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# What Matters Most in Digital Learning

August 5th, 2021

**Ken Greenbaum** - Director of Digital Learning & Education Technology

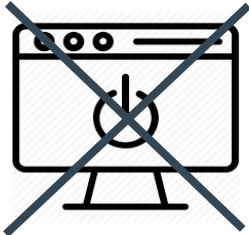
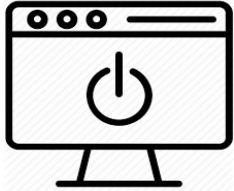
**Carla Wade** - Digital Innovations Lead

# Introductions

In the chat, please share:

- Name
- Role
- School/District/Organization
- Favorite Pizza Topping

# Logistics







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## Key Components of Digital Learning:

A Starting Point for Design, Dialogue and Implementation

Version 1.0

# Session Outcomes

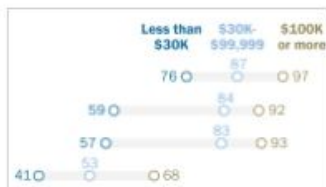
- **Resources** - Identify the most helpful resources and information from *Key Components of Digital Learning*.
- **Stories** - Generate and share examples and success stories that illustrate one or more of the design considerations in action.
- **Action** - Identify how you might apply and/or share at least one resource or idea with your team/organization.

# Centering on Equity

SHORT READ | JUL 16, 2021

## Home broadband adoption, computer ownership vary by race, ethnicity in the U.S.

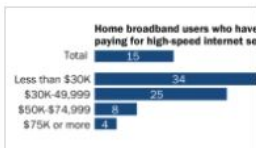
Black and Hispanic Americans remain less likely than White adults to say they own a traditional computer or have high-speed internet at home.



SHORT READ | JUN 22, 2021

## Digital divide persists even as Americans with lower incomes make gains in tech adoption

The shares of Americans in each income tier who have home broadband or a smartphone have not significantly changed from 2019 to 2021.



SHORT READ | JUN 3, 2021

## 34% of lower-income home broadband users have had trouble paying for their service amid COVID-19

Some 15% of all home broadband users in the U.S. say they have had trouble paying for their high-speed internet service during the pandemic.

# And...

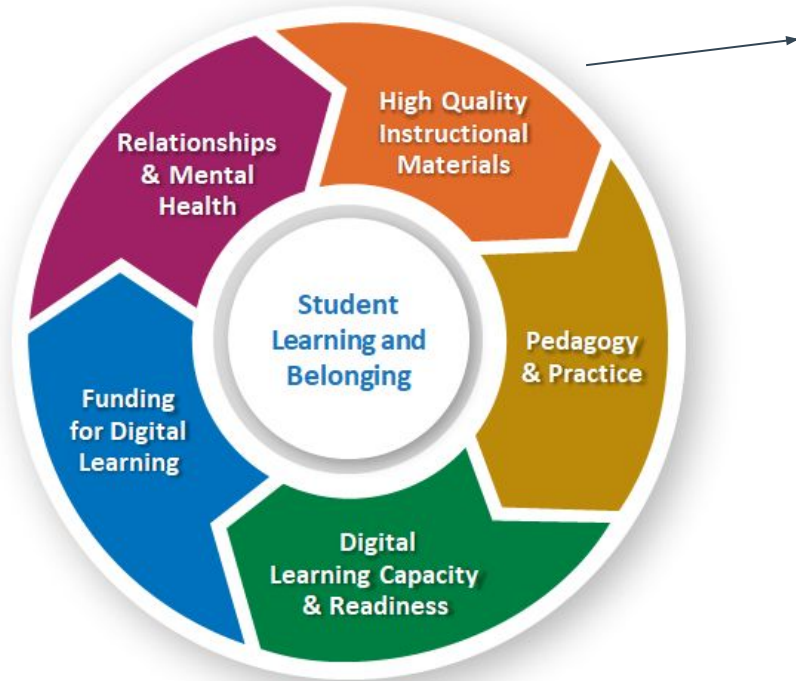
“Traditionally, the digital divide referred to the gap between students who had access to the Internet and devices at school and home and those who did not. Significant progress is being made to increase Internet access in schools, libraries, and homes across the country. However, a **digital use divide** separates many students who use technology in ways that transform their learning from those who use the tools to complete the same activities but now with an electronic device (e.g., digital worksheets, online multiple-choice tests). The digital use divide is present in both formal and informal learning settings and across high and low-poverty schools and communities.” (USED, 2016 NETP)



# Connecting with the Resource



## Key Components of Digital Learning



### Determine a quality core curriculum.

- When adopting core digital instructional materials, reference [ODE's Adopted Instructional Materials list](#) or undergo an independent adoption process.
- Use established criteria to determine the quality of digital instructional materials and online courses. [Quality Matters Resources](#) | [Oregon's Adoption Criteria for Instructional Materials](#)
- Adaptive/personalized learning software can be strategically used to meet individual student needs, but can also present concerns of bias, lack of transparency, diminished teacher facilitation of the learning experience, and lack of rigor. [ODE's Comprehensive Distance Learning Guidance \(Appendix 2\)](#)

# What do you **notice**, what do you **wonder**?

# Defining “Digital Learning”

“Any instructional practice that **effectively uses technology** to strengthen a student’s learning experience and encompasses a **wide spectrum** of tools and practices.”<sup>1</sup> This is a comprehensive definition which includes the use of technology and practices across **all instructional models**, from **in-person to fully online** learning environments.

<sup>1</sup> Every Student Succeeds Act (ESSA), 2015.

# A Deeper Dive...

## Take 5 minutes to:

- In your small group, choose a Key Component
- Each person, identify a practice or resource that interests you the most.
  - Helpful
  - New or needs work for me/my organization
  - Resonates with a core value
- Be ready to explain:
  - The Key Component you chose
  - 1-2 practices/resources
  - Why you chose it

# Your Stories

## Take 5 minutes to:

- Choose a Key Component
- Read through with a different lens. Find an idea/concept/resource:
  - For which you have a success story/example/experience, or
  - Want to learn more about.

# Key Resources

## Featured Resources for Starting an Online or Blended Program

The following resources are recommended for districts starting new online or blended programs.

- [Planning for Quality: A Guide for Starting and Growing a Digital Learning Program](#) includes critical operational questions and recommendations for those starting an new online program.
- The [Planning Guide for Online and Blended Learning](#) includes operational recommendations and the various dimensions of a blended model that must be identified for successful operation.

(pg.4)





## Evaluating Digital Instructional Materials

ODE's [Digital Instructional Materials: Requirements & Recommendations](#) provides more detailed information on processes, requirements, and additional considerations for digital instructional materials. New curriculum adoption is not always necessary when teaching online; most curriculum materials can work for in-person, online, or blended situations.

[Reports of Technology Information in Curriculum](#)

(pg.9)

## Powerful Frameworks for Deeper Digital Learning

The interaction of students' relationship to technology, how teachers use and implement digital tools, and the content around which learning is designed provide opportunities to reimagine the learning experience, not just replicate traditional practices online. The SAMR and PICRAT frameworks offer ways to think about and design deeper digital learning.

- The [K-12 Educational Technology Handbook](#) provides examples, and visualizations of the PICRAT model along with extensive information on other models for digital learning.
- This [resource](#) offers an entry point to understanding the SAMR model.

(pg.15)



## The Digital Learning Capacity Framework

The [Digital Learning Capacity Framework](#) offers a structured, clear way for leaders to assess and plan for digital learning across two dimensions: Technology & Connectivity Capacity and Teacher & Student Efficacy. Use this tool as a needs assessment and/or for ongoing reflection and improvement.

(pg.17)



Activities	Access and Connectivity Funding People need adequate infrastructure and/or services for internet access and connectivity at school and at home.	Student and Teacher Device Funding People need appropriate and user-friendly devices.	Content and Instructional Materials Students learn best with high quality, adaptable, culturally responsive, and effective instructional materials.	Learning Management Systems (LMS) An LMS can help with organization and communication.	Professional Learning for Educators Training and support are necessary for the effective use of digital learning tools.
Title 1-A <sup>2</sup>	✘	✓	✓	✘	✓
Title II-A <sup>3</sup>	✘	✘	✓	✓	✓
Title IV-A <sup>3</sup>	✓	✓	✓	✓	✓
Title IV-B	✘	✘	✘	✘	✓
ESSER I	✓	✓	✓	✓	✓
ESSER II	✓	✓	✓	✓	✓
ESSER III	✓	✓	✓	✓	✓
Emergency Broadband Benefit	✓	✘	✘	✘	✘
Emergency Connectivity Fund Program	✓	✓	✓	✓	✓

(pg.21)

# Action

Identify at least one resource/idea/concept from this resource or shared today that you can share with your organization/team.

What is the next action?



# Your Voice is Important to Us



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# Thank you!