

H.E.A.T.ing Up Tasks for Learning

	H = Higher Order Thinking Cognitive Task and Project Purpose	E = Empowered Learning Curiosity, Affinity, and Agency	A = Authentic Tasks Real World Context and Usefulness	T = Technology Uses Focus, Purpose and Stories for Tool Use
Literacy ~ Technology Stories ----- NOTS - IT's about tool learning - NOT about content	COGNITIVE TASK ~ <input type="checkbox"/> Content superficial or missing. [NOTS aka NOT about content learning.] <input type="checkbox"/> Requires students to demonstrate acquiring technology skills. <input type="checkbox"/> Focused primarily on experiencing and mastering digital tools. <input type="checkbox"/> Curriculum used as “topics” or background while learning and practicing technology tools and processes. PROJECT PURPOSE ~ <input type="checkbox"/> Acquiring or demonstrating technical skills rather than having a TYPE of Communication defining purpose / audience for any content learning.	QUESTIONS ~ <input type="checkbox"/> Missing or implied. <input type="checkbox"/> Not considered necessary as focus is on learning/practicing technology skills. AFFINITY ~ <input type="checkbox"/> NOT considered. <input type="checkbox"/> Teacher structures same tasks and activities for everyone. <input type="checkbox"/> Results in “look alike”, “cookie cutter” type tasks. AGENCY NOT ~ <input type="checkbox"/> All choices CLOSED with only teacher designed tasks available. <input type="checkbox"/> No differentiation in tasks. <input type="checkbox"/> No learner input considered.	SCENARIO missing - <input type="checkbox"/> No apparent context for curriculum goals. <input type="checkbox"/> Task is without real world challenge, situation or audience. GROUP WORK NOT~ <input type="checkbox"/> Informal grouping allowed as they like. USEFULNESS ~ <input type="checkbox"/> Missing. <input type="checkbox"/> Task primarily a culminating activity, reward, tween time, time out or digital recess when “real” work is done.	FOCUS ~ <input type="checkbox"/> TOOLS targeted as skills to be mastered not in service to curriculum content. [NOTS - not about content learning.] PURPOSE ~ <input type="checkbox"/> Digital tools and processes being mastered as “ Just-in-Case ” technical skills might be useful sometime, somewhere. STORIES ~ <input type="checkbox"/> Technology uses create “ <i>technology stories</i> ” sharing the learning / mastering of digital tools.
Adapting ~ Same Stories Using New Tools ----- LOTS - Lower order thinking. Lots and lots of facts.	COGNITIVE TASK ~ <input type="checkbox"/> Go-Look-UP and Tell-Me-ABOUT facts. [LOTS and lots of facts] <input type="checkbox"/> Requires students to demonstrate being successful information consumers – focused on understanding existing information. <input type="checkbox"/> Cognitive Challenge (Bloom's Taxonomy) ~ Remember, Understand, and Apply. PROJECT PURPOSE ~ <input type="checkbox"/> Demonstrating content mastery. <input type="checkbox"/> TYPE of Communication primarily Summary Reports i.e. packaging existing facts.	QUESTIONS ~ <input type="checkbox"/> CLOSED with right answers targeting knowing ABOUT topics. <input type="checkbox"/> May or may not consider learner input. AFFINITY ~ <input type="checkbox"/> SHARED. <input type="checkbox"/> Students provided with teacher-developed choice(s) that may or may not consider their interests. AGENCY ~ <input type="checkbox"/> SHARED. <input type="checkbox"/> Student input and needs solicited /considered to refine, improve and/or differentiate task <input type="checkbox"/> Teacher still structures all final topics, questions, processes, learning activities.	SCENARIO ~ <input type="checkbox"/> Context developed as role-playing or simulating real-world work , tools used and designated audiences while encompassing curriculum goals GROUP WORK ~ <input type="checkbox"/> Individual tasks, jigsawed work or teacher-managed “cooperative” groups. USEFULNESS ~ <input type="checkbox"/> Work primarily developed as evidence of learning for the teacher NOT others.	FOCUS ~ <input type="checkbox"/> TOOLS used to do the same cognitive tasks [LOTS and lots of facts] <input type="checkbox"/> Information consumption still main target but “decorated” with new or different technologies. PURPOSE ~ <input type="checkbox"/> Digital tools and processes wrap around the same curriculum, making learning “look and smell” more modern, maybe more fun. <input type="checkbox"/> No instructional changes expected. STORIES ~ <input type="checkbox"/> Technology uses create “ <i>same stories</i> ” for learning and teaching even though using new tools.
Transforming New Stories made Possible with New Tools ----- HOTS - Higher order thinking. Inquiry, new roles, and meaningful learning.	COGNITIVE TASK ~ <input type="checkbox"/> Expects making meaning requiring reasoning, thinking and figuring out [HOTS] <input type="checkbox"/> Requires students to demonstrate being knowledge producers [PBL / Inquiry Learning]]. <input type="checkbox"/> Cognitive Challenge [Bloom's Taxonomy] ~ Analyze, Evaluate, and Create. PROJECT PURPOSE ~ <input type="checkbox"/> Demonstrates understanding and thinking going beyond existing information. <input type="checkbox"/> TYPE of Communication goes beyond Summary Reports to create, invent, persuade with real-world work that matters.	QUESTIONS ~ <input type="checkbox"/> OPEN (reasoning/ thinking) beyond existing information. <input type="checkbox"/> Calls for inventive, logic or evidence-based interpretations, perspectives, or solutions AFFINITY ~ <input type="checkbox"/> Interest-based learning shapes and drives learning tasks. AGENCY ~ <input type="checkbox"/> SHARED [teacher/learner negotiated or OPEN [learner driven] <input type="checkbox"/> Teacher accommodates reasonable choices meeting outcomes. <input type="checkbox"/> Students mentored to be independent learners.	SCENARIO ~ <input type="checkbox"/> Context explicitly developed for tasks encompassing curriculum goals that also serve relevant, real-world challenges, tools used and designated audiences. GROUP WORK ~ <input type="checkbox"/> Collaborative, self-managing groups model real-world work. <input type="checkbox"/> Learners become “cognitive apprentices.” USEFULNESS ~ <input type="checkbox"/> Work considered useful and beneficial for designated simulated or authentic audience.	FOCUS ~ <input type="checkbox"/> TOOLS used to accelerate rigorous cognitive tasks [HOTS -higher order thinking]. <input type="checkbox"/> Learning tasks would be impossible or impaired without them. PURPOSE ~ <input type="checkbox"/> Digital tools used and mastered “ Just-in-Time ” as needed to complete learning tasks. STORIES ~ <input type="checkbox"/> Technology uses create “ <i>new stories</i> ” for learning, roles, tasks and teaching. <input type="checkbox"/> Students are self directed, thinkers and engaged learners.