





Expanding Digital Education Resolution
Working Group Response
December 11, 2012

Background

- November 15, 2011, Expanding Digital Education resolution put forth by Board Member Tamar Galatzan and approved by the Board
- Requested the Superintendent create a working group with members from
 - Office of Curriculum, Instruction, and School Support (OCISS)
 - Information Technology Division (ITD)
 - Schools

Equipping every learner for the 21st Century

“In both developed and developing nations, young people have become increasingly reliant on **social networking technologies to connect, collaborate, learn, and create**, and employers have begun to seek out new skills to increase their competitiveness in a global marketplace. **Education, meanwhile, has changed much less.** With few exceptions, schools have yet to revise their pedagogy to reflect current trends and technologies”

Equipping Every Learner for the 21st Century - CISCO

Why should we change the way we teach and learn?

“Kids are having a much more stimulating and rich environment out of school than they are in schools”
Greg Black, CEO education.au Ltd. Australia

“When we turn off the devices, we in effect turn off the child”
Stephen Heppell, CEO Heppell Net.Ltd, UK



“We have a classroom system when we could have a community system”
Ken Kay, President Partnership for 21st Century Skills, e-Luminate Group

Classrooms of the Future



Working Group’s Goal

Develop a comprehensive, five year plan to expand hybrid-learning to middle and high schools which will address how digital education will support the following:

- Traditional secondary courses and enrichment opportunities
- Credit recovery
- Honors/AP classes
- Supplemental summer instruction
- Further technology integration into content areas such as English, math, science and history.
- Facilitation of the standardized testing shift from paper-based to computer-based assessments for students.

Blended/Hybrid Learning

Blended learning systems combine face to face instruction with computer-mediated instruction.

Traditionally, these learning environments have co-existed as separate methods addressing the needs of different audiences. Digital technologies have primarily served a supplemental purpose, helping to support face to face instruction through interactive activities, simulations, graphics & animations.

From The Handbook of Blended Learning, Curtis J. Bonk & Charles R. Graham

6

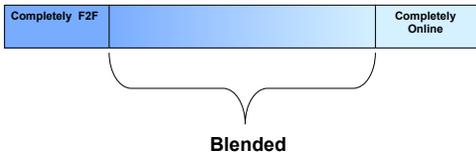
Blended/Hybrid Learning

- Blended Learning is an approach to course design that meaningfully brings together the best of both face-to-face & online learning. It is not intended to supplant either of these individual approaches, rather to build from each to create a new, more effective learning experience for students.
- At its heart, great blended learning course design will seek to leverage that which is best done in-person (debates; group presentations; reflexive response/thought) in combination with that which is best done online (provision of content; deeper, reflective discourse; document management & organization).

7

What Does it Look Like?

Blended Learning exists on a continuum between 100% face-to-face & 100% online course materials:



8

THE ADVANTAGES



Extending the learning



- Increased opportunities for:
- **Advanced Placement Courses**
 - **Credit Recovery**
 - **Independent Study**
 - **Supplemental summer instruction**

Assessment Platform

- **Electronic environment for delivery of Common Core State Standards assessments**
- **Computer Adaptive**
- **Immediate student feedback**



Efficient Use of Teacher Time



- **Timely Data**
- **Data Collection**
- **Better Grouping**
- **Immediate Feedback**

Parent and Family Engagement

- **Student Progress**
- **Immediate Feedback**



From passive learning to active learning



The focus of the classroom shifts from a presentational format to one of active learning. This involves putting learners in situations which compel them to read, speak, listen, think and become active learners

12

Offers learners the opportunity to be both together and apart



The model of blended learning emphasizes bringing together of the online and face-to-face classroom

13

Adds authenticity to teaching



Interactive content enables you to create high interest, accountability, and real assessment

14

**Enhances individualization,
personalization and relevancy**



**Enables teachers to provide individualized and
differentiated instruction**

15

Link to Common Core State Standards

- College and Career Readiness Anchor Standards for Reading, Writing and Speaking and Listening require that all students have an understanding and are able to do the following:
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

16

LAUSD Virtual Learning Complex (VLC)

- Provides interactive, engaging, "Empowered Learning" experiences
- Leverages technology hardware and software
- Accessible anytime, anywhere
- Facilitates the transmission and capture of student data for assessment and tracking, to improve achievement
- Builds upon a stable, modernized IT infrastructure
- Utilizes virtual resources in an environment that supports a computing device for every student



17

Necessary VLC Elements

- Classroom devices (tablet computers, electronic white boards, projectors, printers/scanners, etc.)
- A learning management system (LMS) that delivers rich lesson plans and instructional tools on those classroom devices
- Needed upgrades to the District's email systems that allows all LAUSD stakeholders to communicate with one another
- School networks capable of transporting educational content from the Internet into the classroom and from student to student
- Improvements within the centralized Data Center for all schools which is the behind the scenes director/facilitator of all information within the District
- And many more upgrades, modernizations, and introduction of new, needed technologies



18

Schools for the Future

- Explore new ways to combine the best attributes of traditional and contemporary educational media.
- Identify cost-effective models that blend traditional instructional materials with the engaging, dynamic, up-to-date content and resources.
- Incorporate new ways to access, organize, and deliver high-quality content using a variety of platforms and multifunctional tools.
- Enable students to develop appropriate thinking strategies and problem-solving skills.
- Improve fundamental knowledge using a range of emerging technologies for communication and computing using a mobile handheld device that is always available.



19

School Technology Preparedness

- The IT Strategic Execution Plan's *Virtual Learning Complex Foundation* program calls for:
- Classroom devices (tablet computers, electronic white boards, projectors, printers/scanners, etc.)
- A learning management system (LMS) that delivers rich lesson plans and instructional tools on those classroom devices
- Needed upgrades to the District's email systems that allows all LAUSD stakeholders to communicate with one another
- School networks capable of transporting educational content from the Internet into the classroom and from student to student
- Improvements within the centralized Data Center for all schools which is the behind the scenes director/facilitator of all information within the District
- Upgrades, modernizations, and introduction of new, needed technologies as appropriate

20

Recommendations

- Professional development on how to provide a learning environment that effectively uses online materials and the administration of computer-adaptive assessment.
- School staff need sufficient technical understanding to support online instructional materials and computer-adaptive assessment.
- Computing devices (computers, tablets, etc.) for each student to have access to online information and tools wherever the instructional program calls for it and to be able to take the computer-adaptive assessments.
- Onsite and central technology support staff needed to support online instructional and testing materials.
- Technology support staff having technical understanding to support online instructional and testing materials.
- Training for technology support staff.

21

Next Steps

- Implement *Virtual Learning Complex Foundation Program* as described in the IT Strategic Execution Plan.
- Identify elementary, middle and high schools to implement and further refine blended/hybrid-learning models that can scale District-Wide.
- Include *Schools for the Future* project in the initial pilot selection.
- Equip 100% of LAUSD students with a device that is capable of accessing the Internet and working with digital information and collaboration tools
- This should be completed no later than the start of the 2013-14 school year, allowing a minimum of 1 year exposure using the devices prior to the online Common Core State Standards assessments in 2014-15.

22

“Leading technologies ... cannot replace teachers, but can support them in accomplishing much higher levels of student engagement and achievement. Similarly, great teachers cannot effectively reach young learners without adopting new pedagogies that align with Web 2.0 principles, and few education systems can prepare their learners for prosperity without supporting the development of 21st century skills.”

Equipping Every Learner for the 21st Century - CISCO

23
