Research and Pedagogical Design

Professional Learning Course

Transforming Digital Classrooms for Student Success (Grades 7-12)

Online and Blended Learning have presented educators with an opportunity to personalize instruction and meet the diverse needs of learners in our K-12 schools since the mid 1990s. Today's online and blended learning programs are building on the expertise of early adopters, as well as the experience of online learning in post-secondary institutions and the corporate world. Because there are so many types of online/blended programs (full-time, supplemental, state-led, district-level, consortium), there are also many different approaches to teaching, learner support, professional learning, and other considerations.

The online professional learning course, *Transforming Digital Classrooms for Student Success (Grades 7-12),* is based on the National Standards for Quality Online Learning, specifically the Online Teaching Standards as well as the iNACOL Blended Learning Teacher Competency Framework. Both of these sets of standards and competencies were developed based on a review of the literature in the K-12 online and blended field and were created by a combination of practitioners and researchers in the field.

The National Standards for Quality Online Teaching is one of three sets within the National Standards for Quality Online Learning, which also includes the National Standards for Quality Online Courses (2020) and the National Standards for Quality Online Programs (2019). Designed to complement one another, the National Standards for Quality have been the benchmark for online programs, districts and state agencies since their creation in 2007. A number of states have even incorporated the National Standards for Quality into legislation, state rule or adopted them less formally as the criteria by which they assess and approve online learning instruction and course content. The purpose of the National Standards for Quality (NSQ) revision initiative is to provide the K-12 online and blended learning community with an updated set of openly licensed standards to help evaluate and improve online courses, online teaching and online programs.

The National Standards for Quality Online Learning provide a framework for schools, districts, state agencies, statewide online programs and other interested educational organizations to improve online teaching and learning. The instructional philosophies, approaches and models for online teaching are practically endless. The standards are intended to provide guidance while providing maximum flexibility for the users. The eight research-based standards include: Professional Responsibilities, Digital Pedagogy, Community Building, Learner Engagement, Digital Citizenship, Diverse Instruction, Assessment and Measurement, and Instructional Design.

The [iNACOL Blended Learning Teacher Competency Framework](#) includes the key competencies and effective practices of teachers in successful blended learning environments. This research identifies 12 key competencies, organized into 4 larger domains: mindsets, qualities, adaptive skills, and technical skills. This tool is helpful for educators to understand their evolving role in blended learning environments, and it offers insights into the knowledge, skills and dispositions needed to make new instructional methods successful. Emphasis is placed on the mindsets, qualities, and skills that support practitioners' creative and continuous improvement as well as ability to thrive amidst change.

The *Transforming Digital Classrooms for Student Success (Grades 7-12)* course was created based on the research and background of these standards in addition to the research and promising practices of the broader [Digital Learning Collaborative (DLC)](#) community and the course authors. Lessons learned from schools and educators from the spring semester of the 2020 school year where educators transitioned to an emergency form of remote learning were also taken into consideration and are addressed in this course.

While this course will not prepare teachers to become fully online or blended learning educators (this will require more than the 10-15 hours this course provides), it will give them a foundation of the topics, skills, resources, and tools to build relationships, educate, and engage students in these learning environments.

Modules are built around a framework of Discover-Design-Demonstrate, to ensure that participants have the opportunity to engage with course concepts and link those concepts to practice in their classrooms. Participants will participate in both synchronous (real-time) and asynchronous (on your own time) learning experiences. Facilitators will model a variety of strategies and tools to provide examples of how participants can implement remote learning with their students. While this course will not certify educators to be online or blended teachers, they will leave with strategies, tools, resources, and a plan they can use to transition between online and face-to-face environments during this school year and beyond. Participants will receive a professional development certificate of completion and a badge from EdisonLearning upon successful completion.

While the course is housed in the Canvas Learning Management System (LMS) and several tools will be used and highlighted within the course, (tools can be customized to highlight software, content, and other resources your school or district are already using), the intent of the course authors was to remain tool agnostic throughout the course. All questions related to the course can be directed to info@edisonlearning.com.