H.E.A.T .ing Up Student Performance Tasks for Transformational Learning

	H = Higher Order Thinking Creates Rigorous Cognitive Challenges AND Purpose for Task	E =Engaged Students Creates Curiosity AND Self-Responsible Learners	A =Authentic Tasks Creates Context AND Usefulness for Others	T = Technology Uses Culminates the Focus for MODES and TOOLS
LITERACY	**TASK**: Content superficial or missing (NOTS) Requires students to demonstrate technology knowledge – focused primarily on experiencing and mastering technical skills Curriculum used as "topics" to learn/practice technology tools and processes Student projects focused on acquiring or demonstrating technical skills rather than having a TYPE of Communication that identifies the purpose/audience for content	**QUESTIONS**: Missing or Implied – not considered necessary as focus is on technology skills Teacher organizes questions, tasks, processes, and assessments All students work on same task	**SCENARIO** missing – context with relevance to real-world challenges not developed or expected	**MODES** and **TOOLS** targeted to be mastered not content (NOTS) Technology uses create "technology stories" about the tools Learning technology tools and processes "JUST-in-case" they will be useful in learning and communicating
ADAPTING	**TASK**: Go-look-UP and-tell-me-about requiring knowing ABOUT facts (LOTS) Requires students to demonstrate being information consumers –focused on understanding of existing information Cognitive Difficulty (Bloom's Taxonomy): Remember, Understand, and Apply Student project purpose identifies "TYPE of Communication" as primarily Summary Reports	**QUESTIONS**: CLOSED (gathering) with right answers that develop summary reports ABOUT information Teacher organizes questions, tasks, processes, and assessments using student input Students provided with teacher developed choices to address interests and learning styles	**SCENARIO** developed with role-playing only relevant to curriculum goals Tasks designed for individual work Student work developed as evidence of learning for the teacher	**MODES** and **TOOLS** used to do the same cognitive tasks (LOTS) but using different technologies Technology uses create "same stories" for learning and teaching even though using new tools
TRANSFORMING	**TASK**: Making meaning requiring reasoning/thinking using facts (HOTS) Requires students to demonstrate being knowledge producers – focused on creating evidenced or logic based thinking beyond existing information Cognitive Difficulty (Bloom's Taxonomy): Analyze, Evaluate, and Create Student project purpose identifies "Type of Communication:" as going beyond Summary Reports	**QUESTIONS**: OPEN (reasoning/ thinking) with no right or wrong answers – complex issue calling for a personally developed perspective / solution Students guided to take responsibility for developing OWN questions, tasks, managing processes, and defining assessments (based on mastering designated concepts or standards) Students guided to incorporate their interests and affinities	**SCENARIO** explicitly developed with context that replicates relevant, real-world challenges Tasks designed for collaborative groups modeling real-world work Student work developed as evidence of genuine learning considered useful and beneficial for simulated or authentic audience	**MODES** and **TOOLS** used to accelerate cognitive tasks (HOTS) that would be impossible or impaired without them. Technology uses create "new stories" for learning and teaching with new tools Learning technology tools and processes "JUST-in-time" to accelerate learning and communicating tasks

Developed for Forsyth County Schools