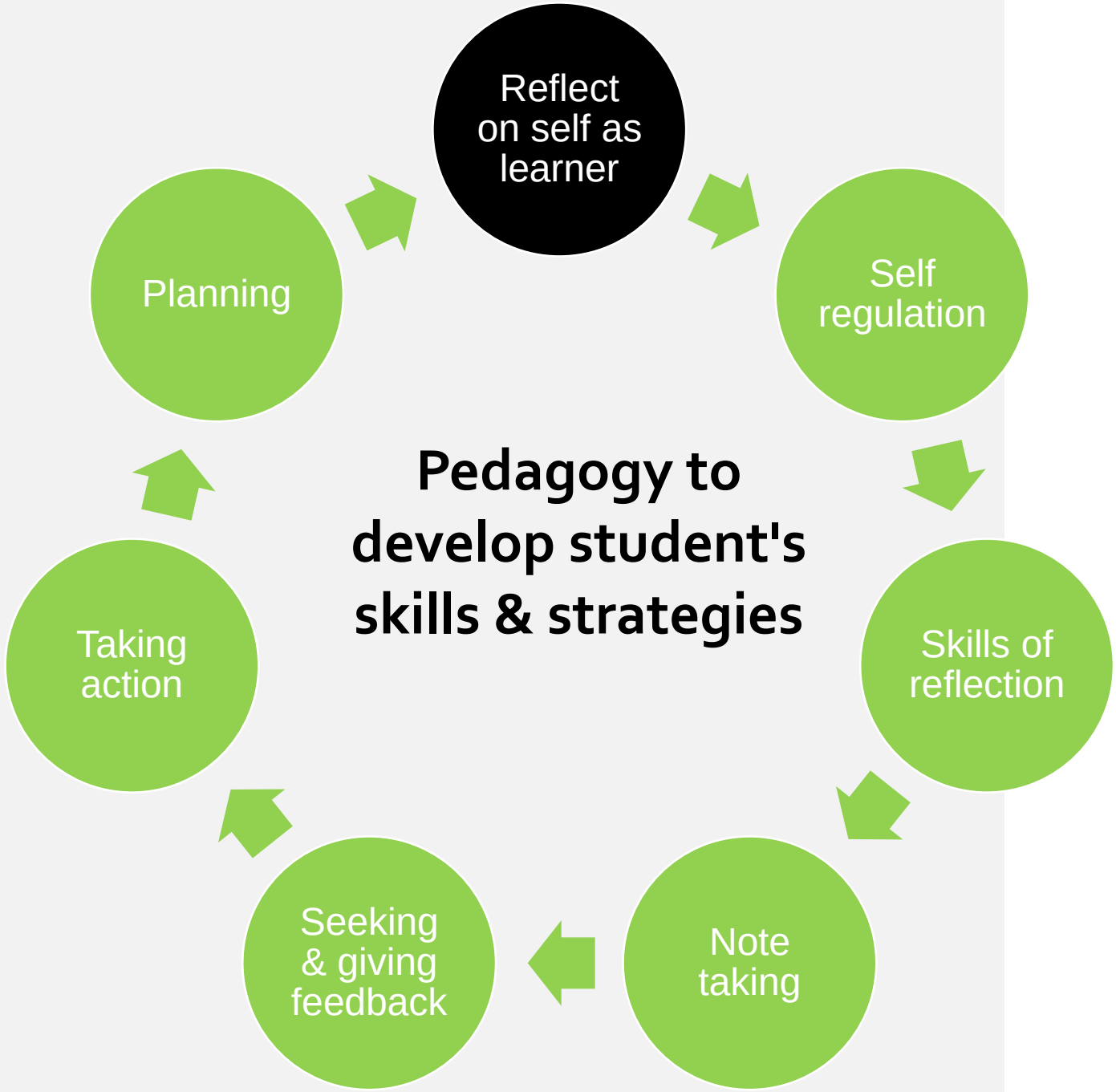
PURPOSE
VALUE TO SELF
& OTHERS

AIF FOCUSES ON HELPING STUDENTS DEVELOP A SENSE OF SELF / PURPOSE & EXPLORE THEIR POTENTIAL FOR FUTURE SUCCESS.

EXPLORING SELF TO DEVELOP AGENCY & METACOGNITION

AIF focuses on helping students develop a sense of self / purpose, and their potential for future success beyond AIF.

Students see the benefit of authentic learning transferring their skills and knowledge to other areas of their life.



CONNECTING KEY THEMES IN OUR PEDAGOGY

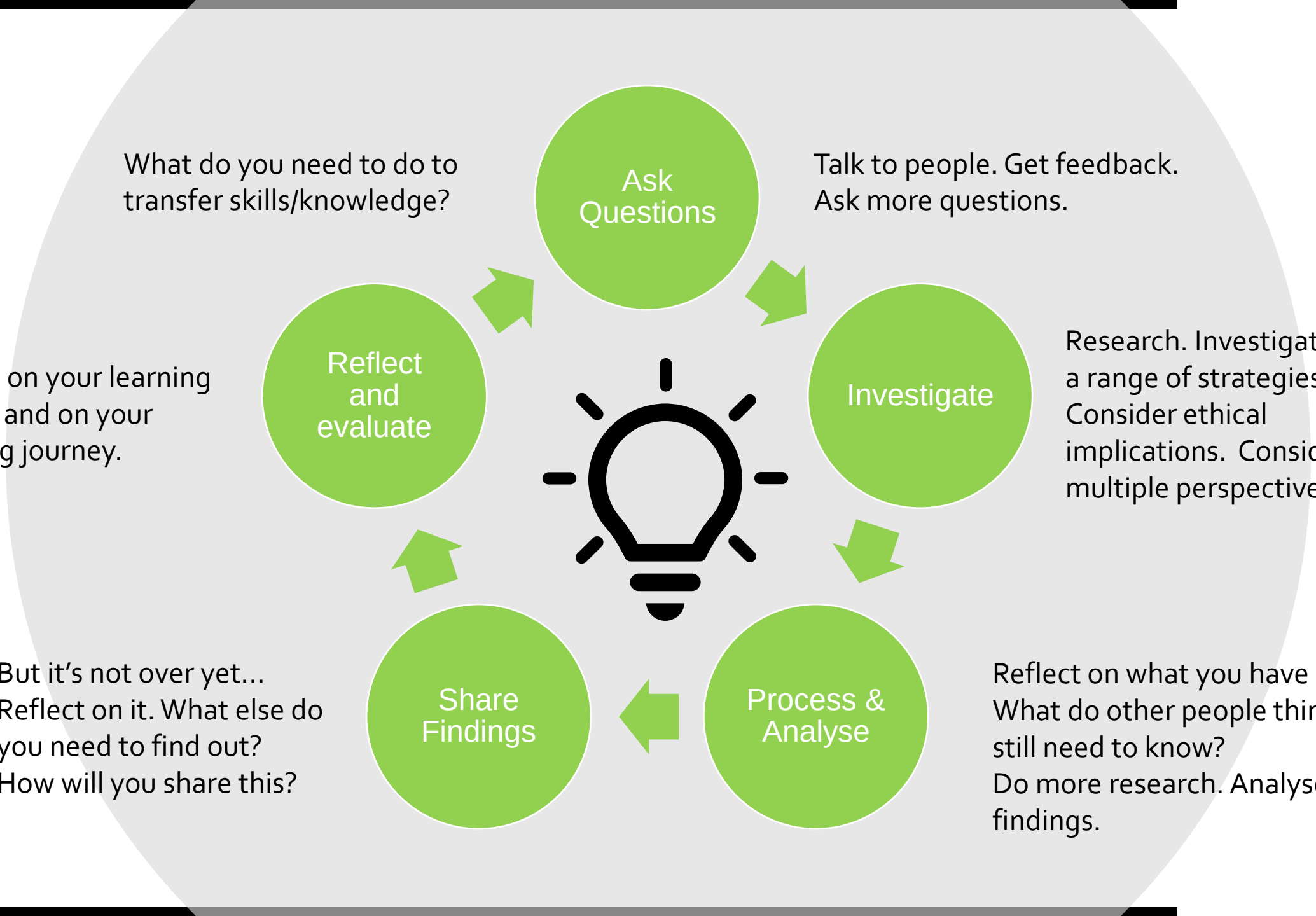
- Students note from a TED Talk on the importance effective feedback.
- Students pair up and share their method.
- Class discussion on effective note taking.
- Rewatch the TED Talk with the option to rewrite or add to their previous notes.
- Students reflect on the success of the method(s) they tried.
- Students use the information to give feedback to another student.
- Changes students perspective on note taking & feedback.

TED Talk The Secret to Giving Great Feedback Leeann Renninger https://www.ted.com/talks/leeann_renninger_the_secret_to_giving_great_feedback?language=en

STRATEGIES

and then

SOURCES


What do you need to do to transfer skills/knowledge?
Ask Questions
Talk to people. Get feedback. Ask more questions.
Reflect on your learning output and on your learning journey.
Reflect and evaluate
Investigate
Research. Investigate using a range of strategies. Consider ethical implications. Consider multiple perspectives.
But it's not over yet… Reflect on it. What else do you need to find out? How will you share this?
Share Findings
Process & Analyse
Reflect on what you have learnt. What do other people think you still need to know? Do more research. Analyse your findings.

"YES, BUT ....

AUTHENTIC LEARNING THAT IS CONNECTED & TRANSFERABLE

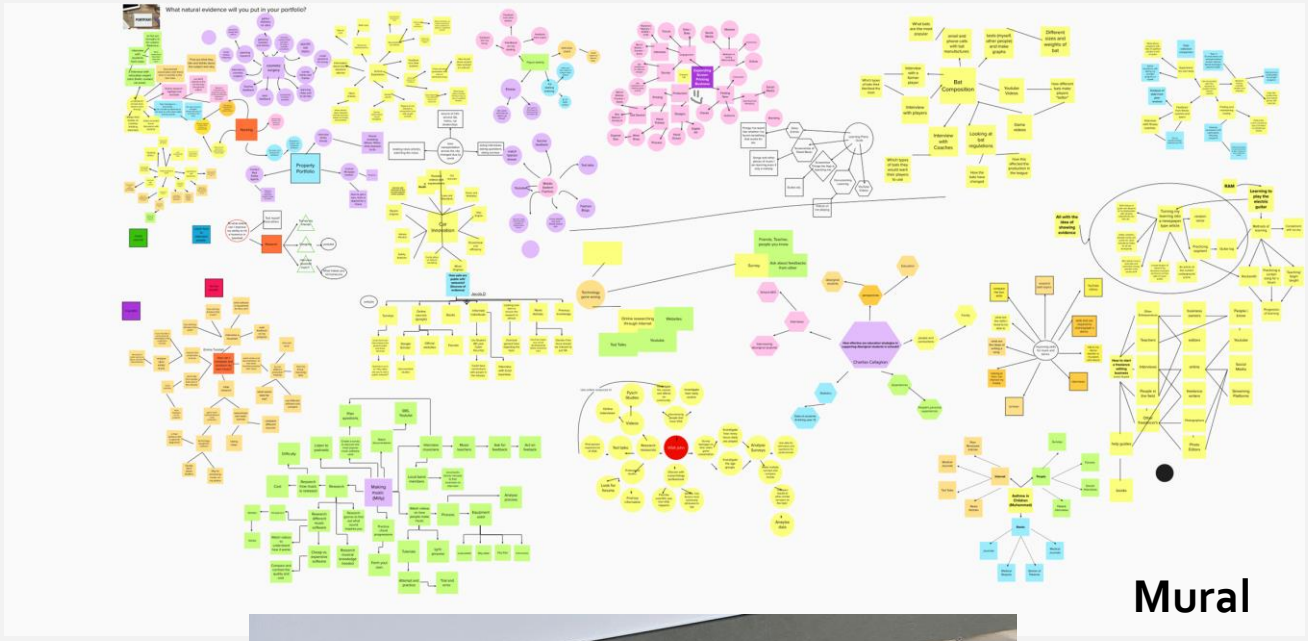
Other subjects, areas of the student's life, strategies, sources etc

CREATIVE STRATEGIES FOR GETTING INFORMATION

INSTAGRAM POLL	CONVERSATIONS	GOOGLE SCHOLAR	FORUMS	VISITS AND NOTES
MICROSOFT FORMS	YOUTUBE	PEERS	EXPERIMENTS	FILMS
SURVEY MONKEY	STREAMING SERVICES	EXPERT IN THE FIELD	OBSERVATIONS	TED TALKS
SMS	PODCASTS	INTERVIEWS	SURVEYS	DOCUMENTARIES
EMAIL	LIBRARY DATABASES	BLOGS	PHOTOGRAPHS	ONLINE TUTORIALS

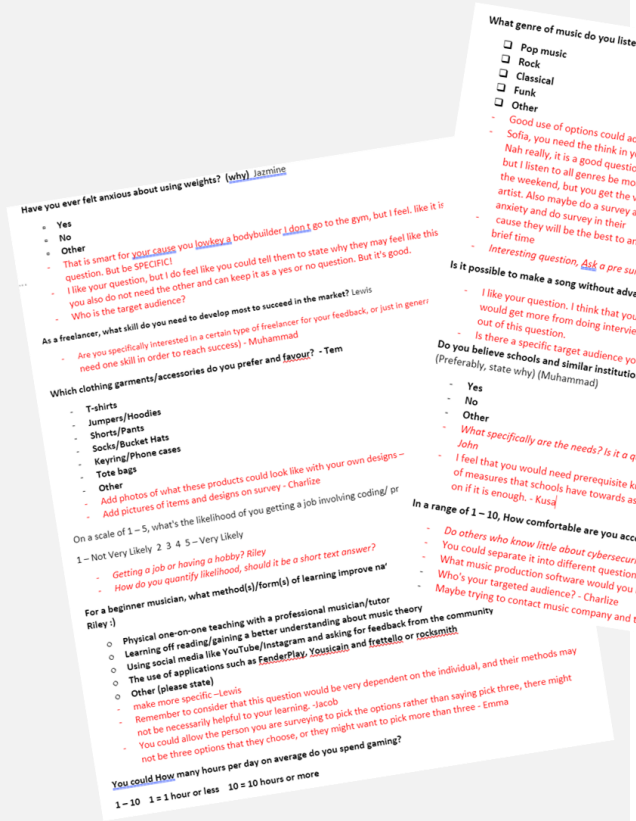
Get students to show their investigation / feedback / perspective visually. Think outside the box. Be proactive.

METHODS OF SHARING

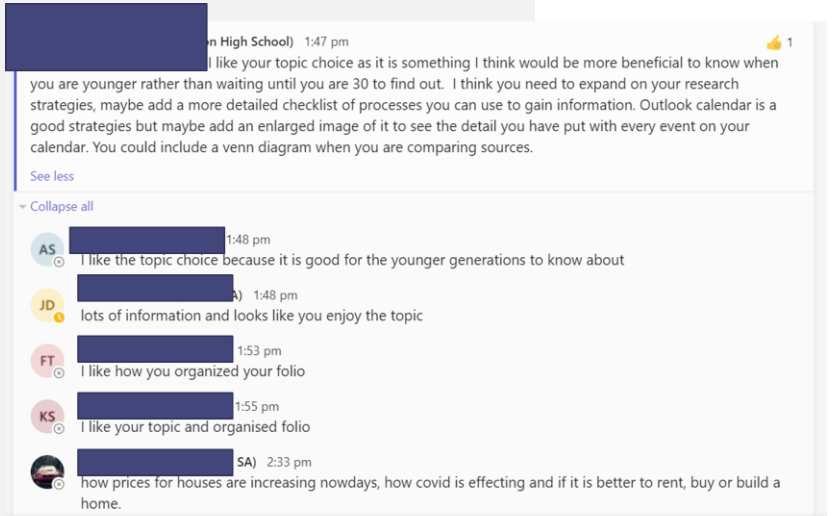


Mural

Group brainstorming as a project nest



Files shared in Teams



STUDENTS NEED SHOW THEY HAVE SOUGHT & RESPONDED TO FEEDBACK

Actioning and giving feedback

On progress, strategies, offering ideas, different perspectives, to assist planning & self-reflection.

Feedback can be:

- Between students
- Student & teacher(s)
- Student & expert

Feedback can be facilitated at school:

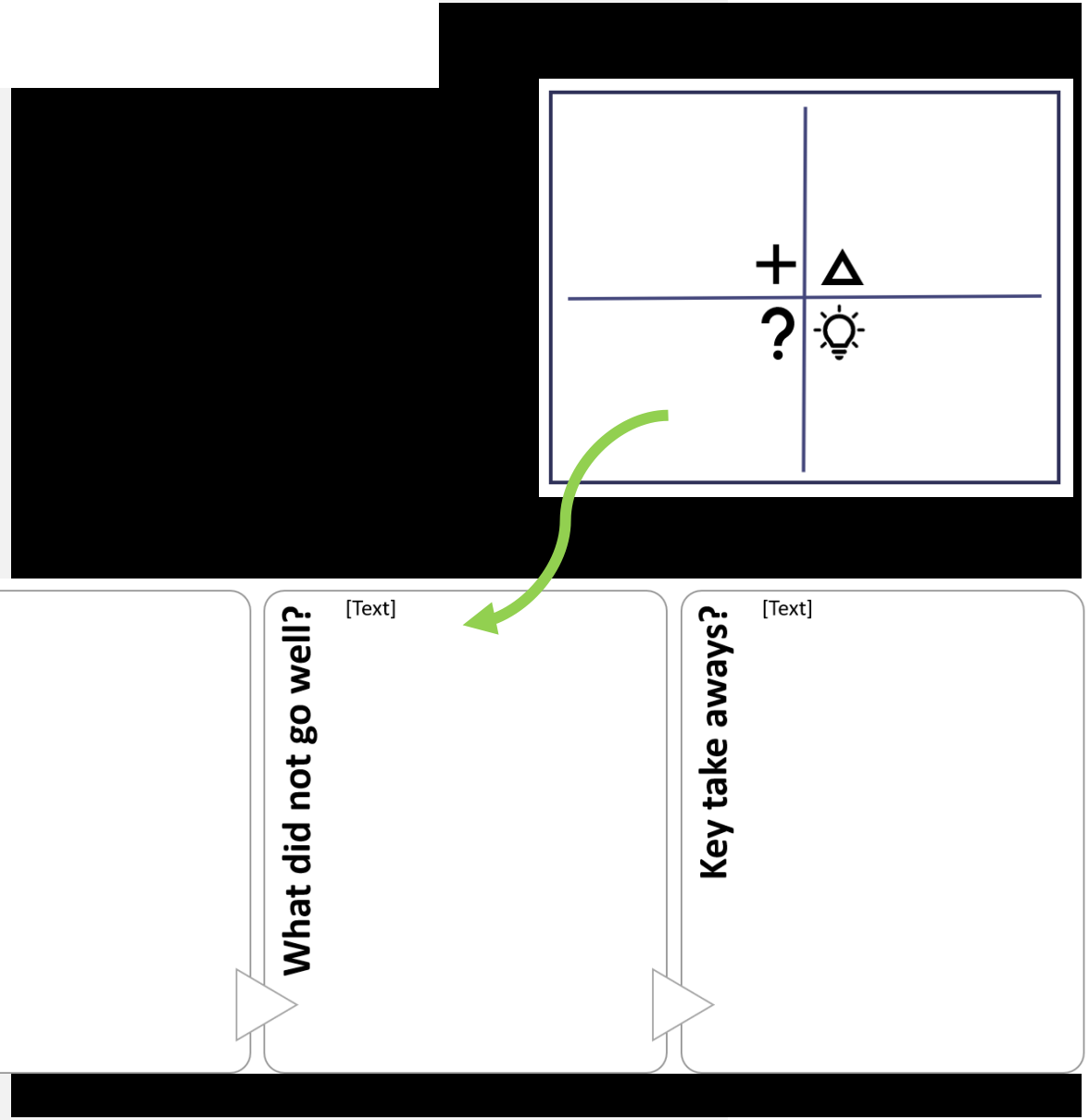
- One to one as a result of a pair and share
- A small forums within the class
- Whole class
- Between classes at a workshop / Teams
- All AIF classes

Given:

- Verbally
- Written
- Email
- Shared files
- Zoom / Teams meeting
- Social Media

Using a feedback & reflective process

- When students share their planning, research and recording of evidence students give feedback to each other on what went well, they wish they saw, questions & ideas.
- As a result, students make decisions and plan additional strategies to further the research.
- The reflection can be added to their portfolio.



GUIDING FEEDBACK THAT IS SPECIFIC HELPFUL & KIND

Specific

Comments identify exactly what needs to be worked on. Focus on the details and offer specific advice.

Helpful

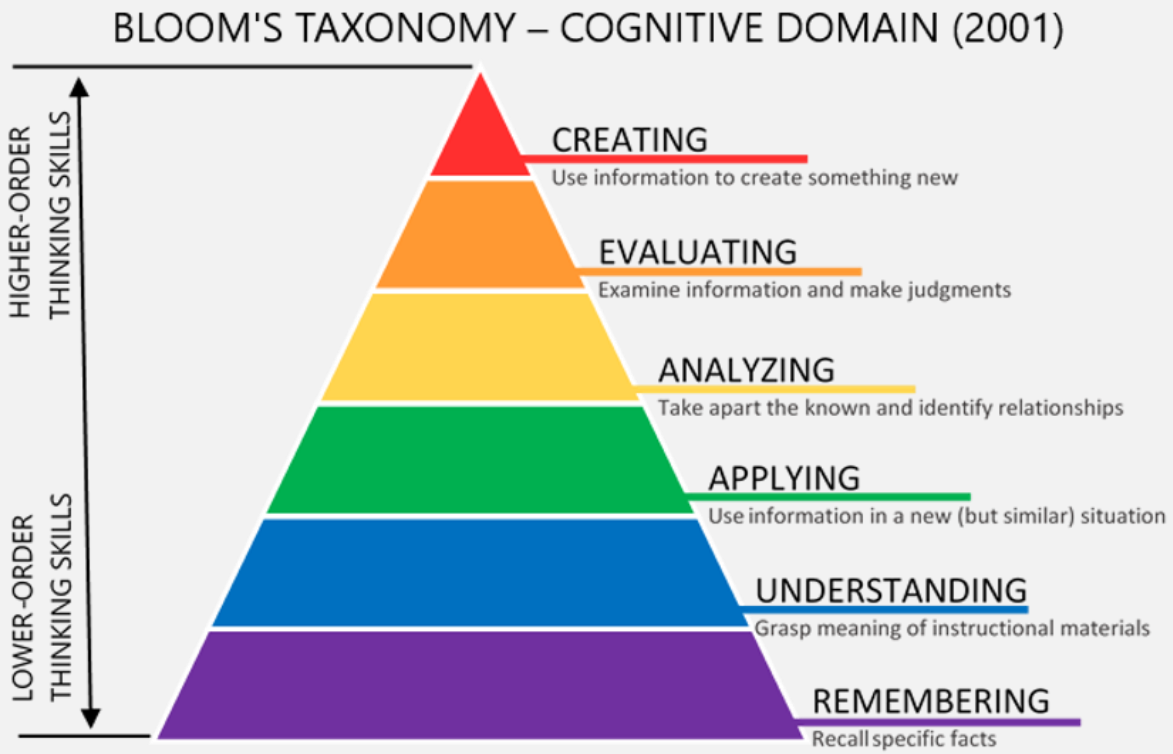
Comments are phrased as a clear step with how it will benefit the work focusing on what is achievable.
All feedback is there to help improve the work.

Kind

Comments focus on the work not on the person. Comments are honest but never sarcastic or a put down.

CHALLENGING PERSPECTIVES

BLOOMS TAXONOMY TO CHALLENGE PERSPECTIVES



- Reviewing Blooms Taxonomy to encourage students to reflect on the level of thinking reflected in their evidence.
- Class activity matching the key verbs to each of the different stages or assessing their portfolio ranking their higher order thinking.
- Prompts students to improve their evaluation and analysis of sources, feedback, their planning, progress, etc.

IS IT PERSONAL?

Your learning? Your actions? To your thoughts? The value for you?

IS IT SPECIFIC?

To your topic? The scope of your investigation? Your problem solving? Your actions? Your response to feedback?

SHIFTING MINDSET

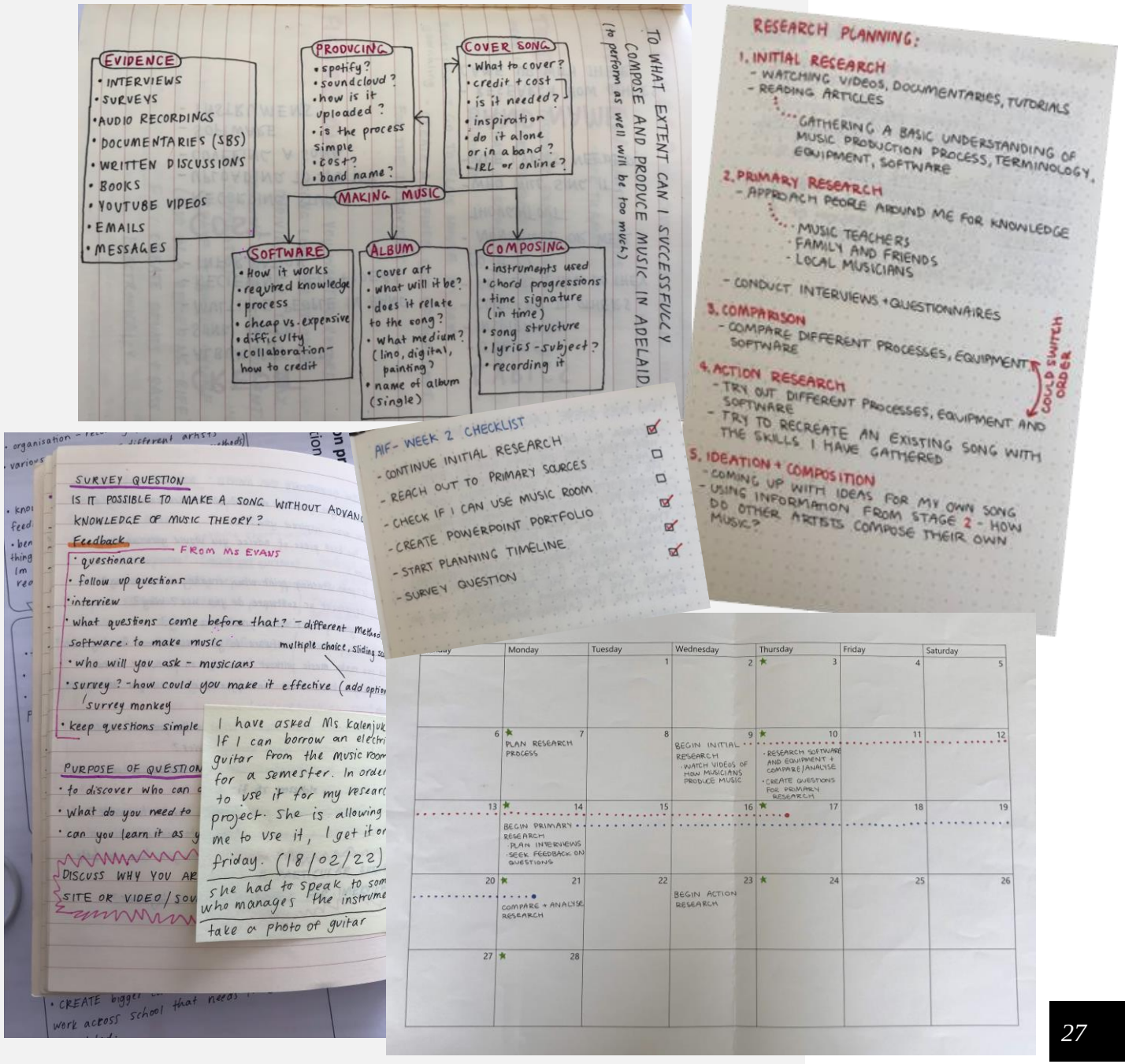
- Making the student accountable
- Moving away from templates & exemplars
- Pedagogy that develops student's drive & agency
- Encouraging creativity / creative thought
- A safe space for risk taking
- Unpacking the key principles - connecting them to the performance standards
- The student finding the purpose for themselves & others

NATURAL EVIDENCE

Documentation using different methods

Students are encouraged to use different methods to curate and collate natural evidence of:

- Planning of time, resources and strategies.
- Documenting research/investigation.
- Feedback and actions in response to feedback.



RESOURCES & PROCESSES

BRAINSTORMING	COLLABORATION	PORTFOLIO	FEEDBACK	PLANNING
Diagram.Net	Teams	Sway	Interview	Timelines
Smart art	Mural	Canva	+/-/?/Ideas	Calendar / Diary
Class brainstorm	Forums	InDesign	Forms	Gantt
Idea train	Idea snake	Hard copy folder/book	Feedback grids	KanBan
Project nest	Project nest	Excel	Pair / share	Check / To Do Lists

APPROACHES

- Mentoring
- Reflection on strategies, progress, decisions, skills development etc
- Encouraging self-evaluation
- Peer evaluation
- Promoting on going planning & goal setting
- Modelling effective time management
- Feedback: Seeking it, hearing it, responding to it / planning from it.
- Role-playing
- Interviewing

WE HAVE OUR OWN AIF TOPICS...

AIF TEACHER REFLECTION

Moving from Activating Identities and Futures

- Students should have a personal connection to their topic / clear idea of the value of the topic.
- Showcases the learning journey / learning output which doesn't need to be resolved.
- Authentic personal growth and collecting natural evidence of learning.
- Curriculum is designed for maximum accessibility for all students.
- Capabilities are not assessed specifically with a stand-alone performance standard.
- Performance standards are not only for one assessment type
- Focus on checking in rather than drafting.

AIF TEACHER CHARACTERISTICS

Sees the potential in their students & topics.

Flexible, creative, adaptive, & curious.

Provides a safe space where students feel comfortable sharing & giving feedback.

Life-long learners that model their own learning along the way.

Explicitly teaches metacognition, agency & reflection.

Asks students open questions to guide their inquiry rather than providing the answer.

Guides students in how to effectively seek, reflect and act on feedback to progress their learning.

Prepared to take risks trying different approaches to engage, encourage collaboration & student participation.

Encourages students to consider more than one approach / perspective.

Organised & engaging.

QUESTIONS

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