

THE CONVERGENCE ACADEMIES SIX PILLARS OF INSTRUCTIONAL DESIGN

What Students Do



Pillar	Definition	Examples	Common Core
Authentic Participation	Relevance and meaning beyond the classroom	<p>Students gain a better understanding of their own role as a participant in society by connecting with real issues in their community and world.</p> <p>Students use technology to engage actual experts and communities (both face-to-face and online) in shared pursuit of knowledge, understanding and difference-making.</p>	CCSS.ELA-LITERACY.CCRA.SL.4; CCSS.ELA-LITERACY.CCRA.W.4; MATH.PRACTICE.MP
Choice of Expression	Ownership over learning, participation and communication	<p>Students pursue their own interests, questions and learning modalities in school.</p> <p>Students choose from a diverse array of tools, media and methods for learning and communication.</p>	CCSS.ELA-LITERACY.CCRA.SL.2; CCSS.ELA-LITERACY.CCRA.W.8; MATH.PRACTICE.MP8
Collaboration	Networking, listening, skill sharing, productivity and divergent thinking	<p>Students are offered multiple opportunities to engage in a variety of collaborative learning experiences across different disciplines and learning contexts.</p> <p>Students learn to effectively network and collaborate with groups using social media, digital tools and online platforms.</p>	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.CCRA.W.6; MATH.PRACTICE.MP6
Critical Response	Analysis, interpretation, and response to media messages	<p>Students hone critical thinking skills by learning to comment, talk back and remix messages from social media, pop culture, news, internet sources and mass media information.</p> <p>Students learn the language of different media forms and genres so that they can cite evidence and make arguments around a variety of texts (written word, images, sound, video, games, design, etc.)</p>	CCSS.ELA-LITERACY.CCRA.R.6; ELA-LITERACY.CCRA.R.8; ELA-LITERACY.CCRA.W.1; MATH.PRACTICE.MP3
Iterative Learning	The use of authentic feedback to solve problems, improve work and arrive at well-tested solutions	<p>Students learn to ask real world questions and arrive at solutions to those questions using a prototyping and iterative design process involving multiple revisions and stages of production.</p> <p>Students act on authentic feedback from the intended audience or users so that they can move towards the “next level” in a design or creation process.</p>	CCSS.ELA-LITERACY.CCRA.W.5; MATH.PRACTICE.MP1
Play	Opportunity and permission to build understanding of complex ideas in a safe space	<p>Students learn how to use media and technology tools by playing around with them (rather than through step-by-step tutorials).</p> <p>Students learn by trying on ideas and roles through experimentation, either within or without constraints.</p>	CCSS.ELA-LITERACY.CCRA.W.10; MATH.PRACTICE.MP5;

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What Teachers Do



Pillar	Definition	Examples	REACH
Authentic Participation	Relevance and meaning beyond the classroom	<p>Teachers design learning experiences that have real-world impact beyond the classroom.</p> <p>Teachers situate learning outcomes and activities authentically within a larger project or context.</p>	<p>1b: Knowledge of Students (Interests and Cultural Heritage);</p> <p>3c: Engaging Students in Learning</p>
Choice of Expression	Ownership over learning, participation and communication	<p>Teachers find and curate a variety of texts and models that cross media and genre.</p> <p>Teachers challenge students to develop their own processes for approaching and solving problems.</p> <p>Teacher scaffold students to use different types of media to communicate their ideas for different purposes and audiences.</p>	<p>1d: Designing Coherent Instruction (Variety of Complex Texts);</p> <p>2b: Establishing a Culture of Learning (Student Ownership of Learning)</p>
Collaboration	Networking, listening, skill sharing, productivity and divergent thinking	<p>Teachers provide structured roles, expectations, and protocols to scaffold interactions and activities.</p> <p>Teachers integrate digital media tools and networked communities (e.g. social media) to communicate and share information more effectively</p>	<p>2a: Creating an Environment of Respect and Rapport (Student Interactions with Each Other);</p> <p>3b: Using Questioning and Discussion Techniques</p>
Critical Response	Analysis, interpretation, and response to media messages	<p>Teachers connect student interest in pop culture and social media with complex disciplinary texts, challenging students to be critical about what they consume in and out of the classroom.</p> <p>Teachers design experiences for students to “talk back” to media through comments, social media campaigns, and remixing.</p>	<p>1a: a. Demonstrating Knowledge of Content and Pedagogy,</p> <p>3b: Using Questioning and Discussion Techniques</p>
Iterative Learning	The use of authentic feedback to solve problems, improve work and arrive at well-tested solutions	<p>Teachers create long-term projects that allow students to prototype and test solutions to authentic problems and questions.</p> <p>Students act on authentic feedback from an intended audience or user group so that they can move towards the “next level” in a design or creation process.</p>	<p>3d: Using Assessment in Instruction;</p> <p>3e: Demonstrating Flexibility and Responsiveness,</p> <p>4a: Reflecting on Teaching and Learning</p>
Play	Opportunity and permission to build understanding of complex ideas in a safe space	<p>Teachers understand how play is a powerful, engaging and motivating way for students to build understanding in an age of rapid technological change.</p> <p>Teachers create instructional space and time that allow students to “learn how to learn” by tinkering, trying out, exploring and discovering their own solutions through experimentation (rather than always through a direct instructional method).</p>	<p>1d: Designing Coherent Instruction</p> <p>2d: Managing Student Behavior (Fostering Positive Student Behavior);</p> <p>3c: Engaging Students in Learning;</p>