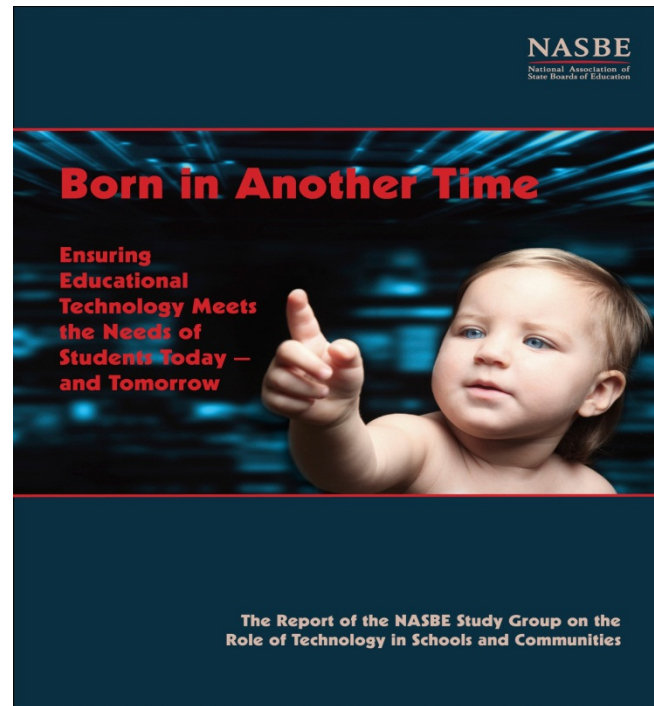# *Born in Another Time*

Ensuring Technology Meets the Needs of Students Today-And Tomorrow

The Findings of the NASBE Study Group on the Role of Technology in Schools and Communities
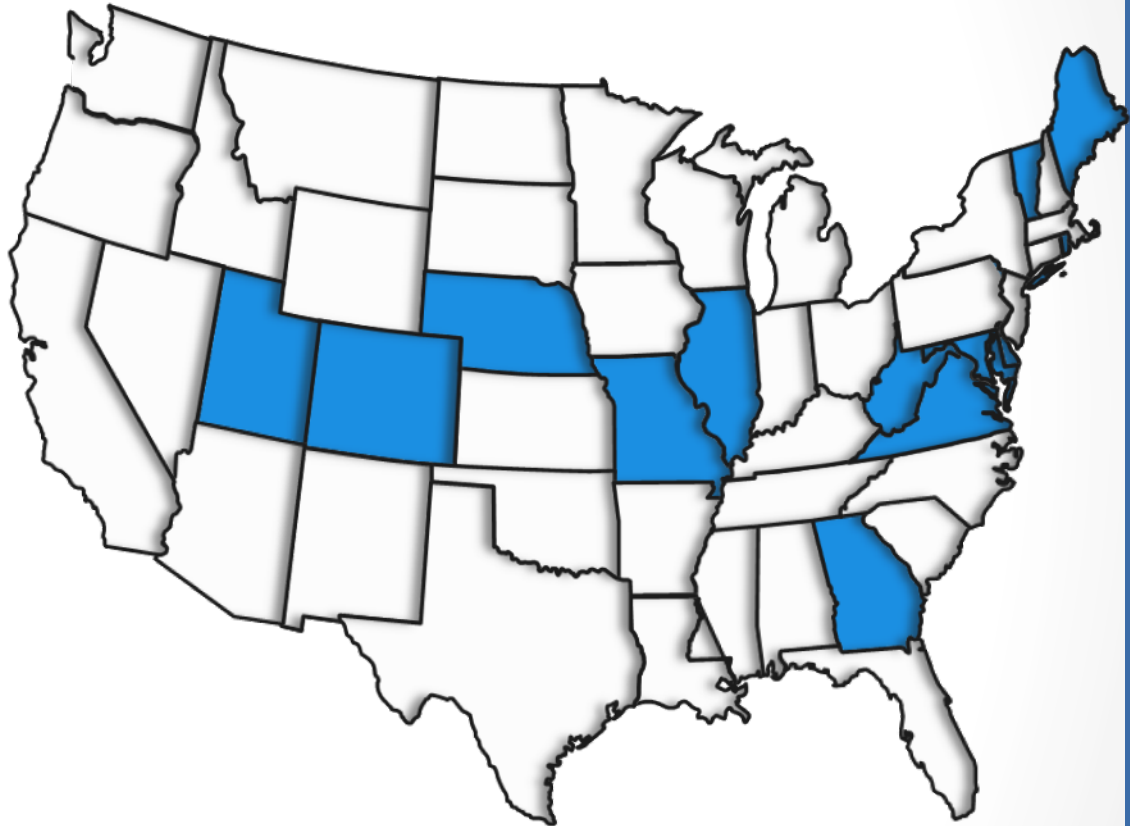
Jim Kolhmoos, SETDA Presentation

October 2012

*"Do not confine your children to your own learning,
for they were born in another time."*

Study Group Members

- Maine
- Utah
- Georgia
- Illinois
- Delaware
- West Virginia
- Vermont
- Guam
- Rhode Island
- Colorado
- Virginia
- Nebraska
- Maryland
- Missouri
- D.C. (Ex Officio Member)
- (15 states)

So What's the Plan?

Given how fast trends can change in the technology world, state board policy will never be able to keep up with the latest and greatest technologies and probably should not try to keep pace with them.

1. What is the overall state vision for education?
2. How and where can technology effectively support this vision?
3. How will these technologies impact the education technology infrastructure, students and educators?

Recommendations:
Student Perspective and Citizenship

1. **Address digital citizenship and digital literacy**

2. **Design instruction to take advantage of how each student learns now**.

3. **Create policies that allocate resources based on data, student needs, and student, parent and stakeholder voices.**

Recommendations: Educator Capacity

State boards of education in collaboration with the relevant stakeholders should:

- **Create a statement, definition, or visionary document defining a connected and networked educator**

- Examine opportunities and **barriers that inhibit or enhance** ability for **districts to partner with each other across and within state lines**

- Examine policies allowing or inhibiting the ability for **online, virtual and blended learning opportunities for teachers**

- **Ensure that teacher candidates,** no matter their path to the profession, **have robust clinical experiences where technology and online learning is incorporated into the program**

- Ensure that teachers are provided with **high quality professional learning and mentorship embedded throughout the school day.**

Recommendations: Infrastructure

1. Ensure that every student has adequate access to a computing device and the Internet at school and home, with sufficient human capital in schools to support their effective use.

2. State should have an up-to-date technology plan and policy that is reviewed on a pre-determined timeline.

3. States and districts should address the interoperability of devices, software and data.

Ideally, we need school leaders who help communities think very carefully about what learning goals they have for their students, their faculty, and themselves, and then look at how technology tools can support those learning initiatives. It's not about "using more tech" or even about "using technology to boost engagement," since what is engagement without direction? **The fundamental issue is how do we think about the kind of learning experiences that will prepare people for work, for our democracy, and for a well-lived life, and to what extent can technology support those kinds of learning experiences.**

--Justin Reich