

# Disruptive Thinking in Our Classrooms

Eric Sheninger

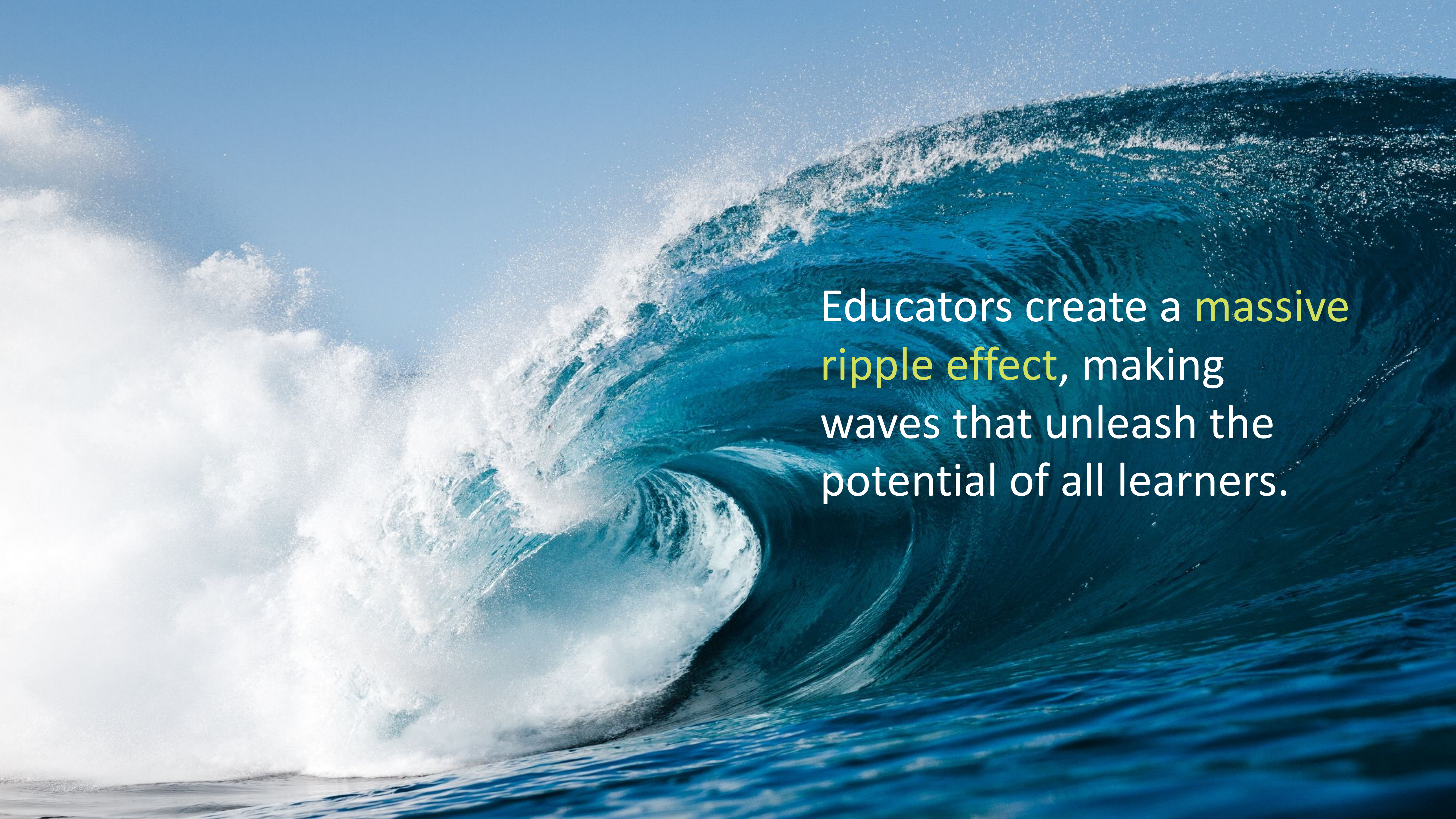
CEO – Aspire Change EDU

Twitter: @E\_Sheninger

[ericsheninger.com](http://ericsheninger.com)

**#disruptivethink**



A powerful ocean wave is captured in mid-break, curling over and creating a massive wall of white foam. The water is a deep, vibrant blue, and the sky above is a clear, bright blue. The wave's crest is breaking, sending a spray of white water into the air.

Educators create a **massive ripple effect**, making waves that unleash the potential of all learners.



Your calling is to  
make a splash and  
shatter the status  
quo.

STATUS QUO 



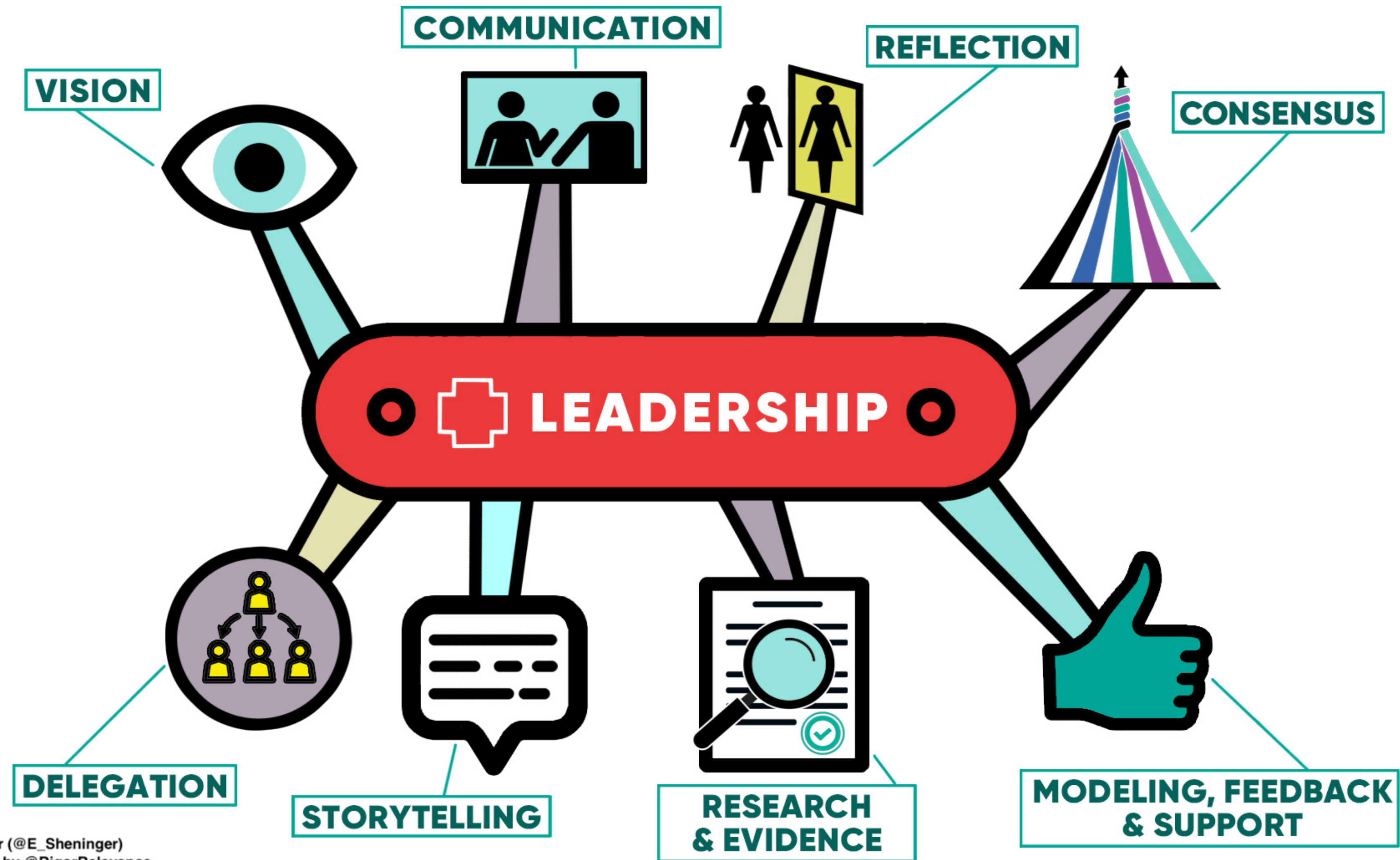
To change or grow,  
we must be willing to  
**challenge conventional  
wisdom.**



↑  
MAKE THINGS MUCH BETTER





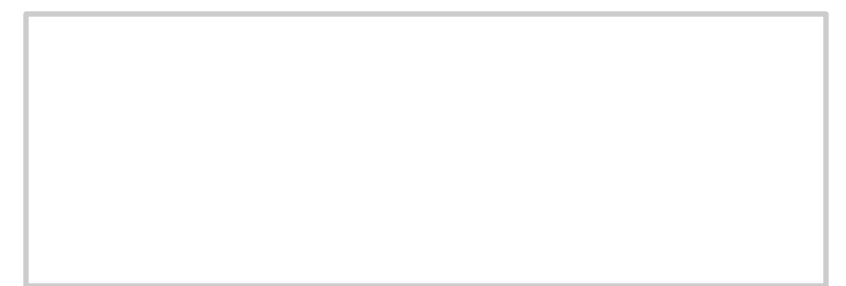


Eric Sheninger (@E\_Sheninger)  
Image created by @RigorRelevance

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# Re-Thinking Normal











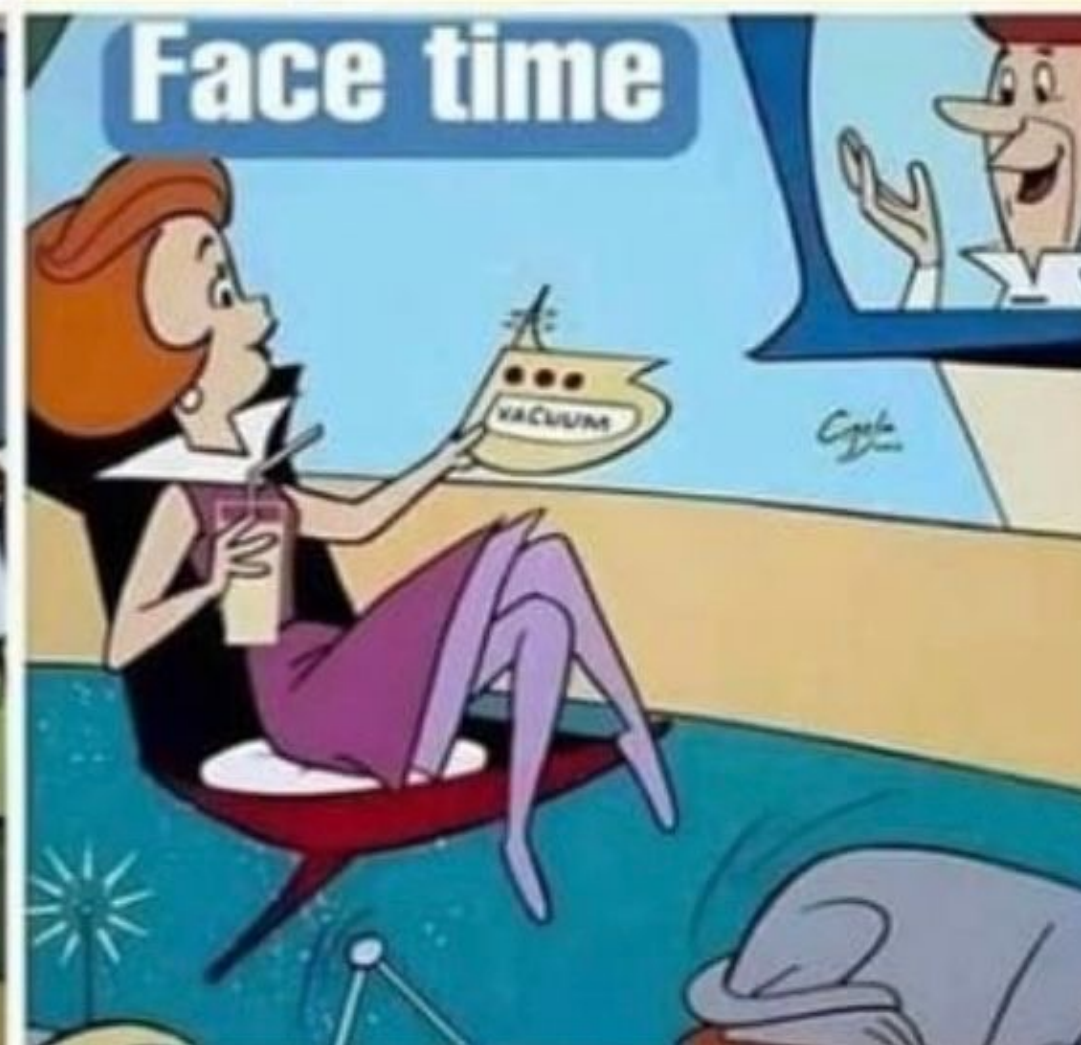
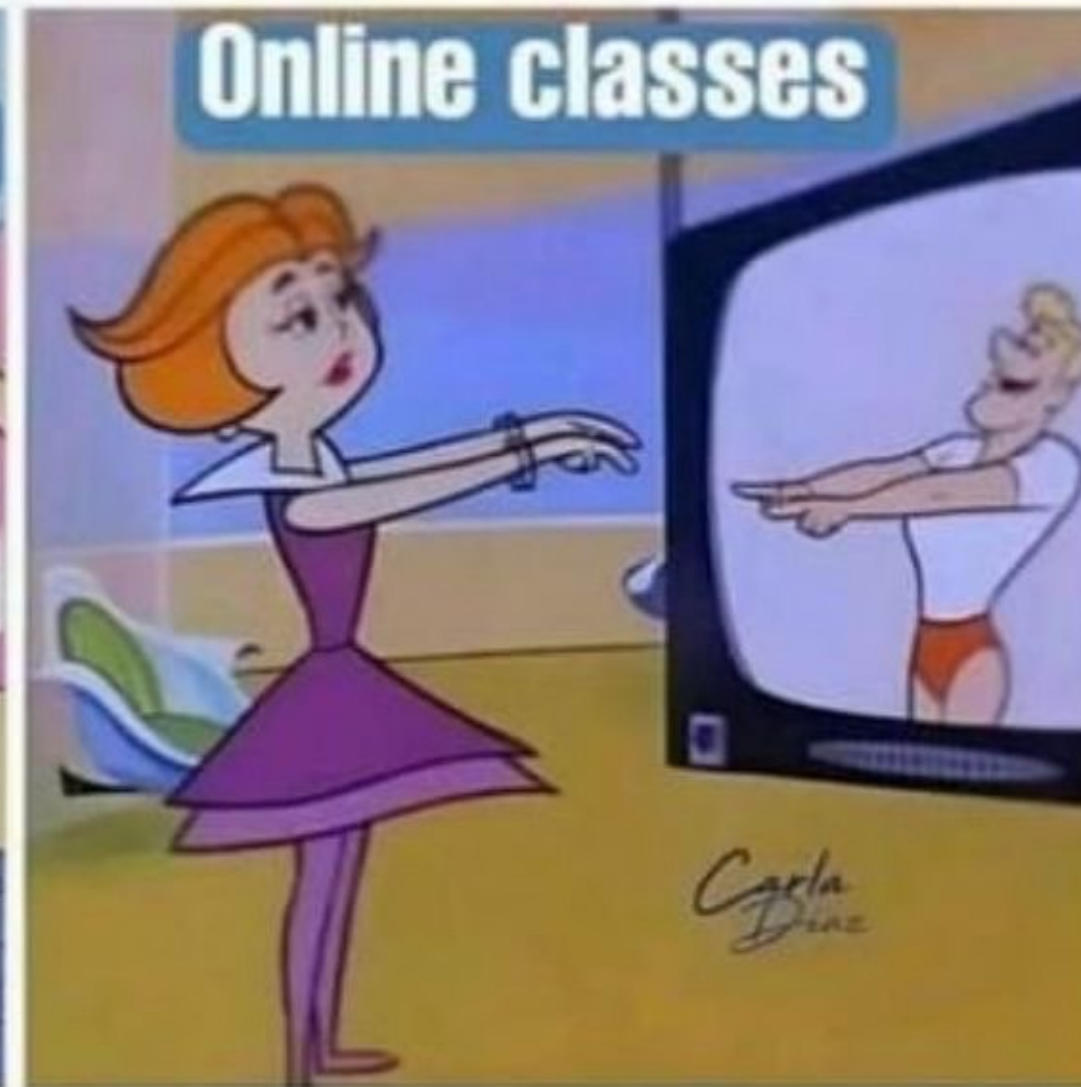
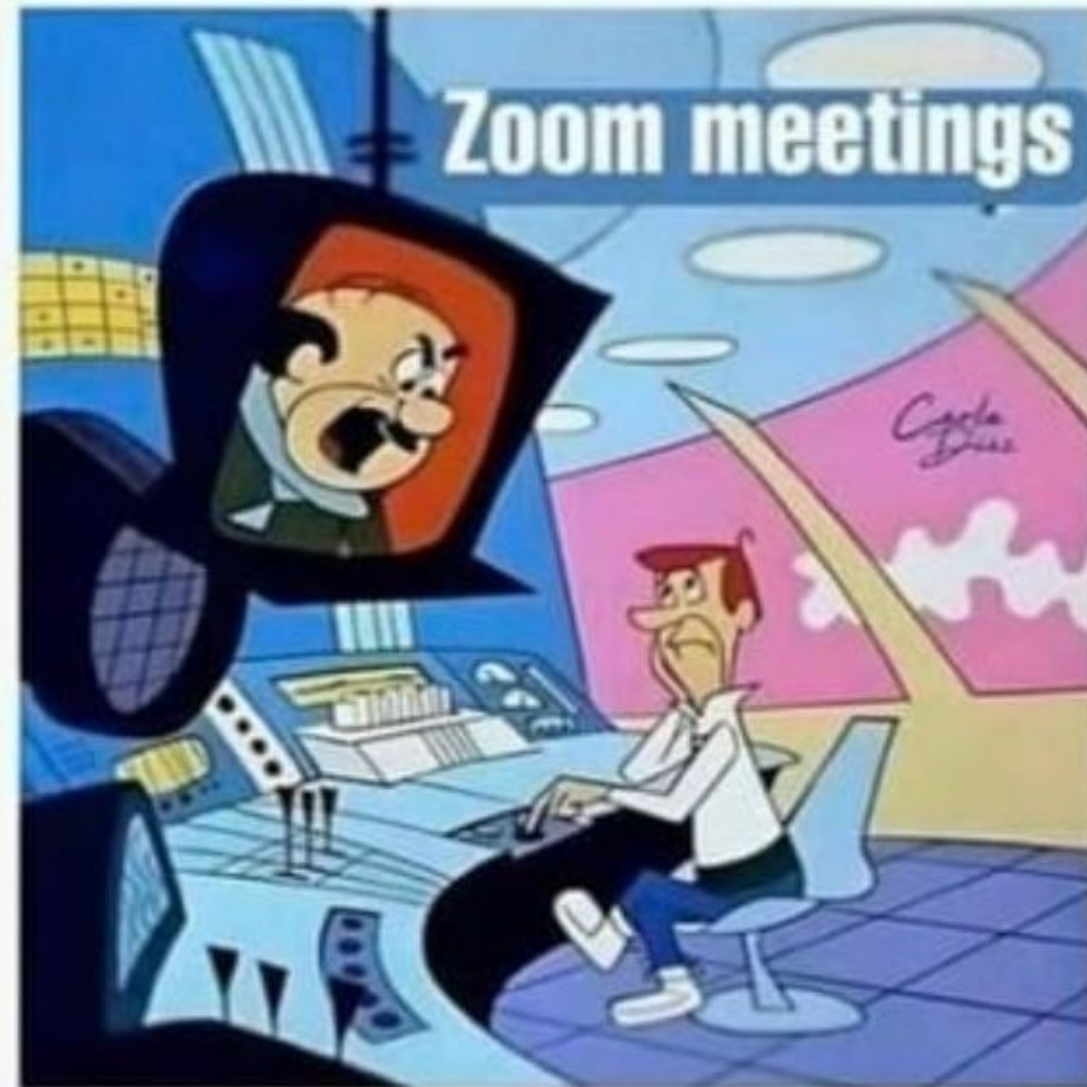
*THE Jetsons*™



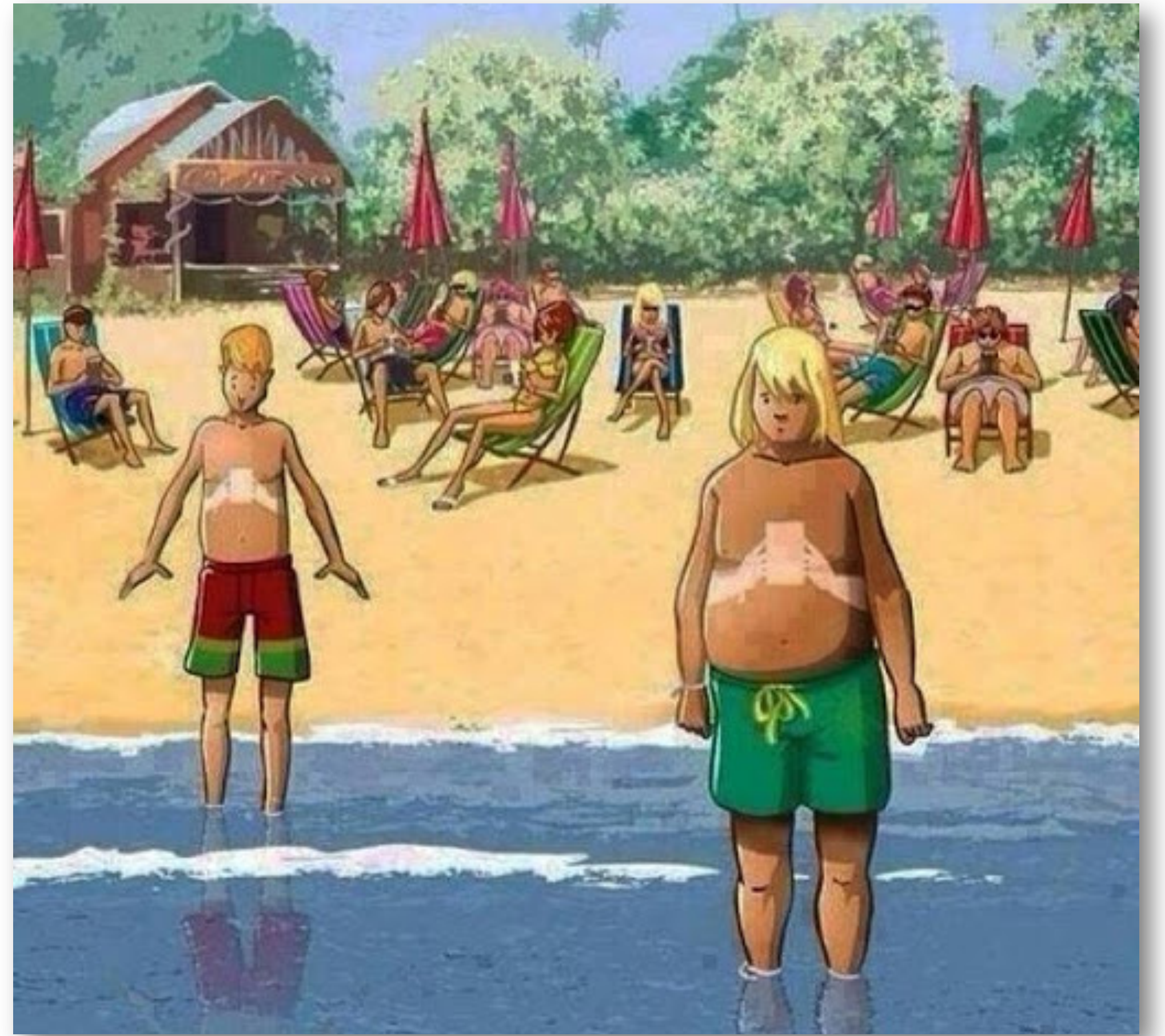




# The Jetsons really predicted our future 🤖









If you are still trying to  
figure things out don't  
worry because **we all are.**





# The Guardian

 @e\_sheninger



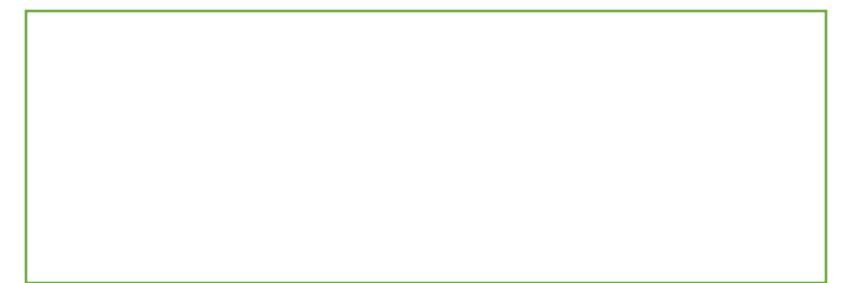








# Re-Thinking Learning







2:00

How are you getting your students **life ready**? Think about the evidence that you have to support your response.

Talk to a partner or share on Twitter using **#disruptivethink**



“Disruptive thinking is the ability to replace conventional ideas with innovative solutions to authentic problems.”

#disruptivethink





“All kids have greatness inside them. It’s the job of an educator to help them **find and unleash it.**”

@E\_Sheninger

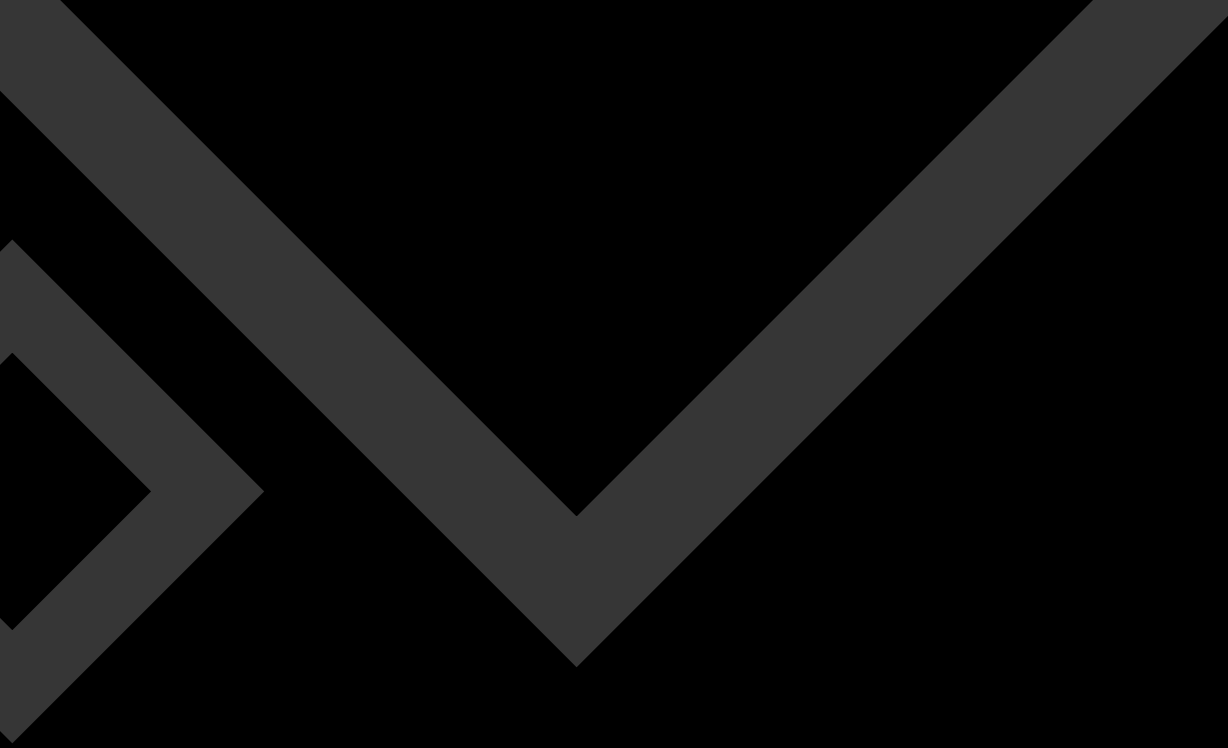
#disruptivethink





Clarity matters.

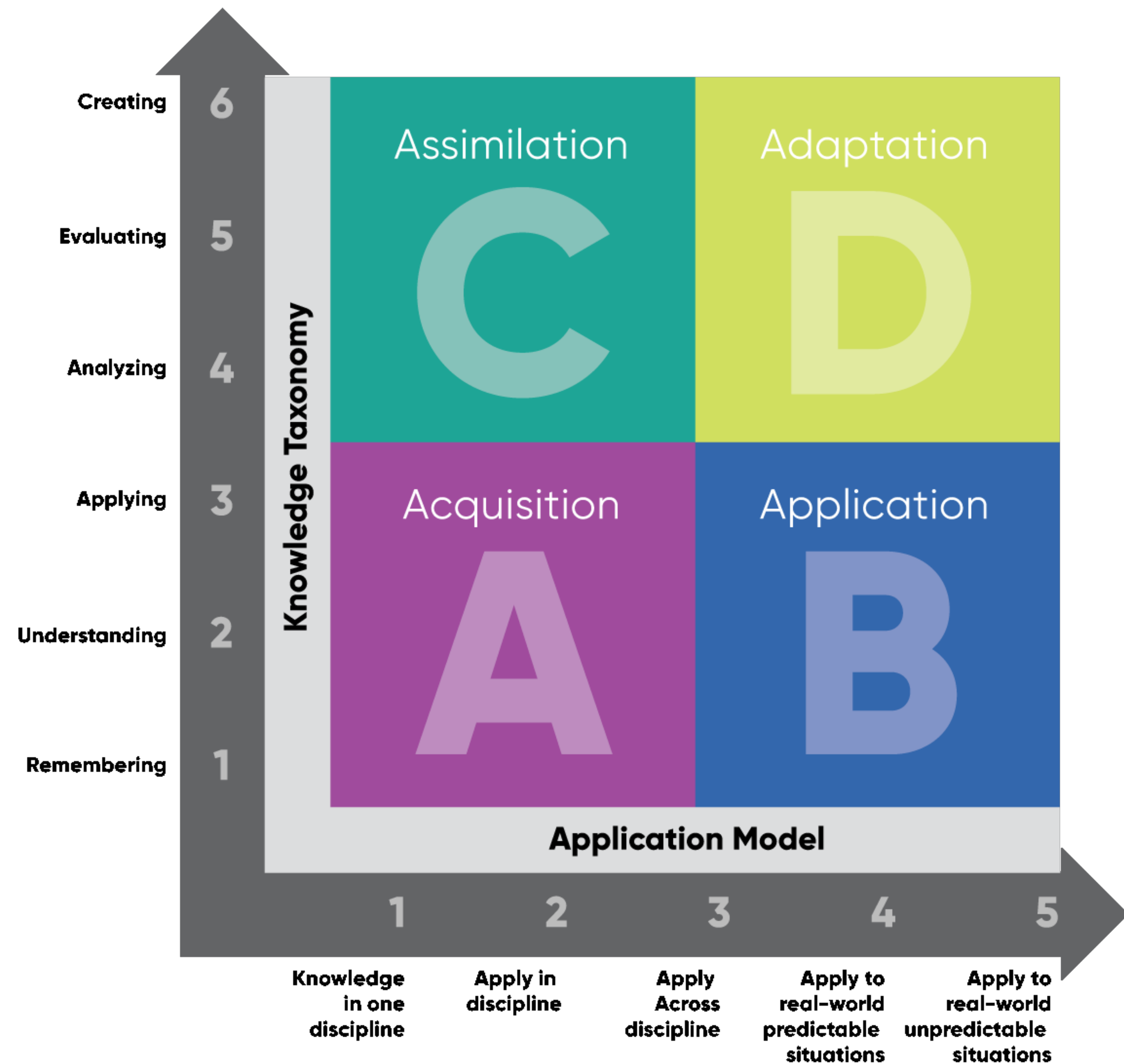




 [@e\\_sheninger](https://twitter.com/e_sheninger)



# Rigor/Relevance Framework





A lack of relevance can  
be draining.





##disruptivethink

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If a Lesson is Relevant Students will be Able to Tell You:

What They Learned

Why They Learned It

How They Will Use It

**The lesson will  
have meaning for  
students**



Relevant learning  
**empowers kids** to be  
curious, unlocking their  
potential.

#disruptivethink







me in the  
corn fields



Eric Sheninger

When I grow up I want to be  
a farmer. When I am a farmer I  
will wear overalls. As a farmer  
I will work in the afternoon. I  
will grow a garden. I will use  
as tools a Rake, a Hoe, and a shovel.  
My Partner as farmer will be a  
dog. I will get paid twenty  
dollars an hour. My farm will  
be called Eric's farm. To get to  
the corn fields I will ride a tractor.





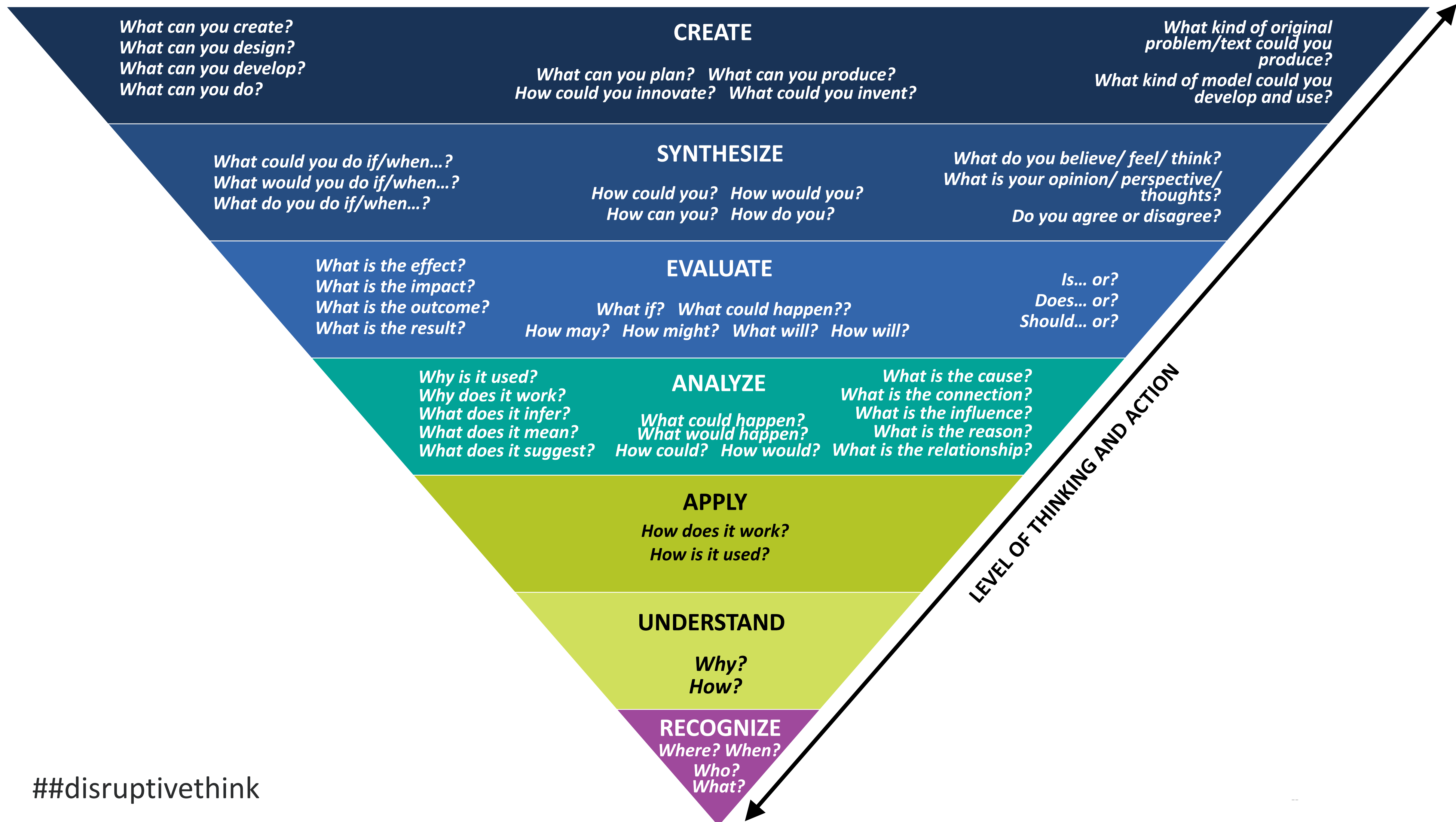
**White Township  
Consolidated School  
Belvidere, New Jersey  
Mr. Joseph J. Sofhauser, Prin.  
Mrs. Williams  
K-P.M.  
1990-1991**



For learners to  
succeed in a  
disruptive world, we  
must challenge them  
to **think**.

#disruptivethink









**Avoid too much info.**  
Cognitive overload inhibits learning.

**Tap into feelings.**  
Learning requires an emotional journey.

**Embrace mistakes to create a safe environment for growth.**

**Let students teach students to develop deeper understanding.**

**Include novelty.**  
It helps the brain remember.

**Focus on active application to boost learning and retention.**

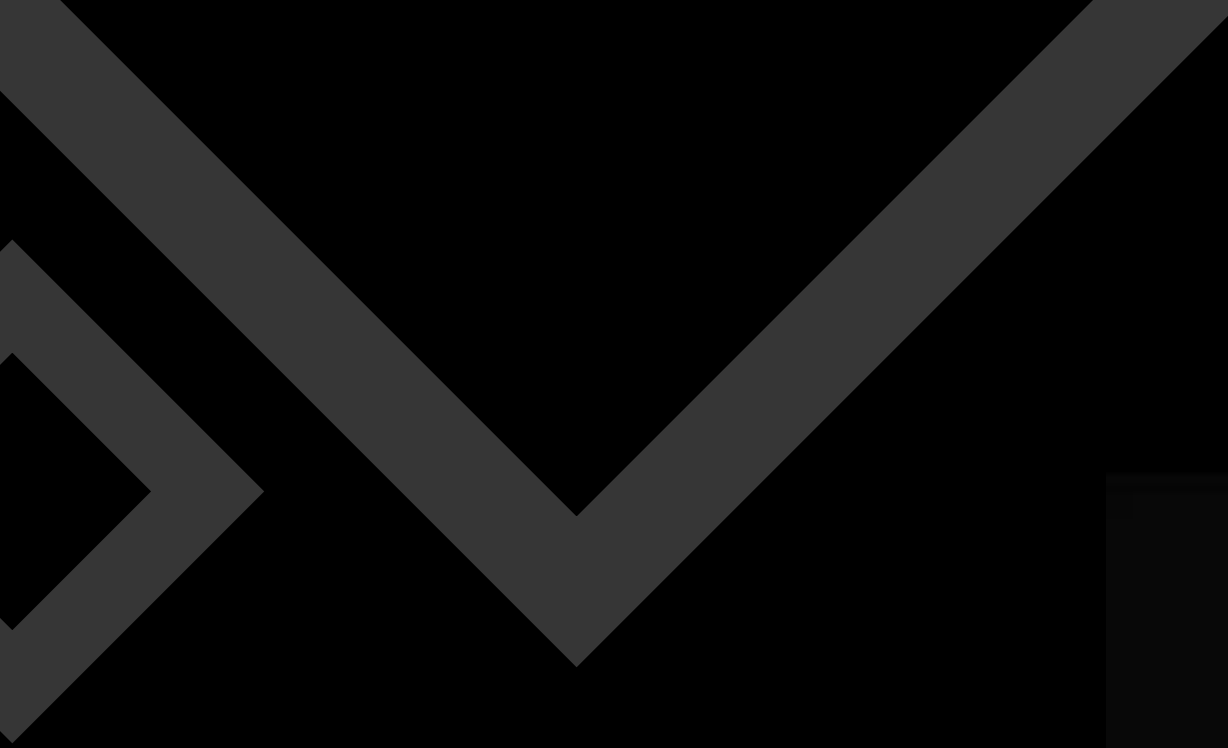
**Promote collaboration to improve academic and behavioral outcomes.**

# 7 Ways to Make Learning Stick



**Technology is powerful, but  
it is not a silver bullet.**





 **@e\_sheninger**



**CREATING**  
CAN THE STUDENT CREATE  
NEW PRODUCTS OR POINTS  
OF VIEW?

**EVALUATING**  
CAN THE STUDENT JUSTIFY A  
STAND OR DECISION?

**ANALYZING**  
CAN THE STUDENT  
DISTINGUISH  
BETWEEN THE DIFFERENT  
PARTS?

**APPLYING**  
CAN THE STUDENT USE THE  
INFORMATION IN A NEW  
WAY?

**UNDERSTANDING**  
CAN THE STUDENT EXPLAIN  
IDEAS OR CONCEPTS?

**REMEMBERING**  
CAN THE STUDENT RECALL  
OR REMEMBER THE  
INFORMATION?

6

5

4

3

2

1

KNOWLEDGE TAXONOMY

**VERBS**

- Analyze
- Classify
- Diagram
- Evaluate
- Examine
- Explain
- Infer
- Judge
- Research
- Summarize

**EXAMPLES**

- Hyperlinking
- Media Clipping/ Cropping
- Monitoring
- Photos/Video
- Programming
- Reverse Engineering
- Software Cracking
- Testing
- Validating Resources
- Video Editing

**VERBS**

- Argue
- Conclude
- Create
- Explore
- Invent
- Modify
- Plan
- Predict
- Rate

**EXAMPLES**

- Animating
- Audio Casting
- Blog Commenting
- Broadcasting
- Collaborating
- Composing-Garage Band
- Digital Storytelling
- Directing
- Mashing-Mixing/Remixing
- Modifying/Game Modding
- Networking
- Photo/Video Bogging
- Podcasting
- Reviewing

**VERBS**

- Define
- Identify
- Label
- List
- Locate
- Memorize
- Name
- Recite
- Record
- Select

**EXAMPLES**

- Bullets & Lists
- Creating & naming Folders
- Editing
- Highlighting/Selecting
- Internet Searching
- Loading
- Typing
- Using a Mouse
- Word Doc

**VERBS**

- Apply
- Construct
- Demonstrate
- Dramatize
- Illustrate
- Interpret
- Interview
- Sequence
- Solve

**EXAMPLES**

- Advanced Searching
- Annotating
- Blogs
- Google Docs
- Hacking
- Operating/ Running a Program
- Posting-Social Media
- Replying-Commenting
- Sharing
- Social Bookmarking
- Subscribing to RSS feed
- Tagging
- Texting
- Uploading
- Web Authoring

**APPLICATION MODEL**

1

KNOWLEDGE IN  
ONE DISCIPLINE

2

APPLICATION  
WITHIN ONE  
DISCIPLINE

3

APPLICATION  
ACROSS  
DISCIPLINES

4

APPLICATION TO  
REAL-WORLD  
PREDICTABLE  
SITUATIONS

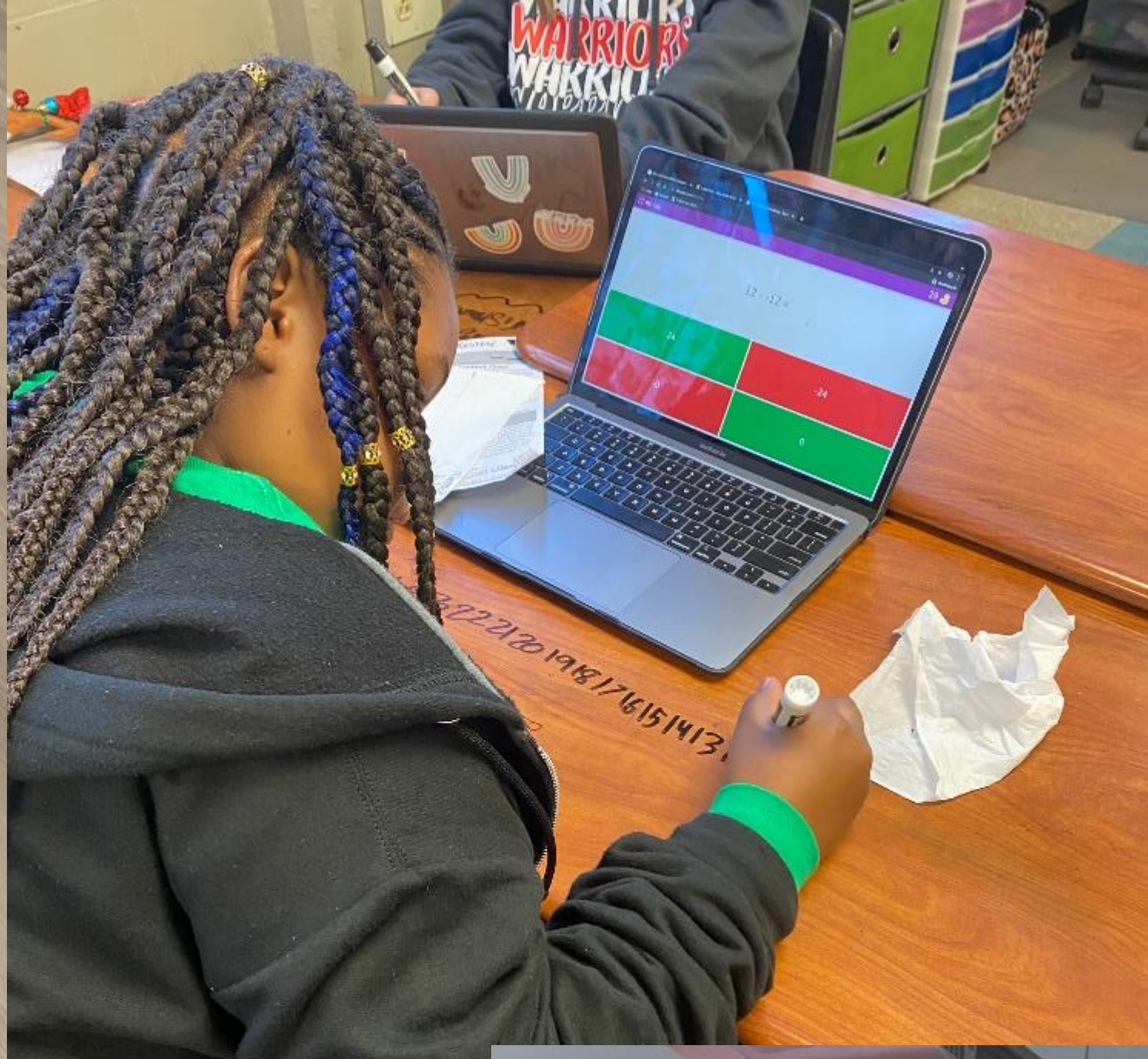
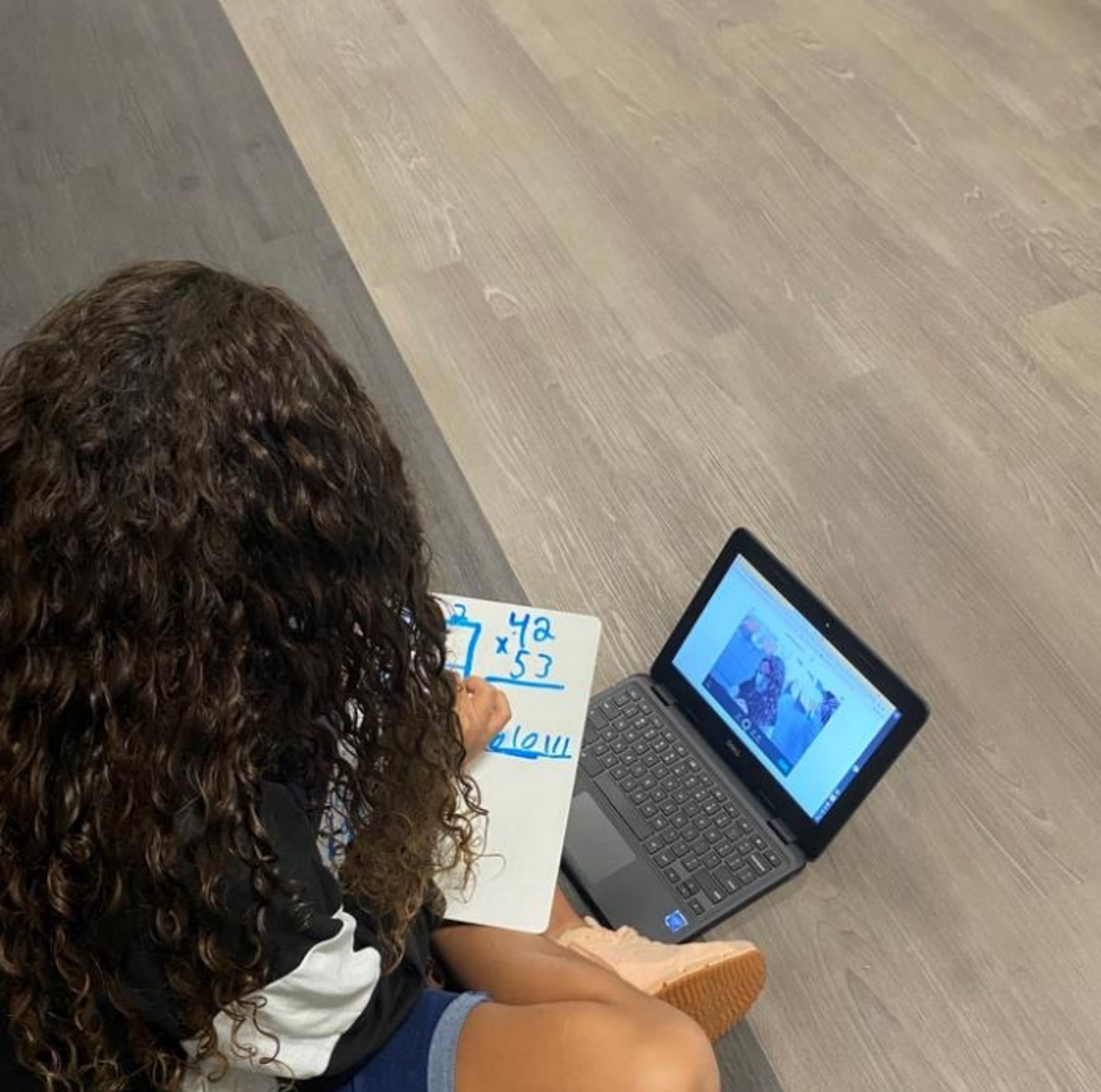
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APPLICATION TO  
REAL-WORLD  
UNPREDICTABLE  
SITUATIONS

# Technology Use By Quadrant

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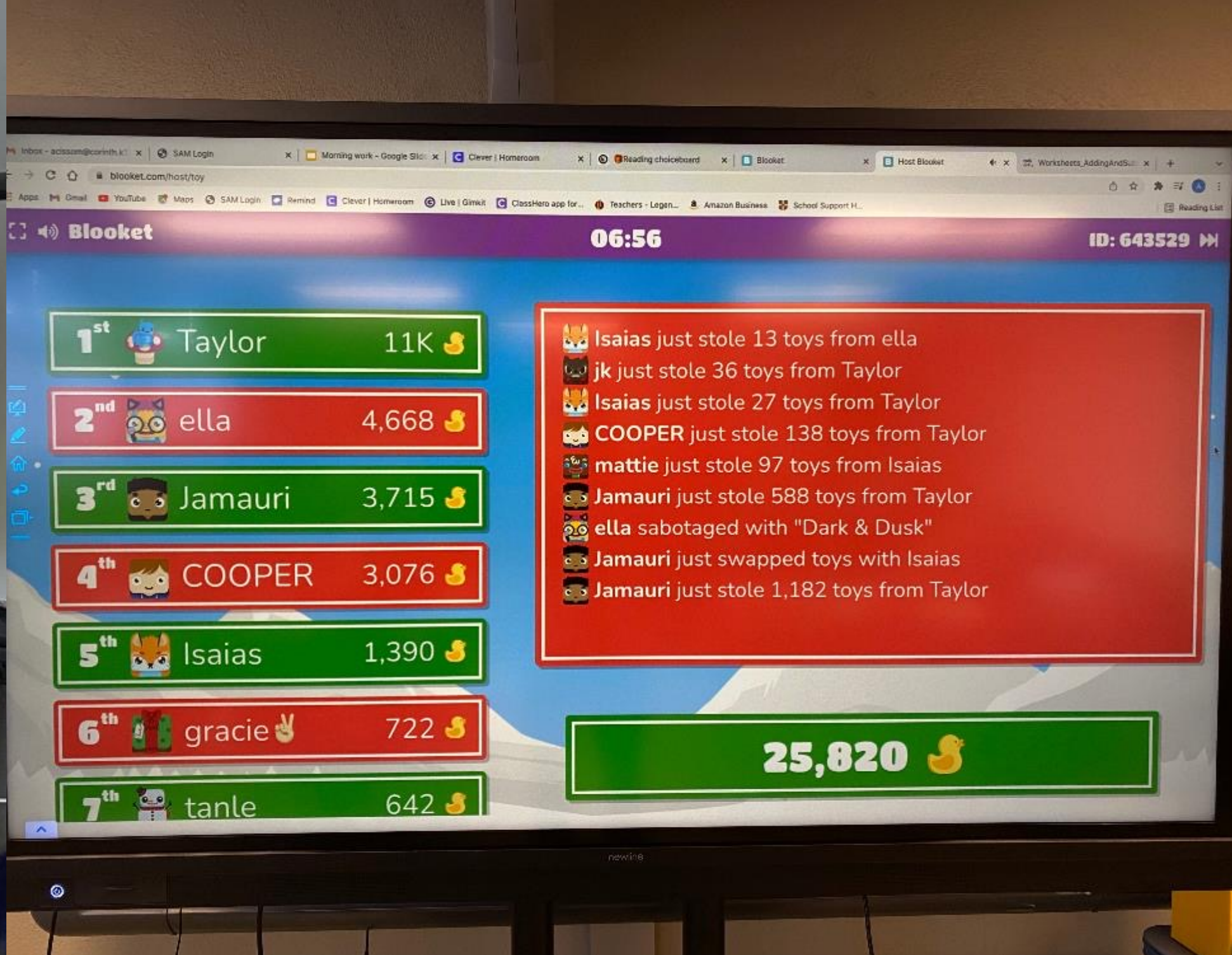
teacher.desmos.com/dashboard/61fa72a68fdae90a1b58756d?collections=featured-collections.5d939bb5a577...

7th Accelerated Math 21-22 - Marbleslides: Lines

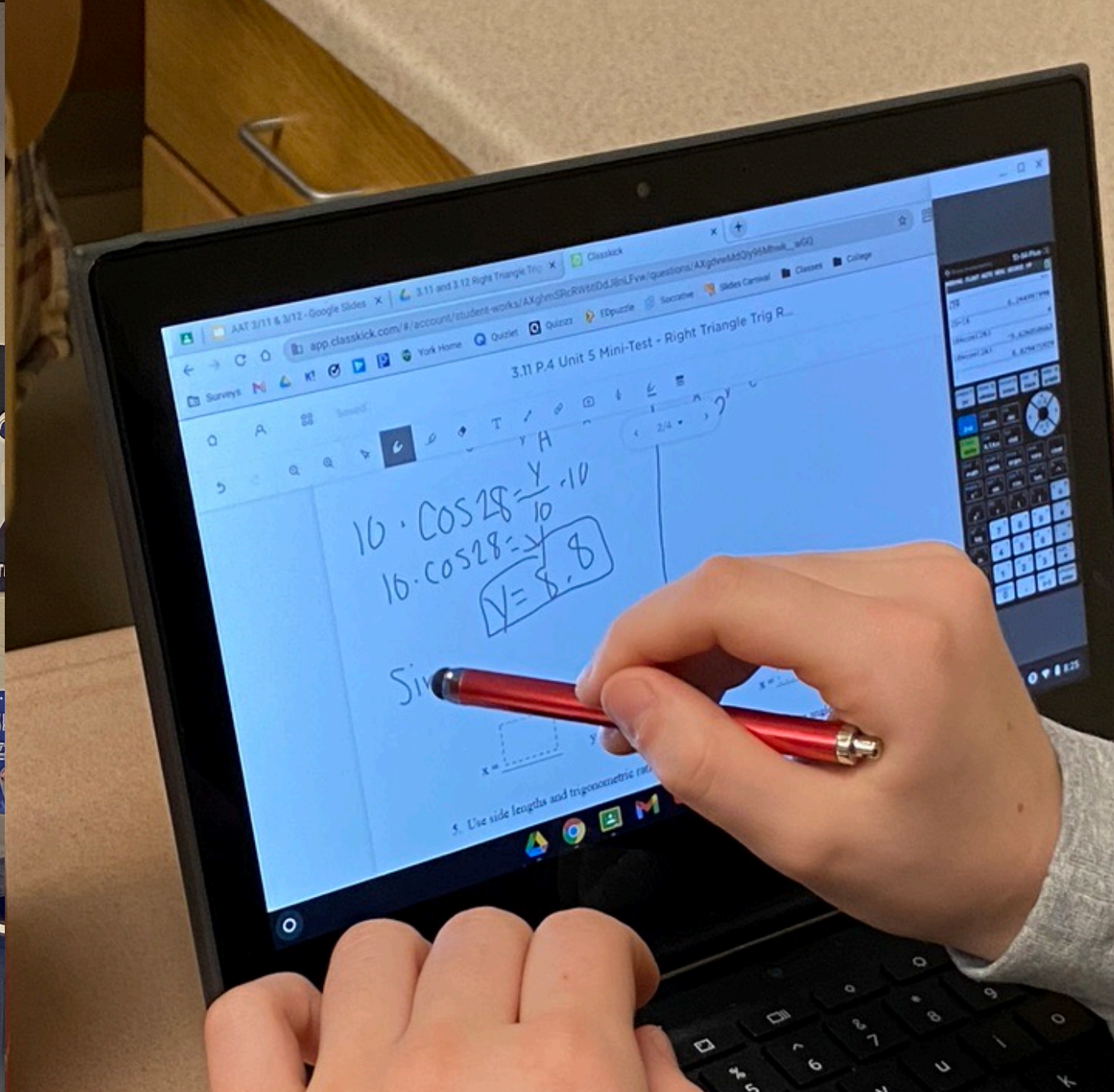
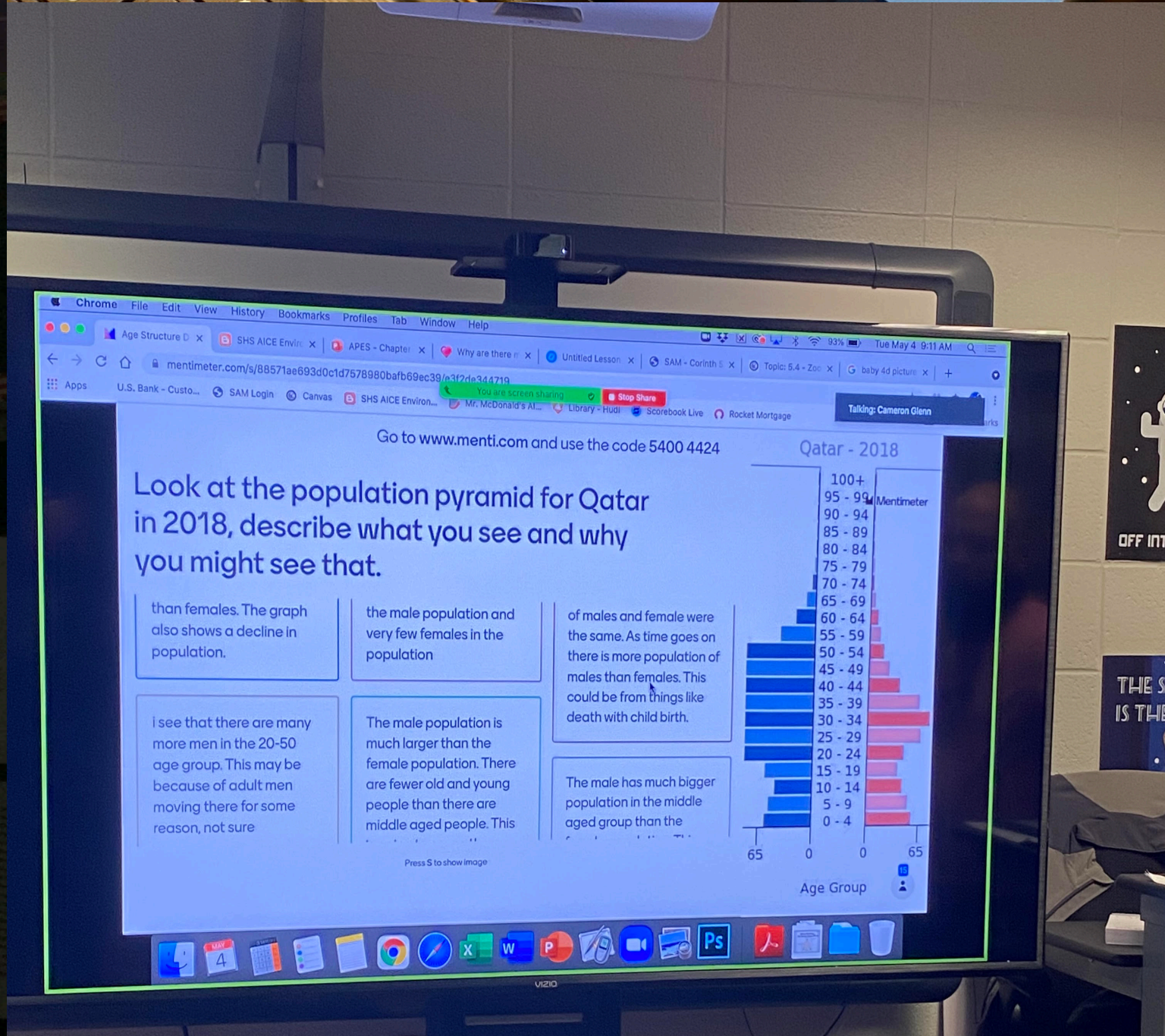
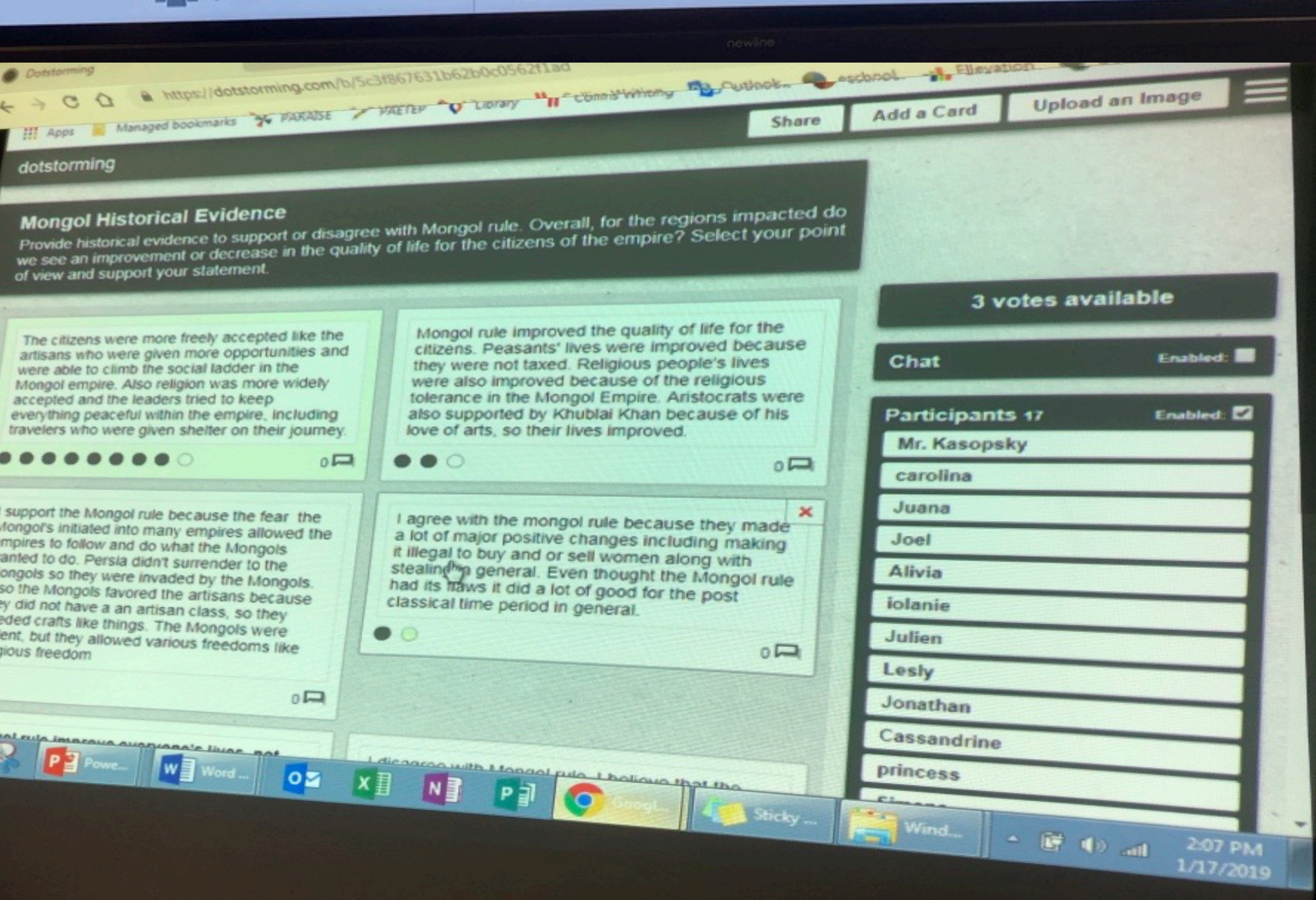
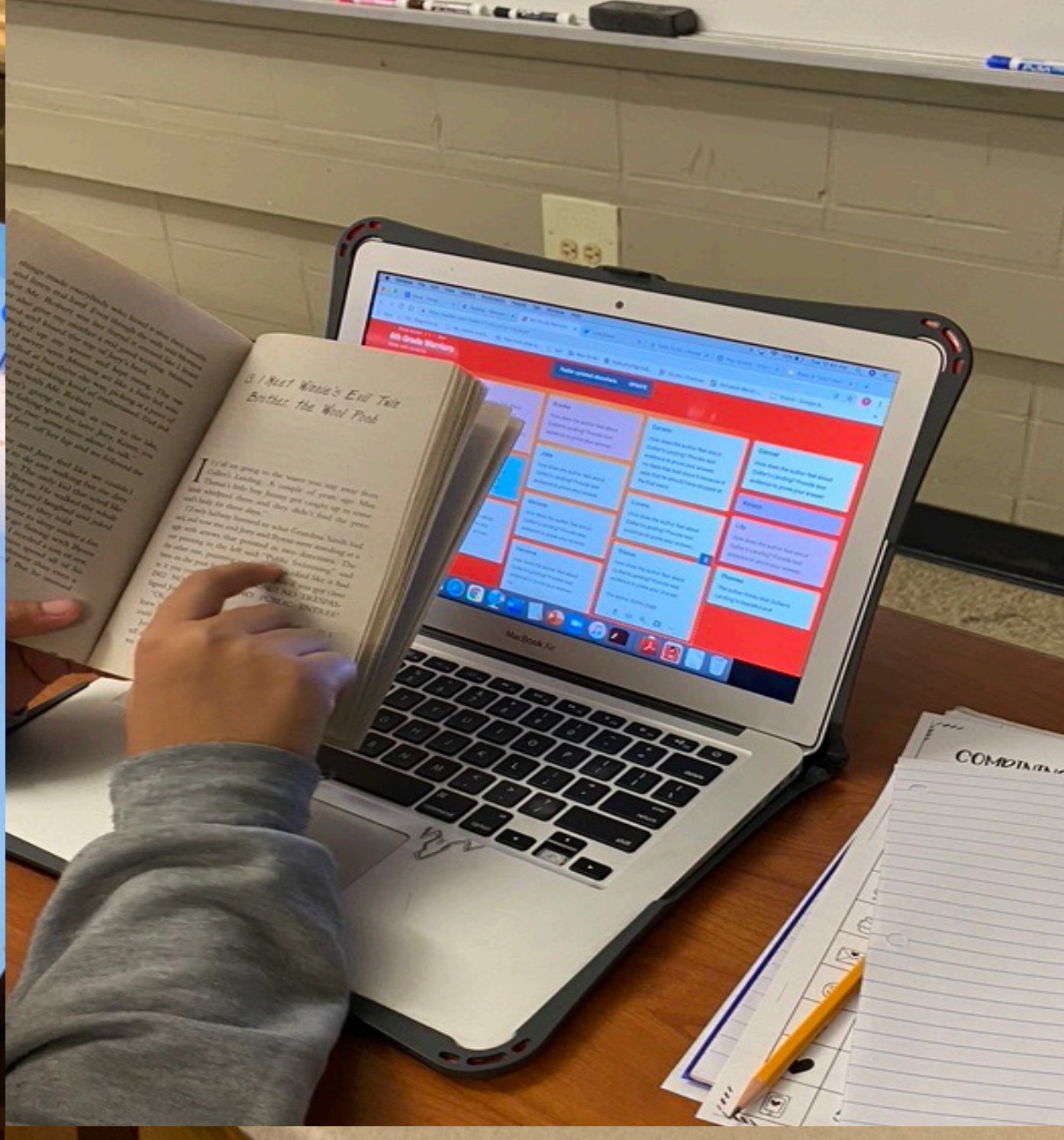
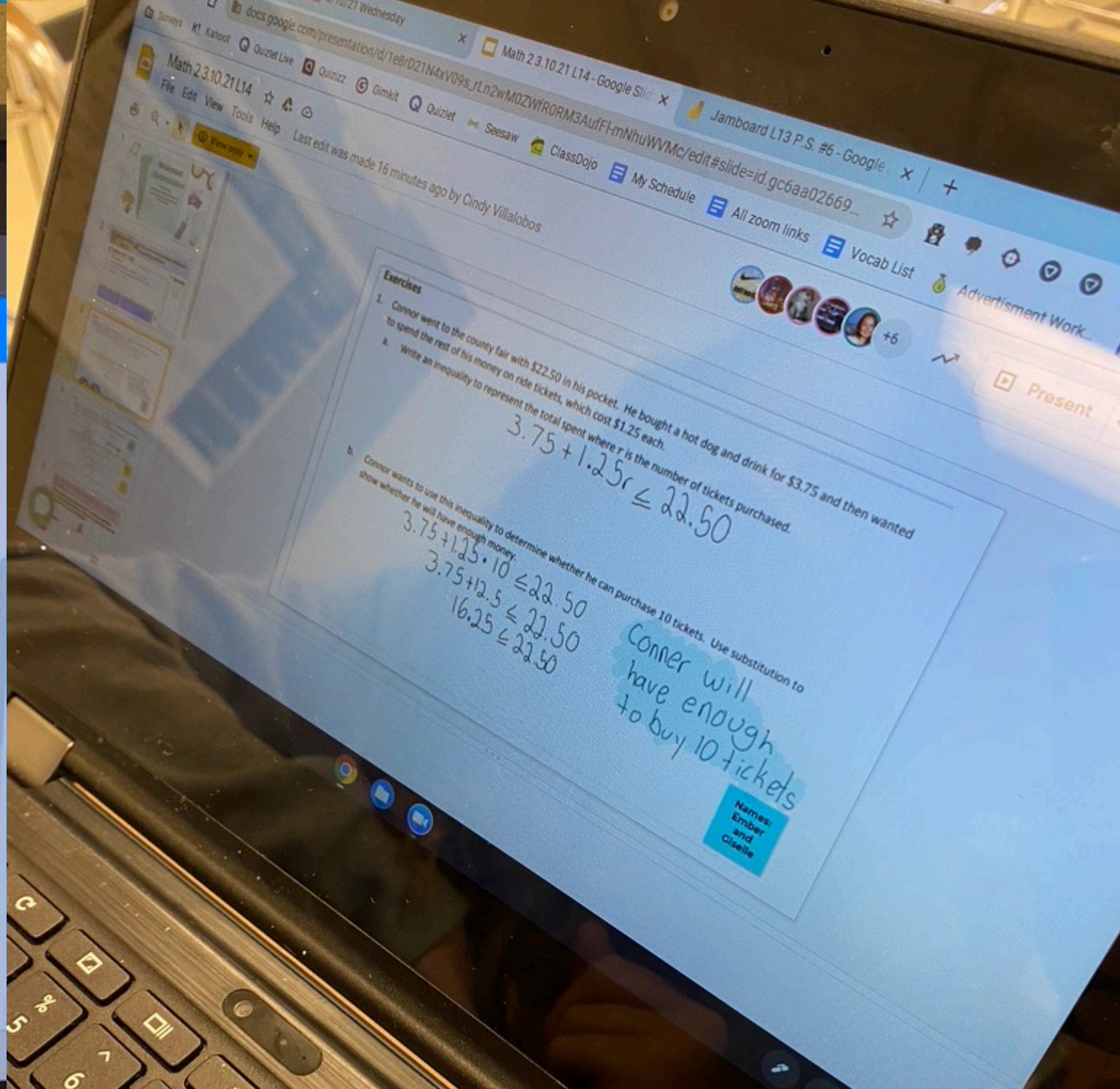
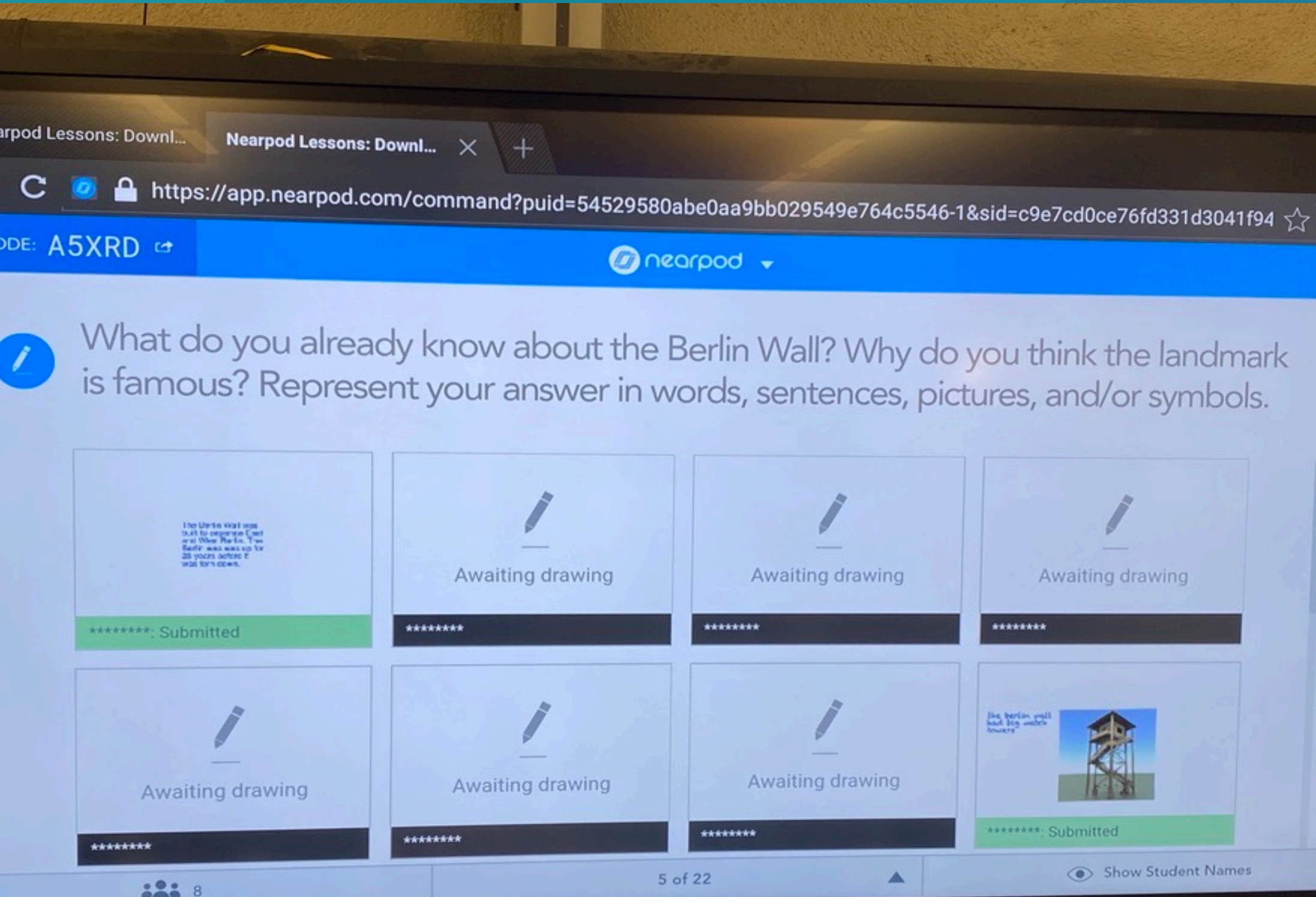
49 of 77 Time Entered

	1 Let's Ma	2 Fix It #1	3 Reset	4 Fix It #2	5 Fix It #3	6 Fix It #4	7 Predict #1	8 Verify #1	9 Predict #2	10 Verify #2	11 Predict	12 Veri
Charlie Hansen		✓	—	✓	✓	✓	•	•				
Emma Ervine	✓	✓	—	✓	✓	✓	•	•				
Graham Turner	✓	✓	—	✓	✓	✓	•	•				
Tshwjxieb Lo	✓	✓	—	✓	✓	✓	•	•				
Amelia Glenn	✓	✓	—	✓	✓	✓	•	•				
Aubrey Farmer	✓	✓	—	✓	✓	✓	•	•				
Logan Wagner	✓	✓	—	✓	✓	✓	•	•				
Cooper Bowles	✓	✓	—	✓	✓	✓	•	•				
Sydney Peterson	✓	✓	—	✓	✓	✓	•	•				
Riley Higgins	✓	✓	—	✓	✓	✓	•	•				
Marin Williams	✓	✓	—	✓	✓	✓	•	•				

ENG 12:50 PM









**Make**  
it brief (10-15 mins)



**Review**  
previous concepts

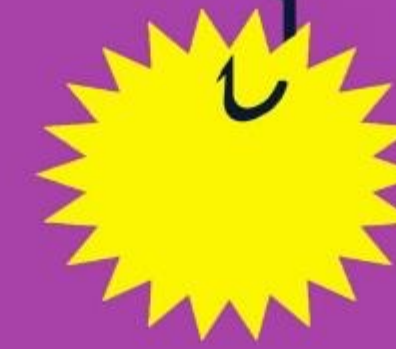
**Continuously**  
check for  
understanding



**Provide**  
a wrap-up at  
the end



**Include**  
a hook



**Build**  
in authentic contexts  
and connections



**Spark**  
higher order thinking  
with questions

?!



**Leverage**  
technology

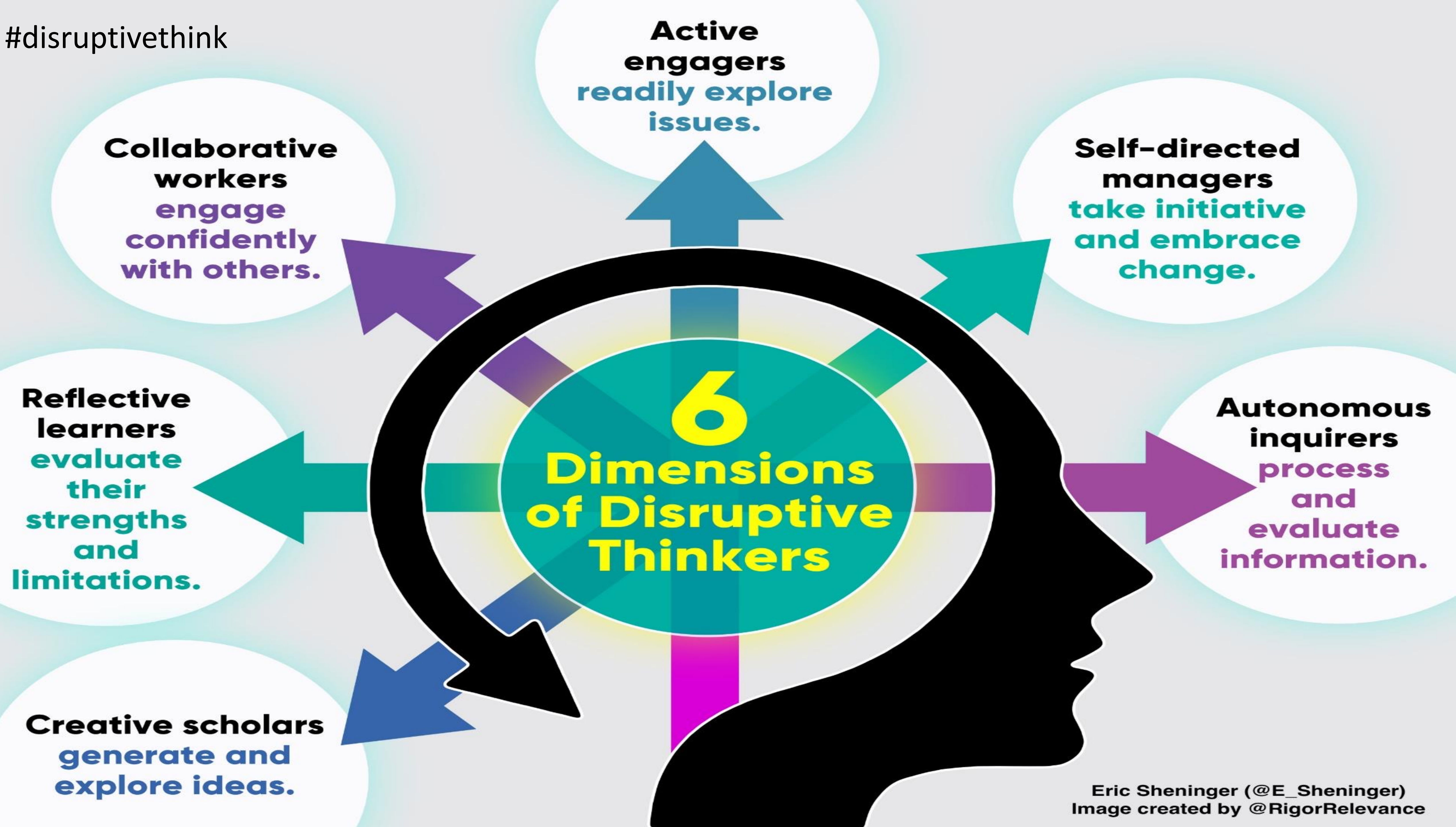


# Tried-and-True Strategies for Impactful Lessons

Eric Sheninger (@E\_Sheninger) / Image created by @RigorRelevance

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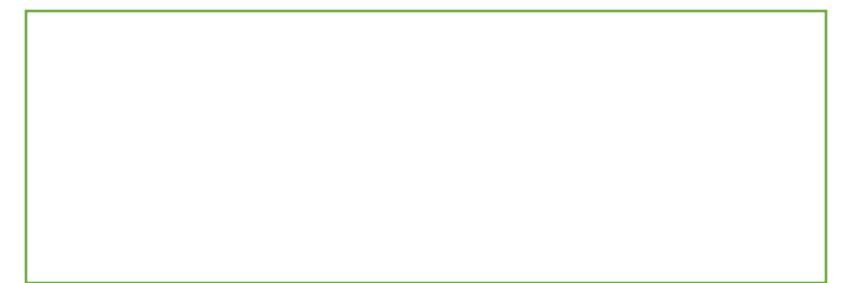








# Re-Thinking the Learner







2:00

How do you or your school or district  
implement strategies that meet the needs of  
**ALL** learners?



Experiences **shape** our  
learning.

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#disruptivethink

 @e\_sheninger



Perhaps you had a similar  
experience during the pandemic  
and learned from it....



# How to prepare for a Zoom meeting

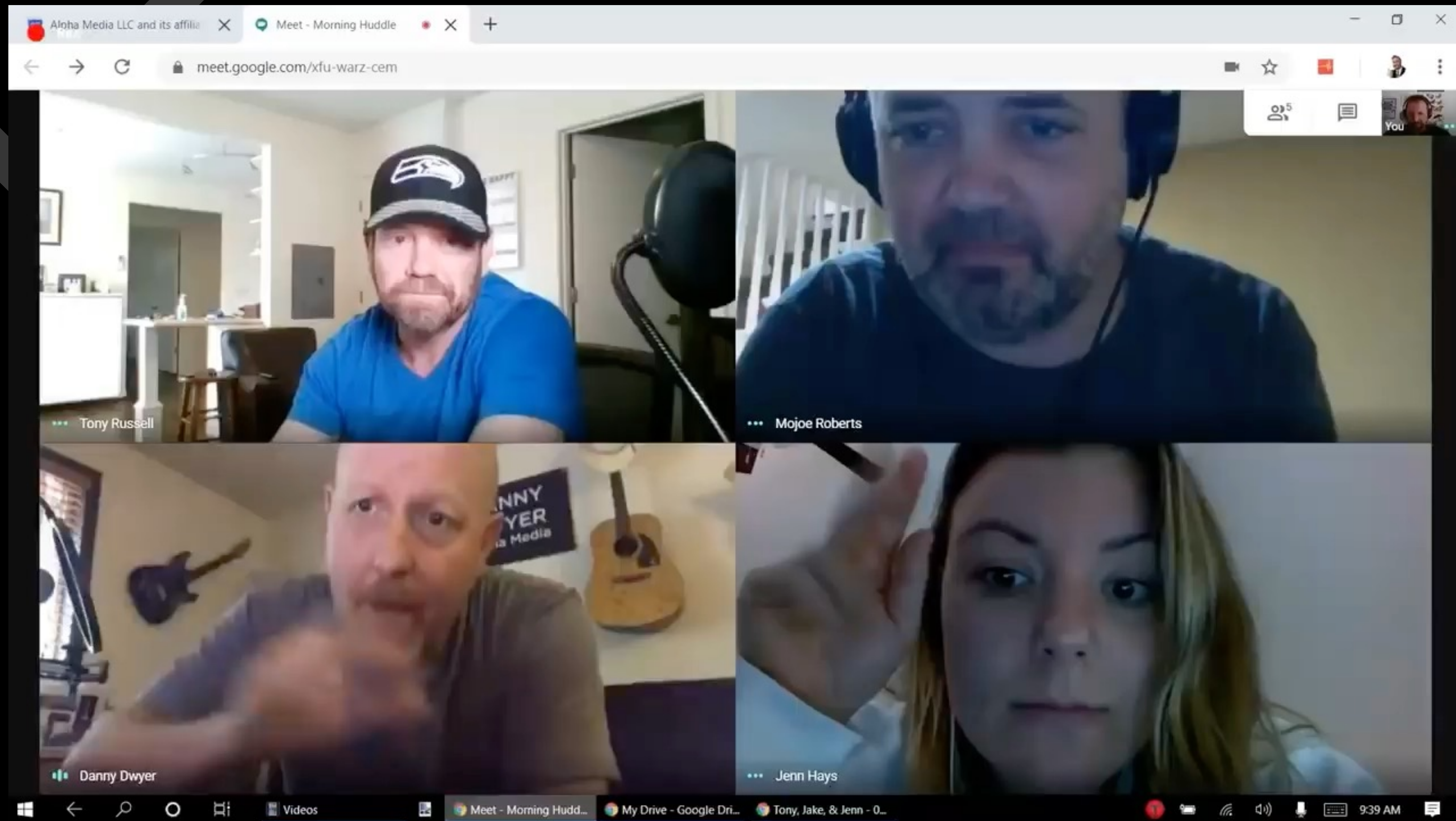


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**Some lessons are learned from more dramatic experiences...**

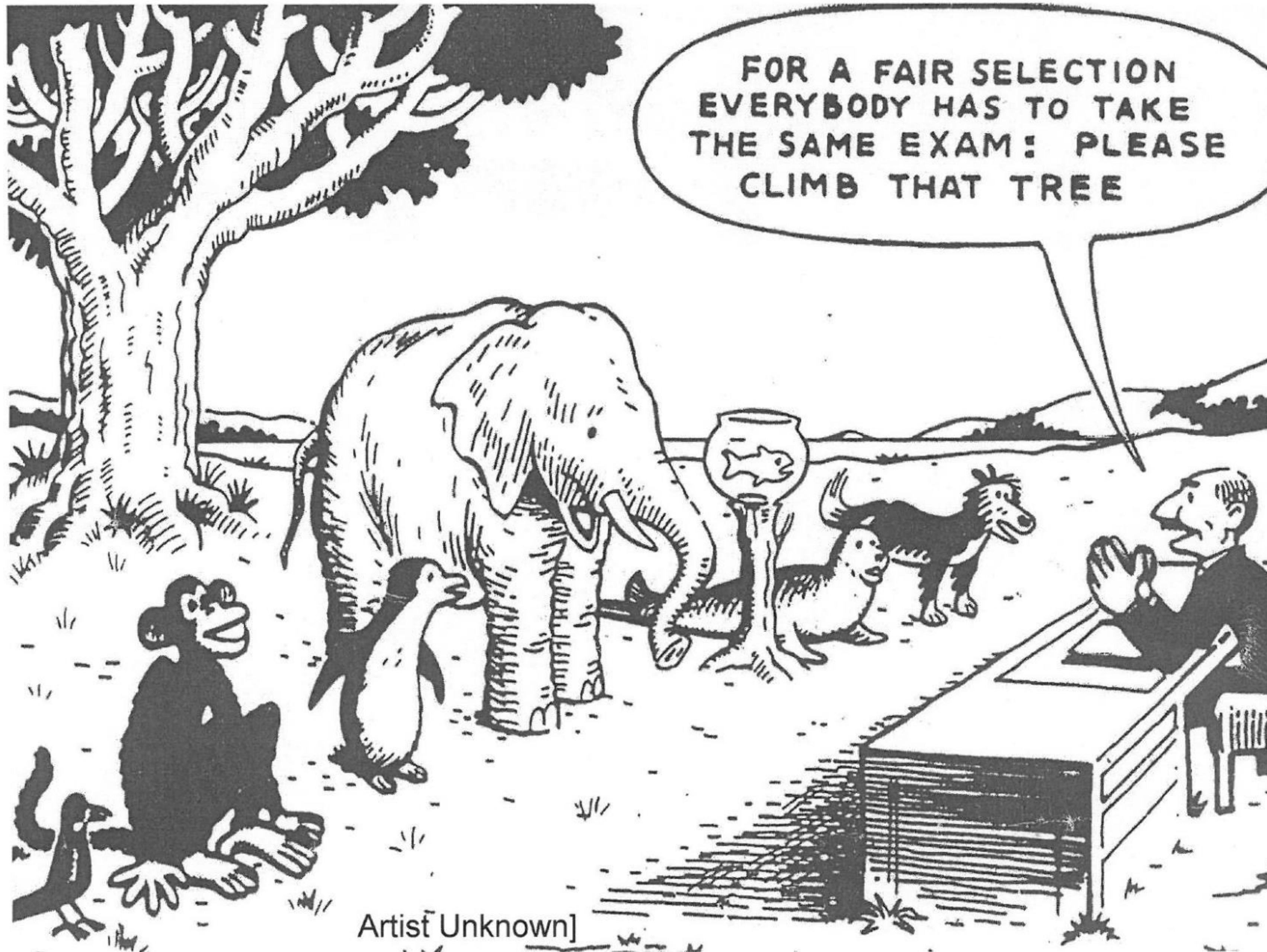




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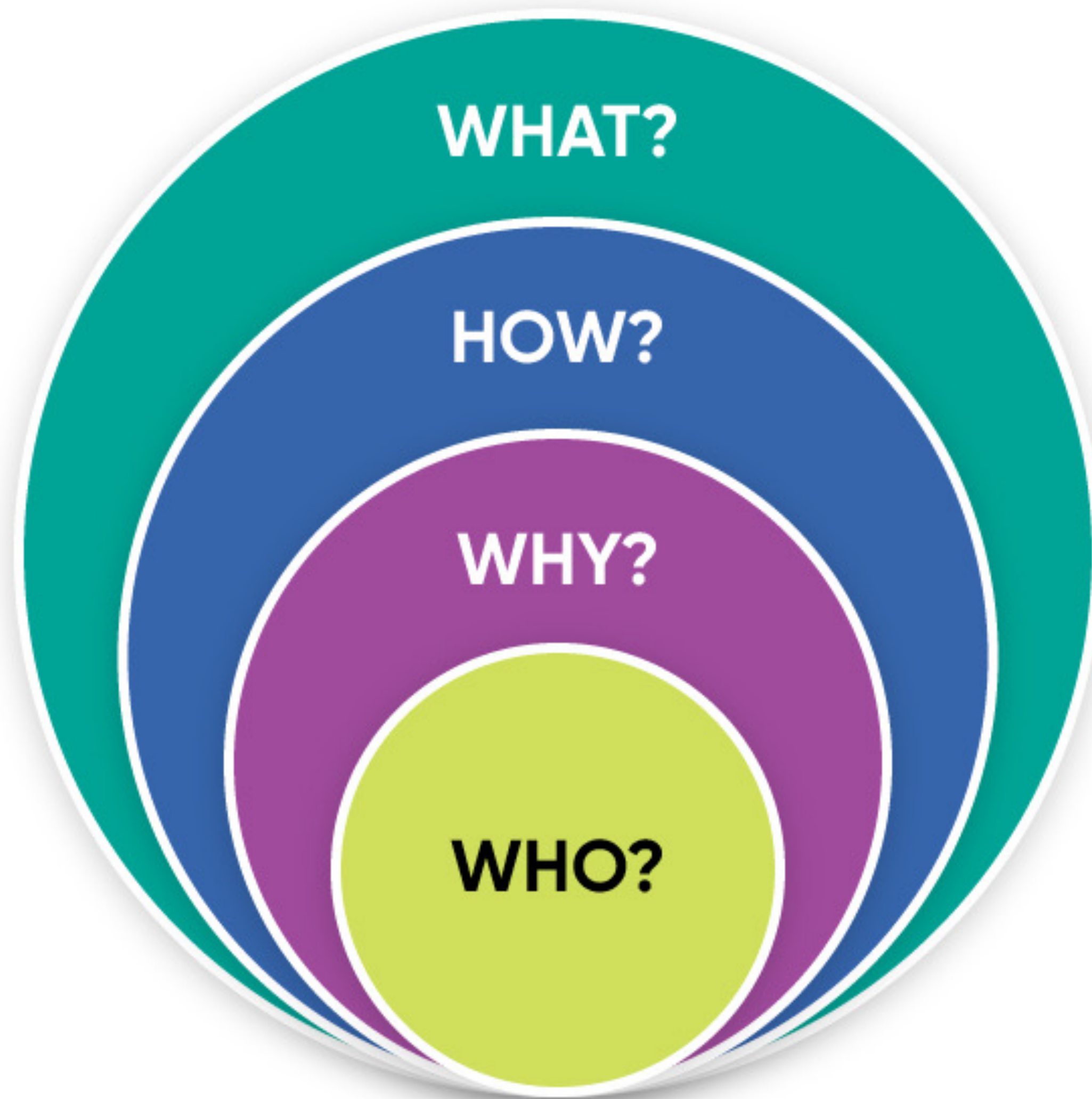




# Impersonal



# Personalized

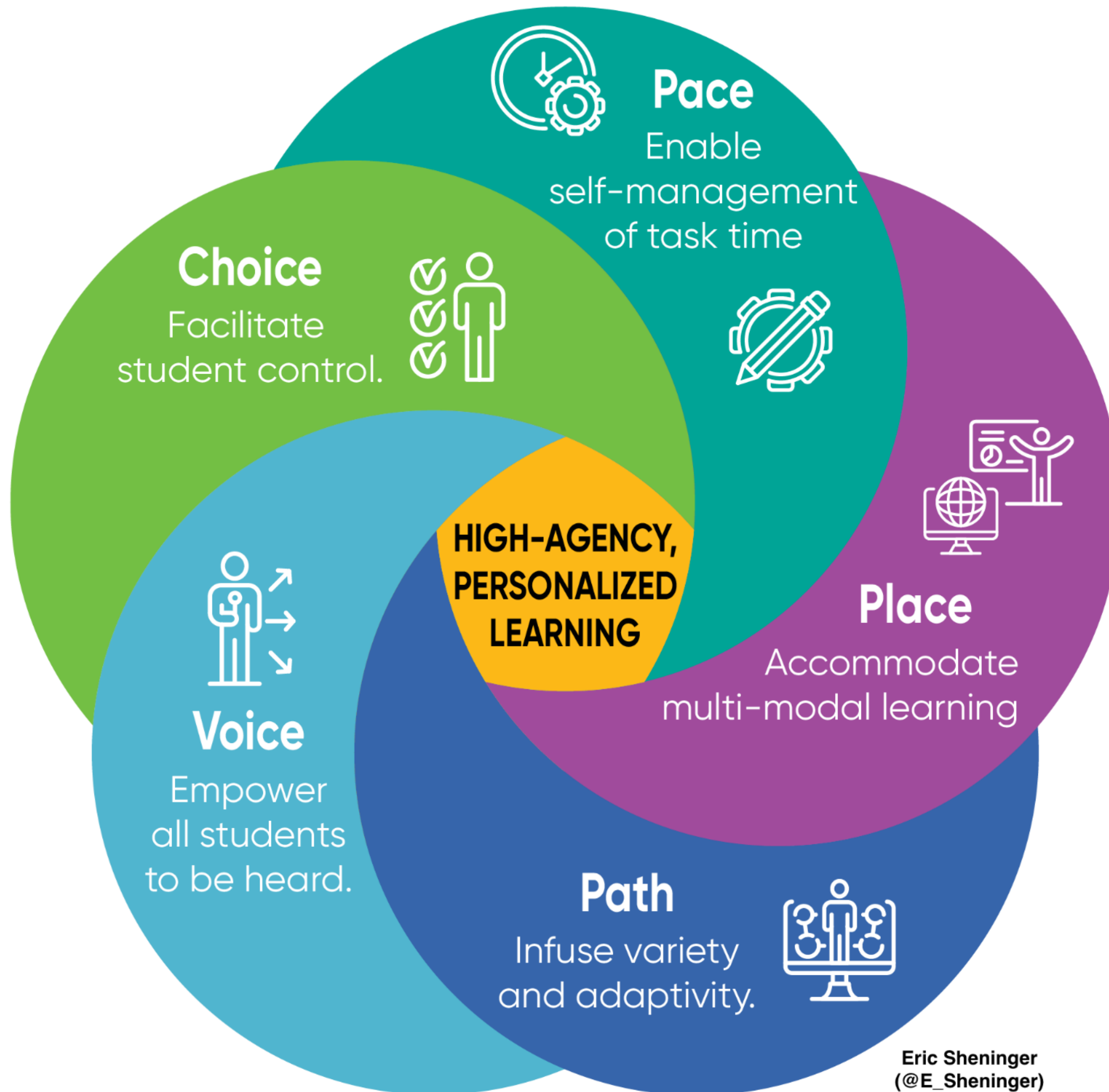


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Personalization is **ALL** kids  
getting what they need  
when and where they need  
it to learn.





Eric Sheninger  
(@E\_Sheninger)  
Image created by @RigorRelevance)

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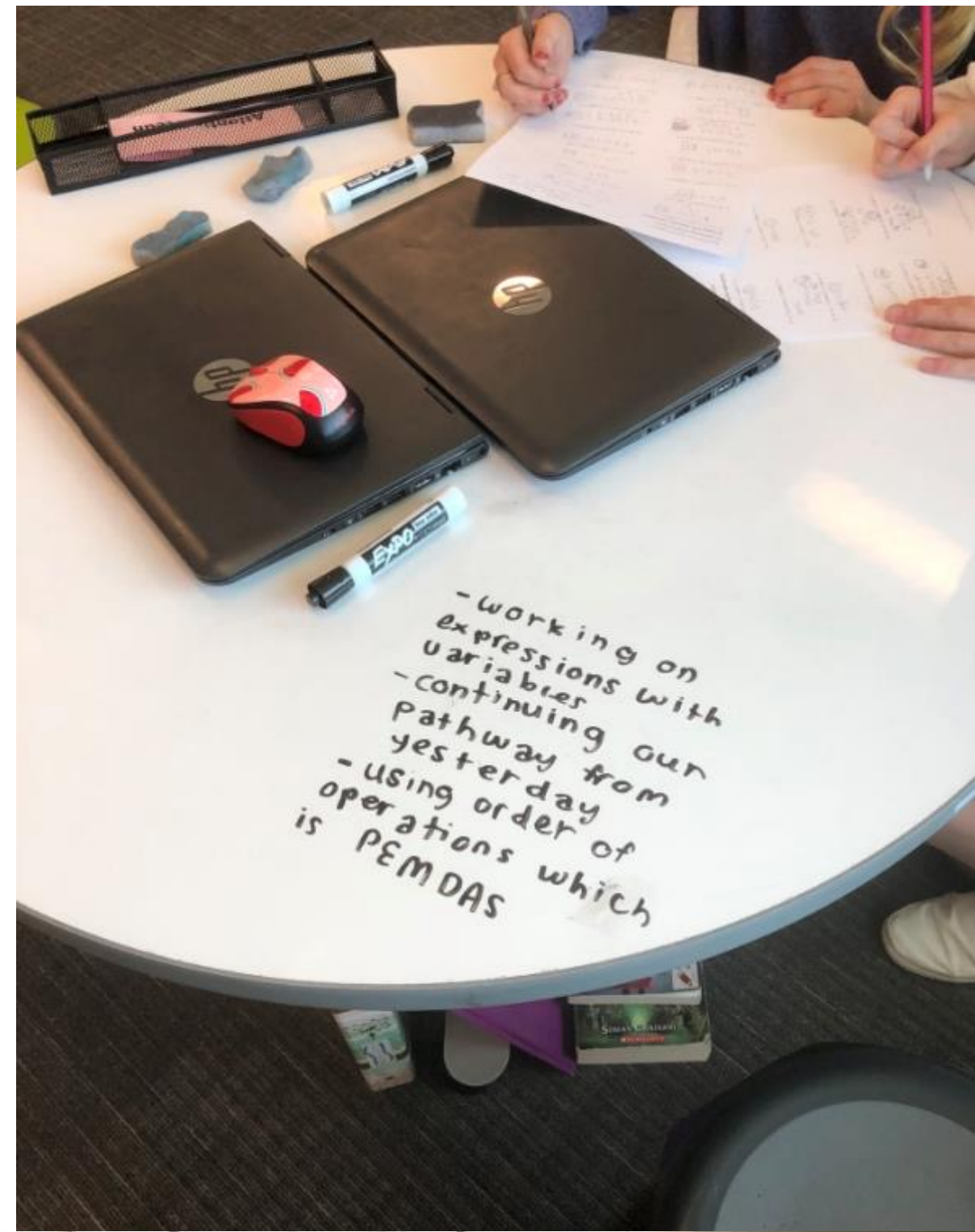
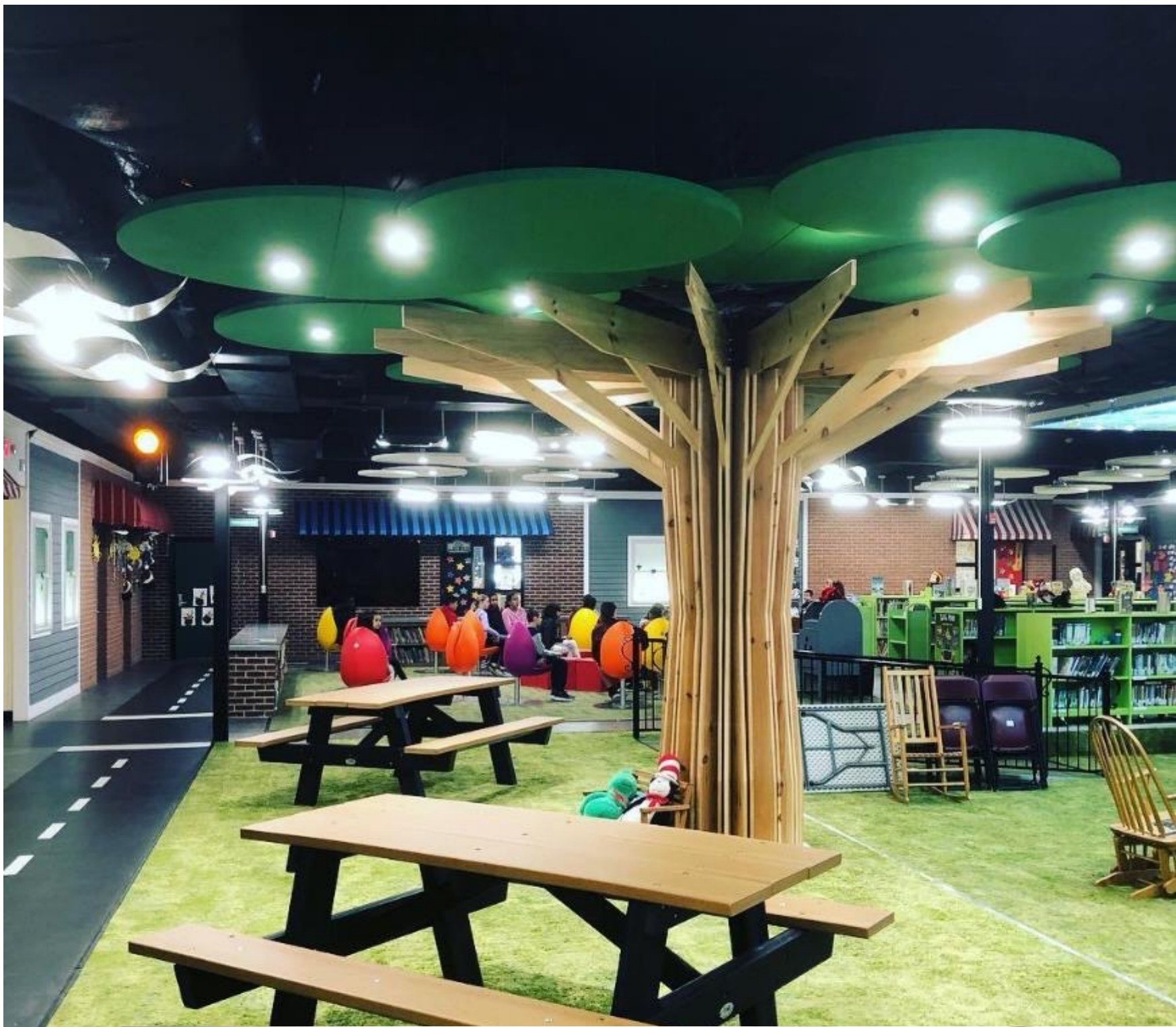




The research is clear...where  
kids learn and the  
surrounding environment  
significantly impacts  
learning.

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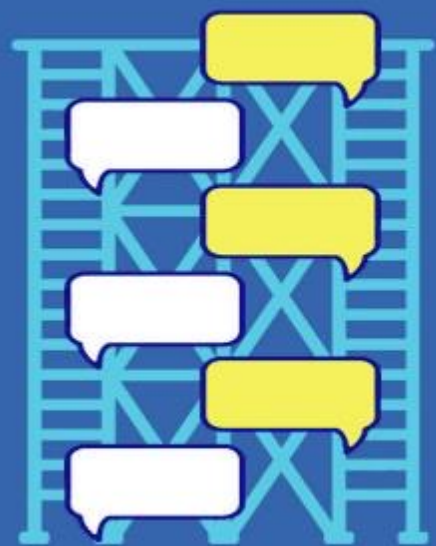






# 5 Ways to “Future-Proof” Student Learning

**Develop**  
higher-order  
thinking  
through  
scaffolded  
questions/  
tasks



**Authentically**  
apply  
knowledge/  
concepts to  
real-world  
problems



**Ensure**  
purposeful,  
learner-  
driven  
use of  
technology



**Support**  
equity and  
cognitive  
flexibility  
through  
personal-  
ization

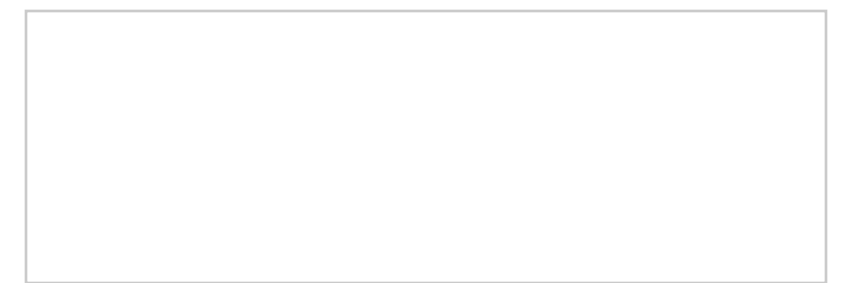


**Create**  
learning  
environments  
that reflect  
current  
(and future)  
contexts





# Re-Thinking Our Mindset





# SUCCESS



**WHAT PEOPLE THINK  
IT LOOKS LIKE**

# SUCCESS



**WHAT IT REALLY  
LOOKS LIKE**

[WWW.ATBREAK.COM](http://WWW.ATBREAK.COM)

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Our own lens can  
skew reality.



 @e\_sheninger









Agonising  
about what is  
outside your  
control

Focusing on  
what you  
can control





WE NEED TO FOCUS MORE  
ON THE "WHAT IFS?" AND  
LESS ON THE "YEAH,  
BUTS."

@E\_SHENINGER

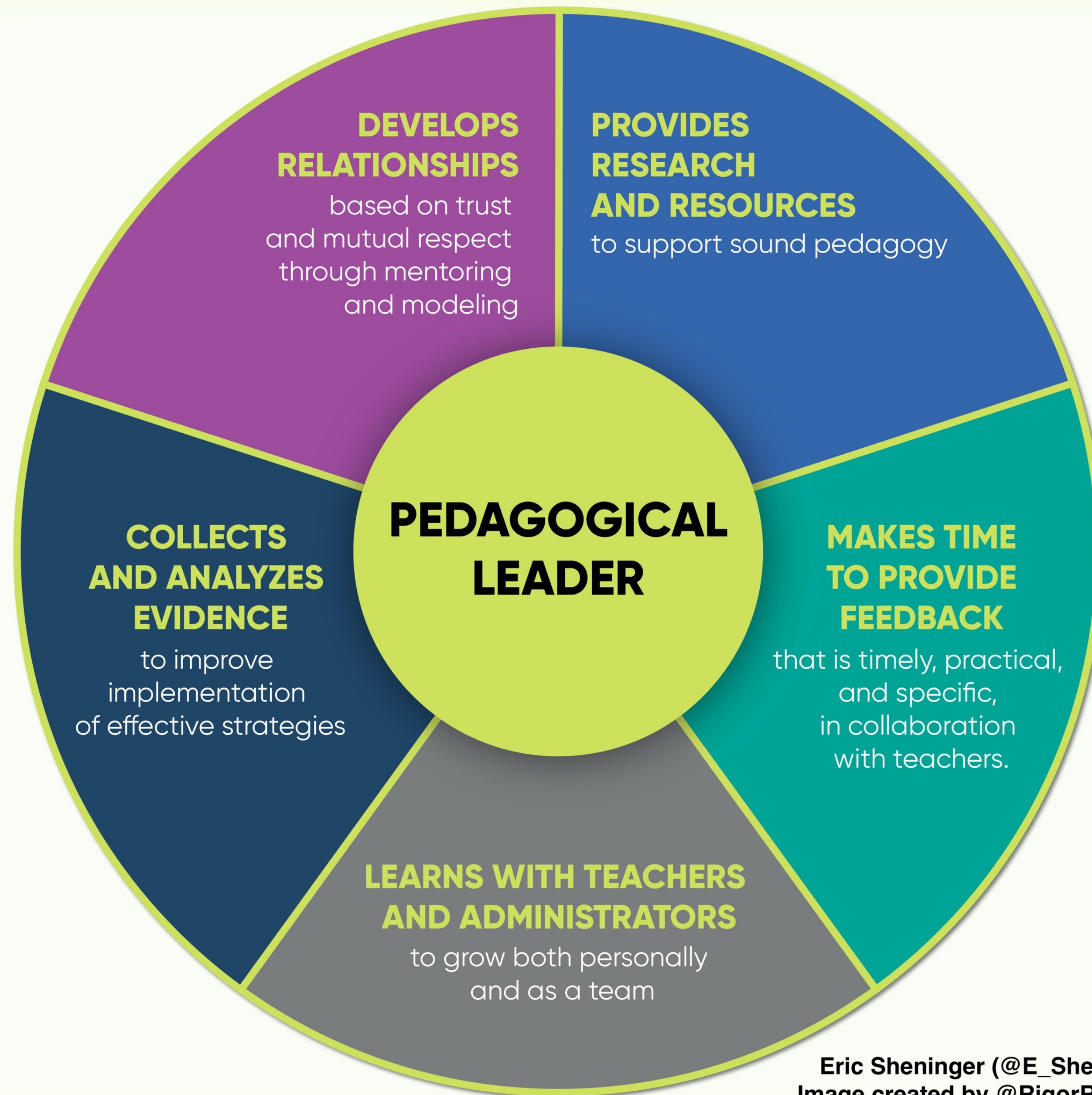
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Chase growth,  
not perfection.

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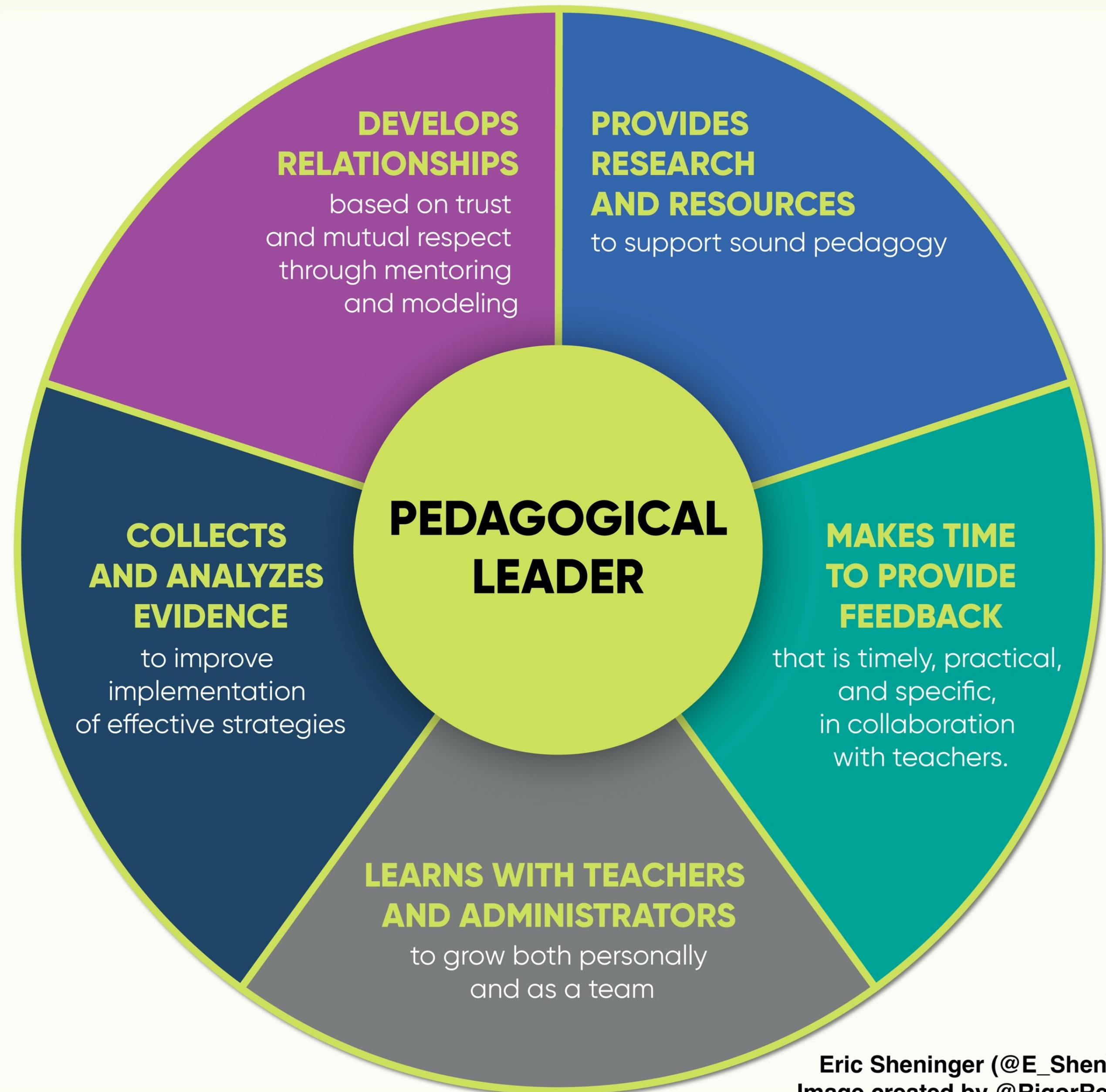








In which area do you see the most opportunity for growth and why? What actions steps need to be taken?



Eric Sheninger (@E\_Sheninger)  
Image created by @RigorRelevance





Douglas Wynn







**It all comes down to  
relationships. Without trust  
there is no relationship.  
Without relationships no real  
learning or progress occurs -  
@E\_Sheninger**



#disruptivethink



Every interaction you and your  
staff have with kids is an  
opportunity to  
make a difference.







Your **dedication** to kids creates  
**never-ending waves** that  
positively impact them now and  
into the future.

#disruptivethink



Know that the waves you  
make have the power to  
disrupt thinking...

...and the status quo.



@e\_sheninger



# Key Recommendations Going Forward:

- Challenge the status quo.
- Be honest and vulnerable.
- Determine what you need to be successful and advocate for those supports.
- Invest in on-going and job-embedded professional learning.



Learn more and slides  
[tinyurl.com/aspirechangeEDU](https://tinyurl.com/aspirechangeEDU)

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[bit.ly/DisruptiveThink](https://bit.ly/DisruptiveThink)

