

# *Celebrating* CLASSROOMS

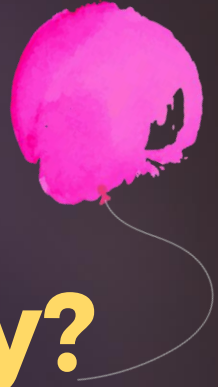
*Inspiring 21st Century Learning*



**31st May  
2017**

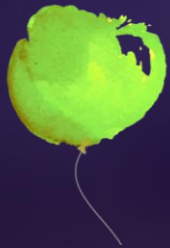
[www.frogclassroom.com](http://www.frogclassroom.com)

*YTL foundation*

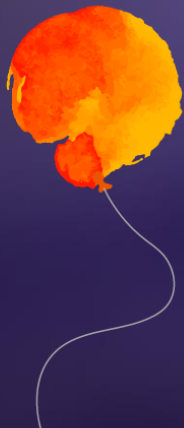


# What Does The Expert Say?

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# The Frog Classroom - Impacting Pedagogy and Learning Behaviour for 21st Century Student Outcomes



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# The Study

The study was commissioned by YTL Foundation to examine the impact of the Frog classroom on teaching and learning

## 1. Investigate the two main stakeholders (teachers and students)

- Perceptions on the impact on teacher pedagogy and student learning behaviour respectively

## 2. Determine to what extent the Frog classroom has helped

- Improve student engagement and efficacy
- Upgrade teaching through the integration of technology



# Research Questions



- 1. How has the Frog Classroom affected teachers' pedagogy?**
- 2. How has the Frog Classroom affected student learning behaviour and outcomes?**



# Data Collection

**15**  
schools with  
Frog  
classrooms



**Classroom  
Observations**



**Teacher and  
Student  
Questionnaires**



**Teacher and  
Student  
Interviews**



*\*Collected over a period of 9 months in 2016*



# FINDINGS

## Salient Teacher Pedagogy





1

**Teachers are more  
creative &  
innovative in their  
approach**



- Teachers are not practising traditional methods - talk and rote learning
- The physical change in the classroom layout itself provides an impetus for teacher to plan their lessons to include the students
- Teachers employ varied activities and methods to encourage student learning
- Resort to YouTube and other internet sites to sources various types of materials




- Examples:
  - One teacher even took pictures of students cleaning their classroom or engaging in sports activities and used these to teach proverbs. Students responded well to the pictures and the lesson was more meaningful as they liked seeing themselves in the pictures
  - A Google Map was projected in a classroom and the teacher got the class involved in giving directions from one point to another.
- The sharing sessions with the teachers revealed that they were excited to find materials they could use on the Internet and try to create challenging lessons.
- Despite it being time consuming, they also recognized that once they had a collection it was simply a matter of adjusting the activities for different classes and they could use it for the next school year.





2

# Display of more 21st century learning skills within the classroom



- More student centred activities practiced
- Students were better able to critically evaluate information and think through these before presenting them
- New layout helped students to learn from peers, engage in better group discussions, work collaboratively, gain confidence and also practice independent learning
- Increase in problem solving and decision making activities due to the classroom layout (allows teachers to walk around)
  - Allowed teachers to work with groups of students who needed more guidance and attention



# 3

## Setting up of communities of practice for better teacher PD



- There is tendency to talk about lessons that teachers found worked well which led to sharing of lesson plans and ideas on how to incorporate technology into the classroom
  - Teachers were keen to share their sources which helped convert non users into users of the classroom
- Communities of practice - Younger teachers are helping senior teachers with technology
  - Welcomed by senior teachers who found they were more confident and better able to use the redesigned classrooms confidently
  - They could ask for help from the younger teachers



# 4

## Shift in role from teacher to facilitator



- Teachers practised more learner centred rather than teacher centred activities
- Teachers no longer see themselves as the sole transmitter of knowledge
- Teachers were able to direct students to the available sources in the World Wide Web and help them to understand
- Students involved in more group work, sharing & discussion
  - Group tasks & presentation were given and to be completed in groups
  - Teacher would give guidance when needed; students completed the work themselves and took pride in this



# **Salient Learning Behaviour & Outcomes**



1

# Classroom is more learner centred

- Classroom layout allowed students to work easily together as they are already seated in groups
- Teacher has full eye contact with all the students and can walk around the class easily to monitor students' activities.
- Having easy access to technology (Chromebook & Internet) enabled students to be more involved in the learning and making learning individualised



# 2

## Practice of more self-directed & independent learning

- More collaborative learning, discussing and sharing ideas with one another
- Peer support and coaching is abundant due to the easy physical access to one another
- Exchanging ideas with their peers gave students more confidence to participate in classes
- Self learning allowed students to demonstrate their understanding of lessons
- Having access to materials online meant they could view a topic many times which helped them internalise their understanding
  - Learning is more individualised and meaningful for them



3

## Improved 21st Century skills

- Students developed better information skills such as locating and critically evaluating information when performing online searches
- Learning is more intimate as the teacher can focus on all the students and hence students paid better attention
- Students reported that they were able to engage in various group activities and pair work and these helped them develop better communication skills
  - They learnt better speaking and negotiating skills in their group work and projects





# 4

## Better peer interaction & learning from each other

- Huge improvements in peer to peer relationships as well as student-teacher relationship
- The ambience provided by the classroom created a safe environment where students were comfortable enough to engage in better learning & understanding
- Students were not as inhibited to provide responses and were eager to be the first to get answer right
- Students had better confidence in learning as well as improved motivation to participate in learning in the classroom



# The Way Forward



What do we **have**?

## Redesigned Physical classroom



Unique Physical Layout



Right Ambience



Engagement with technology



# The Way Forward

What do we **do** now?

## Teaching and Learning Approaches



Make learning central



Engage students



Make learning social, collaborative



Recognize individual differences



Personalise learning



Recognize prior knowledge





## Teaching and Learning Outcomes



Objective of lesson/ activity needs to be clear



Learner needs to be motivated



Learner affect is important



Learner needs to be challenged at a level that is comfortable



Multidisciplinary learning is needed




# What do we know?



**21st century educators** are ones who can **collaborate, adapt** to whatever comes their way, lifelong learners who stay current and have powerful learning tools at their disposal to prepare today's learners for a future they will live and work in not for our current world.

**21st century learners** are the ones sitting in our classrooms ready to **explore, design, create** and waiting to be transformed.



A close-up, out-of-focus image of a hand with the index finger pointing towards the right, overlaid on a blurred background of warm colors (orange, yellow, green).

**What do  
21ST CENTURY LEARNERS  
experience in  
*your* classroom?**