



Conversation Guide

Webinar Series - Supporting Student Learning through MFWHSR

Instructional Design

Dan McWilliams and Jason Ness - Rocky View Schools

In this session, the 21st Century Learning Specialists from Rocky View Schools discuss a series of Design Thinking Protocols tailored for instructional design. In addition to learning about the RVS Instructional Design Framework, attendees will have the opportunity to consider implications of Design Thinking for their own practice to support student learning and reflection.

We invite you to use this conversation guide along with this presentation to engage in a dialogue about innovative high school practice.

Consider using this recording with staff, parents and/or students. What might be some of the outcomes you would highlight as you consider these different audiences?

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. The shift in mindset to a focus on student-centered learning happens as a number of key practices are put in place, including personalizing learning, intentionally developing meaningful relationships, creating rigorous and relevant learning opportunities, and supporting mastery learning. Schools that are focused on innovative, collaborative, comprehensive, and meaningful learning opportunities, are showing evidence of increasing student engagement and success.

Key Understandings:

- The intent of Instructional Design is to create reflective, authentic and meaningful learning tasks for students through intentional teacher design.
- Instructional Design creates a social contract for collaborative work and requires teachers and students to "live their learning loud".
- Creativity loves constraints. Considering processes and protocols for working collaboratively will maximize creativity.
- Instructional design is based on authenticity. Who in the community can provide expertise and a critical eye to create meaning for the learners?
- Instructional design encourages teachers to teach the "Big ideas" within a lesson or unit. Teachers ask:
 - What are the BIG ideas or learnings?
 - What products will be created and assessed?
 - How will students demonstrate their learning?
- Student reflection and formative feedback throughout the design process encourages flexibility and deeper learning.

Questions for Discussion:

- Why is Instructional Design an important consideration in MFWHSR?
- What is the difference between planning and designing? What does it mean to be a designer of powerful learning?
- Dan and Jason explain the Instructional Design Framework used by Rocky View Schools, how might this type of framework serve to enhance instruction in your school division?
- John Dewey's quote is paraphrased in this session. Discuss the following quote and its implications for teacher planning and student learning. "We do not learn from experience... we learn from reflecting on experience."
— **John Dewey**
- How might intentional instructional design enhance learning in your classroom or school?