

Collect prior learning in the subject area by acquiring existing knowledge, skills and experiences. (formative assessment)

PRIOR KNOWLEDGE

Ignite student interest and spark enthusiasm for creating individual learning goals.

ACTIVATE

Select instructional strategies, formation, delivery methods, and blended learning components.

DESIGN

Reflect, revise, and edit any components that may or may not have worked. Incorporate opportunities for student voice, and reflect on their feedback.

REVISE

Analyze newly acquired knowledge and determine if learning goals have been met. (summative assessment)

EVALUATE

Students engaged in learning activities. Teacher facilitates the learning, checks for understanding, and provides support to students. (Blended learning components; F2F, Asynchronous and Synchronous)

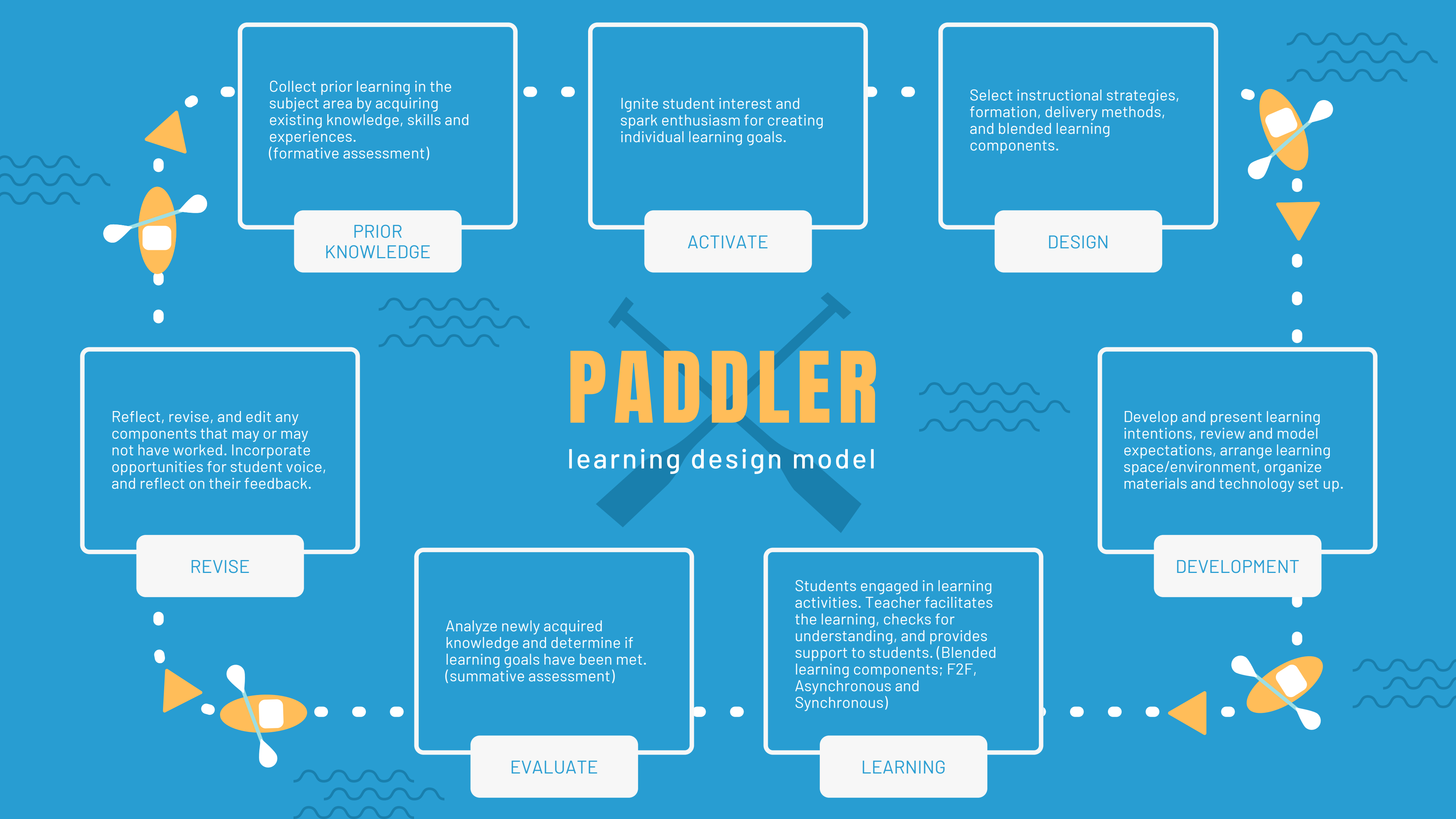
LEARNING

Develop and present learning intentions, review and model expectations, arrange learning space/environment, organize materials and technology set up.

DEVELOPMENT

PADDLER

learning design model



The **PADDLER** learning design model is centered around the students learning journey. The teacher takes the students prior knowledge into consideration which helps to create a more individualized planning approach. It's important to gain access to students prior knowledge as it helps steer the teacher in the right direction in terms of designing and developing tasks that the students can achieve.

Once students are well underway and engaged in their learning tasks, the educators role shifts from teacher to facilitator, helping steer their students in the right direction by ways of encouragement, guidance, and support.

PADDLER

Prior Knowledge- Accessing prior knowledge is important to this learning design because it gives teachers the opportunity to begin to think about individualized learning for their students. It's important to know where they are beginning, where they are going, and how to get them there.

Activate- Igniting students interest is key when it comes to the level of engagement that the teacher hopes to see from their students. Creating goals together is an essential part of motivating students in accomplishing those set goals.

Design- Deciding and designing upon a delivery method or methods is a crucial part of the PADDLER learning design model. Here we look at the blueprint or the course 'map', and decide which routes are the most suitable and workable for students. The teacher will spend a lot of time developing the best possible 'course map' for their learners. The teacher has provided a rubric or set clear expectations that have been explained and reviewed. Once students embark upon their learning journey, the teacher can confidently switch hats and become a facilitator of learning. This allows students to experience independence, and to take ownership of their learning without feeling left 'adrift.'

Development- The development step of the PADDLER model provides students with clear expectations, examples of what is expected (depending on individual learning goals), and if working with a blended delivery model, allows for the teacher to make sure each student is 'set-up' and understands the 'ins and outs' of the tools and applications being used.

Learning- Where students are questioning, commenting, inquiring, acquiring knowledge, and flourishing in their own learning journey. It's a great part of teaching with the PADDLER learning design model because teachers get to observe growth and gain better insight into what motivates their students, whether it be in how they collaborated with one another, which tools and applications they found to be helpful, and if one-on-one support and guidance from the teacher was especially helpful in accomplishing their goals. Here we begin to understand when our students are engaged, and how they learn best.

Evaluate- Depending on the lesson, activity, project, or presentation that students are enrolled in, the evaluation will differ from one student to the next, especially if individualized learning goals have been created. The teacher will revisit the learning intentions, rubric, and learning goals that they have created together and decide if the success criteria has been met.

Revise- Another opportunity to incorporate student voice. Whether it be a sit down conference, a Zoom call, or a quick F2F conversation. From the provided feedback, the teacher has an opportunity to reflect on a completed journey, and in doing so, is able to tweak, adapt, adjust, or enhance any components of that students learning journey.

The Paddler Learning Design Model is in line with the Constructivist Theory of Learning and would be best suited in blended learning program.

Sources

*Bates, A.W. (Tony) and Bates, A.W. (2015). Teaching in a Digital Age: Guidelines for designing teaching and learning. Tony Bates Associates Ltd.

ADDIE Learning Design Model Mind Map

<https://www.mindmeister.com/>