

Global Learning and Leadership

GL2 Provides Opportunities for Students to Explore Future STEM Careers Using the Journeys Learning System

Global Learning and Leadership is participating with EDmin, Inc. to demonstrate engaging applications of the INFORM Journeys Learning System (**Journeys**) for students to explore STEM career options for college or for entering the workforce directly after high school. Individual applications provide an interactive format to foster increased motivation for students to learn academic content to prepare them for success in higher grades or pathways of their interest. Students obtain knowledge of the requirements for different occupations including skills used during work tasks performed by employees in STEM careers. Student assignments are stored in Journeys with objectives for testing proficiency for STEM content and skills. GL2 supports EDmin to demonstrate the Journeys system through STEM Demonstration Projects at the K-12 grade levels.



The INFORM Learning System is an enterprise-level management tool providing insight of student performance. The design of Journeys is based on research that indicates setting performance goals increases student motivation which is crucial for an engaged learning experience. The system identifies standards-aligned resources and assignments for a class, project teams or for individual learners.

The modules of Assessment, Reporting and Resources support teachers to improve each student's learning measured against pre-established goals. These modules enable students to navigate online applications to explore pathways that motivate learning resulting in readiness to succeed in higher grades and ultimately a future career(s).

GL2 applies Journeys to strengthen the benefits of our STEM Partnership Approach. GL2 emphasizes after school enrichment, professional development for instructors, inquiry-based applications, working in project teams, mentoring support, and activity/content-specific involvement by community organizations including industry/business, college,

labor trades, and federal/state agency programs to **highlight real workplace experiences.**

Combining the GL2 Partnership Approach with Journeys optimizes STEM learning, accelerates improved performance and fosters increased pride by students of the importance of work performed by organizations from their community.

In this learning environment, students set their goals and track progress knowing they can access support from teachers, GL2 specialists, mentors, and peers during assignments.

Learning becomes more relevant and important to students when they experience a real connection between the STEM curriculum they are exploring and mastery of skills they will need for their career journey.



The Journeys platform connects STEM principles and concepts students are learning with skills needed for a subject or to explore a career journey. The system uses a patented process for alignment of concepts to education standards. The concept mapping makes it easy for teachers and students to access digital content that is meaningful to one's learning for different courses and for careers of interest. Instructors become proficient in the design of different journeys to ensure each participant experiences concepts that must be mastered for a given subject. Students become skilled in navigating to digital resources assigned without assistance to explore and test content to meet their performance objectives.

Make Learning Meaningful to Truly Motivate Students

The Journeys Learning System is built on an open platform design to ensure it can facilitate integration with partner solutions for many topics. GL2 is committed to obtain and align multiple partnerships to accelerate the use of “best practices” for motivating students to experience the joy of learning and to maximize retention of content and skills by all participating students for grades K-12. Students will survey their interests using the practice of map exploration in the learning process. (*Career Interest Survey*)

Student Interests

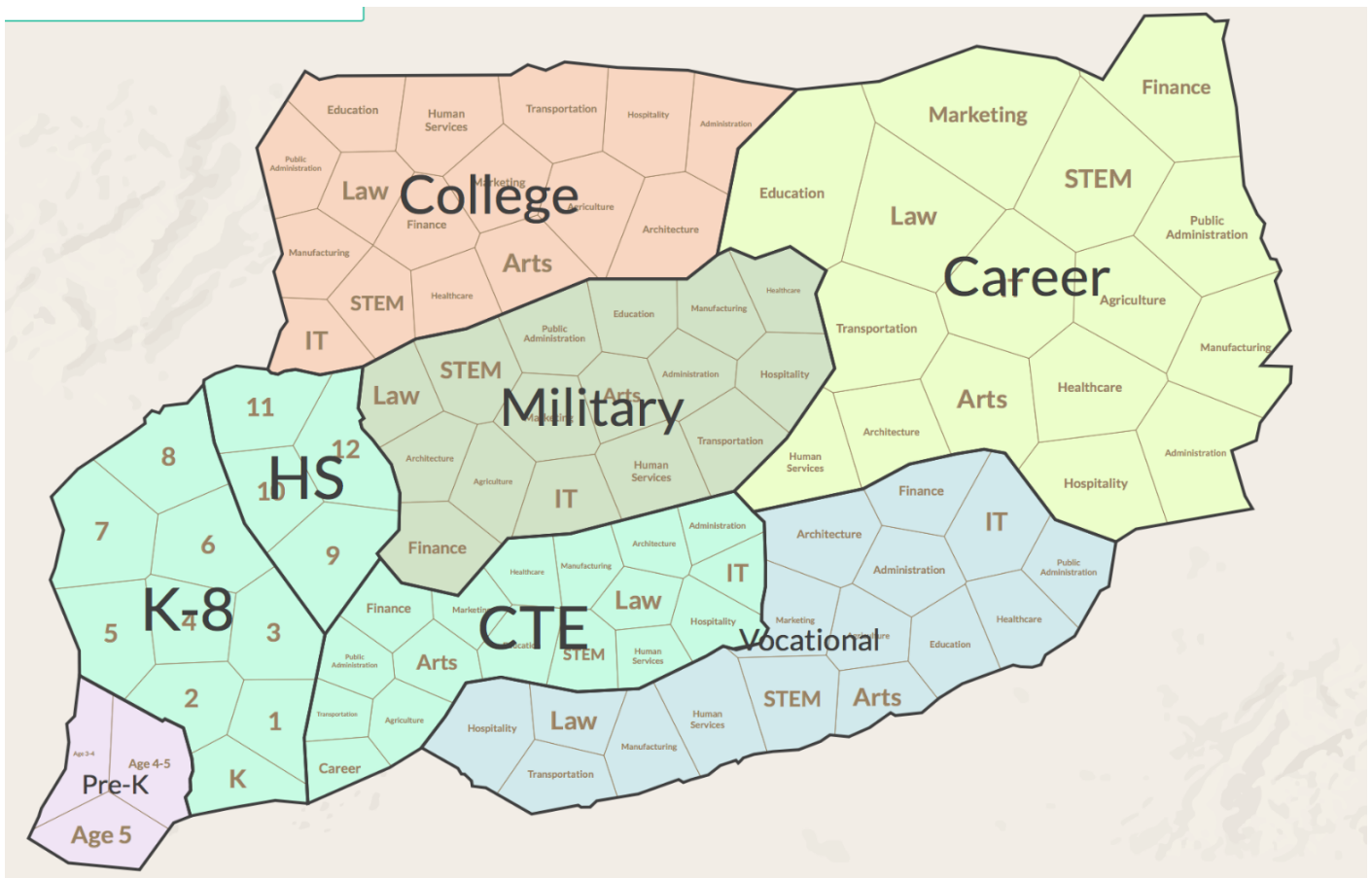
Results that Matter

Map Exploration

Tap your answer to indicate how you feel about the activities below	<input type="radio"/> Computer Engineer <input type="radio"/> Software Engineer <input type="radio"/> Dentist <input type="radio"/> Fireman <input type="radio"/> Hydrologist <input type="radio"/> Mathematician <input type="radio"/> Biologist	
Manage a clothing store (high, med, low)		
Teach sign language (high, med, low)		
Give career guidance (high, med, low)		
Fly military airplanes (high, med, low)		
Build Skyscrapers (high, med, low)		
Design Ships (high, med, low)		

Map Exploration

Students use the map to explore career opportunities, content and skills required to work in specific occupations, and to review their curriculum topics and digital content related to pathways of interest. The K-8 section of the map highlights the academic proficiency expected of students as they progress forward with their learning in upper grades.



Make Learning Meaningful to Motivate Students

Students use a dashboard to control their pace, path and context of learning, an engaging way to monitor their academic and career journeys. Each student can access his/her record of progress at any time as well as assignments, assessments and the latest education resources. Students set their own pace for self-directed learning to reach their career journeys. Teachers create and manage goals for students or for the entire class as they work jointly on a class journey. Teachers can monitor progress and create enrichment activities to address gaps in learning. The ***K-8 Academic Matrix*** below reflects gains in proficiency expected by students in elementary school grades (a pull-down from the K-8 map section).

<p><u>First Grade</u></p> <p>Students learn about and use social skills, practice independence, begin to work with letters and numbers, practice reading words on a page, learn to sort and classify numbers up to 100, build listening skills</p>	<p><u>Second Grade</u></p> <p>Students move from learning to doing, begin to understand concrete ideas, become proficient in skills learned in earlier grades, learn to write, use letters and numbers, increase reading fluency.</p>
<p><u>Third Grade</u></p> <p>Students tackle more challenging lessons; apply information about time (what happened in the past, what is happening now, what might happen in the future); read/write about more difficult subjects; become more independent; and consider answers with less help from teachers</p>	<p><u>Fourth Grade</u></p> <p>Text being Revised</p>

Fifth Grade

Students may have different teachers for each subject, become concerned with social interactions and friends, learn advanced writing techniques, begin to read a broad array of different types of material, and begin to work with complex mathematics concepts

Sixth Grade

Students typically begin middle school in sixth grade, begin to focus on complex homework and projects, read and analyze a variety of texts, work with complicated math concepts such as formulas and percentages, and develop note-taking skills and methods.

Seventh Grade

Students begin to think in abstract terms; prefer real-life learning examples, content, experiences and applications; learn pre-algebra concepts; read more complicated texts with longer passages; further develop writing skills; participate in many group projects, deliver multimedia presentations, and practice study skills and organizing

Eighth Grade

Students prepare for high school by focusing on increasingly more difficult math concepts such as algebra and geometry, learn to write persuasive and expository papers, contribute to long-term group projects, read challenging texts that span all subject areas, make inferences, draw conclusions from analyses and work

For more detailed information regarding the use of the Journeys Learning system including applications, concept mapping, relationships to education standards, and integration of the platform with GL2's Partnership Approach, contact Mark.Mitrovich@gl2edu.org