

STUDENTS SOLVING REAL WORLD PROBLEMS

ANITA & KEITH



VISION

- Students will use the ideas behind technology, coding, and robotics to come up with potential solutions for problems or barriers they see in the world. Using Computers, Makey, Makey's and Audruino Robotics kits, students will create prototypes or concepts of potential solutions. Students will then promote and take part in an “Interactive Learning Fair” where guests are encouraged to touch, interact with and connect with ideas. Students should present 21st century style booths or tables that include a digital guide, offers extra information, and visitors are able to interact with exhibits in unique ways that help build understanding of global and community issues.

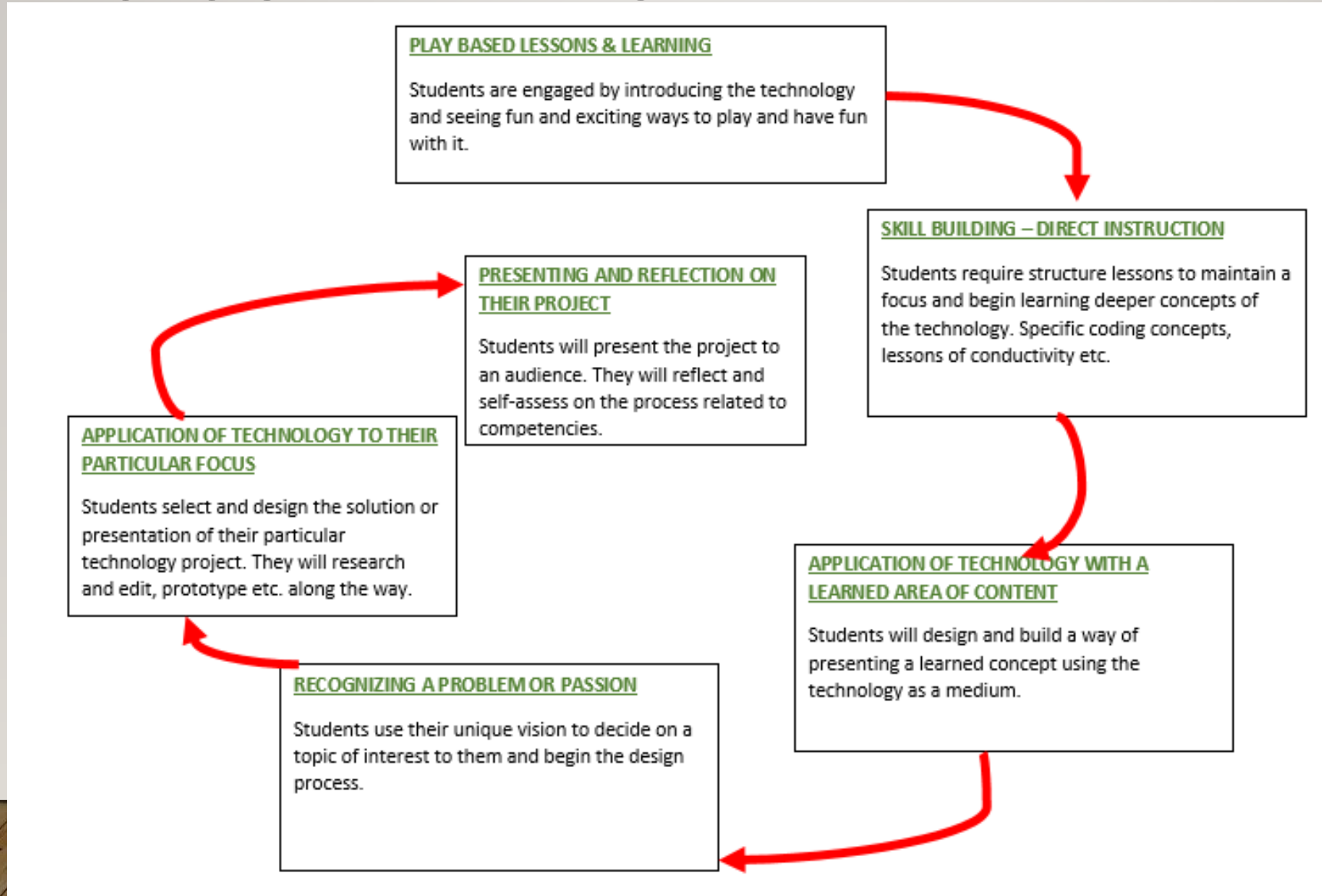
QUESTION?

What level of impact might this self-directed learning experience have on students?

Will They identify strongly with the following?

- I can develop a body of creative work over time in an area of interest or passion.
- I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond.
- I have interests and passions that I pursue over time.
- I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

WHAT WE NOTICED- THE SPIRAL OF TECHNOLOGY LEARNING



CHALLENGES



- Our main challenge we found was encouraging students to continue progressive work on a project of interest over time.
- We also noticed that students needed to have specific skills lessons and exemplars taught before the students could feel confident enough to make progress on their big picture projects.

WHAT OUR STUDENTS ACHIEVED...



ADVICE TO OTHERS..

- Get your technology set up ASAP (Bug you're your district staff if necessary)
- Start by letting the kids explore and play with the technology.
- Immerse yourself in the learning.
- Utilize the Scratch tutorials and tips.
- Show lots of examples and exemplars.