

H.E.A.T.ing UP™ Tasks for Transformational Learning

	H = Higher Order Thinking [H.O.T.S.] Activates Rigorous Cognitive Challenges AND Purpose for Task	E = Engaged Students Activates Curiosity, Passion-based AND Self-Directed Learning	A = Authentic Tasks Activates Real World Context, AND Usefulness for Others	T = Technology Uses Organizes Focus, Stories & Learning of MODES/TOOLS
L I T E R A C Y	COGNITIVE TASK ~ Content superficial or missing. (NOTS) Requires students to demonstrate acquiring technology skills – focused primarily on experiencing and mastering technical tools. Curriculum used as “topics” to learn/practice technology tools and processes. PROJECT PURPOSE ~ Acquiring or demonstrating technical skills rather than having a TYPE of Communication identifying purpose / audience for content.	QUESTIONS ~ Missing or Implied – not considered necessary as focus is on learning/practicing technology skills. AFFINITY or NOT ~ Students may or may not be choosing “any” topic to learn the technology but cookie cutter type products generally created. AGENCY NONE ~ Teacher structures the same task for all – no choices beyond ones teacher designed– no differentiation – no learner input.	Context SCENARIO missing – context with relevance to real-world challenges not developed or expected. GROUPS ~ working with others may or may not be expected. USEFULNESS ~ work primarily evidence of learning and mastering technology skills for teacher NOT others.	MODES and TOOLS targeted as skills to be mastered not curriculum content. (NOTS) Technology uses create “technology stories” about the learning / mastering tools. LEARNING technology tools and processes “JUST-in-Case” they will be useful in learning and communicating.
A D A P T I N G	COGNITIVE TASK ~ Go-Look-UP and-Tell-Me-ABOUT facts. (LOTS) Requires students to demonstrate being good information consumers –focused on understanding of existing information. Cognitive Difficulty (Bloom's Taxonomy) ~ Remember, Understand, and Apply PROJECT PURPOSE ~ TYPE of Communication primarily Summary Reports	QUESTIONS ~ CLOSED (gathering) with right answers that develop summary reports ABOUT information AFFINITY CLOSED ~ Students provided with teacher-developed choice(s) that may or may not incorporate interests and learning styles. AGENCY CLOSED ~ Teacher structures all topics, questions, processes, learning activities and assessments soliciting student input to refine and improve task.	Context SCENARIO developed as role-playing relevant to curriculum goals GROUPS ~ Tasks designed for individual work or if groups, are teacher-managed – jigsawed or cooperative work assigned. USEFULNESS ~ work primarily developed as evidence of learning for the teacher NOT others.	MODES and TOOLS used to do the same cognitive tasks (LOTS) – information consumption with different technologies. Technology uses create “same stories” for learning and teaching using new tools. LEARNING looks and smells more modern but still the same story just “decorated.”
T R A N S F O R M I N G	COGNITIVE TASK: Making meaning requires reasoning/thinking and sense-making. (HOTS) Requires students to demonstrate being knowledge producers (PBL learning) – focused on creating evidenced or logic based thinking beyond existing information – real-world work. Cognitive Difficulty (Bloom's Taxonomy) ~ Analyze, Evaluate, and Create. PROJECT PURPOSE ~ TYPE of Communication goes beyond Summary Reports to create persuasive and /or original real-world work.	QUESTIONS ~ OPEN (reasoning/ thinking) with no right or wrong answers – complex issue calling for own evidenced-based perspective / solution. AFFINITY ~ Passion-based learning shapes and drives individualized tasks. AGENCY SHARED and/or SELF-DIRECTED ~ Students mentored to be independent learners taking responsibility for developing their OWN topics, questions, tasks, timelines, deliverables and defining assessments.	Context SCENARIO explicitly developed as context that replicates relevant, real-world challenges and work. GROUPS ~Tasks designed for collaborative self-managing groups that model real-world work as cognitive apprentices. USEFULNESS ~ evidence of genuine learning considered useful and beneficial for simulated or authentic audience.	MODES and TOOLS used to accelerate rigorous cognitive tasks (HOTS) that would be impossible or impaired without them – students are meaning makers constructing knowledge. Technology uses create “new stories” for learning and teaching made possible by tools. LEARNING technology tools and processes “JUST-in-Time” to accelerate thinking, learning and communicating tasks.
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