Conceptual Planning Framework

**Big Idea:** Tools and Technology have an impact on people’s lives

**Key Concepts:** responsibility, change and function

**Content:** digital citizenship, etiquette, and literacy: appropriate and responsible technology use

**Essential Questions:** How can we use MS Teams effectively to collaborate and learn? How can we best express these principles to the school community?

**Curricular Competencies:**

***Understanding context***

Empathetic observation

* may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders

***Defining***

Identify potential users and relevant contextual factors for a chosen design opportunity

Identify criteria for success, intended impact, and any constraints

* limiting factors such as task or user requirements, materials, expense, environmental impact

Identify potential user, intended impact, and possible unintended negative consequences

***Ideating***

Screen ideas against criteria and constraints

**Ideas to promote Inquiry through E-learning:**

* in order to promote student agency, the learning engagement need to be such that they don’t need to be sequential. Students need to be able to work through them in the week in a different order than their classmates.

**Summative Performance Assessment:**

*If the students understand the big idea they will be able to…*

* Create an [infographic](https://visual.ly/community/Infographics/business/infographic-about-infographics) for an application being used in online learning that covers how-to and appropriate use (Microsoft Teams)

**Learning Plan: 40% model (4 learning engagements per week)**

**Week 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Online (whole group) | Face to Face #1 - Lesson | Face to Face #2 - Collab / Independent | Independent (asynchronous learning) |
| Engage - intro purpose  Intro to design thinking | Engage - intro purpose  Digital citizenship, etiquette and literacy | Design thinking process activities (Empathize, Define, Ideate) | Students will complete a [Hyperdoc](https://www.cultofpedagogy.com/hyperdocs/" \t "_blank) created by the teacher using [Sway](https://sway.office.com/my) on Design Thinking  -follows up on the Intro to design thinking session |

Wednesday: Group A does Collab while E does Lesson

**Week 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Online (whole group) | Face to Face #1 - Lesson | Face to Face #2 - Collab | Independent (asynchronous learning) |
| 1-2 Introductory design concepts  -identify good and bad examples  Identify criteria for infographic | Teach chosen software for infographic  <https://vectr.com/lessons/getting_started?modal=lesson_intro>  <https://www.designer.io/en/>  <https://www.canva.com/create/infographics/>  <https://crello.com/templates/keyword-infographic/> | [Colour Symbol Image](http://pz.harvard.edu/resources/color-symbol-image) (Visible thinking routine) - small group generating ideas for message for infographics | First draft on Infographic |

Wednesday: Group A does Collab while E does Lesson

**Week 3**

|  |  |
| --- | --- |
| Project / Task | Presentation of Learning |
| Develop an Infographic to show appropriate use of and etiquette on Microsoft Teams. | Submit video pitch of infographic on Microsoft Teams assignment (reference the design criteria) |

Questions to Consider:

* *What are the essential questions students need to answer?*
* *How are the essential questions connected to the performance/summative task?*
* *How can the summative task reflect authentic work connected to the areas of study/discipline?*
* *What problem will the students solve?*
* *Will the inquiry allow students to self-direct and have agency in their learning?*
* *How can you augment or redefine the use of technology to enhance student learning?*
* *What will the students be able to transfer to their next inquiry?*