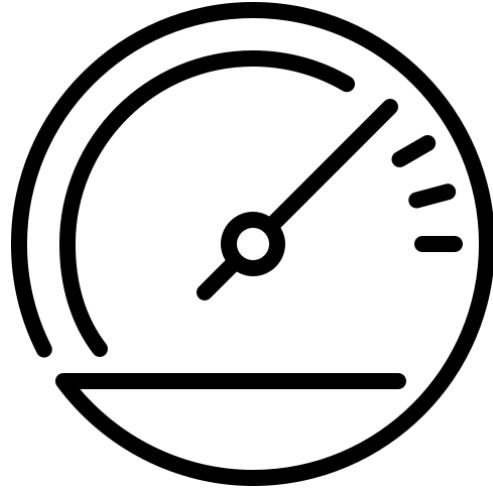


Micro-Credential Courses in Teachers' Professional Development

Eran Adi Cioban

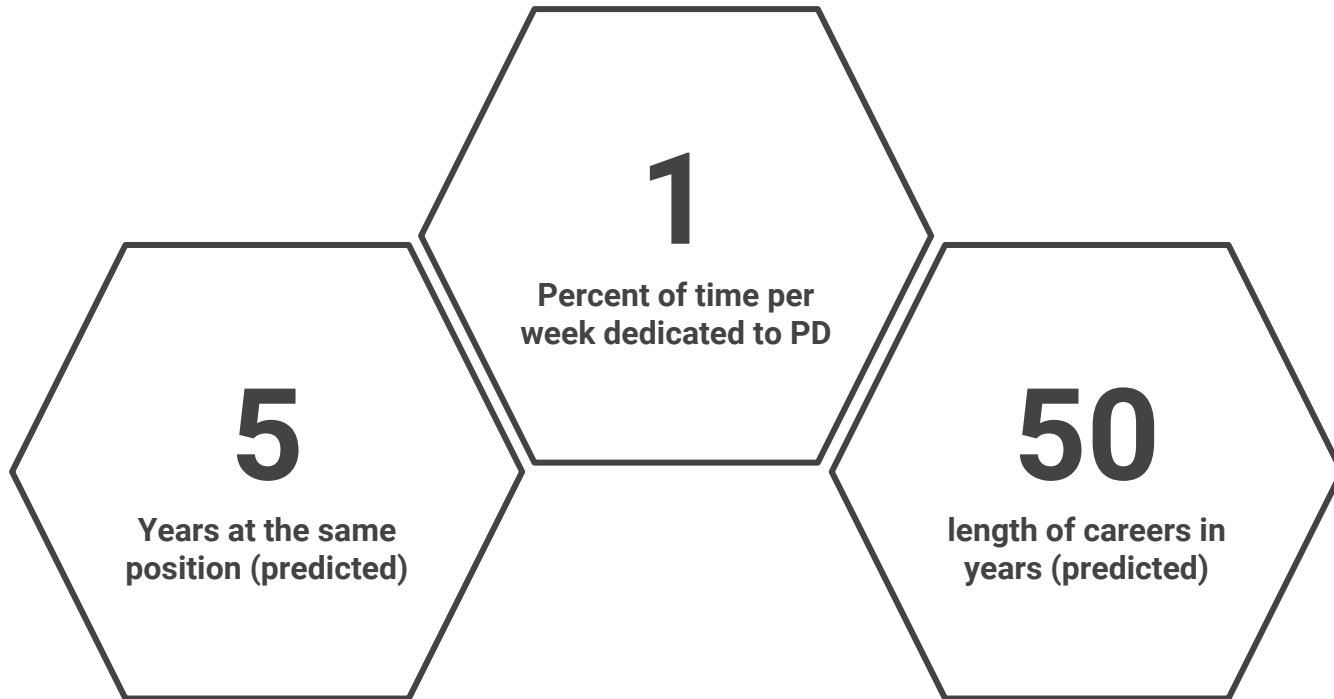


INNOVATION



PROFESSIONAL DEVELOPMENT

DO YOU KNOW WHAT THESE NUMBERS STAND FOR?



INNOVATION = CHANGE

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

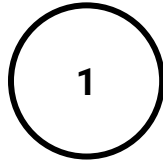




**WHY DO WE NEED A
CHANGE?**

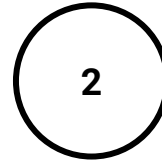


Maya



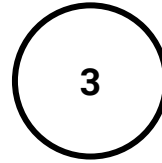
TEACHER

17 Years of
experience



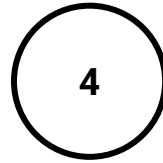
**PRIMARY
SCHOOL**

7 Subjects in
5 classes



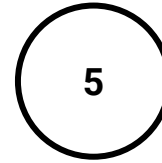
WORKDAYS

Sun - Thu
8am - 4pm



EDUCATION

Earned a
B.Ed 18
years ago



LOCATION

Lives in a
remote town

MAYA'S CHALLENGE



Maya

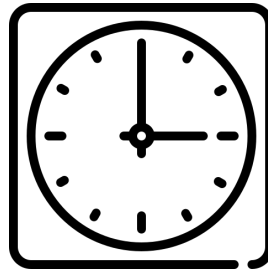
How can I provide appropriate pedagogical responses to **ALL** the challenges that **ALL** my students encounter in **ALL** the different disciplines I teach?

MAYA'S PD DILEMMAS



Maya

$$60 \stackrel{!}{=} 30+30$$



THE SCOPE OF THE CHALLENGE



48%

TEACHERS IN ISRAEL: 175,305


PRIMARY SCHOOL TEACHERS: 84,552



**WHAT ARE WE
CHANGING?**

MICRO-CREDENTIAL PROFESSIONAL DEVELOPMENT FOR EDUCATORS


FOUR To improve teachers' competency in the classroom
CHANGES and their professional development effectiveness



**CHANGE WHAT
AND WHEN
TEACHERS LEARN**



**CHANGE HOW
TEACHERS LEARN**



**CHANGE HOW
TEACHERS LOOK
AT THEIR OWN
PRACTICE**



**CHANGE HOW
TEACHERS LEARN
FROM THEIR
PEERS**



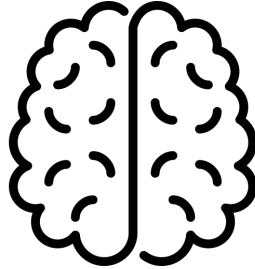
CHANGE WHAT AND WHEN TEACHERS LEARN

CHANGE WHAT AND WHEN TEACHERS LEARN

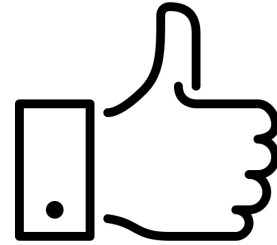
Competency-based learning



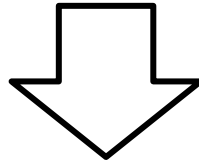
Applied
knowledge



Applied
skills



Applied
abilities



The ability to mitigate an educational challenge

CHANGE WHAT AND WHEN TEACHERS LEARN

An example from a primary school math MCPDE course

PRACTICE = ACTION + CONTENT

How to process word problem into a mathematical model for solving comparison problems in addition and subtraction

CHALLENGE = CONTEXT

CHANGE WHAT AND WHEN TEACHERS LEARN

More examples

PRACTICE

How to neutralize gender bias in ball games in order to create an equal opportunity for girls and boys in physical education class

CHALLENGE

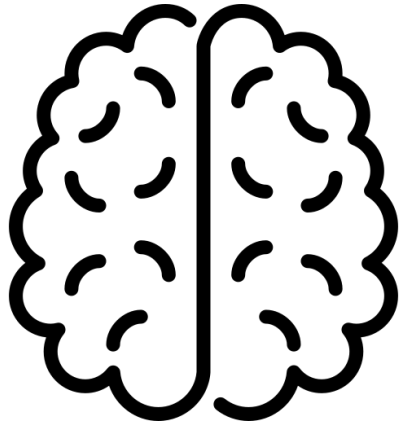
PRACTICE

How to delay a response in a conflict discourse with a student during a lesson in order to prevent escalation in the classroom

CHALLENGE

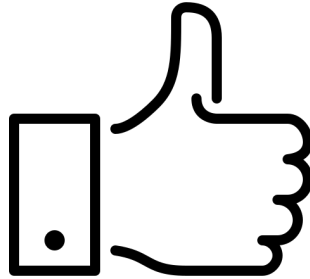
CHANGE WHAT AND WHEN TEACHERS LEARN

What we teach in an MCPDE course?



Skill

+



Ability

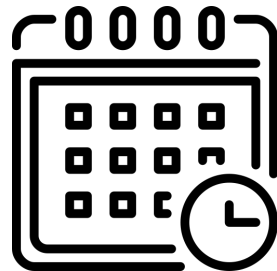
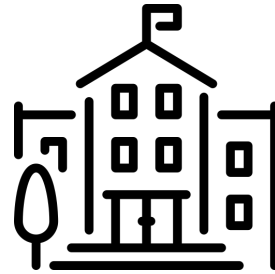
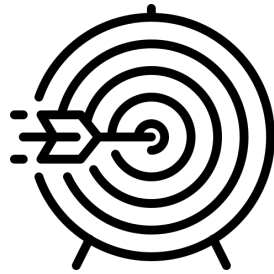
+



Knowledge

CHANGE WHAT AND WHEN TEACHERS LEARN

Short and flexible



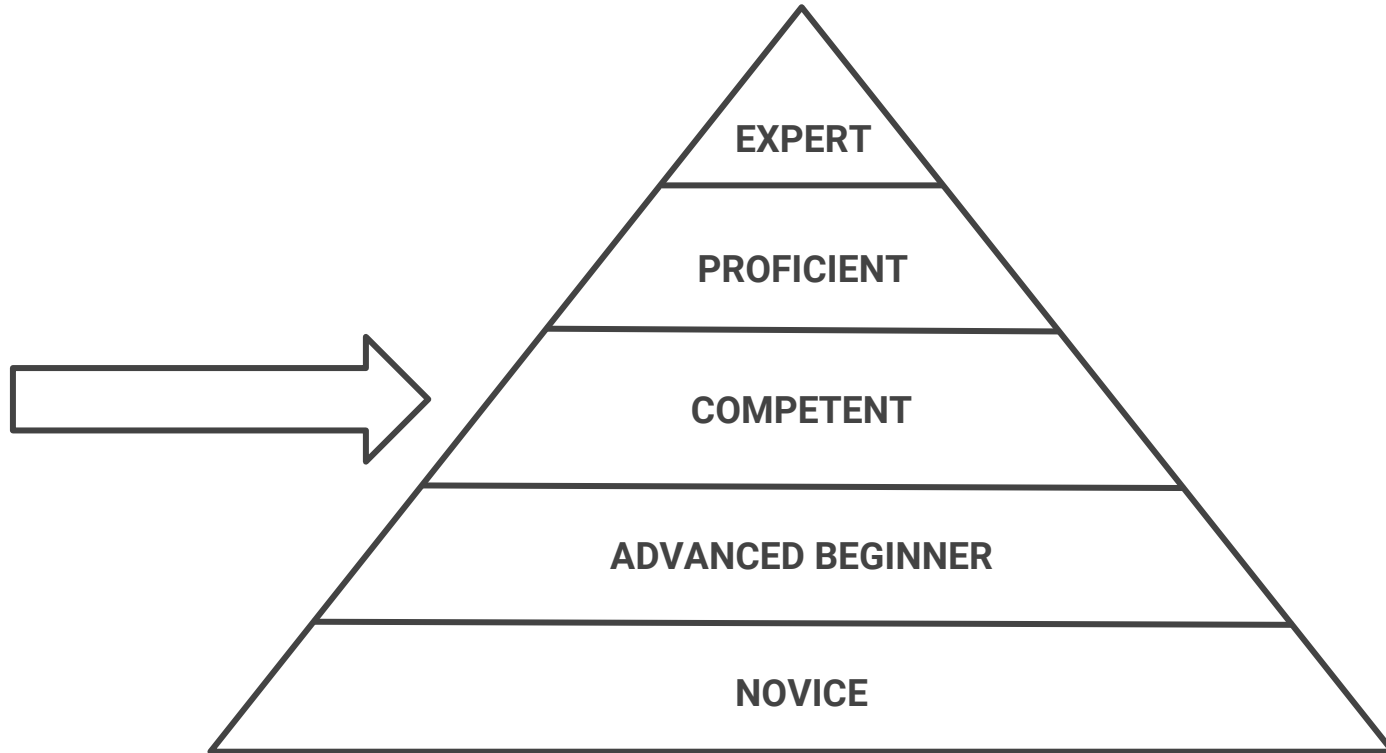
$$60 = 10 \times 6$$



CHANGE HOW TEACHERS LEARN

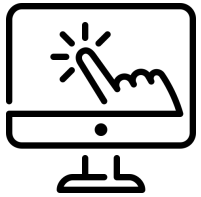
CHANGE HOW TEACHERS LEARN

Dreyfus model of skill acquisition

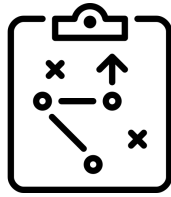


CHANGE HOW TEACHERS LEARN

Five-stages learning model



LEARN



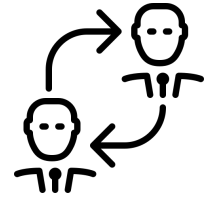
PLAN



DO &
DOCUMENT



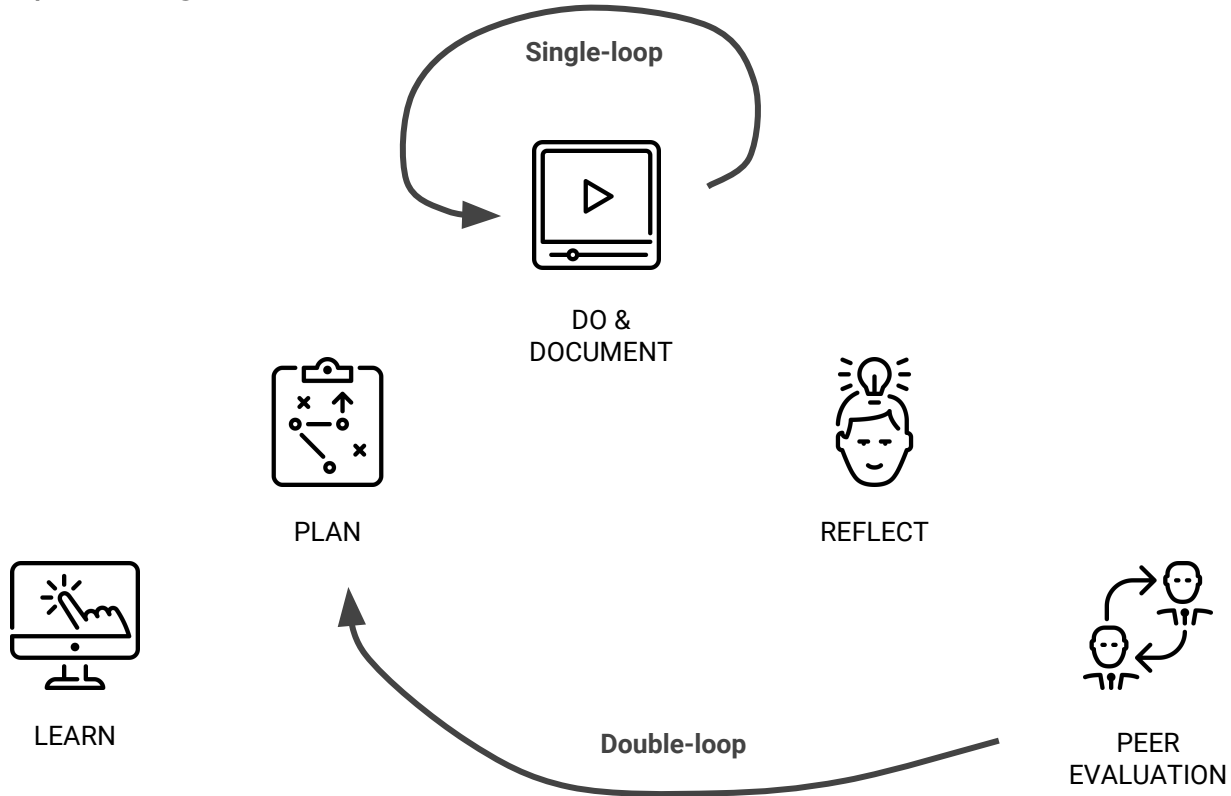
REFLECT




PEER
EVALUATION

CHANGE HOW TEACHERS LEARN

Double-loop learning





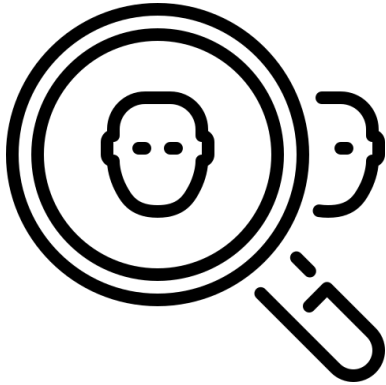
CHANGE HOW TEACHERS LOOK AT THEIR OWN PRACTICE

“The brain and the eye may have a contractual relationship in which the brain has agreed to believe what the eye sees, but in return, the eye has agreed to look for what the brain wants.”

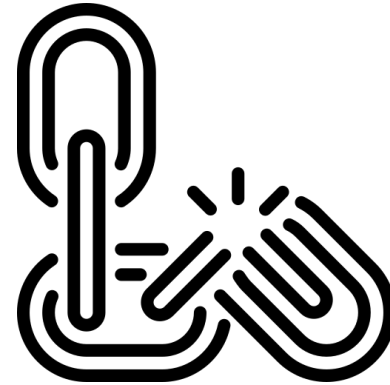
Prof. Daniel Gilbert

CHANGE HOW TEACHERS LOOK AT THEIR OWN PRACTICE

Human limitations



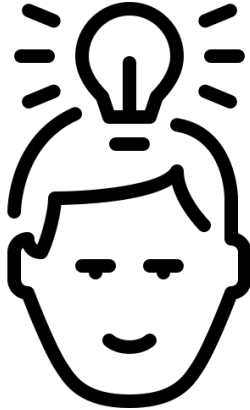
LIMITED
ATTENTION



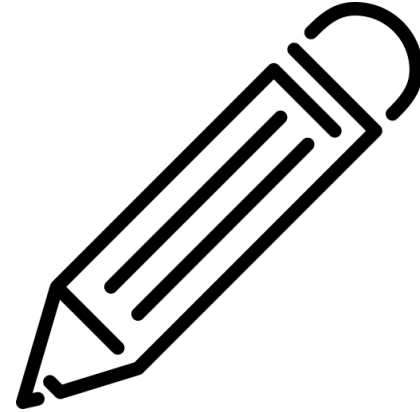
LIMITED
MEMORY

CHANGE HOW TEACHERS LOOK AT THEIR OWN PRACTICE

Limitations of traditional PD



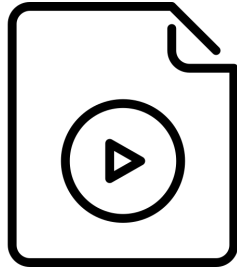
**PRE & POST
EVENT**



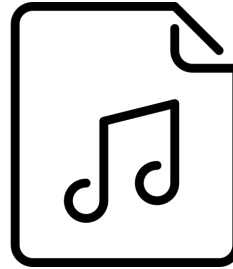
**TEXTUAL
ORIENTED
ASSIGNMENTS**

CHANGE HOW TEACHERS LOOK AT THEIR OWN PRACTICE

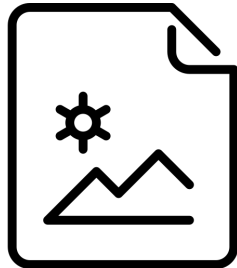
Authentic documentation as a tool to overcome limitations



VIDEO



AUDIO



PHOTOS



TEXT



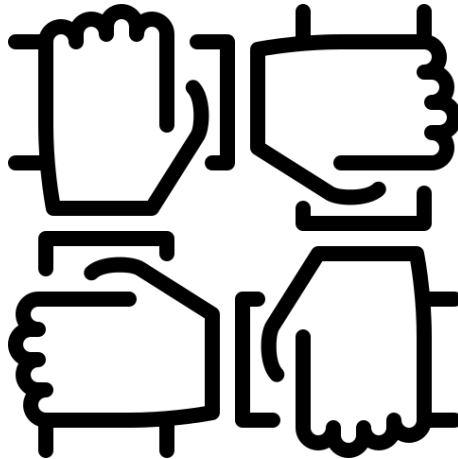
CHANGE HOW TEACHERS LEARN FROM THEIR PEERS

CHANGE HOW TEACHERS LEARN FROM THEIR PEERS

The ideal



LEARNER



TEAMWORK



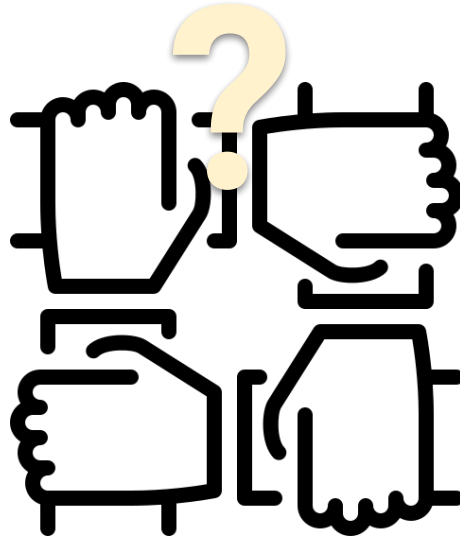
TEACHER

CHANGE HOW TEACHERS LEARN FROM THEIR PEERS

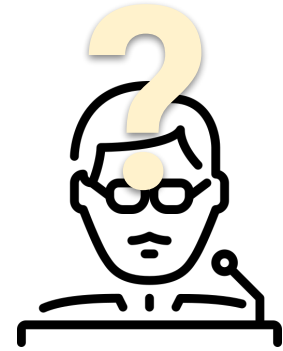
In reality



LEARNER



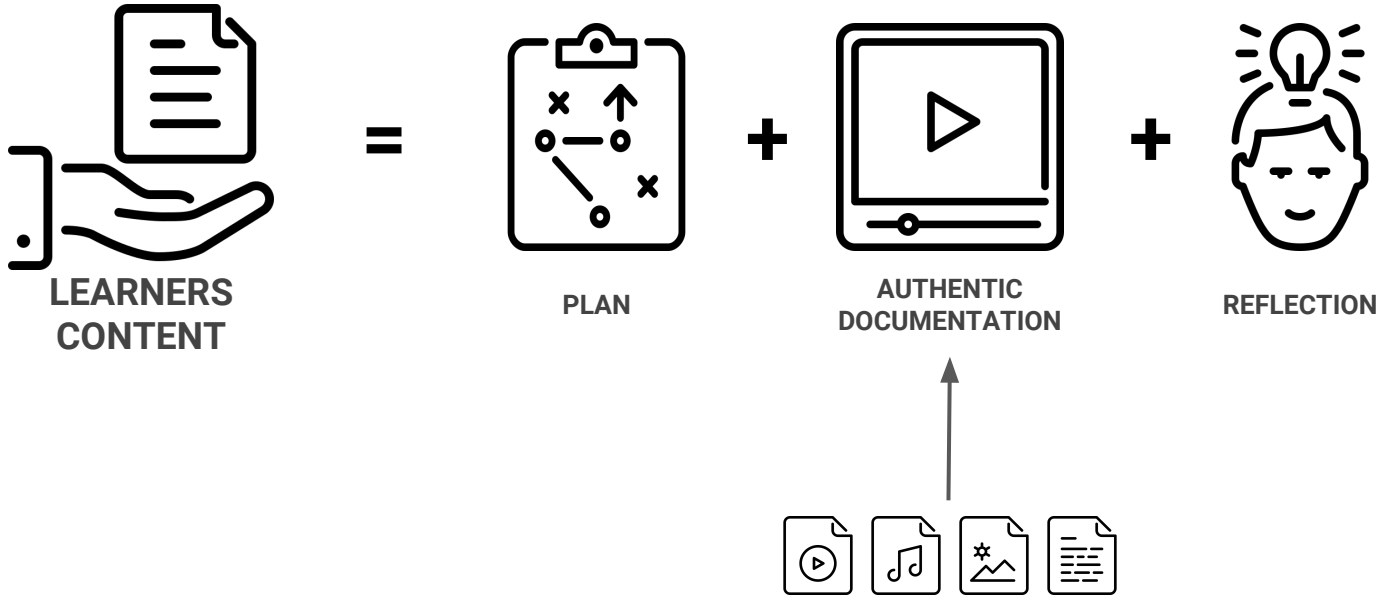
TEAMWORK



TEACHER

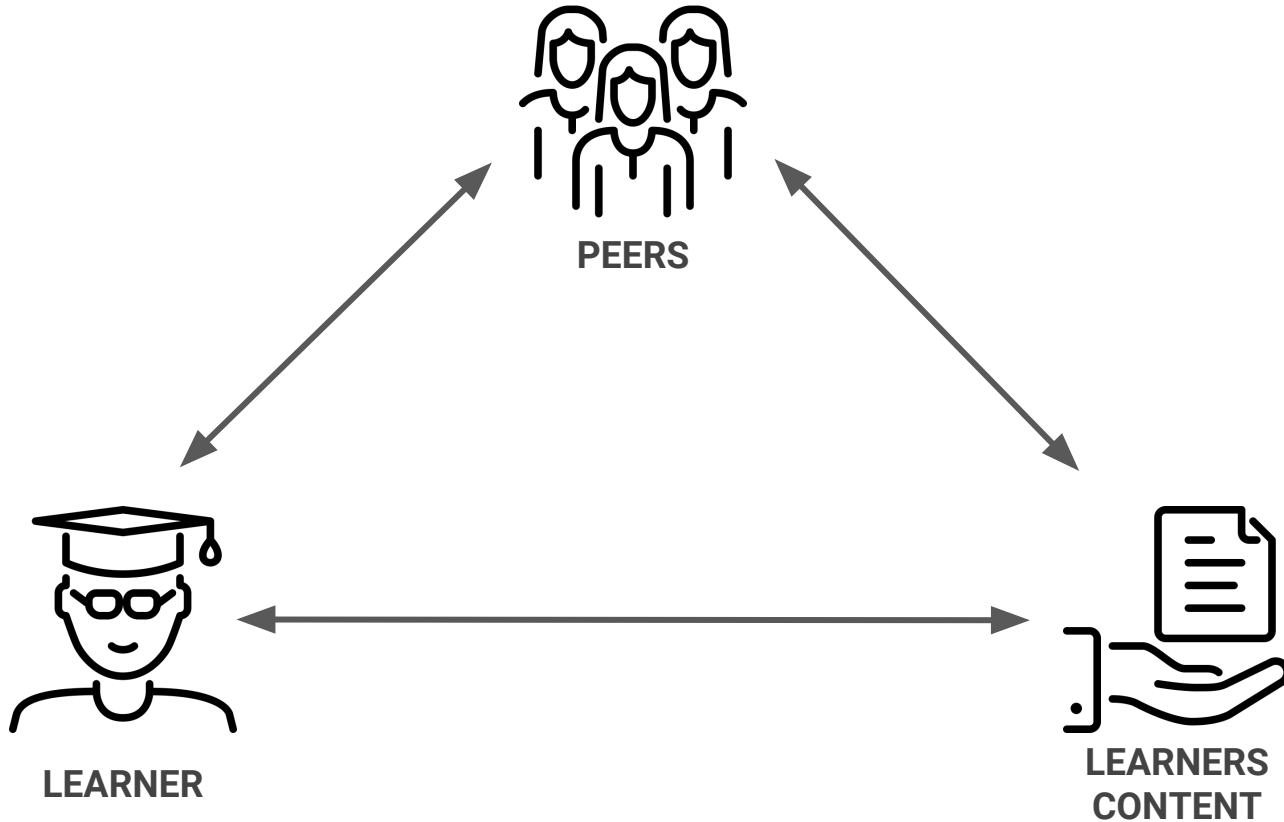
CHANGE HOW TEACHERS LEARN FROM THEIR PEERS

Peer learning in MCPDE



CHANGE HOW TEACHERS LEARN FROM THEIR PEERS

Peer learning in MCPDE





HOW ARE WE DRIVING THE CHANGE?



MCPDE PILOT

MCPDE PILOT



MCPDE PILOT



המיוס הלאומי ללמידה דיגיטלית

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▶ [How to use rubrics to improve student's writing skills](#)

▼ **Learn**

the challenge we will cope in this course

Introducing the challenge and answering a survey

Learn

Learning the skill and answering questions

▶ [Plan](#)

▶ [Do & Document](#)

▶ [Reflect](#)

▶ [Peer Assessment](#)

▶ [End of course](#)

◀ [Previous](#)



[Next](#) ▶

1 Learn

אפשר לעזור?



The Rubric Criteria

- 1** Content & Organization
- 2** Vocabulary
- 3** Language Use

MCPDE PILOT

70 Courses in a variety of disciplines

Languages

STEM

Social Sciences &
Humanities

Physical Education

Gifted Students

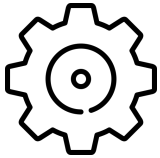
Soft Skills

At-Risk Students

HOTS

MCPDE PILOT

Timeline



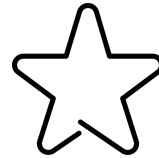
FEB 2018

Development
started



NOV 2018

Launch



WE ARE HERE



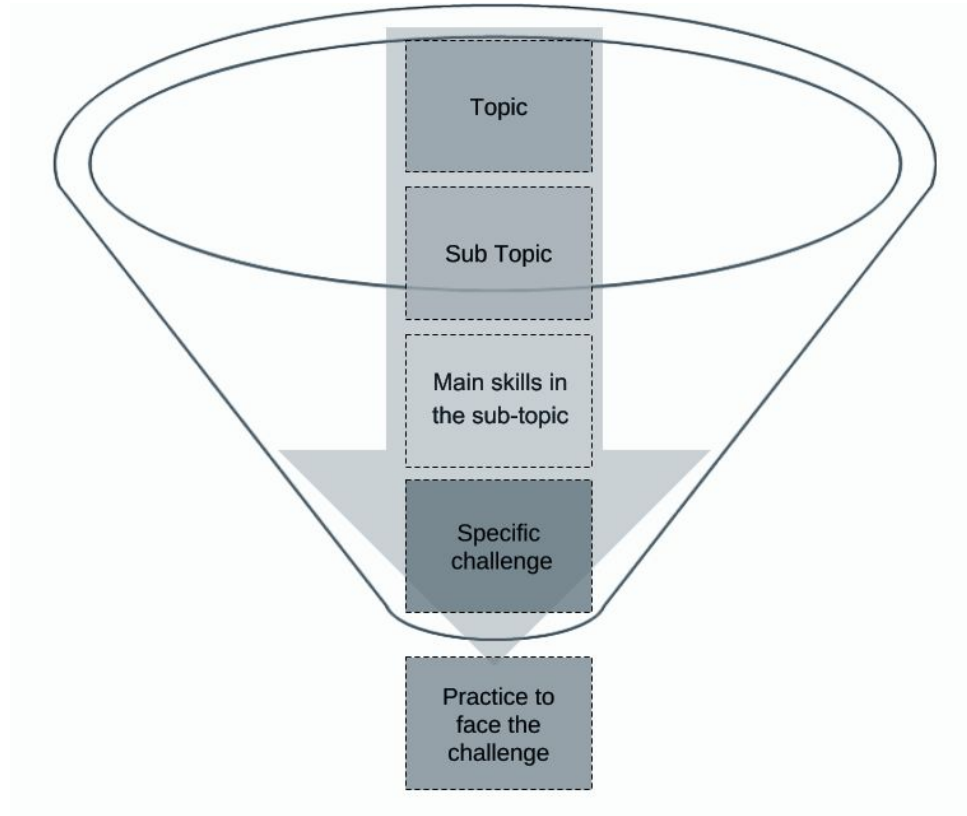
JUL 2019

End of pilot



“CHALLENGE TO COMPETENCY” FUNNEL

THE “CHALLENGE TO COMPETENCY” FUNNEL



THE “CHALLENGE TO COMPETENCY” FUNNEL

Topics to promote:

--	--	--

Sub-topics on the selected subject:

--	--	--

Core knowledge & skills in the selected sub-topic:

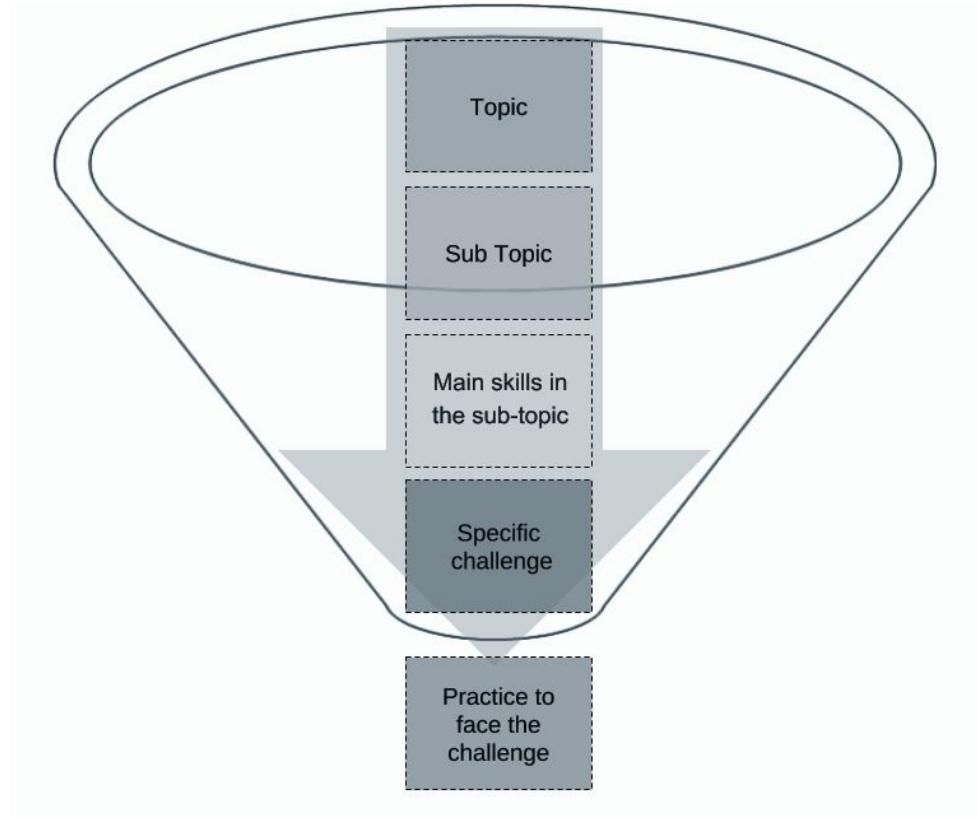
--	--	--

Challenges during learning-Teaching of chosen skill:

--	--	--

How can I deal with the chosen challenge?

--	--	--





THE “CHALLENGE TO COMPETENCY” FUNNEL

How to {PRACTICE}
in order to {CHALLENGE}

THE “CHALLENGE TO COMPETENCY” FUNNEL

PRACTICE = ACTION + CONTENT

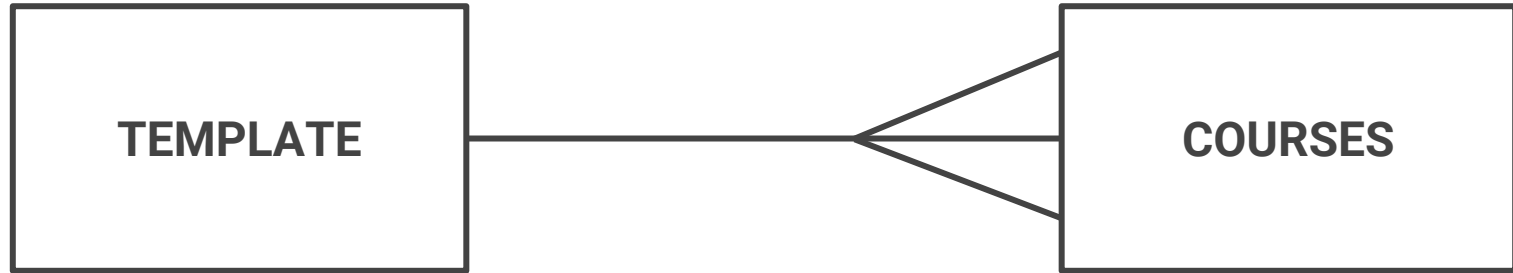
How to process word problem into a mathematical model for solving comparison problems in addition and subtraction

CHALLENGE = CONTEXT



COURSE TEMPLATE

COURSE TEMPLATE




COURSE TEMPLATE

Course outline

▼ How to prepare students for a personal interview

The Learning Process

Explanation of learning stages and signing of declaration 

▶ Learn

▶ Plan

▶ Do & Document

▶ Reflect

▶ Peer Assessment

▶ End of course




GENERIC

COURSE TEMPLATE

Course outline

▼ How to prepare students
for a personal interview

The Learning Process

Explanation of learning stages and
signing of declaration 

▶ Learn

▶ Plan

▶ Do & Document

▶ Reflect

▶ Peer Assessment

▶ End of course

UNIQUE



COURSE TEMPLATE

Learn stage - video simulations



COURSE TEMPLATE

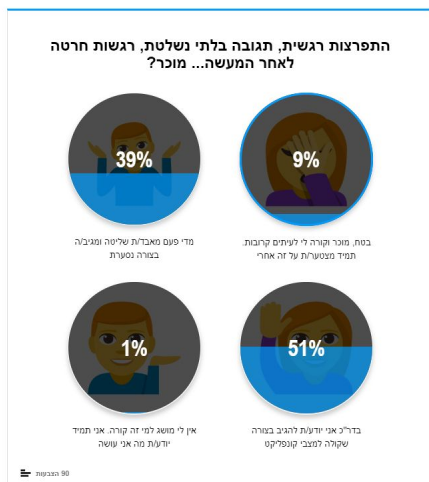
Learn stage - video simulations



COURSE TEMPLATE

Learn stage - interactive content

PLAYBUZZ



Powered by **playbuzz**

SOUNDCLOUD + GENIAL.LY

פרק א - למה קשה לנו להשתות תגובה במצבים מסויימים

עודד עם שיתוב ולחצו על המלפים המומחיים

PADLET

דוגמאות לביטויים של האתגר בכיתות שלכם

מתגברים על הקשיים בבניית השוואה בחיבור ובחיסור

כינו, 27.8.11 אנונימית

יצא לי לראות בעיקר ילדים שמרוב להיסות נלחץ לא שמים לב לפרטים, לדוגא הם כותבים כמה הקונה שילים למזכר במקום לכתוב את העורך שזה מה שביקשו בשאלה

כינו, 12.9.28 אנונימית

הקושי שאני בעיקר נתקלת בו, הוא קושי לארגן את כל המודע המילולי שיש בשאלה, לרוב התלמידים משתמשים במספרים שראו ומתבררים אותם, ומתקשים להבין בדיוק מה בקשו מהם.

Say something ...

ביטול


Made with **padlet**

COURSE TEMPLATE

Course outline

▼ How to prepare students for a personal interview

The Learning Process

Explanation of learning stages and signing of declaration 

▶ Learn

▶ Plan

▶ Do & Document

▶ Reflect

▶ Peer Assessment

▶ End of course

**MOSTLY
GENERIC**





SUMMARY

MICRO-CREDENTIAL PROFESSIONAL DEVELOPMENT FOR EDUCATORS

WHY

DO WE NEED A CHANGE?

TEACHERS LACK OF COMPETENCIES

PROFESSIONAL DEVELOPMENT IS NOT EFFECTIVE ENOUGH

WHAT

ARE WE CHANGING?

COMPETENCY-BASED PROFESSIONAL DEVELOPMENT

MCPDE LEARNING MODEL & DOUBLE-LOOP LEARNING

AUTHENTIC DOCUMENTATION

PEER LEARNING

HOW

ARE WE DRIVING THE CHANGE?

THE "CHALLENGE TO COMPETENCY" FUNNEL

THE IMPORTANCE OF THE MCPDE COURSE TEMPLATE

THANK YOU!

Eran Adi Cioban

