



Course Information

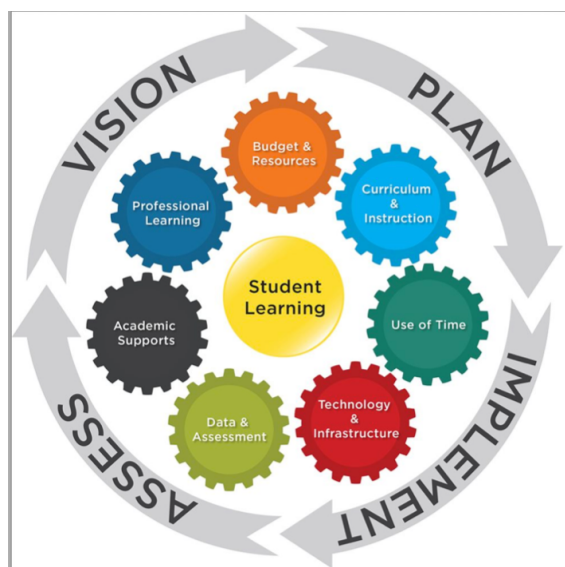
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Course Outline

The following graphic shows the Digital Learning Transition *Vision-Plan-Implement-Assess* cycle around the seven DLT planning elements, which are all centered on improving student learning. This graphic will be used as the organizer for the DLT MOOC-Ed.



The course sessions and schedule are provided below.

Pre-course (before January 20).

1. Complete the registration survey to provide information about yourself, your school or district, and your goals for participating in the DLT MOOC-Ed.
2. Work with local colleagues to complete the **Project 24 School and District Self Assessment**, developed by the Metiri Group. This is highly recommended, but optional, and works best when a team from a school or district completes it together. You can start this survey at any time before the course begins, and it can also be completed during the first few weeks of the course.

Part I: Where Are We Heading? Goals for the Digital Learning

Transition.

Unit 1: Envisioning Schools in the Year 2020 (January 20 - January 29). Participants further their thinking about the vision for DLT in their schools and their ability to communicate that vision to multiple stakeholder groups. The essential questions for this unit are:

- What are the most important ways we need to update K-12 education?
- When K-12 education is updated to fully incorporate digital learning, what will be different for students? What will be different for teachers?

Unit 2: Changing the Culture of Teaching and Learning (January 30 - February 9). This unit focuses on the impact of digital learning on classroom practices and on expanding students' opportunities to learn beyond the classroom walls. The essential questions are:

- How should our own schools and districts revise and expand when, where and how students have opportunities to learn?
- What are the major challenges to making these changes?

Unit 3: School and District Digital Learning Transitions (February 10 - February 16). We now turn to case studies of schools and districts that have digital learning transitions well underway, looking at their goals, challenges, strategies and lessons learned. Participants also complete their first project on their recommendations for digital learning goals for their school or district. The essential questions are:

- What goals should we set for our local digital learning transition?
- Which of the strategies and lessons learned from the case studies can help us achieve our local goals?

Unit 4: Wrap Up of Part I (February 17 - February 23). During this unit, participants provide constructive feedback to each other on their recommendations of digital learning goals for their schools and districts, considering both the goals and how they are communicated. They also complete the Part I discussions, crowdsource the most important lessons learned and complete a survey about the DLT MOOC-Ed. The essential questions for this unit are:

- How can we effectively communicate our goals for the digital learning transition with all the members of our school or district community?

- What new insights and ideas about digital learning will impact our work?

Part II: How Do We Get There? Planning for a Digital Learning Transition.

Unit 5: Preparing and Supporting Teachers and Administrators in the Digital Learning Transition (February 24 - March 2). Many digital learning initiatives have not been successful because they focused on the technology infrastructure without sufficient attention to the human infrastructure—the teachers and administrators who need to learn and update their practices. In this unit, we focus on planning professional development, coaching and other supports for teachers and administrators. The essential questions are:

- How can we provide professional learning opportunities that effectively prepare educators for the digital learning transition?
- How can we provide ongoing support for educators as they explore new ways of using technology to enhance their students' learning?

Unit 6: Planning for the DLT Elements (March 3 - March 9). In prior units, we considered the framework elements of curriculum and instruction (Unit 2) and professional learning (Unit 5). In this unit, we group the remaining elements from the planning framework into three topic areas: (1) *Technology and Infrastructure* combined with *Budget and Resources*; (2) *Academic Supports* combined with *Use of Time*; and (3) *Data and Assessment*. Each participant selects one of these topic areas to focus on, learning about innovative strategies, assessing the current status in their school or district and planning how to move things forward. Teams should have members focus on different topic areas so they can inform their local planning across the areas. The essential questions for this unit are:

- What progress has your school or district already made on the selected elements?
- What strategies or next steps would you recommend to your school and district for making progress on the selected elements?

Unit 7: Leading a Successful Digital Learning Initiative (March 10 - March 16). Participants learn about effective strategies for distributed, team-based leadership, then review and consider recommendations for their local leadership structure and approach. Participants also complete their projects on action plan recommendations for their school or district. The essential questions for this unit are:

- What leadership strategies are currently being used in your school or district digital learning transition?
- What recommendations would you make to improve your local DLT leadership strategies?
- What action steps do you recommend for your school to progress toward your digital learning transition goals?

Session 8: Wrap Up and Next Steps (March 17 - March 23).

Participants provide constructive feedback about each other's action plans. They also crowdsource major lessons learned about professional learning, leadership and action planning to address the elements of digital learning initiative planning and their local goals. To complete the unit, they provide feedback about the MOOC-Ed experience and recommendations for future MOOC-Eds. The essential questions are:

- What are the major lessons learned from participation in the DLT MOOC-Ed?
- Which resources and activities were most valuable?
- How can the DLT MOOC-Ed be improved?