

## **OLTD 509: Emergent Environments & Technologies**

### **Reflection # 1**

**By: Fenella Olynick**

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#### **OLTD Program Learning Outcome(s):**

- Adapt or develop a framework for assessing emerging technologies and/or pedagogies.



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#### **Evidence to Support Outcome:**

The evidence I have chosen to demonstrate competency with respect to the above-noted learning outcome is a blog post titled [Navigating The Swamp of Digital Innovations in Education](#). (<http://fenellalearnsonline.weebly.com/sustainable-change.html>). I feel the blog post outlines a comprehensive framework (**The Innovation Index** by Fullan and Donnelly, 2013) for assessing emerging technologies and pedagogies, and more importantly, the framework integrates and considers sustainability, which I feel is crucial when working towards true systemic change and a learning revolution.

## **Reflection to Support Evidence:**

Fullan and Donnelly (2013) note that 21st century learning skills fall into three domains: “1) the **cognitive domain** (thinking); 2) the **intrapersonal domain** (personal skills of drive and responsibility); and 3) the **interpersonal domain** (teamwork and other relational skills)” (p.11). To evaluate and predict the transformative power of emerging digital innovations, and to improve learning outcomes in response to changes in digital technology, Fullan and Donnelly have developed a comprehensive ‘**Innovation Index**’. The Innovation Index is comprised of three main components broken into three subcomponents for evaluation (nine subcomponents in total). This allows for systematic and easy evaluation for almost any innovation.

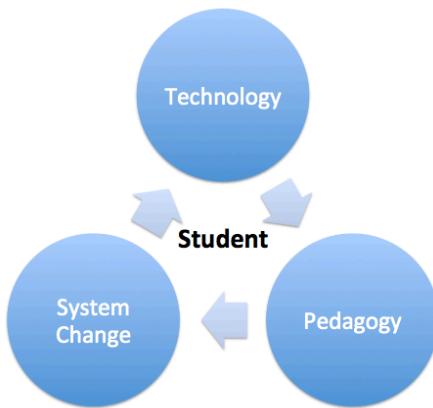
So how does the Innovation Index work? The three main components of the Innovation Index, **pedagogy**, **technology**, and **system change**, and the four subcomponents of each component, are given a rating on a four-point scale: green, amber-green, amber-red and red (Fullan & Donnelly, 2013, p. 14).

- A **green rating** is good and indicates the innovation is likely to succeed and produce transformative outcomes.
- An **amber-green rating** is a mixed result, indicating the innovation has some aspects that are solid, but a few aspects are lacking potential.
- An **amber-red rating** is problematic and requires substantial attention to fill gaps and improve problem areas.
- A **red rating** is off-track and indicates the innovation is unlikely to succeed.
- Therefore, the interconnectedness of these three components is acknowledged and considered when evaluating the effectiveness of the emerging technology or pedagogy.

Each component and subcomponent is evaluated as a part of the whole, and as noted in my post, pedagogy should be a primary consideration - educators should lead with pedagogy (the theory and practice of education, and the study and practice of how best to teach). Meanwhile, system change subcomponents break down criteria for an innovation to produce a whole system revolution, while the technology subcomponents look at how

well the technology allows the innovation to enhance learning (see blog post for an outline of the subcomponents).

I feel the Innovation Index I've discussed - for Educators and 'System Changers' - is probably the most comprehensive assessment tool I have come across to date for assessing emerging technologies and/or pedagogies. The colour coding, which correlates to a four-point scale, was chosen because social science research has documented that three or five point scales tend to exhibit a tendency towards the middle of the scale. This therefore allows technologies and pedagogies to be evaluated in a meaningful way, with a point system that enables comparison and ranking. Over time, I am beginning to consider more carefully the evaluation of emerging pedagogies and technologies, and I now feel I am better informed and less susceptible to getting caught up in the glitz and excitement of a new innovation. I understand more fully the need for sustainability of innovation, and I recognize that to achieve true disruption, the new innovation needs to be able to be embedded within the system. Through the use of this Innovation Index as a framework for assessing emerging technologies and/or pedagogies, I am able to evaluate innovations in an objective and concrete way, and I can represent my learning visibly (and graphically if I wish).



Adapted from [Alive in the Swamp](#) Figure 3 p.10, citing "The three forces of stratosphere (Fullan 2013)"

## Reference:

- Fullan, M., & Donnelly, K. (2013). *Alive in the swamp: Assessing digital innovations in education*. London: Nesta. Available online: <http://www.nesta.org.uk/publications/alive-swamp-assessing-digital-innovations-education> Retrieved from [http://www.nesta.org.uk/sites/default/files/alive\\_in\\_the\\_swamp.pdf](http://www.nesta.org.uk/sites/default/files/alive_in_the_swamp.pdf)