



*The Case for
Nurturing Agile,
Powerful,
Independent
Learners*

VPL Biennale 2019

Consider:

50% of tasks for which humans are paid
can be performed by current
technology

(McKinsey Global Institute, 2017)

More than half of the jobs today's
students will hold **do not yet exist.**

(Manpower Inc., 2017)

Consider:

More than **90% of all new US job growth** 2005-2015 was in “Alternative Work Arrangements”

(Katz and Krueger, 2017)

Learning is today's key corporate and worker advantage

(Palmer and Blake, 2018)

Implications:

Learners and workers must develop:

- Commitment to consistent quality performance
- Ownership for their work
- Skills and drive to learn
- Self-management and discipline
- Curiosity and initiative
- Creativity



Key Question:

How do the traditional design of schools and the typical experience of learners align with what learners will need?

Let's start by examining traditional instruction-driven practices.



Practice Examples: Instruction Driven

- Pace of learning pre-determined
- Lessons planned and delivered to full class
- Teachers determine learning goals
- Teachers plan learning paths
- Teachers have sole responsibility to monitor progress
- Common assessments administered at same time
- Time is constant; learning varies

A hand is holding a square sign with a silver frame and a brown background. The sign contains the text 'Typical Learning Portrait' in large, bold, black letters, and 'Instruction-Driven' in smaller, bold, black letters below it. The background of the image is a blurred green hedge.

**Typical
Learning
Portrait**
Instruction-Driven

Typical Learning Portrait

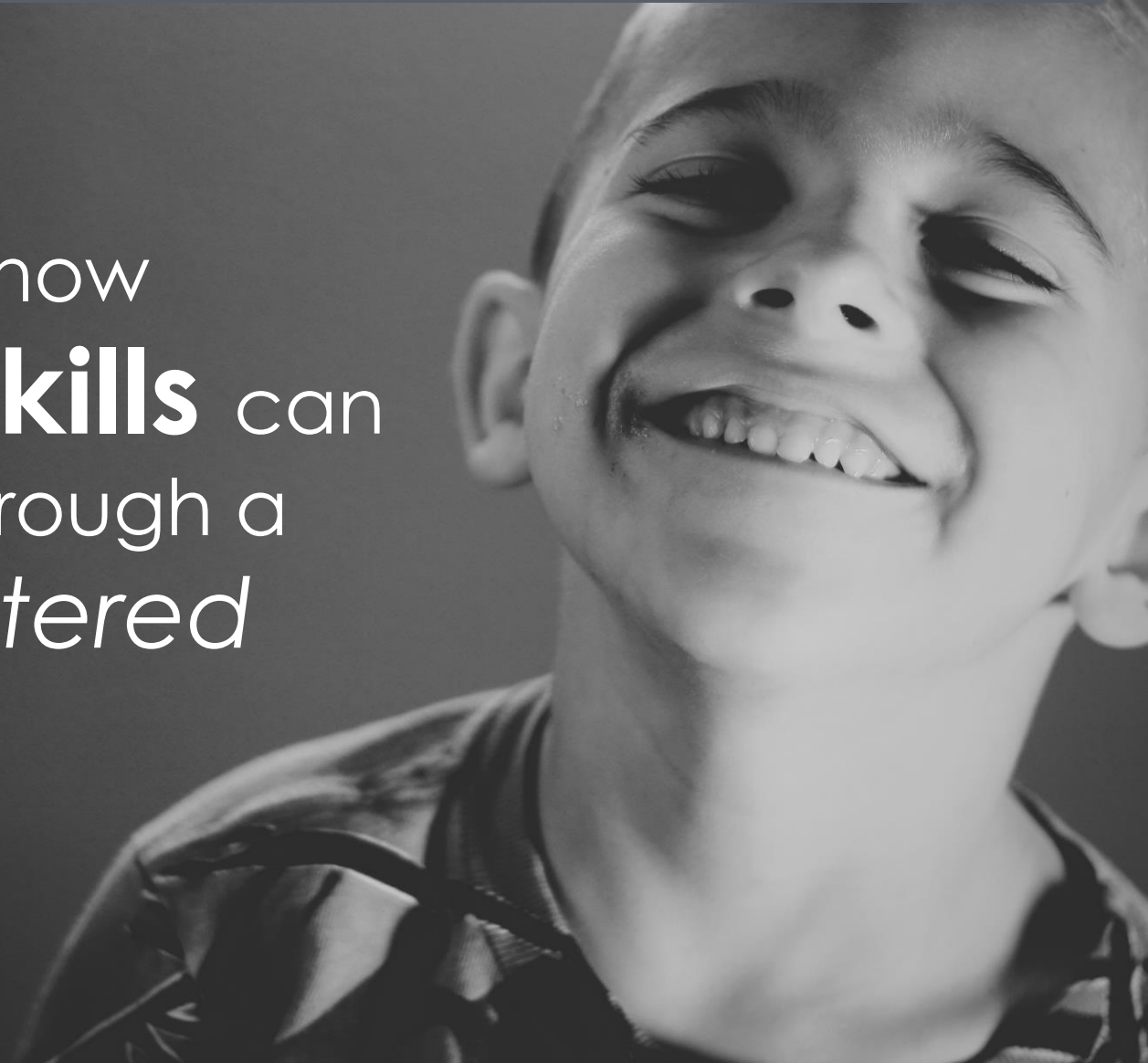
- Success judged by keeping up with instructional pace
- Students expected to learn what is taught, even if not ready or already achieved mastery
- Students expected to pursue goals set by teacher
- Students expected to learn via path determined by teacher

Typical Learning Portrait

- Students defer to teacher to determine how well they are performing
- Students assessed when scheduled, not when learning is complete
- When instruction complete, class moves forward, even if all students have not achieved mastery

A Better Aligned Approach:

Let's consider how
learning skills can
be nurtured through a
*learner-centered
design*.



Practice Examples: Learning Centered

- Pace of learning responds to learner readiness and progress
- Instruction is flexible in response to how students learn and what they are ready to learn
- Learning goals are jointly set by educators and learners
- Learning paths are co-constructed
- Progress monitoring is a shared responsibility
- Summative assessment occurs when learners have mastered intended content and skills
- Learning is the focus of attention and time available for learning is flexible

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**Typical
Learning
Portrait**
Learning-Centered

Typical Learning Portrait

- Learners engage with learning content and skills that match what they are ready to learn
- Learners play role in determining what instruction and support they need to achieve established competencies
- Learners share responsibility for determining and achieving learning goals

Typical Learning Portrait

- Learners share responsibility for planning learning path they will take
- Learners monitor learning progress in collaboration with educators
- Learners understand learning is what matters most, even if mastery takes additional time

P-O-W-E-Rful Learners

P – Purpose

O – Ownership

W – Wonder

E – Efficacy

R – Responsibility

