

NEW LEARNING LEARNING BY DESIGN AN INNOVATIVE APPROACH





The Greek Ministry of Education, Life-long Learning and Religious Affairs aspires to fulfill the aims of the 'New School' developing a new school curriculum which places *the student* in the centre of everything:

'THE STUDENT FIRST'



Today young people learn mainly outside formal educational settings. Education faces the disruptive changes of *globalization, social diversity, new technologies* which are the 'symptoms of social change' (Cope & Kalantzis, 2007:76), *new digital media* and *new kinds of learners*, 'learners - agents'.



In order for *changes* to be realized in the school environment, the content and form of literacy pedagogy has to change due to the multiplicity of communication channels, cultural and linguistic diversity.

Thus, a re-evaluation of the way literacy is conceptualized, taught and assessed must be carried out and the curriculum should be in a frame of '*multimediality*' and '*multimodality*' (Johnson & Kress, 2003:13).



Education plays a major role to economic prosperity and social welfare.

For this reason, the existent educational system needs a *transformation* to satisfy future economic and social needs. As noted by Atkins 'teaching as educating aspires to create learning experiences that transform' (Atkins, 1999: 15).



Kalantzis and Cope (2007) suggest ways for practicable and achievable transformations through their **New Learning approach** which is transformative and aims to be imaginative and thought – provoking.

The philosophy behind their approach is that learning is about transformation which will result in enhanced learner performance.



A possible realization of the New Learning approach can be Cope & Kalantzis' innovative idea of the **'Learning by Design'** project which uses learning elements (units of work) as online tools to create learning designs.



The Pedagogy of Learning by Design represents an approach to Learner Diversity. This project is based on the notion that learners today have different learning needs and ways of know-how. They live in an era of ICT and they have to understand this multiplicity of communication channels, media types and technologies.

In reality, most learners use multimodal environments which promote learning. Multimodal environments involve oral, written, visual, audio, gestural, spatial and tactile modes to express a meaning. The New London Group (1996) have coined a new term for this new pedagogical content, the term '**Multiliteracies**'.



Students need different skills and knowledge to cope effectively with the demands of the changing 'contemporary economic, cultural and civic circumstances' (Kalantzis, Cope, & Harvey, 2003:16) Teachers as well as learners must become active designers of meaning. The key concept is '**design**' which connects to the idea that learning is the result of the designs of complex systems: people, environments, technology, beliefs and texts.



The Learning by Design pedagogy is realized through **the design of Learning Elements.**

Teaching that harnesses diversity and leads to learner transformation involves a variety of **Knowledge Processes**, that is, activity types to design the Learning Elements.

Knowledge Processes



- 1. Experiencing the known*
- 2. Experiencing the new*
- 3. Conceptualizing by naming*
- 4. Conceptualizing with theory*
- 5. Analyzing functionally*
- 6. Analyzing critically*
- 7. Applying appropriately*
- 8. Applying creatively*

Holistic Assessment – Ongoing Evaluation



- Assessment of performance and knowledge: experiential, conceptual, analytical and applied
- Measurement of the ‘new basics’: multimodal expression, collaboration skills, problem solving, metacognition, creativity-imagination-innovation
- Planning and completing projects
- Analysis and presentation of portfolios
- Group work



**THANK YOU FOR WATCHING
THE FIRST PART OF THE PRESENTATION**

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