




The Scots College

Enhancing adaptability of Grade 9 boys

Task-based learning (TBL) in a Next Generation Learning Space (NGLS)

Nicholas Little

An aerial photograph of a university campus. In the foreground, there are several large, multi-story buildings with red-tiled roofs and green lawns. A large, open green field is visible in the middle ground. In the background, a dense city skyline with numerous skyscrapers is visible under a clear blue sky. A bridge and a body of water are also visible in the distance.

8 campuses
2,031 students
260 boarders
\$82 million budget
365 staff + 216 casuals



**Senior School
Science**

Overview

1. Introduction
2. Context
3. The Action
4. Key Findings
5. Conclusion

Introduction

- A new space means you need to change.
- Some previous success – not well understood.
- I wanted to find out the best way of teaching in our science NGLS.



Bieber Fever...?

**Are NGLS only a
fad or are they
here to stay?**

A person with dark hair, wearing a dark jacket with orange stripes on the sleeve, is seated at a white desk in a modern office. They are looking at a laptop screen and holding a pink pen. The desk is cluttered with a black bag and some papers. In the background, there are blue and green cubicles with white rectangular cutouts. The lighting is bright, suggesting a window nearby.

**What does the
space look like?**









Research Question

How might task-based learning help Grade 9 boys adapt to a NGLS?


The Action

Task-based learning:

- Allows a degree of freedom (Basset, 2014)
- Connects tasks to the real world (Zheng, 2013)
- Embeds differentiation (Lingard, Martino and Mills, 2009)

The Action – Task Based Learning

1. Segment lessons into ‘tasks’.
2. One week of tasks distributed at once.
3. Distribute tasks to students through LMS.
4. Students demonstrate their learning.

A high-angle photograph of a surfer riding a barrel wave. The surfer is wearing a red and black wetsuit and is positioned in the center of the wave's tunnel. The water is a deep blue, and the wave's crest is white with foam. The text is overlaid on the right side of the image.

**Why TBL?
Searching for the right
tool for the job.**

**Based on the research,
it should work.**

Data Collection

Qualitative

- Google Form questionnaires
- Photographs
- Exit tickets
- Focus groups

Quantitative

- Google Form questionnaires

Data was then categorised and coded for themes

Key Findings

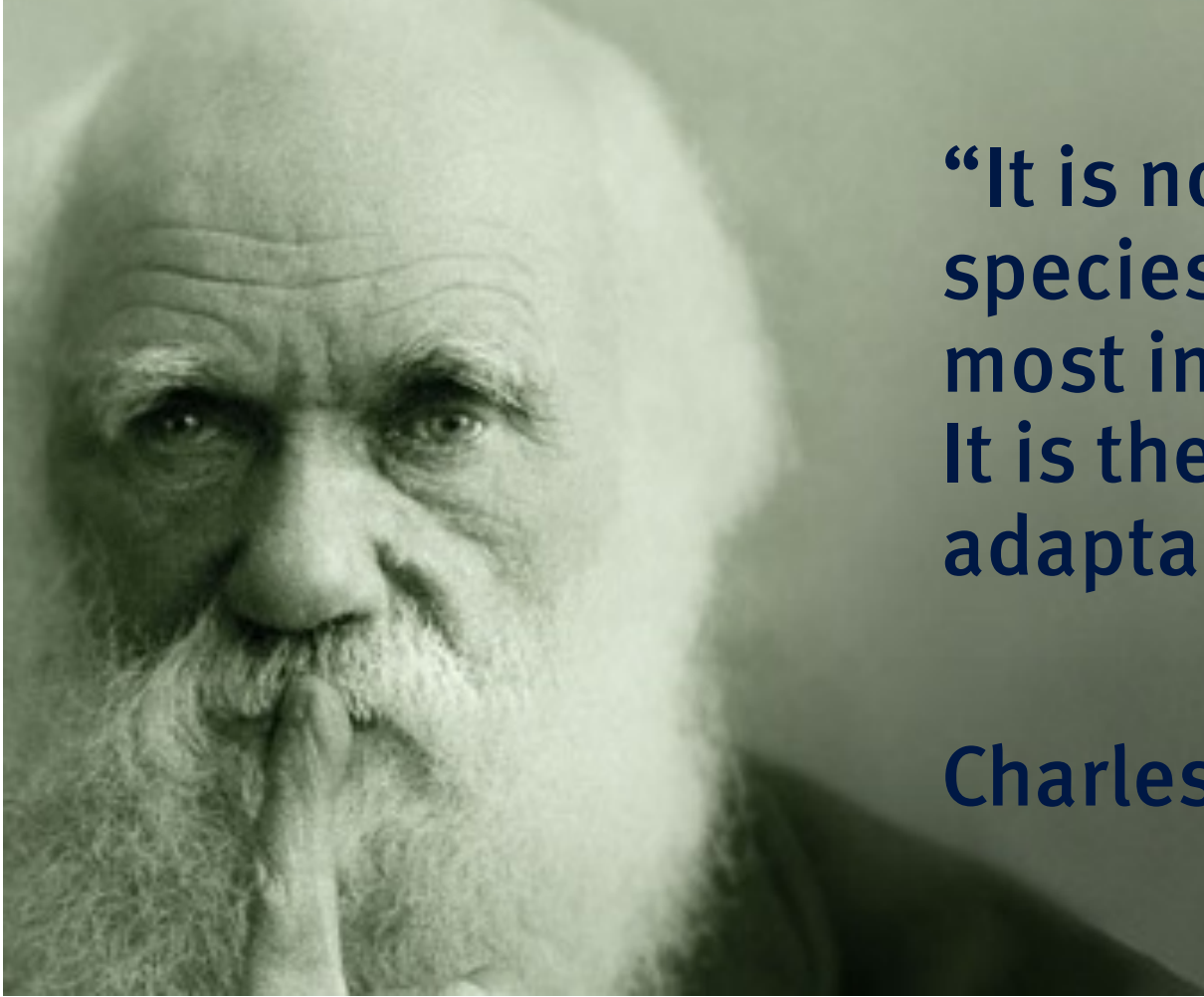
1. Increased independence
2. Space impacts learning
3. Greater engagement
4. Positive feeling

These findings demonstrated the successful adaptation of the students.

Adaptability

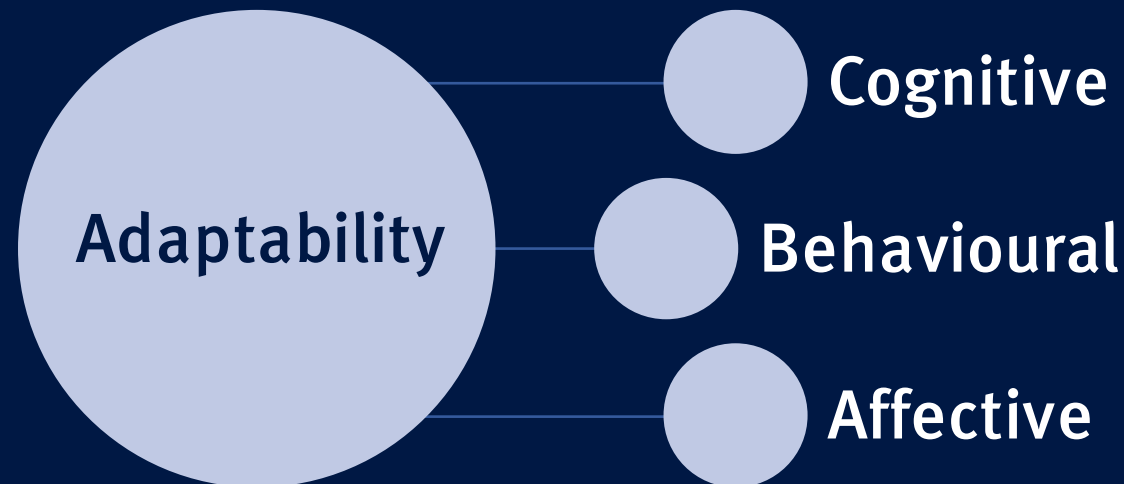
“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change.”

Charles Darwin



Adaptability

Martin, Nijad, Colmar and Liem define adaptability “as appropriate cognitive, behavioural and/or affective adjustment in the face of uncertainty and novelty” (p1, 2012).



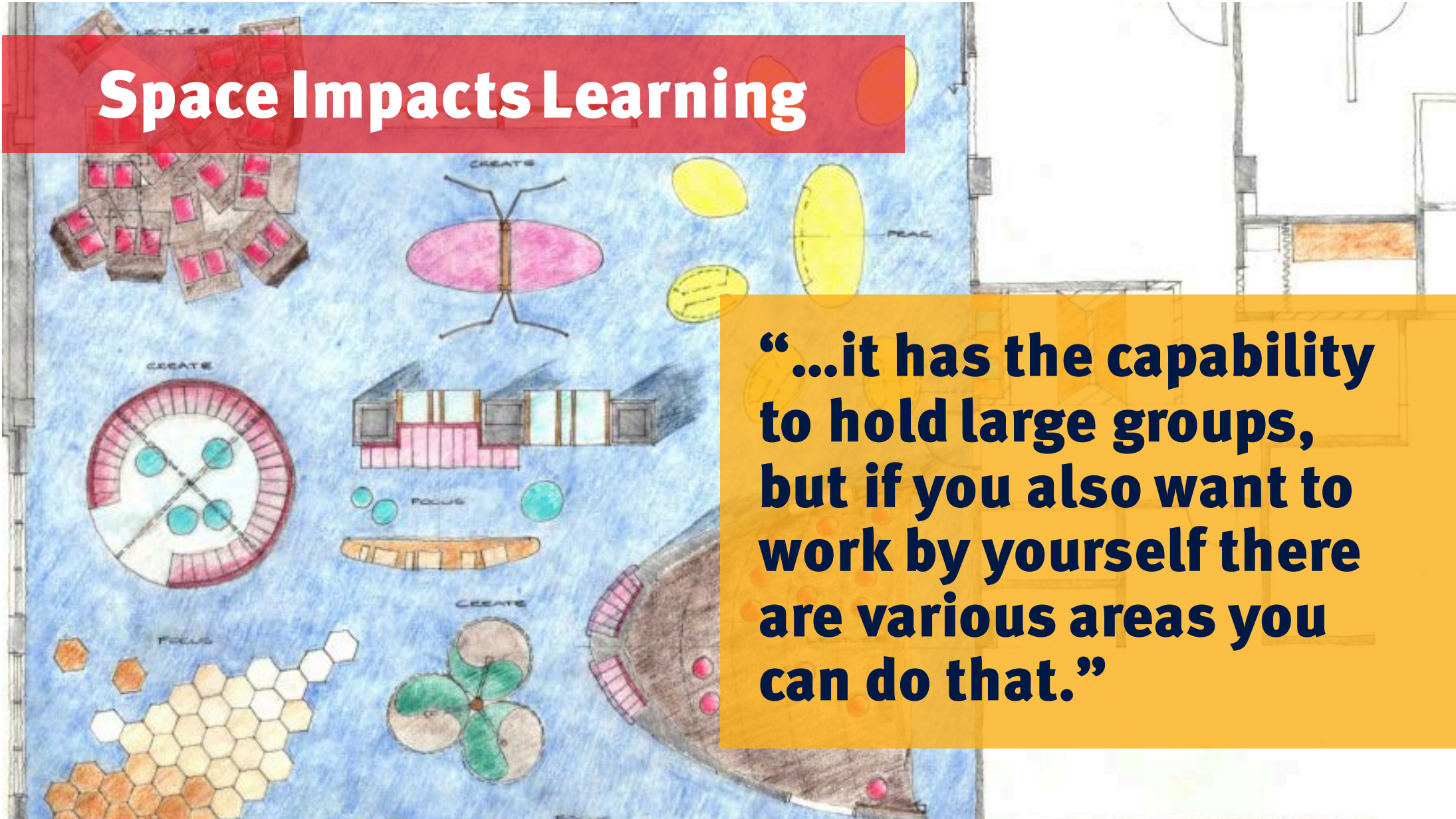
Increased Independence

“I reckon it’s kind of hard, you get more distracted in here.”

“In here it allows you to participate or act however you want, which makes it more enjoyable to act better.”

Space Impacts Learning

“...it has the capability to hold large groups, but if you also want to work by yourself there are various areas you can do that.”




Greater Engagement

“Being in here you can engage a lot more thoroughly with the task...”

“I interact with lessons better in this space ... even if I was doing the same task it would just be easier to understand.”

Positive Feeling

A photograph of three male students in school uniforms (dark blazers, white shirts, and yellow and blue striped ties) sitting at a table in a classroom. They are focused on a project involving thin sticks and a glowing light source. The student on the right is smiling and looking towards the other two. A red banner at the top left contains the text 'Positive Feeling'. A white speech bubble with a black outline is overlaid on the right side of the image, containing a quote.

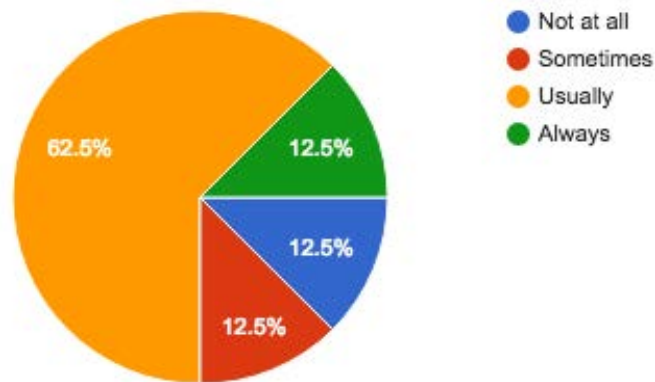
“It’s kind of a happier place....you get a better vibe from this classroom compared to others.”

Quantitative Data

Behavioural

Were you successful in changing the way you do things to work well in Physneyland?

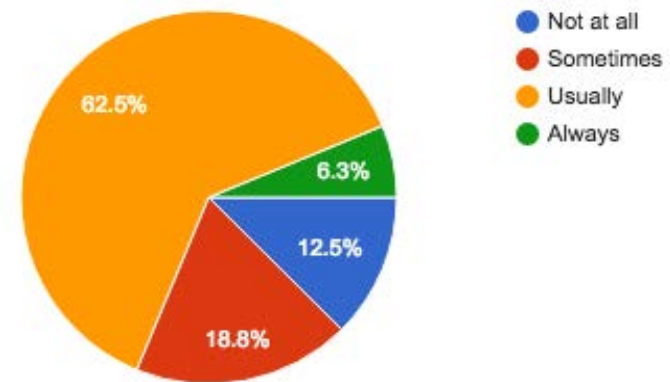
16 responses



Cognitive

Were you able to change your thinking so you could complete the lesson tasks in Physneyland?

16 responses

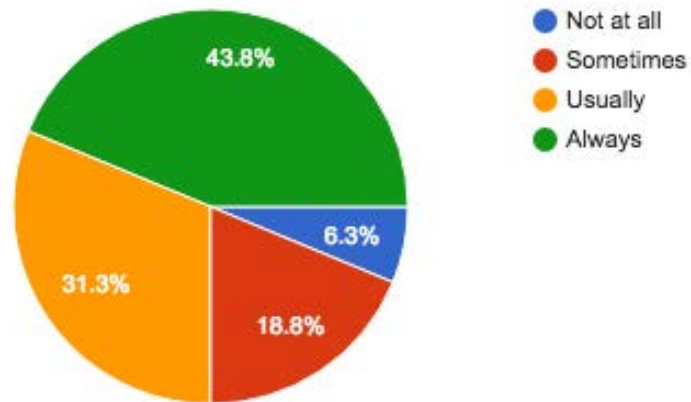


Quantitative Data

Affective

Do you enjoy learning in Physneyland?

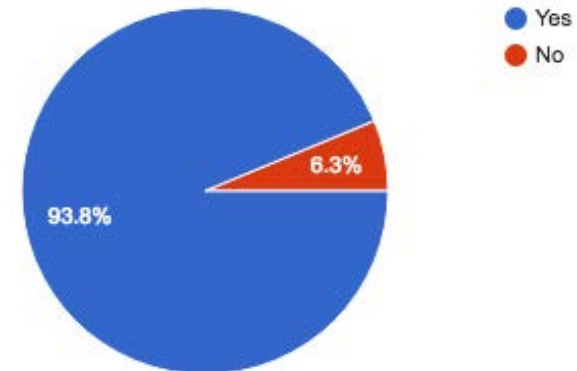
16 responses



Overall

Were you successful in adapting to science class in Physneyland this term?

16 responses

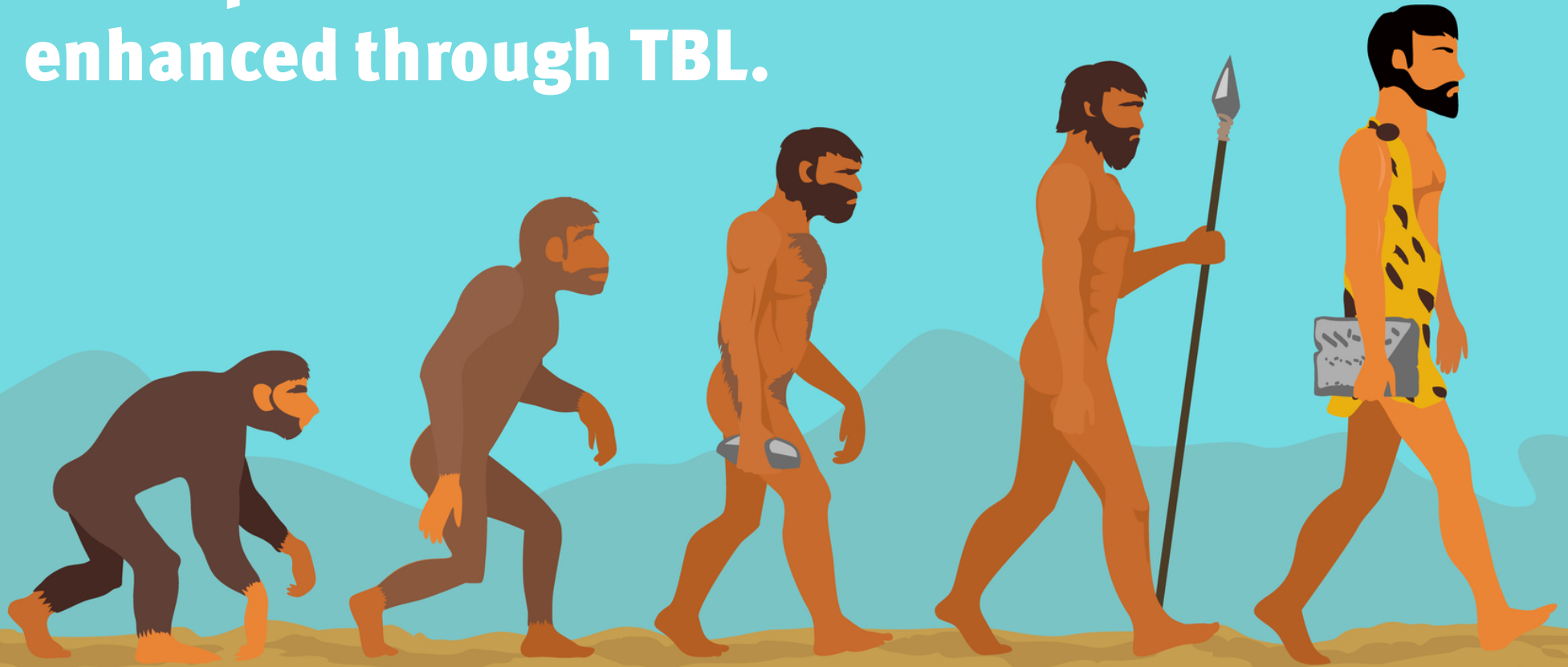


Conclusion and Recommendations

What does this all mean?

Is there anything worth passing on to others
teachers?

1. Adaptation to NGLS was enhanced through TBL.



2. TBL is one effective strategy to help boys adapt to a NGLS. There may also be many other strategies.



3. Teaching strategies that fit the space are most likely to have maximum impact.



4. Time and training is required for teachers to be effective in NGLS.



5. Success is more likely if teamwork and team teaching is implemented.



DOGGYBAG



‘Doggy Bag’ – Take away points

- Plan a week at a time.
- Keep students accountable for their learning.
- Work together with other teachers.
- Fight for planning time.
- Fight for sensible room allocations.



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Thank you

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