

Digital Content and Pedagogy

MERC Leadership Academy

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The Digital Divide

The
“Haves”



The
“Have
Nots”

Reimagined
Learning

Digitalization of
Traditional Learning

Digitalization of Traditional Learning



Education 3.0

Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital universe)
Teaching is done ...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)
Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used <i>purposively</i>

Image source: *Perspective on Invisible Learning* by John Moravec

<http://www.teachthought.com>

Characteristics of Education 3.0

1. Meaning is **social constructed** and **contextually reinvented**.
2. **Technology is everywhere** (digital universe).
3. Teaching is done teacher-to-student, student-to-student, and **people-technology-people** (co-constructivism).
4. Schools are located everywhere (**fully infused in society**).
5. **Parents** view schools as a place for them to learn, **too**.
6. **Teachers are everybody, everywhere**.
7. **Hardware** and **software** in schools are available at **low cost** and are **used** (strategically).
8. Industry views **graduates as** co-workers or **entrepreneurs**.

Engagement is Critical

AS WE BEGIN THE YEAR, I'M TRYING TO
LOOK AT MY LESSONS WITH A CRITICAL EYE.
I'M REALIZING THERE IS A DIFFERENCE
BETWEEN PROJECTS



AND PROJECT BASED LEARNING.



School should reflect real life

- Relevant
- Collaborative
- Connected



Common Language

Curriculum
vs.
Curriculum Design

Common Language

- Curriculum = “The What”
 - Academic content
 - Standards
 - Assessments
- Curriculum Design = “The How”
 - Goals
 - Structure
 - Strategies

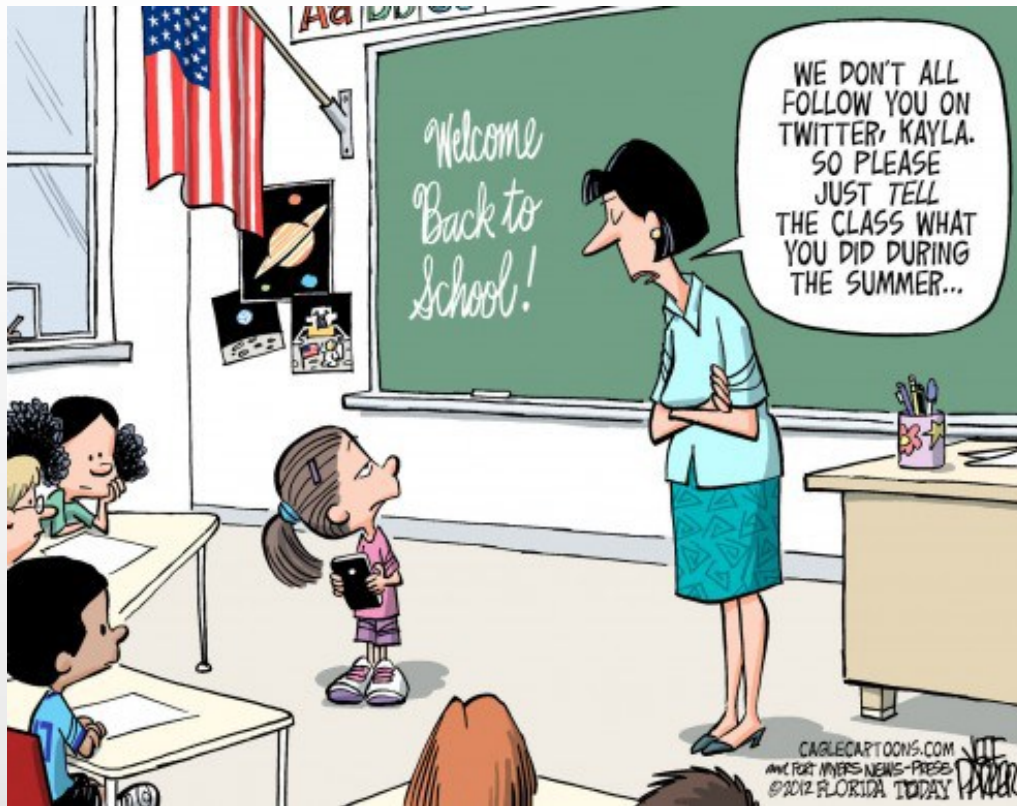
Shifting our Focus

Focus on **how** to learn not
what to learn

Shifting our Focus

- Students must be actively engaged in the learning process
- Curriculum must be rigorous and relevant
- Teachers need to have current skills and content knowledge

Active Engagement



How can we leverage
technology and level the playing
field for our children?

Blended Learning

- Integration of online and face to face Instruction
- Student are engaged in advanced interactive experiences
- Students work at their own pace
- Teachers focus on students' critical thinking and problem solving skills

Online/Virtual Learning

- Expands course opportunities
 - Advanced Placement
 - Hard to staff
- Credit recovery
- Can be a component of “Blended Learning”



Flipping your classroom

Flipped Learning

- Individualized learning
- Direct instruction delivered individually
- Richer, more meaningful learning experience
- No one way

What does a Flipped Classroom Look Like?



Personalized Learning

- Takes advantage of digital skills most students already have
- Tailored to students' strengths and needs
- Increased rigor and student investment
- Expands and enhances learning for ALL

Things to Consider

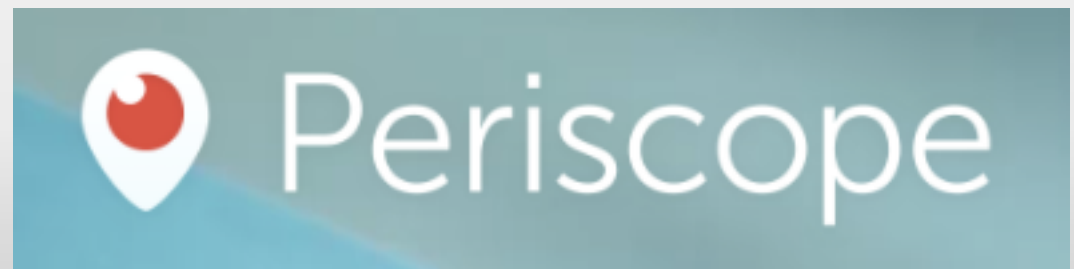
- Define the Goal(s)
- Identify potential barriers and methods to overcome them
- Identify the technology (1:1, BYOT)
- Develop a Communication Plan
- Teach, Model and Support Digital Literacy

Video Recording Software

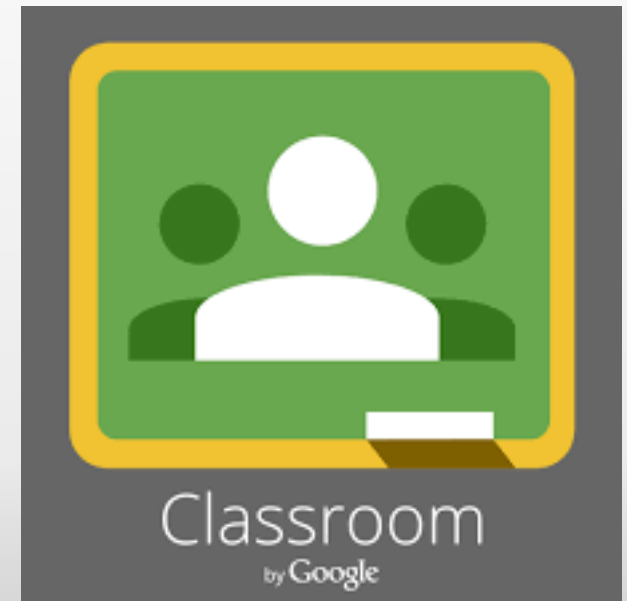
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