## Teaching DIGITAL NATIVES

PARTNERING FOR REAL LEARNING



## MARC PRENSKY

FOREWORD BY STEPHEN HEPPELL



## Brief Table of Contents

Foreword	
Stephen Heppell	
Precis	XV
Acknowledgments	xvii
About the Author	xix
Introduction: Our Changing World: Technology and Global Society	1
Chapter 1: Partnering: A Pedagogy for the	
New Educational Landscape	9
Chapter 2: Moving to the Partnering Pedagogy	31
Chapter 3: Think People and Passions Rather	
Than Classes and Content	53
Chapter 4: Always Be Real (Not Just Relevant)	71
Chapter 5: Planning: Content to Questions, Questions to Skills	83
Chapter 6: Using Technology in Partnering	97
Chapter 7: Understanding the Nouns, or Tools	111
Chapter 8: Let Your Students Create	149
Chapter 9: Continuous Improvement	
Through Practice and Sharing	159
Chapter 10: Assessment in the Partnering Pedagogy	175
Conclusion: The (Not Too Distant) Future of Education Notes	185 191
Index	193

## **Contents**

roteword	XIII
Stephen Heppell	
Precis	XV
Acknowledgments	xvii
About the Author	xix
Introduction: Our Changing World: Technology and Global Society	1
Attention?	2
What Today's Students Want	2 3
Partnering and 21 st Century Technology	3
Real, Not Just Relevant	4
Motivation Through Passion	4
Teaching for the Future	5
So How Do We Deal With This?	5
A New Approach: How This Book Will Work for You	6
The Road to a Pedagogy of Partnering	6
Organization	7
1. Partnering: A Pedagogy for the New Educational Landscape	9
Moving Ahead	10
What Is Working	10
Seeing Students Differently	11
How Partnering Works	13
Partnering Basics: A Simple Example	14
Do Some Things Require Lectures?	14
Is Partnering New?	15
Partnering and the Curriculum	16
Technology in Partnering: The Enabler and Personalizer	17

	Establishing Roles and Mutual Respect	17
	Student Roles in Partnering	18
	Teacher Roles in Partnering	21
	Peer Roles in Partnering	25
	The School Principal as Leader, Facilitator, and Partner	26
	Parents as Partners	27
	Getting Motivated to Partner With Your Students	28
	Have Courage, but Also Have Fun	28
2.	Moving to the Partnering Pedagogy	31
	Seeing Your Students Differently	32
	Leaving the Stage	33
	Setting Up Your Classroom to Facilitate Partnering	35
	Choosing Your Partnering Level	38
	Basic Partnering	39
	Guided Partnering	42
	Advanced Partnering	42
	Other Types of Advanced Partnering	44
	Technology and Partnering: Verbs and Nouns	45
	Begin With the Verbs!	46
	The Learning Verbs and the Associated Nouns	47
	Partnering and the Required Curriculum	47
	Ensuring the Connection Gets Made	49
	The Student's Roles in Connecting the Partnering	
	Pedagogy and Content	50
	Taking Your First (or Next) Steps Into Partnering	51
	Start Slowly	51
	Overcome Other Barriers	52
3.	Think People and Passions Rather Than Classes and Content	53
	Learn About Your Students' Interests and Passions	54
	Find Students' Passions	55
	Use the Passions to Individualize Instruction Daily	56
	Living Out the Partnering Roles	59
	Living Out the Teacher Roles	59
	Living Out the Student Roles	63
	More Ideas	67
	Encourage Open Teamwork and Peer-to-Peer Learning	67
	Create Slacker-Free Group Work	69
	Circle the Chairs: Hold Class Discussions	
	and Meetings About Learning	69
	Use Students as Assistants	69

4.	Always Be Real (Not Just Relevant)	71
	A New Perspective	72
	Making Our Subjects Real	73
	Making History and Social Studies Real	73
	Making Math Real	75
	Making Science Real	75
	Making English Real	76
	Making Foreign Language Real	77
	Making the Future Real	77
	More Ways to Make Things Real	78
	Have Students Make the Connections	78
	Find Groups of Passions	79
	Connect Students With Peers	79
	Connect Students With Practitioners and Models in the Real World	80
	Real as College Prep	80
	Always Think Future	82
5.	Planning: Content to Questions, Questions to Skills	83
	Creating Guiding Questions: The Primary Link Between Partnering and Content	84
	Making Your Guiding Questions Better	85
	Reverse the Tests and Textbooks	85
	Examples of Guiding Questions	86
	Bad, Good, and Better Guiding Questions	87
	Creating Individualization and Differentiation	
	Through Guiding Questions -	88
	Relating Guiding Questions to Student Passions	89
	Letting Students Choose Their Own Path to the Answers	91
	Focus on the Verbs: The Link to the Required Skills	92
	Two Special Verbs	93
6.	Using Technology in Partnering	97
	Nouns: The Tools Students Use	98
	Technology Is the Enabler	98
	Technology and Equity: To Each His or Her Own	99
	Let the Students Use All Technology	99
	The Prensky Apostasy	100
	The Teacher's Roles With Regard to Technology	102
	Four Special Cases	102
	No Technology Available?	108
	Using the Appropriate Nouns for the Guiding Questions and Verbs	108
	Working the List	109

7.	Understanding the Nouns,or Tools	111
8.	Let Your Students Create	149
	A Real, World Audience	151
	World Conversations	152
	Aim High, Raise the Bar	153
	Allow Choice	154
	Engage Slackers	155
	Bring in the Pros	156
	Ask Students for Technologies to Use	156
	Balance Cooperation and Competition	157
9.	Continuous Improvement Through Practice and Sharing	159
	Improving Through Iteration	160
	Iteration and Variety	161
	Iterating Students' Work	161
	Improving Through Practice	161
	Practice for Students	162
	Practice for Teachers	163
	Improving Through Sharing	165
	There Is So Much to Share	165
	The Best Way to Share: Short Video	165
	Learning From Colleagues	167
	Sharing as a Normal Part of the Job	167
	Becoming an Expert "Partnerer": Getting to Level 5	168
	Moving Through the Levels	170
	The Need for Continuous Improvement	170
	More Ways to Help Yourself Improve	171
	Let Yourself Be Surprised	171
	Set Goals for Yourself	171
	Get Feedback From Students and Colleagues	172
	Strive to Eliminate Boredom	172
10.	Assessment in the Partnering Pedagogy	175
	Useful Assessment: Beyond Just Summative and Formative	176
	Ipsative Assessment	176
	Peer Assessment	176
	Real-World Assessment	177
	Self-Assessment	178
	Assessing Students With Their Tools	178

Assessing Students' Progress	179
Addressing Assessment Fears	179
Assessing Teachers' Progress	180
Assessing Administrators' Progress	181
Assessing Parents' Progress	181
A Checklist for Parents of Partnering Students	182
Assessing Schools'Progress	183
Assessing Our Nation's Progress, and the World's	183
Conclusion: The (Not Too Distant) Future of Education	185
What Should a New Curriculum Be? Essential 21st Century Skills	186
The Five Essential Metaskills for the 21 st Century	186
Using the Partnering Pedagogy With New Curricula	187
Creating Schools With Partnering in Mind	188
Do We Need Classrooms?	189
Toward a 21st Century Education for All	190
Notes	191
Index	