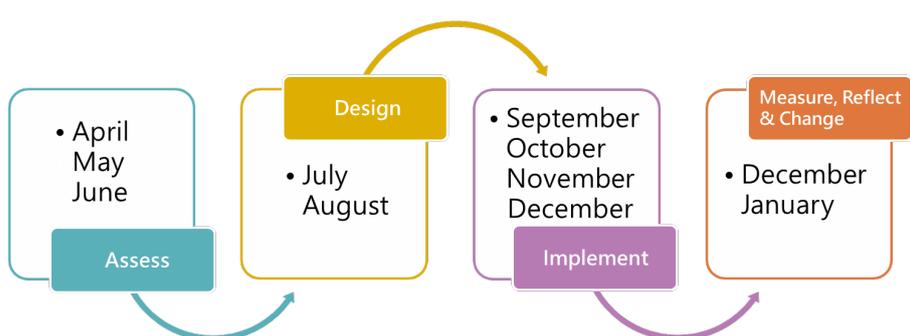
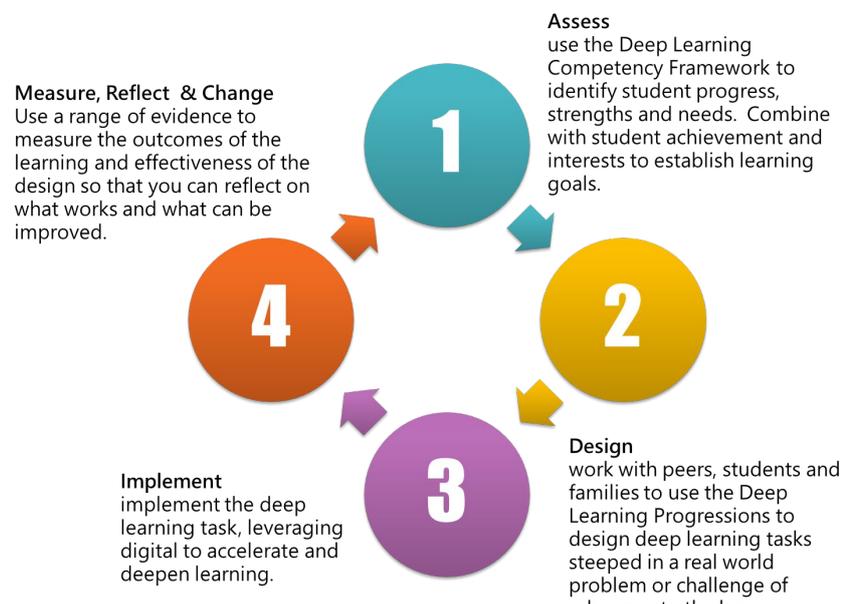


Deep Learning Course (DLC) Template			
Basic Information of the School			
Country		City	
School(s)			
A brief introduction of the school			
Information and summary of the Deep Learning Course			
Course title			
Course type	School-based, Elective, Required	Units: 1, 2, 3	
Teacher(s)			
School Year	111-1, 111-2		
Levels/grades involved	Grade 10, 11, 12 Social Sciences, Natural Sciences	Number of the students involved	
Length of the DLC	<p>For example:</p> 		
Collaborative Inquiry Cycle			
 <p>1 Assess use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.</p> <p>2 Design work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.</p> <p>3 Implement implement the deep learning task, leveraging digital to accelerate and deepen learning.</p> <p>4 Measure, Reflect & Change Use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.</p>			

I. Assess			
A. What do you already know about your students? (prior knowledge, strengths/weaknesses, needs, interests)			
Items	Descriptions	How do you gain the information? Please show evidence such as observations, questionnaires, group sharing, etc.	
Prior knowledge			
Strengths/weaknesses			
Needs			
Interests			
B. Course goals			
Learning Goal	Learning Focus of national curriculum Field/discipline		
	Global Competencies	6Cs of NPDL Highlight the skills and dimensions in which you want to focus	
Character 	<input type="checkbox"/> Learning to deep learn <input type="checkbox"/> Grit, tenacity, perseverance, and resilience <input type="checkbox"/> Self-regulation and responsibility for learning <input type="checkbox"/> Leveraging digital	Citizenship 	<input type="checkbox"/> A global perspective <input type="checkbox"/> Understanding of diverse values and worldviews <input type="checkbox"/> Genuine interest in human environmental sustainability <input type="checkbox"/> Solving ambiguous and complex problems in the real world to benefit citizens <input type="checkbox"/> Leveraging digital
Collaboration 	<input type="checkbox"/> Working interdependently as a team <input type="checkbox"/> Interpersonal and team-related skills <input type="checkbox"/> Social, emotional, and intercultural skills <input type="checkbox"/> Managing team dynamics and challenges <input type="checkbox"/> Leveraging digital	Communication 	<input type="checkbox"/> Communication designed for particular audiences <input type="checkbox"/> Coherent communication using a range of communication modes <input type="checkbox"/> Reflection on and use of the process of learning to further develop and improve communication <input type="checkbox"/> Substantive, multi-modal communication <input type="checkbox"/> Leveraging digital
Creativity 	<input type="checkbox"/> Economic and social Entrepreneurialism <input type="checkbox"/> Asking the right inquiry questions <input type="checkbox"/> Considering and pursuing novel ideas and solutions <input type="checkbox"/> Leadership for action <input type="checkbox"/> Leveraging digital	Critical Thinking 	<input type="checkbox"/> Evaluating information and arguments <input type="checkbox"/> Making connections and identifying patterns <input type="checkbox"/> Meaningful knowledge construction <input type="checkbox"/> Experimenting, reflecting and taking action on their ideas in the real world <input type="checkbox"/> Leveraging digital

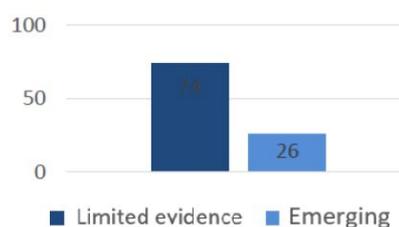
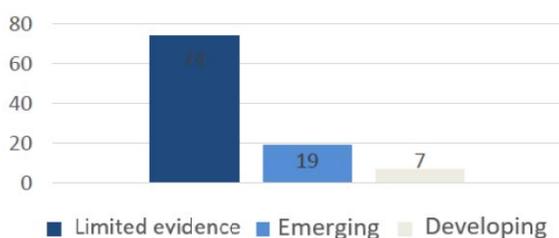
Success Criteria Evidence of outcomes	Start with verbs, list your success criteria in simple, explicit language.
Assessment evidences	Evidences of student learning outcomes. including formative assessment and summative evaluation

C. Pre-assessment of the competencies to be developed: (an example is provided as follows)

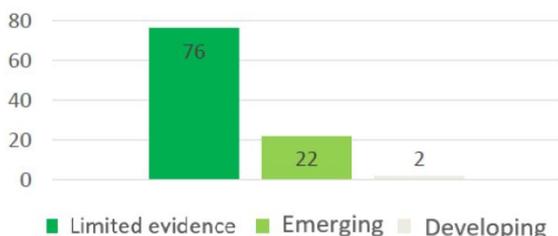


CREATIVITY
Leveraging Digital

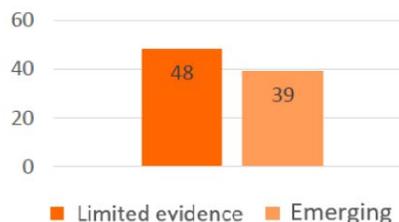
Consideration and search for new ideas and solutions.



CITIZENSHIP
Solution of ambiguous and complex real-world problems to benefit citizens



COLLABORATION
Interpersonal skills related to the team.



Attachments: (Please provide related evidences)

II. Design

A. Learning Design Overview (Please give a summary here. Fill in more details in PART III Implement)

- What activities did learners engage in?
- What did it mean in terms of learning and teaching?
- What were the products or outcomes?
- What was done in the process for the learners reach the goals?
- What was the driving question?

How was the learning design steeped in a real-world problem of relevance to the learners?
 How were students engaged in designing/understanding the learning criteria and assessment methods?
 What strategies did you focus on to develop the 6Cs?

B. Four Elements of Deep Learning Design

Learning Partnerships	How did partnerships strengthen the task and deepen the learning? Consider partnership possibilities that involve other learners, adults in the school environment, those outside the school and in the community.
Learning Environments	Where did the learning physically occur? How did you support learners to take risks, try new ways of thinking, learning, presenting and reflecting?
Pedagogical Practices	List some of the pedagogical strategies used in this course. Consider how to meet the needs of all learners in your class. Were their multiple modes of assessment used?
Leveraging Digital	How did technology amplify, accelerate and connect learners and learning?

III. Implement

A. The process of Deep Learning How did students achieve learning goals and acquire the learning content?

Activity	Abstract	Purpose	Learning outcomes/evidence

B. What tools / strategies were used to give students the feedback of their learning? (In addition to students' pre- and post-assessment, you can also include such references as peer-evaluation, teacher-student meeting or written comments or feedback, etc.)

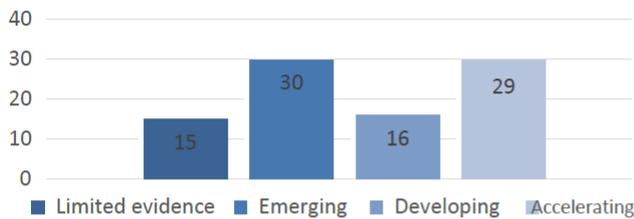
1. Students' pre- and post-assessment
2. Other related Evidences

IV. Measure, Reflect and Change

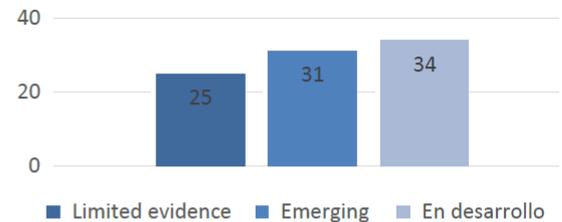
A. Post-assessment of the competencies to be developed: (an example is provided as follows)



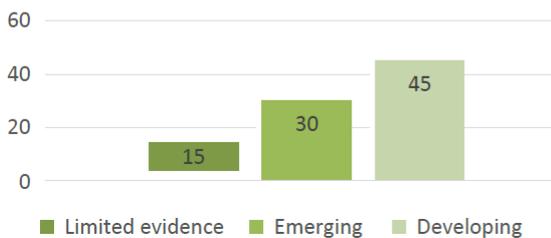
CREATIVITY Leveraging Digital



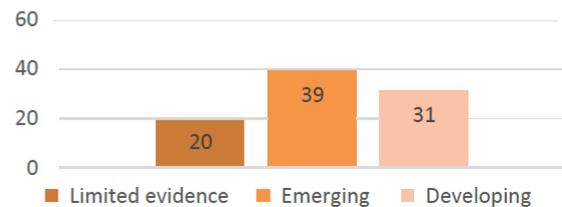
Consideration and search for new ideas and solutions.



CITIZENSHIP Solution of ambiguous and complex real-world problems to benefit citizens.



COLLABORATION Interpersonal and team related skills.



Attachments: Related evidences (Please provide the comparison of Deep Learning Progression Ratings Before & After Deep Learning Experiences. An example is provided as follows.)

Deep Learning Progression Ratings Before & After Deep Learning Experience

Collaboration (*If not rating overall competency, choose only the focused dimensions in this course.)							ATING: 1 - Limited evidence 2 - Emerging 3 - Developing 4 - Accelerating 5 - Proficient	
Student name	Gender		* Overall Rating	Working interdependently as a team	Interpersonal and team-related skills	Social, emotional, and intercultural skills	Managing team dynamics and challenges	Leveraging digital
Student A		Before DL Experience	[rating from 1-5] [qualifying comment on why the student was placed at this level of the progression]	[rating from 1-5]	[rating from 1-5]	[rating from 1-5]	[rating from 1-5]	[rating from 1-5]
		After DL Experience						
Student B		Before DL Experience						
		After DL Experience						

B. Learning Partners' Feedback

The students' feedback	
The teacher's feedback	
The family's feedback	
Others' feedback	

C. Use Learning Design Rubric to evaluate your Deep Learning Design Please refer to the Learning Design Rubric

Rubric	Limited	Emerging	Accelerating	Advanced	Based on what evidence did
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	evidence				you select this level?
Learning Partnerships					
Learning Environments					
Pedagogical Practices					
Leveraging Digital					

D. What adjustments will be made so as to improve the Collaborative Inquiry Cycle in the future?

What did you observe, hear or see in student work?

What were some of your successes?

What were some of the challenges you faced?

How did you handle these challenges?

What might you do differently next time?

What did you learn about yourself / your students / their families / the wider community that you w

Would take into consideration for future planning?

Abstract of the Course/Lesson Description (100 words):

Keywords: service learning, PBL, human rights, gender equity, international education