

**Digital Learning Advisory Council**  
Meeting Minutes  
*May 10, 2017*

**Attendees**

- Katie Bauer — University of Connecticut
- Nick Caruso — CT Association of Boards of Education
- Doug Casey — Commission for Educational Technology
- Jonathan Costa — EdAdvance
- Andy DePalma — EASTCONN
- Josh Elliott — Fairfield University
- Barbara Johnson — Colchester Public Schools
- Jae-Eun Joo — University of Connecticut
- Karen Kaplan — Hamden Public Schools
- Dawn LaValle — Connecticut State Library
- Laura McCaffrey — Archdiocese of Hartford
- Greg McVerry — Southern Connecticut State University
- Roberta Pratt — New Milford Public Schools
- Chinma Uche — CREC Academy of Aerospace and Engineering, CTCSTA

**Agenda**

- Welcome and Introductions
- Educational Technology Priorities
- Initiative Planning

**Meeting Notes**

The points below represent an assimilation of ideas rather than a verbatim or chronological record of points shared.

**Welcome and Introductions**

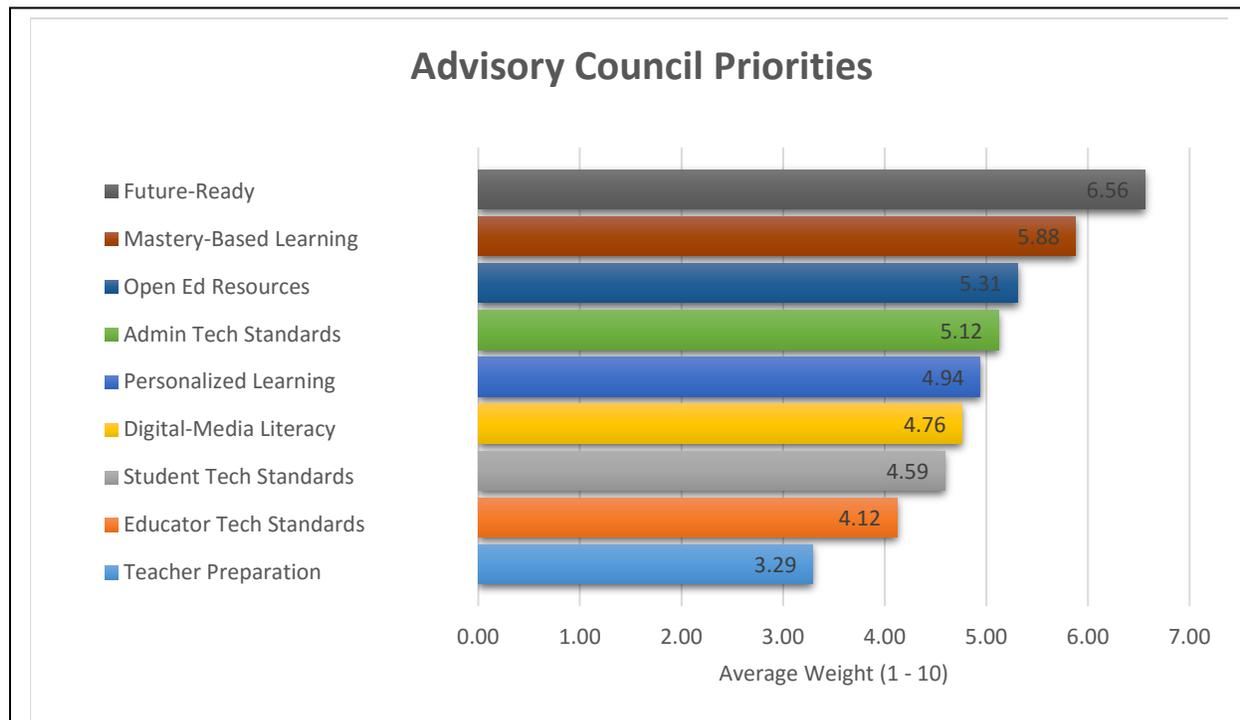
The meeting convened at 10:00 AM with a welcome by Nick Caruso, Chair, and Doug Casey of the Commission. Doug thanked the attendees for their time and expertise and reminded members of the combined Practices and Digital Learning Advisory Councils. He noted that in past meetings of these two separate groups, discussions and recommendations converged around the same, common topics. In the interest of efficiencies (not duplicating conversations) as well as connecting state thought leaders directly around key educational technology issues, the two Advisory Councils combined into a single Digital Learning Advisory Council, comprised of members of

both groups. Nick and Doug reiterated the Commission’s appreciation for their participation and indicated that, in the future, smaller meetings and teams may form around initiatives that may tap specific areas of expertise.

The attendees took a few minutes to introduce themselves, their roles within their organizations, and specific interests pertaining to educational technology. The group appreciated the diversity of perspectives and groups represented by the attendees.

### Educational Technology Priorities

To support the development of the Commission’s strategic plan, members responded in advance to an online survey asking them to rank the relative importance of proposed initiatives. Doug shared the results of the survey, with initiatives ranked most to least important, 1 to 9, as well as open-ended feedback. These results appear below:



### Open-Ended Responses

- Statewide licensing / pricing of applications that we want to promote. Not just a purchasing cooperative - finding support from state for particular programs that provide what we want to provide for every school district.

### Survey Results: Open-Ended Responses (Continued)

- I ranked the above initiatives with the perspective that some of them will require a very short timeline because of existing international standards and available research/best practices.
- Computer science courses in high school
- Computer Science in K-12
- With much of the professional development opportunities within a career setting being delivered online, should we be exploring the possibility that every student should experience an online course at both the high school and college level?
- I support personal not personalized learning: <http://www.downes.ca/post/65065>
- SMS data systems
- I don't know if this falls within some of the above categories, but specifically assessing where CT is with computer science offerings and how the State can support districts with expanding their curricula and programs is an area of interest.
- How can embracing 1-1 and BYOD help make schools more efficient and actually save districts money (or - if you could better align your tools for learning with the mission of better preparation of students for a digital age and save money at the same time, why would you not do it?).

Doug introduced the survey as a simple means of gauging the relative importance of these initiatives to the attendees' constituents, though a simple ranking exercise would not capture other aspects that would influence prioritization, such as ease or difficulty, available resources, etc. A number of the Advisory Council members asked for clarification around the initiatives and the ranking system (e.g., lower-ranking items had a higher priority, based on a 1 – 9 scale).

Jonathan Costa proposed that the group rank the initiatives again based upon a weighted scale. Each member had six "votes" to cast, with a maximum of two per initiative. This approach would help separate the most important initiatives from those that they group felt should not have a high priority. The group discussed and clarified each initiative and then cast their votes. The revised weightings appear in the table below, sorted by vote totals.

### *Weighted Initiative Rankings*

<b>Initiative</b>	<b>Description</b>	<b>Votes</b>
Professional Learning	Pre-service (teacher preparation) and post-service (teacher professional development) supports	17
Digital, Information, and Media Literacy	The ability to find, assess, and effectively use digital resources, information, and media	14
Open Educational Resources	Open-source resources (materials, people, approaches) that stress a community of learning where sharing of resources is open and shared	12
Digital Content	Providing support for equitable access to high quality digital content	12
Computer Science	Support for CS and computational thinking	8
Future Ready	Support CT districts leveraging USDE framework for 21st Century schools	7
Technology Standards	Promoting and supporting tech standards for students, teachers, leaders, etc.	7
Mastery-Based Learning	Students progress at a time and process that is determined by what is learned and not by the calendar	6
Personalized Learning	Broader choices on the goals and measures continuum to more personalize the learning journey for the student	3

The group reflected on the above list of initiatives and discussed the possibility of combining items, such as (1) Open Educational Resources and (2) Digital Content. After some discussion, the group agreed to keep these separate, with the understanding that work in one area would naturally benefit others.

### **Initiative Planning**

With the time remaining, Doug asked the group to pick one or two initiatives to define across these criteria:

- Initiatives: Projects, activities, and work produced from our efforts
- Measures: How to demonstrate benefits and impact in terms of engagement, expansion, gains, reach, usage, etc.
- Risks: Dependencies that could limit impact, environmental factors

The following sections capture the ideas shared on two of these initiatives, Open Education Resources and Digital, Information, and Media Literacy.

## *Open Education Resources*

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### **Initiatives**

- Professional Development: Provide events, resources, and perhaps mentor systems that educate and dispel misconceptions around use.
- Conference: Plan and hold an event for K – 12, higher education, and libraries, either as a standalone or “push-in” activity to other statewide conferences.
- Repository: Create a statewide hub of resources and best practices, promoting its use and connection to other, local data stores (e.g., State Library eBooks).
- Promotion: Partner with other organizations to support the initiative, including CAPSS, CABE, CT State Library, CASL, and perhaps NEASC, among others
- Governance: Establish standards and process for vetting and sharing content. This effort ties into professional development, supporting teacher and professor skills in these areas.

### **Measures**

- Baseline survey data from the Open Source Text Task Force ([PDF available from CT General Assembly Web site](#))
- Enrichment data with availability of digital resources
- Baseline of costs for CT universities
- ResearchIT (formerly iCONN) return on investment and cost savings data
- Analysis of print and materials costs per district, baseline and then cost savings over time

### **Risks**

- Use of low-quality content (vetting and quality assurance)
- Lack of professional development, a focus on assets versus human capital
- Ability to convey the value to stakeholders
- Lack of conventions and standards to adoption
- Lack of unifying vision across audiences

## *Digital, Information, and Media Literacy*

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### **Initiatives**

- Scope: Make sure to address K – 12, higher education, and especially under-reached groups of lifelong (adult) learners
- Badging: Consider a statewide digital credentialing system with open badges awarded to those who demonstrate literacy in one or more realms
- Promotion: Tie to the role of librarians as champions of digital literacy, support the value of libraries among key stakeholders including members of the General Assembly
- Partnerships: Work with the CT Association of School Librarians (CASL), Fairfield University, Southern CT State University, CT State Library, UConn’s New Literacies Lab, etc.
- Definitions: Develop or curate a set of clear terms around the variety of literacies

### Measures

- Baseline Data: Consider sources at a national and state level, available from the American Library Association (<http://www.ala.org/research/>) and the American Association of School Libraries among others. Consider other means of gauging literacy levels at the K – 12, higher education, and adult learner levels.
- Program Data: Cull and share data from the CT State Libraries on literacy workshops.

### Risks

- Sustainability, cost-effectiveness, and coordination of efforts (not duplicate good work done elsewhere already)

Following this discussion, Doug promised to share draft initiatives with the Advisory Council members to garner further input. Nick thanked the group for their expertise and passion around these topics and adjourned the meeting shortly after noon.