

# Continuum of Teaching and Learning Approaches

	Traditional Approaches	Recent Trends	Quest Forward Learning
<b>Pedagogy</b>	Teacher-centered. Teachers primarily lecture.	Student-centered. Teachers provide group and one-on-one support, in addition to lectures and teacher-directed learning during class.	Student-directed, student-centered, flipped classroom approach. Information is provided via resources (not the teacher during class). Teachers act as mentors, focusing time in class on working one-on-one with students or with small groups.
<b>Student's Role</b>	Listen, take notes.	Participate, collaborate.	Actively and deeply engaged, own their learning, define path with help from mentors.
<b>Teacher's Role</b>	Expert, "Sage on the Stage." Teachers viewed as the experts that fill students with information.	Facilitator. Teachers facilitate learning.	Mentor, Co-Learner.
<b>Pacing</b>	Lockstep: Every student works on the same activity every day and finishes the unit on the same day.	Class-based pacing (semi-flexible): Every student anticipates completing the unit the same week, but on some days students or groups of students are working on different activities.	Flexible-pacing: Most students anticipate completing the journey the same week, but other students (working individually or in small cohorts) plan to complete it earlier or later. On most days students or groups of students are working on different activities and quests.
<b>Curricular Materials</b>	Text books, books, and worksheets created by curriculum designers.	Text books, books, and worksheets. Additional curriculum identified by teachers.	Quests and journeys, digital resources and texts curated by curriculum designers and mentors.
<b>Learning Goals</b>	Defined by curriculum designers only, one-size-fits all. Emphasis on content.	Defined by curriculum designers only, one-size-fits all. Emphasis on content and skills.	Defined by curriculum designers and mentors to accommodate local needs and specific populations of students. Emphasis on skills primarily, and content secondarily.
<b>Assessment</b>	Mostly high stakes and low frequency: Tests, quizzes.	Mostly high stakes and low frequency: Tests, quizzes, final projects. Some formative assessment.	Mostly low stakes, but high frequency: Daily engagement, skills checks, artifact feedback, and other forms of formative assessment.
<b>Student Planning</b>	Mostly short-term planning with deadlines provided for every assignment. Students keep planners with due dates.	Students practice longer-term planning as they work on projects.	Some target dates provided by mentors (journeys, levels, important artifacts), but students become increasingly responsible for identifying goals and target dates. Students identify focus goals each week and day. Students identify and work towards long-term goals.
<b>Credits Earned</b>	Every student earns the same amount of credit for completing a course.	Credits earned are fixed but wiggle room exists in determining what it means for the class to complete the course.	Students earn credits based on the work they complete.
<b>Grades</b>	Grades and points are a focus day-to-day. Student progress factors into grades. They earn 0s for uncompleted work.	Grades give way to abstract notions of mastery which remain largely subjective determinations by teachers.	Grades and points are not part of the day-to-day. They are only included on transcripts and reports. Grades only focus on learning and skill development, not progress through a course.
<b>Technology</b>	Limited, for the purpose of making traditional work more efficient (e.g., gradebooks, Microsoft or Google Suite).	A wide range depending on the teacher and curriculum and incorporated with the intent of improving learning (e.g., learning management systems, simulations, games, quiz apps).	The Quest! Platform, plus a wide range depending on the curriculum and mentor. Used to expand capabilities and possibilities while learning remains in the hands of students (e.g., games, simulations, Kami).
<b>Class Schedule</b>	One class period per course each day.	One class period per course or block scheduling.	Mix of regular class meetings and flexible time open for use as needed.