

Michael Sellers

Summary – PL Summit San Francisco, CA

May 2 – 4

May 2nd Tech Tour – My group visited DocuSign. I think if we knew where we were going prior to the tour people could have come up with better questions pertinent to education and how to better prepare students. That said, I did find it interesting and valuable. When discussing how they provide PD and how “people learn” they stated they use the 70:20:10 model. There was some good discussion of what this was and how it relates to PL. They are also proponents of the flipped classroom model, although they did not realize there was a name for it. When asked about needed skills the reply was writing across the curriculum rather than in isolated subjects. Another very important topic that came up (not sure who brought it up), “most teachers don’t have a clue how to prepare students because they have no experience.” Another interesting topic of discussion centered the turnover rate within the tech companies and the openness with the PD. They provide PD knowing that the employee will probably be gone in a couple of years. They have alumni parties to maintain relationships with past employees in the hopes that they will someday return. Buildings are designed with a common space, inviting people together to network and discuss ideas.

May 3rd George Couros was the keynote. I have seen him before and enjoy his information as well as the delivery. My biggest takeaway was “world class education means you have to look at what the rest of the world is doing.” So often we get too comfortable talking with and following “experts” who agree with us rather than challenging our own perceptions, ideals, etc...

Breakout: Designing School for Human Flourishing and Thriving Democracy. Dr. Lynn Raab. This was very interesting. We discussed the four core needs of human flourishing: 1) Autonomy, 2) Relatedness, 3) Competence, 4) Purpose/Meaning. These relate not only to encouraging a highly productive/dedicated staff, but highly productive empowered students as well. Something else that was very interesting was the idea of scarcity of (fill in any need) and Maslow’s hierarchy of needs. One of the resources discussed was time and how the lack of slack time creates a scarcity mindset. To create an empowering learning environment, slack time must be allowed for in the daily schedule. The nerd in me is going to explore this further looking for comparisons/connections/insights with optimal foraging theory.

Breakout: Thinking and Acting Like a Designer: How to Know what works for students and why. Larry Corio. We did the “marshmallow construction activity” which I have done before, but was put into a different role of observer and then had post construction conversation with the first timers. This led to some different perceptions and insights for me.

Lunch Keynote – Sarah Jones “Personalized learning is redundant – you can’t learn something unless it’s personalized.”

Roundtable: How might we provide more entrepreneurial opportunities for students. Jethro Jones. Somewhat humorous, I never met Jethro until I went to San Francisco. Teaching kids to become problem solvers, entrepreneurs. We had some excellent discussions over the next two days and I now have another resource.

Friday May 4th Design Challenge: How might we connect in-class learning to out of school experiences.

A few tools were introduced to aide with design and problem solving (Similar to quality tools). Still some challenges here given our location. I would like to look into this further, not only connecting in-class to out of school, but bringing out of school in as well.

It was very productive to get the space and time with other professionals to think and process ways forward with PL. This helped alleviate the scarcity mindset I mentioned earlier.

A handwritten signature in blue ink that reads "Sean Deane". The signature is written in a cursive, flowing style.

5/21/18