

Activities that task learners to **interpret, analyse, synthesise, or evaluate** information or ideas.

Knowledge Construction

The main part of the activity where learners spend the **most time** and **effort** AND is usually for the most **marks**.

Main Requirement?

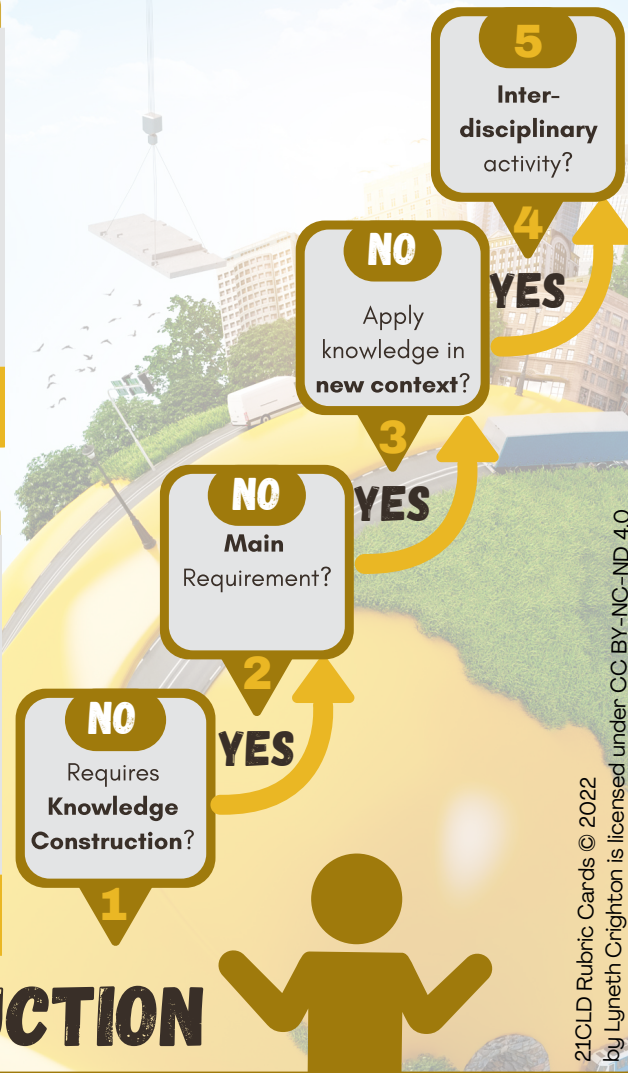
Big Ideas!

Learners must abstract what they have learned and look at it from a **different perspective** to **APPLY** it in a **different situation**.

New Context?

Learning goals that involve content, important ideas, or methods from **different academic subjects**.

Interdisciplinary?



 **KNOWLEDGE CONSTRUCTION**

Learners work together in **pairs** or **groups** to

- discuss an issue OR
- solve a problem OR
- create a product.

Working Together

Big Ideas!

Substantive decisions are **decisions that shape** the content, process, OR product of learners' work.

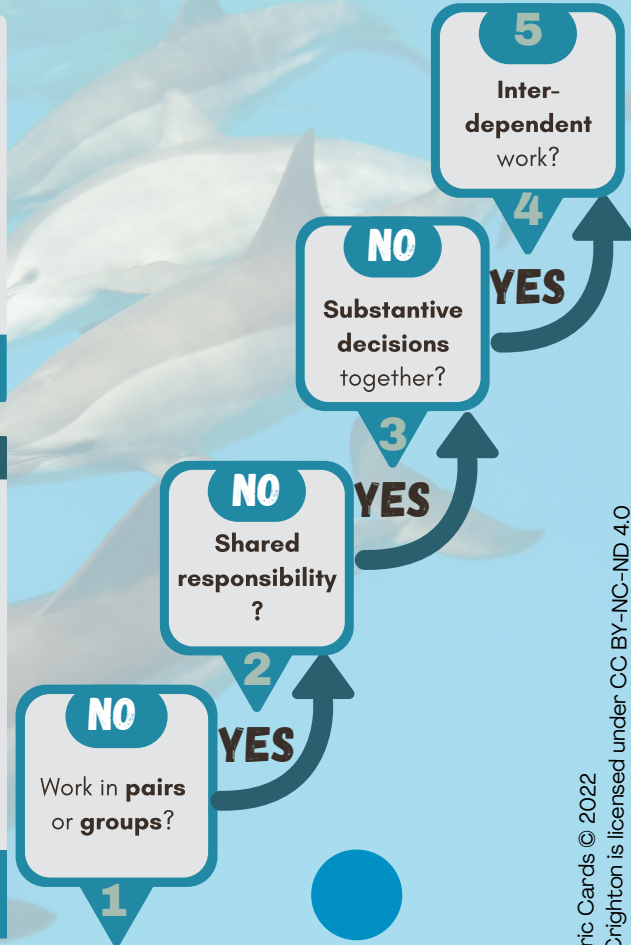
Substantive Decisions

Learners must collectively **own the work** and be **mutually responsible** for its outcome.

Shared Responsibility

All learners must **participate** in order for the team to succeed. There must be **individual AND group accountability.**

Interdependent?



COLLABORATION

A **defined challenge** to:

- develop a solution OR
- complete a task without instructions OR
- design a complex product.

Problem-solving?

Authentic situations:

- Are **experienced** by real people.
- Have a specific **audience**.
- Have specific **contexts**
- Use actual **data**.

Real-world?

The main part of the activity where learners spend the most **time** and **effort** AND is usually for the most **marks**.

Main Requirement?

Big Ideas!

Learners' ideas or solutions are **put into practice** in the real world.

Innovation?

4

Requires **innovation?**

3

NO

Real-world problem?

YES

2

NO

Main Requirement?

YES

1



REAL-WORLD PROBLEM-SOLVING



Learners must produce communication that represents a set of **connected ideas**.

Extended Communication

Big Ideas!

It includes **more than one** type of communication **mode** or **tool** used to communicate a coherent message.

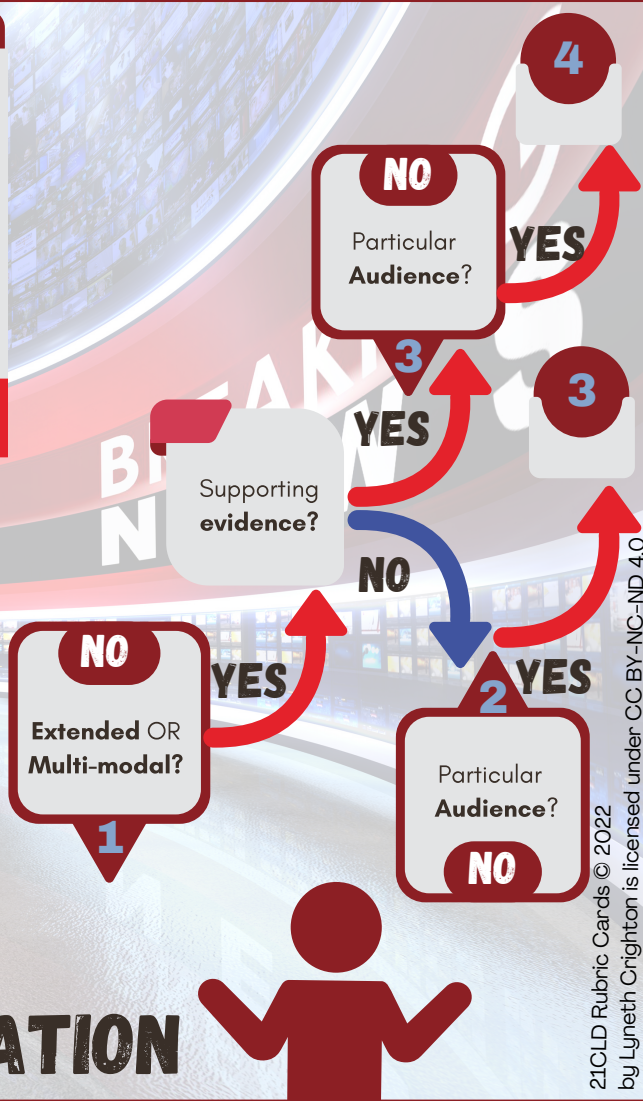
Muilt-Modal?

Learners must **explain** their **ideas** OR support their thesis with **facts** or **examples**.

Evidence?

Communication and selected tools are **appropriate** to the **specific** audience.

Audience?



SKILLED COMMUNICATION



Learners work on it for a **substantive** period of time, AND the process includes drafts.

Long-term Activity?

Define **what** is to be learned AND the **success criteria** that to be considered to determine whether the learning goals have been met.

Learning goals?

Big Ideas!

Learners make **decisions** about the **schedule** and **steps** they will follow:

- How?
- When?
- Who?
- Where?

Planning?

Feedback is given and explicitly used to **improve** the **work** before it is submitted or finalised.

Feedback AND Revise?



SELF-REGULATION

Learners **are required** to use ICT or can **use ICT** to complete all or part of the learning activity.

ICT?

ICT supports learners to **interpret, analyse, synthesise, or evaluate** information or ideas.

Knowledge Construction

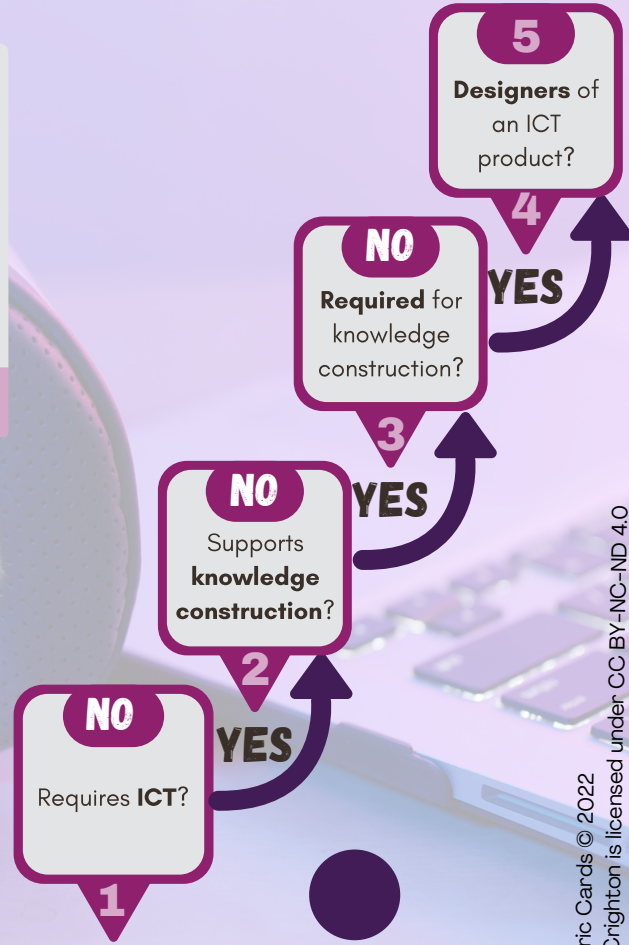
Learners complete knowledge construction activities that would be impossible or impractical without the use of the ICT.

Required?

Learners **create ICT products** that others can use, supporting their real-world problem-solving and innovation.

Designers?

Big Ideas!



USE OF ICT FOR LEARNING

