

Pedagogical Implementation Model



MOVING LEARNING
SCIENCES RESEARCH
INTO THE CLASSROOM

DESCRIPTION

According to Fullan & Langworthy (2014), “the foundation of [instructor] quality is [an instructor’s] pedagogical capacity—their repertoire of teaching strategies and their ability to form partnerships with students in mastering the process of learning” (p.3).

The Pedagogical Implementation Model LDP addresses the aspects of learning sciences researched implementation practices that are within an instructor’s purview. The model provides examples of how product teams may utilize these implementation practices to bolster their product implementation. The LDP presents research that addresses four components of implementation; delivery, communication, assessment, and specific areas of focus.

LEARNER IMPACTS

- Attitudes
- Behavior
- Motivation

CAPABILITIES

- Cognitive Tools: Synchronous social learning: text based
- Cognitive Tools: Peer review
- Management: Group formation

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Just-in-time instructor implementation tips
- Simple Technology: Elaboration of instructor-learner communication methods
- Content Support: Learning science based areas of focus



Pearson

Pedagogical Implementation Model

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong leverage of a repertoire of teaching strategies	Some leverage of a repertoire of teaching strategies	Poor leverage of a repertoire of teaching strategies	Does NOT use effectively or is not a related activity	= ____
	Strong support for instructor to form partnerships with students in mastering the learning process	Some support for instructor to form partnerships with students in mastering the learning process	Poor support for instructor to form partnerships with students in mastering the learning process		
Model	Strong application of the pedagogical implementation model	Some application of the pedagogical implementation model	Poor application of the pedagogical implementation model	Does NOT use effectively or is not a related activity	= ____
	Strong application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus	Some application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus	Poor application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus		
Design	Strong contextual consideration for different delivery methods, such as online, face to face, and hybrid	Some contextual consideration for different delivery methods, such as online, face to face, and hybrid	Poor contextual consideration for different delivery methods, such as online, face to face, and hybrid	Does NOT use effectively or is not a related activity	= ____
	Strong use of communication-oriented activities to support student performance	Some use of communication-oriented activities to support student performance	Poor use of communication-oriented activities to support student performance		
	Strong balance between instructor's managerial, social, instructive, and technical roles	Some balance between instructor's managerial, social, instructive, and technical roles	Poor balance between instructor's managerial, social, instructive, and technical roles		
Assessment	Strong emphasis on feedback as the purpose of assessment	Some emphasis on feedback as the purpose of assessment	Poor emphasis on feedback as the purpose of assessment	Does NOT use effectively or is not a related activity	= ____
	Strong use of assessment at multiple points throughout the learning process	Some use of assessment at multiple points throughout the learning process	Poor use of assessment at multiple points throughout the learning process		
	Strong application of formative and summative assessment	Some application of formative and summative assessment	Poor application of formative and summative assessment		
	Strong use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate	Some use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate	Poor use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate		