

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

	<b>H</b> = Higher Order Thinking Creates Rigorous Cognitive Challenges AND Purpose for Task	<b>E</b> = Engaged Students Creates Curiosity AND Self-Responsible Learners	<b>A</b> = Authentic Tasks Creates Context AND Usefulness for Others	<b>T</b> = Technology Uses Culminates in the Focus for MODES and TOOLS
<b>L I T E R A C Y</b>	<p>TASK: Content superficial or missing (NOTS)</p> <p>Requires students to demonstrate acquiring technology skills – focused primarily on experiencing and mastering technical tools</p> <p>Curriculum used as “topics” to learn/practice technology tools and processes</p> <p>Student projects focused on acquiring or demonstrating technical skills rather than having a TYPE of Communication that identifies the purpose/audience for content.</p>	<p>QUESTIONS: Missing or Implied – not considered necessary as focus is on technology skills</p> <p>Teacher organizes questions, tasks, processes, and assessments</p> <p>All students work on same task – cookie cutter type products apparent</p>	<p>Context SCENARIO missing – context with relevance to real-world challenges not developed or expected.</p> <p>N/A Group work may or may not be part of the technology task.</p> <p>Student work is evidence of learning and mastering technology skills.</p>	<p>MODES and TOOLS targeted as skills to be mastered not curriculum content. (NOTS)</p> <p>Technology uses create “technology stories” about the tools</p> <p>Learning technology tools and processes “JUST-in-case” they will be useful in learning and communicating</p>
<b>A D A P T I N G</b>	<p>TASK: Go-look-UP and-tell-me-About requiring knowing ABOUT facts (LOTS)</p> <p>Requires students to demonstrate being information consumers –focused on understanding of existing information</p> <p>Cognitive Difficulty (Bloom's Taxonomy): Remember, Understand, and Apply</p> <p>Student project purpose identifies “TYPE of Communication” as primarily Summary Reports</p>	<p>QUESTIONS: CLOSED (gathering) with right answers that develop summary reports ABOUT information</p> <p>Teacher organizes questions, tasks, processes, and assessments using student input</p> <p>Students provided with teacher-developed choices to address interests and learning styles</p>	<p>Context SCENARIO developed as role-playing relevant to curriculum goals</p> <p>Tasks designed for individual work</p> <p>Student work developed as evidence of learning for the teacher.</p>	<p>MODES and TOOLS used to do the same cognitive tasks (LOTS) – information consumption but using different technologies</p> <p>Technology uses create “same stories” for learning and teaching even though using new tools</p>
<b>T R A N S F O R M I N G</b>	<p>TASK: Making meaning requiring reasoning/thinking using facts (HOTS)</p> <p>Requires students to demonstrate being knowledge producers – focused on creating evidenced or logic based thinking beyond existing information</p> <p>Cognitive Difficulty (Bloom's Taxonomy): Analyze, Evaluate, and Create</p> <p>Student project purpose identifies “Type of Communication:” as going beyond Summary Reports into persuasive and /or original work.</p> <p>Copyright by Bernajean Porter 2007</p>	<p>QUESTIONS: OPEN (reasoning/ thinking) with no right or wrong answers – complex issue calling for own developed perspective / solution</p> <p>Students guided to take responsibility or AGENCY for developing their OWN questions, tasks, managing processes, and defining assessments (based on mastering designated concepts or standards)</p> <p>Students guided to incorporate their interests and affinities</p> <p>Duplication w/o Permission Prohibited</p>	<p>Context SCENARIO explicitly developed as context that replicates relevant, real-world challenges.</p> <p>Tasks designed for collaborative groups modeling real-world work</p> <p>Student work developed as evidence of genuine learning considered useful and beneficial for simulated or authentic audience</p> <p>Contact (720) 381-6336</p>	<p>MODES and TOOLS used to accelerate rigorous cognitive tasks (HOTS) that would be impossible or impaired without them – students are meaning makers constructing knowledge</p> <p>Technology uses create “new stories” for learning and teaching with new tools</p> <p>Learning technology tools and processes “JUST-in-time” to accelerate thinking, learning and communicating tasks</p> <p>www.DigiTales.us</p>