

Infinity Learning Maps

Learning Maps Trend and Support

Regional Learning Session
Term 1 2020

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INFINITY where the learning never ends

On line support material - LMTS log in

- Infinity Learn website <http://infinitylearn.org/>
- Top right-hand corner LMTS login
- Password is LearningMaps2020
 - Access to the Infinity Learning Maps e guide
 - Evaluation Framework
 - Positive Psychology, Connected learning strands and
 - All other resources and support readings

Expectation: Activity 1-6 term 1

Watch two video scribes



Learning Maps, Trends & Support

Three data sets;

- Maps
- Explanatory video
- Google forum

Maps

Trends

Support

Trends for

- Personalised improvement
- Peer, teacher & family support
- Strategic leadership

Principles of neuroscience
and positive psychology for
practice

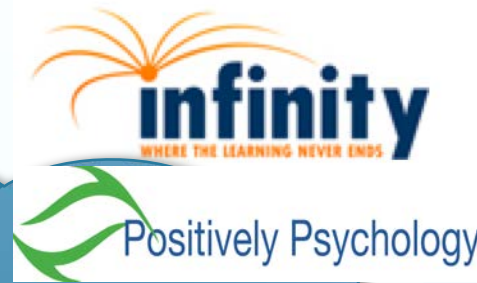
Maps

- Three data sets;
- Maps
 - Explanatory video
 - Google forum

Through the mapping, students experience the;

- Aesthetic pleasure of drawing a map of their learning
- Discovery of the interact web surrounding their learning
- Opportunity to identify a learning area for improvement
- Pleasure of talking to peers, teachers and family about their learning
- Chance to re-script the story they hold in their minds about their learning

Learning Maps, Trends & Support



Trends

Trends for

- Personalised improvement
- Peer, teacher & family support
- Strategic leadership

Analysis of the maps, explanatory videos and google forms leads to

- **Students identifying personalised learning trends relevant to improve their learning**
- **Teachers identifying learning trends that can lead to deliberate acts of teaching**
- **Leaders identifying strategic plans and resource supports to support positive trending**

What are Infinity Learning Maps?

- a practical in-road into the science of learning-how-to-learn.
- a tool for students to draw the web of interactions surrounding their learning.
- a support for students to decide on a change that will improve their learning situation.
- a process that lifts student confidence, engagement, agency and achievement
- a process that causes teachers and parents to rethink their respective support roles.
- a tool to help identify learning patterns/trends

Learning Maps:Catalyst for Conversations

- With peers/classmates
- With friends
- With teachers
- With families
- With others associated with my change, area for improvement, growth area, area for development



Drawing my map

- People that help me learn
- Tools that help me learn
- Places that help me learn
- Interactions that help me learn



Peer conversations & analysis



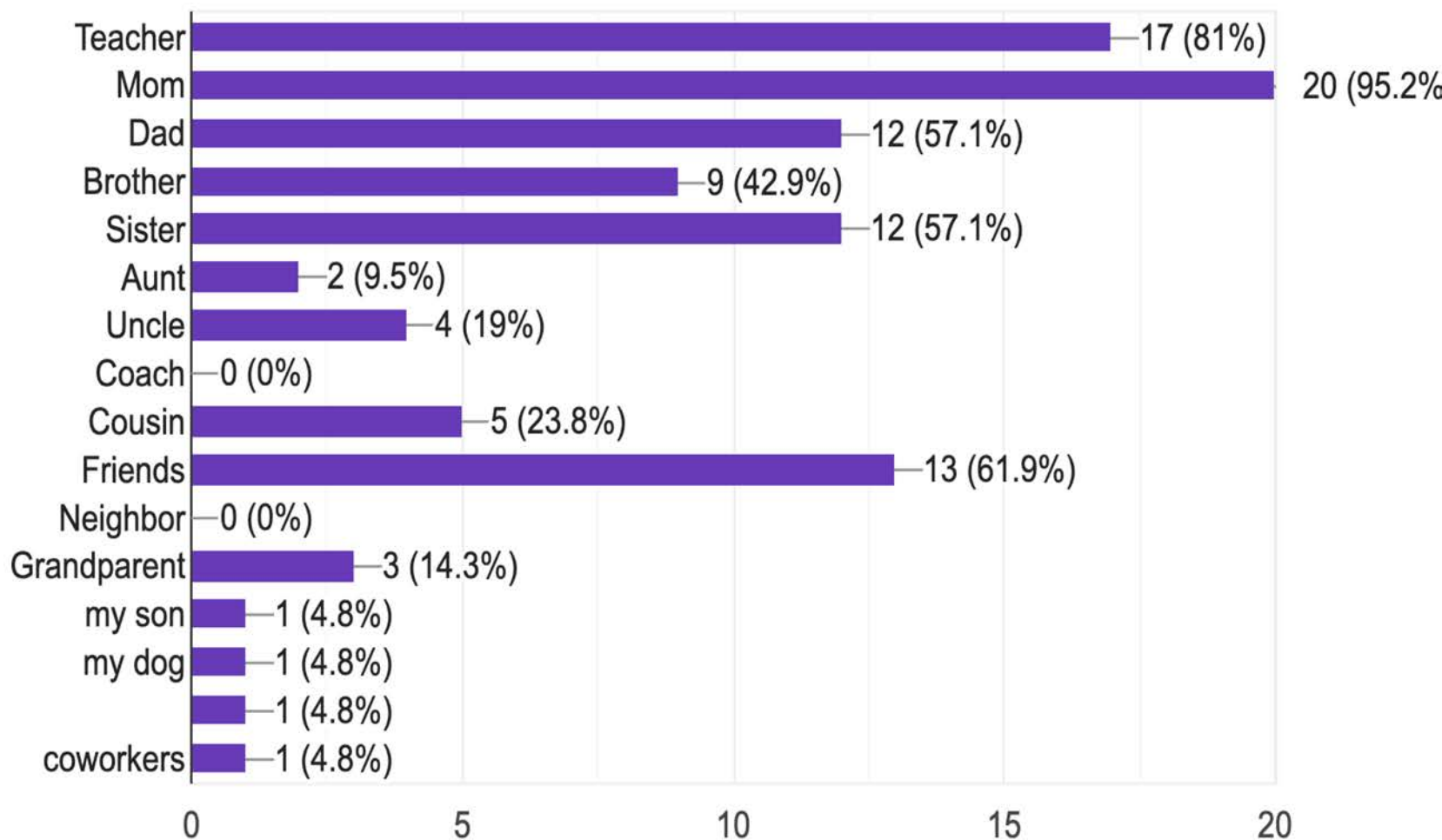
Student database

- *Student link available*
- *Students enter the data on line*
- *Data can be compared across maps*
- *Trends can be identified across the data*
- *Gives a picture over time of changes*
 - *types of interactions, connections (arrows)*
 - *changes in areas of improvement*
 - *changes in what students will do to improve their learning.*

(Download and filter and excel spreadsheet)

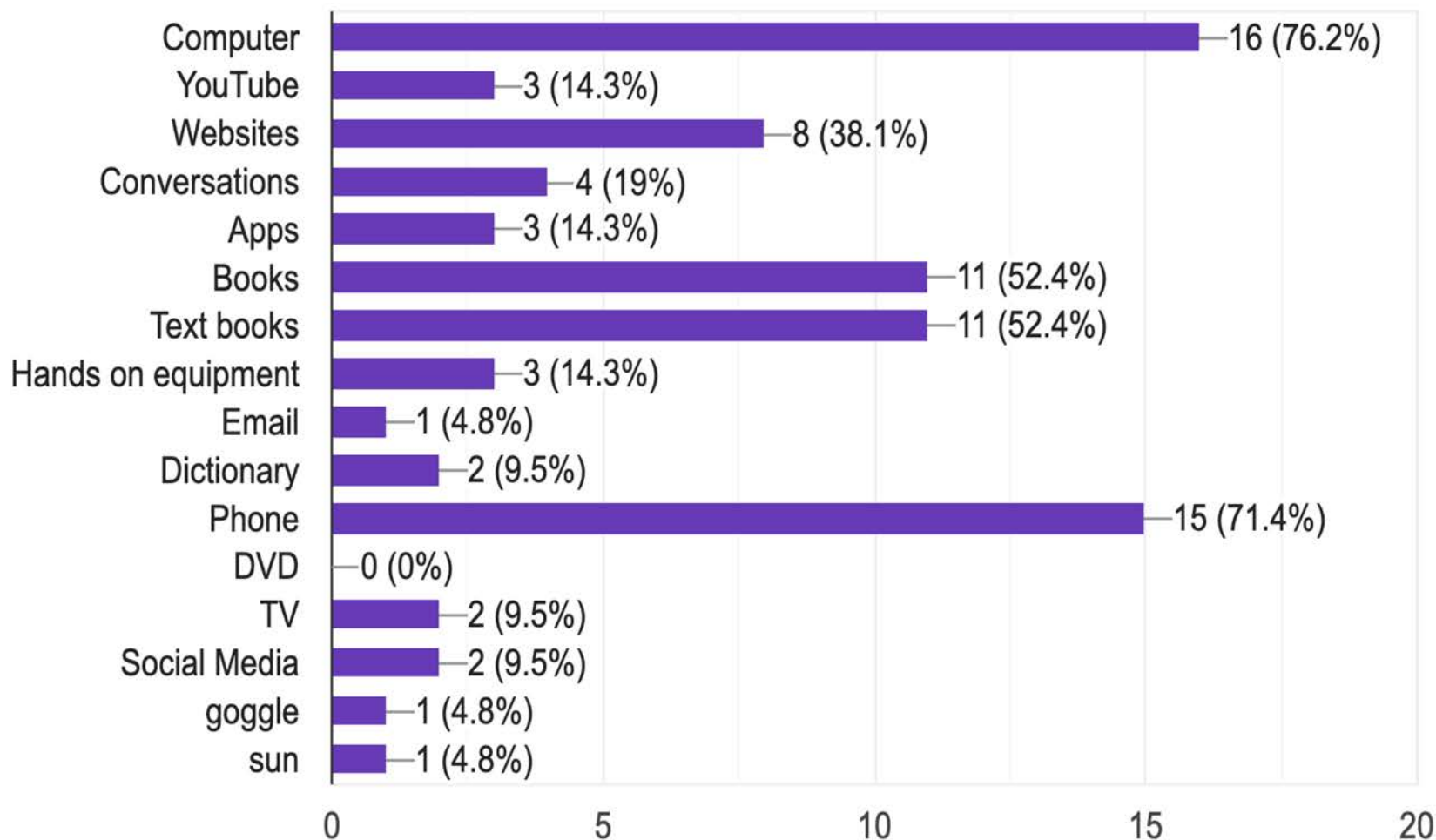
Look at your Learning Map. Mark all the people who are on your map

21 responses



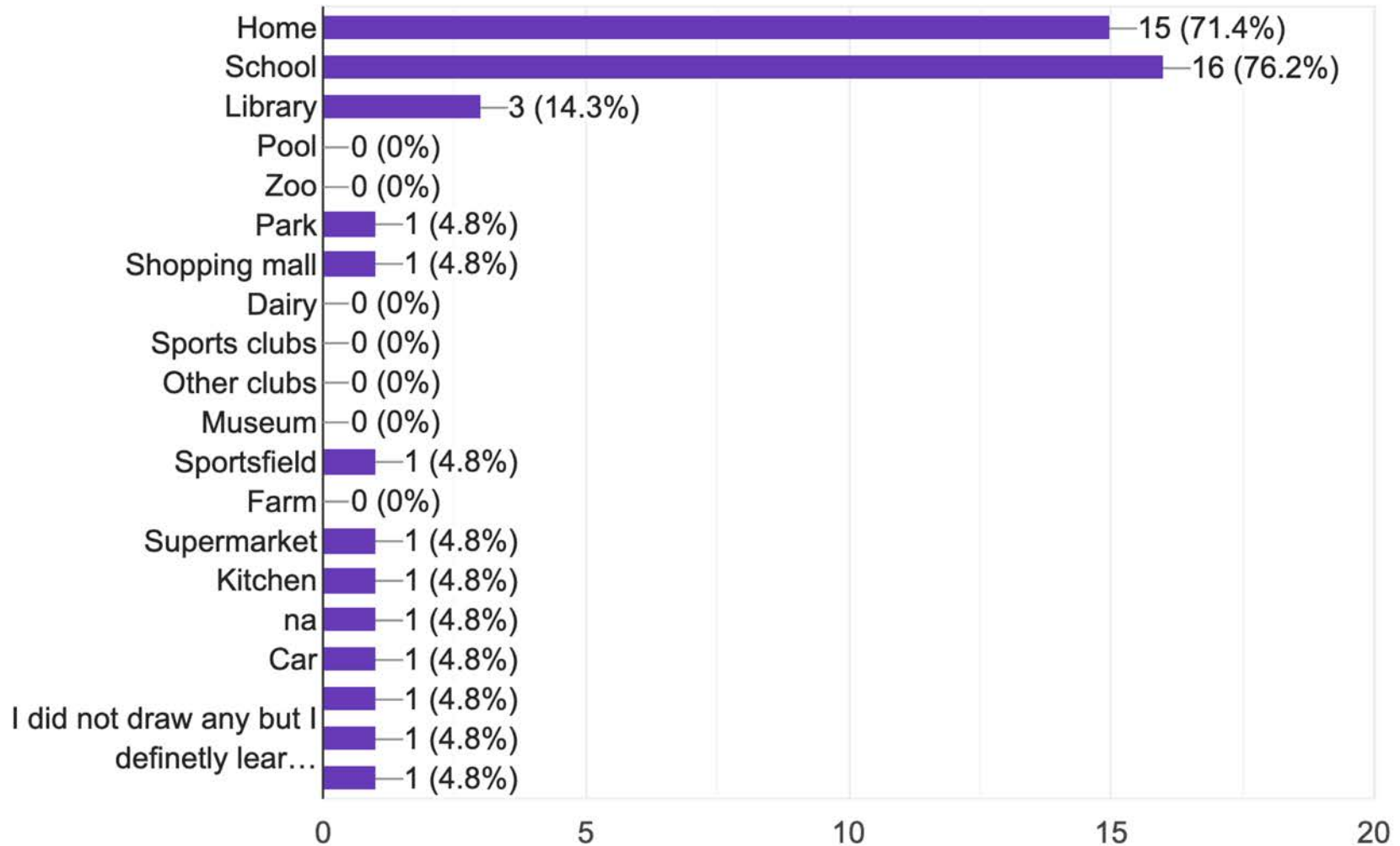
Look at your Learning Map - Mark the tools that help you learn

21 responses



Look at your map- Mark the places where you learn

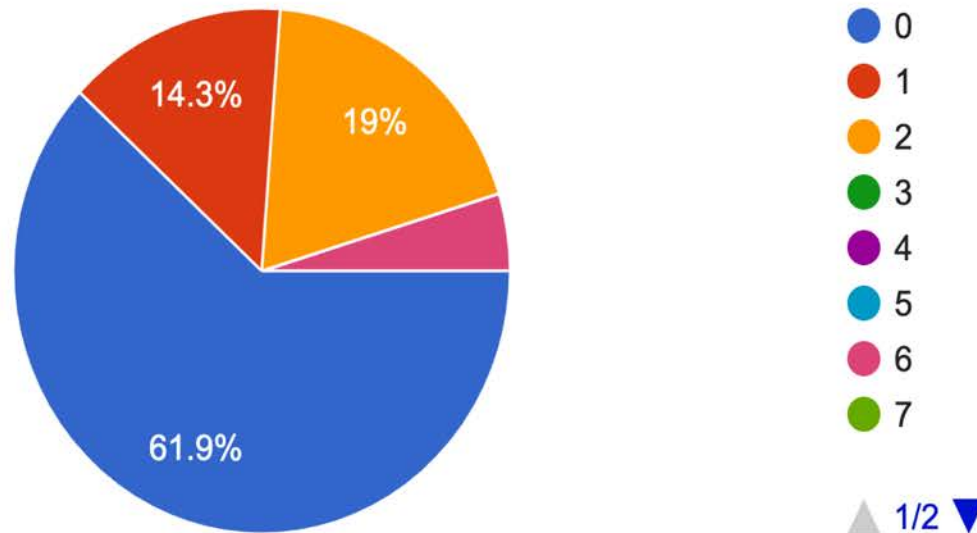
21 responses



Learning Interactions/Connections (arrows)

How many thin one-way arrows are coming out of you on your map?

21 responses



Map 2: over 76% had only 1 or no arrows coming out of them as a learning interactions

NZ Schools send something like this home prior

Infinity Learning Maps are a tool that supports students to be active and connected in their learning. The students draw their current learning situation, then decide on an area of improvement. Every map is a 'right' map as it drawn from your child's perspective. The maps support children to have conversations about their learning, the people, places and tools and interactions that help them learn. The children will have the opportunity to reflect on their learning, add to their map, draw another map maybe two throughout the year. The process has been shown to lift student confidence and achievement.

Family engagement



Effective Learning Conversation



- **Student/family member/s present**
- **Student starts the conversation – this can be practised.**
- **Conversation NOT a presentation**
- **Student explains**
 - **their map**
 - **their area for improvement/change**
 - **what they are going to do make the change**
 - **what the teacher is going to do to**
 - **to the parents what they can do to help**

Parent's comments from Learning Conversations

- I enjoyed being able to view my child's Infinity learning map. It allowed my husband and I to have a look at what and who our children see are important to their learning.
- Infinity Learning maps have given my son and us a sense of ownership and belonging.
- I like the concept of the Infinity learning maps, the self discovery of the child, opposed to the “tell” approach from the teacher - great “buy in” strategy.
- It was really interesting to see and hear him describe his Infinity map.

Family perspectives

After hearing my child talk about learning with their learning map

- I will continue to keep asking the questions and having an interest in her mahi kura, school-work
- I will be having the conversation with her and hopefully be able to work out a time for homework/study around her mahi/sports.
- Get more involved, listen more to XXXX , be more supportive.
- Reinforce learning from school and focus.
- By using his learning map my child was able to say he struggles with Maths – at last – a good thing
- "Seeing my child grow in confidence".

Student voice-active learning comment

I am happy I have achieved my first learning priority, this was to improve my understanding of Area and Blocks in maths. I achieved this by setting up an appointment with my maths teacher. I asked him if there was a good time we could sit down and help me understand Block Area. Our Math teacher has now set up a Math tutorial and I attend these so I can get a better understanding. My next change priority is to listen to teacher instructions so that I know what I need to do to finish my work. I have started taking notes and I ask questions when I don't understand

Student voice-active learning comment

My learning priority from the start of the year was to participate more in class discussions. It was hard at first because I was shy and sometimes I wasn't sure if I had the right answer. I decided I would put my hand up and have a say at least one or two times in a class. This became easier and now I am confident to speak up. My new change priority is to have a better attitude towards class topics. I will keep asking questions until I really understand, I can also ask my friends and I can do my own research on my topic.

Learning Trends

Annan & Wootton, 2016

Trends

Passive ↔ Active

Shy ↔ Confident

Time on my hands ↔ Valuing time to learn

Social connections ↔ Learning connections

<http://bit.ly/studentchange>

<http://bit.ly/teacherchange>

<http://bit.ly/parentchange>

Alternative Education Monterey County



Shy Confident

Avoidance risk taking

Time on your hands value time to learn

**One-on-one with teacher lateral learning with
students**

Transition Learning Trends

Small to **Large**

Safe to **scary**

Confident to **anxious**

Complying to **rebellious**

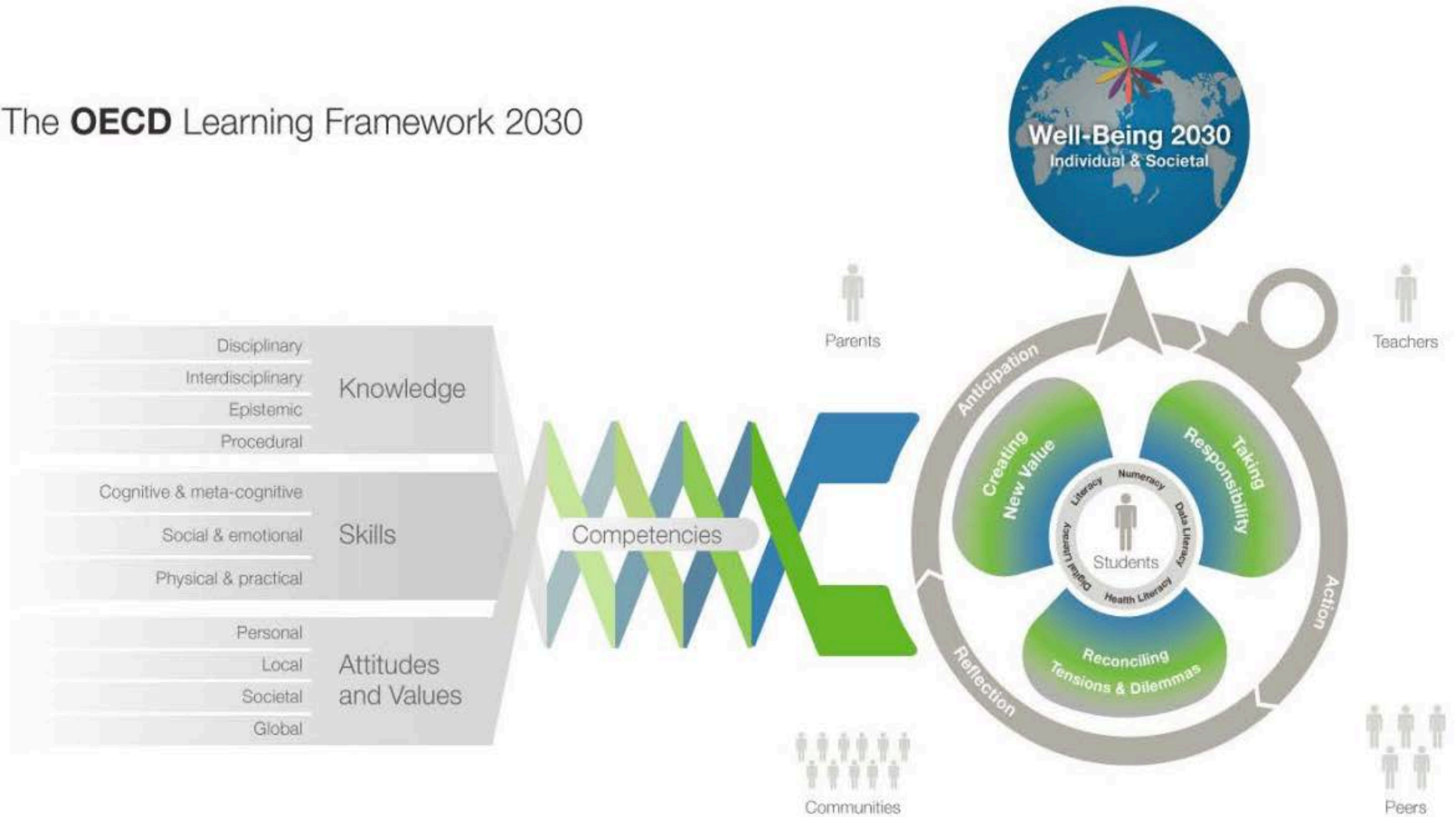
A few teachers **to many teachers**

Foundation to **complex**

Progressive mapping

OECD 2030 Vision

The **OECD** Learning Framework 2030



Global Learning Trends

Annan & Wootton, 2018, adapted from Fadel, Bialik & Trilling, 2015

