

Transforming Education Through Digital Learning

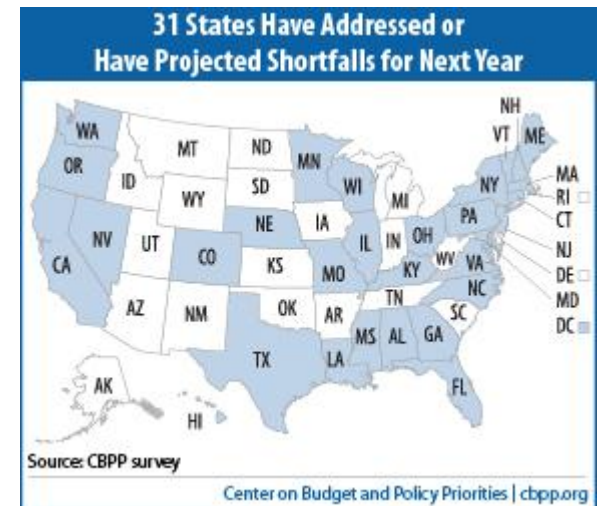
John Bailey

Digital Learning Now!



Trends Driving Digital Learning

- Student centered personalized learning
- Common Core: new expectations driving shifts in instruction that create new demands for education resources, interventions, tools.
- Explosion of innovative learning tools and services
- Fiscal climate is still challenging. New normal for foreseeable future requires leaders to do more with same resources.
- Big Data from new integrated systems that can be used for personalized and adaptive learning, new accountability models, and richer analytics.



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Need for Transformative Change

- Personalize education. Give students what they need, when they need it. Technologies that learn the learner.
- Expand access to quality courses, materials, and teachers.
- Enabling new models of learning in home, class, and school. Blended learning and flipped classrooms.



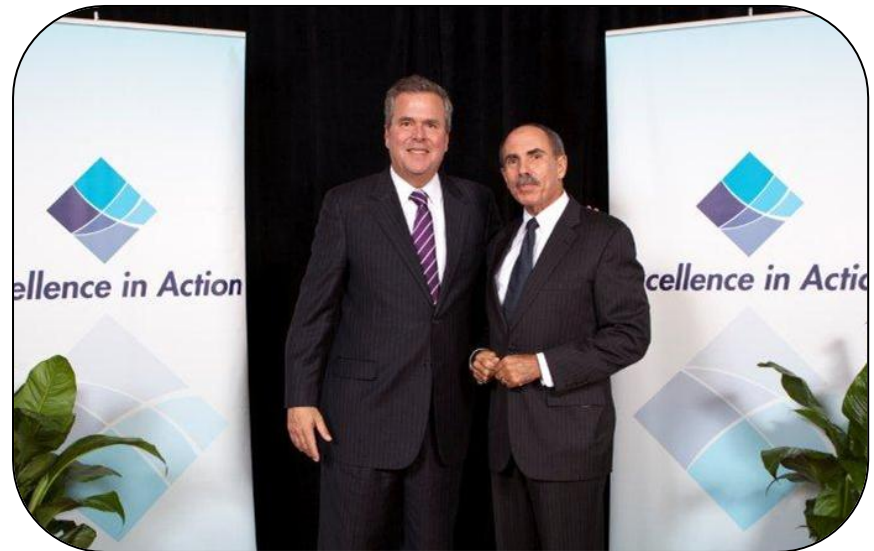
Shifts in Education

	From	To
Time	Restricted to day & year.	Different class structures. On-Demand learning.
Place	Mostly within a school.	Anywhere and everywhere. Flexible.
Path	Linear lessons taught in same sequential order.	Students learn in their own way through interactive and adaptive tools and content.
Pace	Group students by age, teach to the middle.	Allow students to spend more or less time with concepts and advance once they mastered it.



Digital Learning Council

- Created in 2010. Chaired by Governors Jeb Bush and Bob Wise.
- 100+ leaders in Education, Government, Philanthropy, Business, Technology, Policy
- Led to the creation of the *10 Elements of High Quality Digital Learning*
- Elements create a policy and regulatory environment that is supportive of new digital learning and blended learning models.



10 Elements of High Quality Digital Learning

- | | | |
|----|---|---|
| 1 | <u>Student Access</u> | All students are digital learners. |
| 2 | <u>Barriers to Access</u> | All students have access to high quality digital learning. |
| 3 | <u>Personalized Learning</u> | All students can use digital learning to customize their education. |
| 4 | <u>Advancement</u> | All students progress based on demonstrated competency. |
| 5 | <u>Quality Content</u> | Digital content and courses are high quality. |
| 6 | <u>Quality Instruction</u> | Digital instruction is high quality. |
| 7 | <u>Quality Choices</u> | All students have access to multiple high quality digital providers. |
| 8 | <u>Assessment and Accountability</u> | Student learning is the metric for evaluating the quality of content and instruction. |
| 9 | <u>Funding</u> | Funding creates incentives for performance, options and innovation. |
| 10 | <u>Infrastructure</u> | Infrastructure supports digital learning. |



Digital Learning Now!

Digital Learning Now! is a national campaign under the Foundation for Excellence in Education with the goal of advancing state policies that will create a high-quality digital learning environment to better equip all students with the knowledge and skills to succeed in this 21st-century economy.

Digital Learning Now! is building support for the *10 Elements of High Quality Digital Learning*, which provides a roadmap for reform for lawmakers and policymakers to integrate digital learning into education.



DIGITAL LEARNING NOW!



- ✓ *State-by-state report card*
- ✓ *Roadmap to reform*
- ✓ *Research reports*
- ✓ *Videos and examples*

Digital Learning Now! activities

- **Advocacy:** Build broad public and political will needed to support policy change in legislation, regulation, and other policy levers to support digital learning. Annual state digital learning report cards
- **State Capacity Building:** Assist states in developing digital learning strategies tailored to their unique needs and situations.
- **Thought Leadership:** Using white papers, convenings, and other tools, we seek to help make digital learning issues more accessible and aligned to the broader education reform community.
- **Collaboration:** Work to leverage the work of other thought leaders and organizations focused on innovation. We seek to align our collective efforts to help advance the policies and move the field forward.



Georgia

Accomplishments

- Georgia Virtual School had 20,876 course enrollments in SY 2011-12, a 45% increase over the previous year.
- New laws:
 - Require all end-of-course assessments available online by 2015-2016.
 - Provide that a local school system could not prohibit any student from taking a course through GVS.
 - Fractional funding
 - All districts must provide both part-and full-time online learning options to all students in grades 3-12
 - GA approving a broad portfolio of courses and providers.
 - Support for digital content/textbooks.

Next Steps

- Explore incentives and capacity building around blended learning models.
- Explore competency-based learning. End practice of education based on seat-time.
- Fund based on student success. Provide final payment upon course completion.



Other State Reform

- **Louisiana's Course Choice Program:** Making courses and choice “modular.” Approving a menu of course providers from around the country. Innovative funding model that allows LEA to keep 25% of student formula funding.
- **Utah SB 65- The Statewide Online Education Program:** Drew upon the 10 Elements. Funds success rather than just seat time, has no participation caps and allows multiple public and private providers. The program starts for public high school students in grades 9-12 but then phases in home-school and private school students for eligibility. Tiered funding for higher touch courses and core courses.



Other State Reform

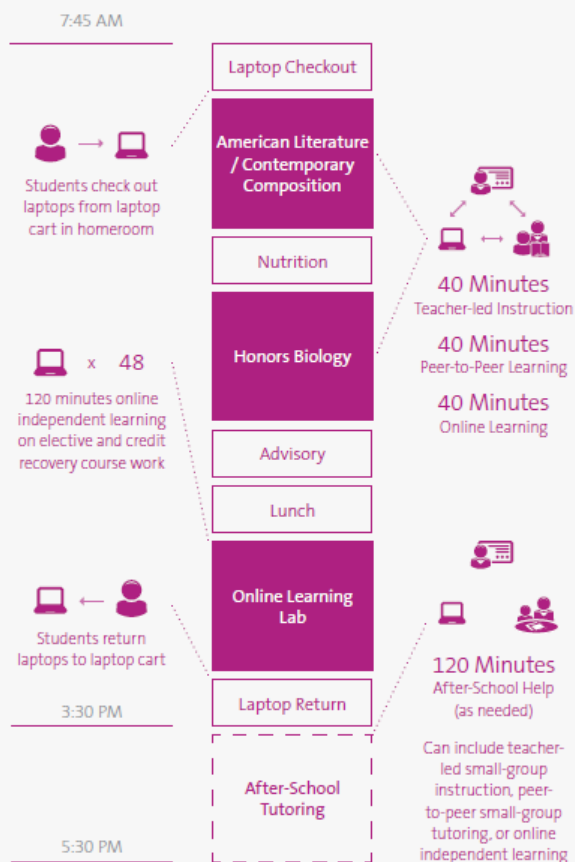
- **Maine Multi-State Learning Technology Initiative:** Maine released an RFP with National Association of State Procurement Officials (NASPO) for equipment and services to empower a wireless student-centered, digital learning environment that provides students with learning technology on a 1:1 basis. Other states can join with no obligation. RFP responses due June 11, 2013.
- **Minnesota SF 1528:** Directs all postsecondary institutions offering teacher preparation programs approved by the state Board of Teaching to include in their preparation programs the knowledge and skills teacher candidates would need to deliver digital and blended learning.



Blended Learning Models

Fig. 1
Rotational Blended Learning Model
at ATAMS*

The model is explained in detail in the
"Instructional Model" section



*Sample depicts potential 11th-grade schedule.

Fig. 1
Rotational Blended Learning Model
at Rocketship

Rotations will be explained in detail in the
"Instructional Model" of the case study

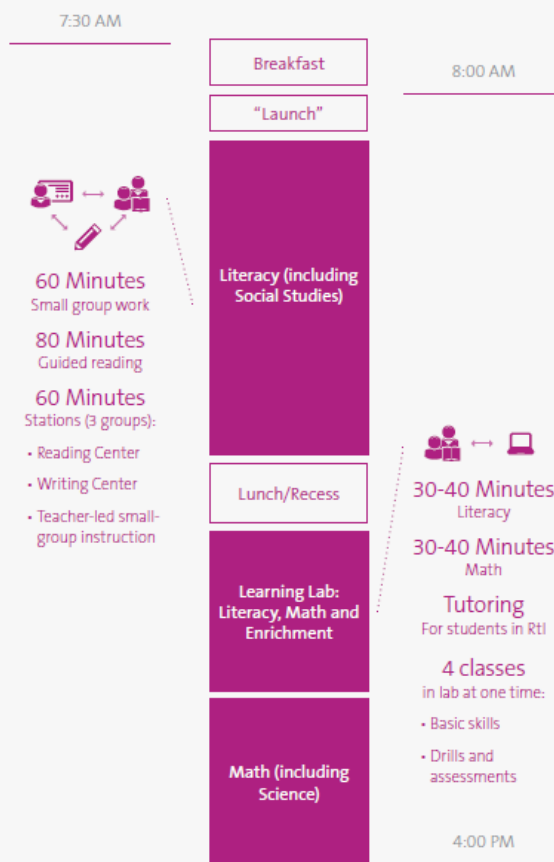


Fig. 3
Sample Use of Time in a Week of Blended
Math Class – "Similar Figures" Lesson*

MINUTES/DAY: TEACHER V. KHAN	DAILY ACTIVITIES
Monday 75 40	Teacher Led: Introduction to <i>similar figures</i> through hands on activity. Khan: Students review weekly goals and begin practice exercises.
Tuesday 40 75	Teacher Led: Do Now and group activity on the definition of similar figures. Khan: Students practice Khan exercises with help from peer tutors and teachers.
Wednesday 15 100	Teacher Led: Do Now activity and check in about weekly goals. Khan: Continue working on weekly goals, review previous exercises, and peer tutor.
Thursday 40 75	Teacher Led: Do Now activity. Stop groups in the middle of Khan time to introduce a short group task. Khan: Continue working on weekly goals, review specific exercises that relate to the concepts for next week.
Friday (short day) 65 20	Teacher Led: Do Now activity, review of week, group task on using similar figures to find the heights of objects that are hard to measure. Khan: Finish weekly goals, start exercises for next week.

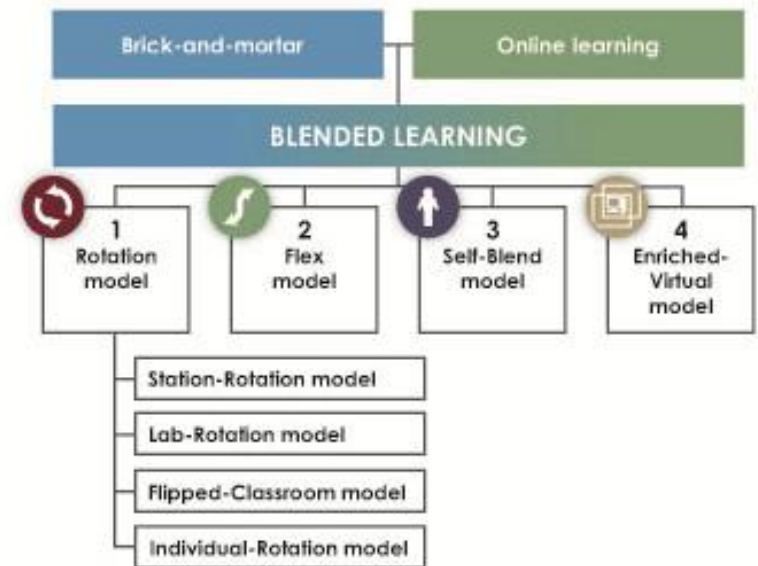
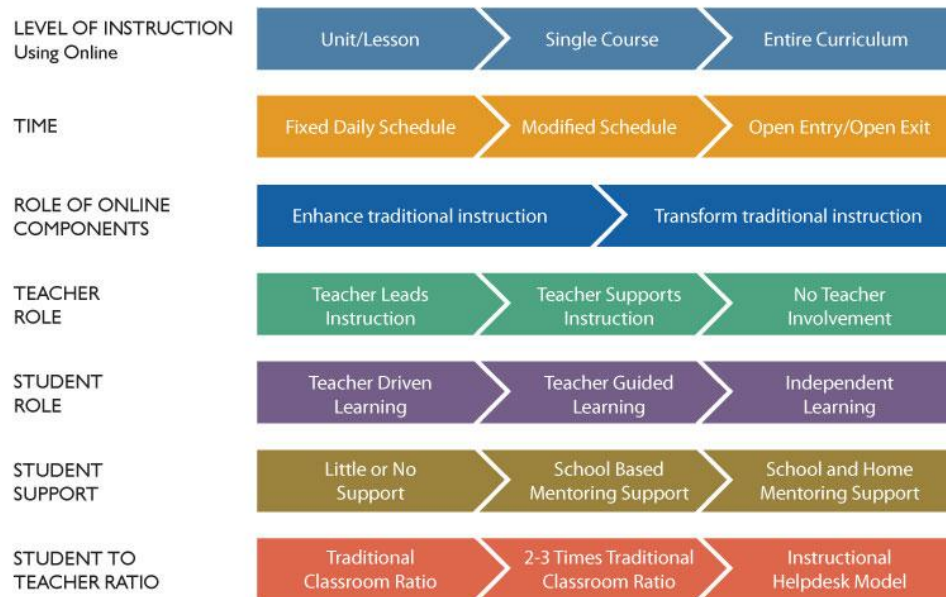
Source: Blended Learning in Practice. FSG for Michael & Susan Dell Foundation

<http://www.fsg.org/tabid/191/ArticleId/799/Default.aspx?srpush=true>

Create Room for Innovation

Many Different Ways to Blend Learning

The Defining Dimensions of Blended Learning Models



© Keeping Pace with K-12 Online Learning, 2010, www.kpk12.com Source: Michigan Virtual University®



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Opportunities for Georgia to Lead the Way

- Explore competency-based models of learning that award credit based on mastery, not just seat-time. Innovation waivers for regulatory flexibility.
- Focus on quality outcomes, not just process measures for online learning (e.g. proficiency, student growth, achievement gap narrowing, etc).
- Use CCSS assessments as a chance to upgrade infrastructure and broadband.
- Embed incentives for digital learning models into existing funding and grant programs.



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