

# Pedagogical Implementation Model

## 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.

## 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



MOVING LEARNING  
SCIENCES RESEARCH  
INTO THE CLASSROOM

## LEARNER IMPACTS

- Attitudes
- Behavior
- Motivation



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
<b>Definition</b>	<p>  Strong leverage of a repertoire of teaching strategies</p> <p>  Strong support for instructor to form partnerships with students in mastering the learning process</p>	<p>  Some leverage of a repertoire of teaching strategies</p> <p>  Some support for instructor to form partnerships with students in mastering the learning process</p>	<p>  Poor leverage of a repertoire of teaching strategies</p> <p>  Poor support for instructor to form partnerships with students in mastering the learning process</p>	<p>  Does NOT use effectively or is not a related activity</p>	= _____
<b>Model</b>	<p>  Strong application of the pedagogical implementation model</p> <p>  Strong application within the levels of the pedagogical implementation model</p> <ul style="list-style-type: none"> <li>• Delivery methods</li> <li>• Instructor-learner communication</li> <li>• Assessment strategy</li> <li>• Area of focus</li> </ul>	<p>  Some application of the pedagogical implementation model</p> <p>  Some application within the levels of the pedagogical implementation model</p> <ul style="list-style-type: none"> <li>• Delivery methods</li> <li>• Instructor-learner communication</li> <li>• Assessment strategy</li> <li>• Area of focus</li> </ul>	<p>  Poor application of the pedagogical implementation model</p> <p>  Poor application within the levels of the pedagogical implementation model</p> <ul style="list-style-type: none"> <li>• Delivery methods</li> <li>• Instructor-learner communication</li> <li>• Assessment strategy</li> <li>• Area of focus</li> </ul>	<p>  Does NOT use effectively or is not a related activity</p>	= _____
<b>Design</b>	<p>  Strong contextual consideration for different delivery methods, such as online, face to face, and hybrid</p> <p>  Strong use of communication-oriented activities to support student performance</p> <p>  Strong balance between instructor's managerial, social, instructive, and technical roles</p>	<p>  Some contextual consideration for different delivery methods, such as online, face to face, and hybrid</p> <p>  Some use of communication-oriented activities to support student performance</p> <p>  Some balance between instructor's managerial, social, instructive, and technical roles</p>	<p>  Poor contextual consideration for different delivery methods, such as online, face to face, and hybrid</p> <p>  Poor use of communication-oriented activities to support student performance</p> <p>  Poor balance between instructor's managerial, social, instructive, and technical roles</p>	<p>  Does NOT use effectively or is not a related activity</p>	= _____
<b>Assessment</b>	<p>  Strong emphasis on feedback as the purpose of assessment</p> <p>  Strong use of assessment at multiple points throughout the learning process</p> <p>  Strong application of formative and summative assessment</p> <p>  Strong use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</p>	<p>  Some emphasis on feedback as the purpose of assessment</p> <p>  Some use of assessment at multiple points throughout the learning process</p> <p>  Some application of formative and summative assessment</p> <p>  Some use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</p>	<p>  Poor emphasis on feedback as the purpose of assessment</p> <p>  Poor use of assessment at multiple points throughout the learning process</p> <p>  Poor application of formative and summative assessment</p> <p>  Poor use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</p>	<p>  Does NOT use effectively or is not a related activity</p>	= _____