LEARNING DESIGN SOLUTION

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Phase I - Information Gathering

Target Audience

The target audience of my learning design solution will be all faculty at Stamford American School Hong Kong (Stamford HK). Opened in 2017, Stamford HK is a relatively new K-12 private international school with roughly 500 students and over 100 faculty and staff.
- Curriculum: AERO and Common Core Plus
- American High School Diploma or IBDP
- STEMinn program: science, technology, engineering, math, and innovation

Among the roughly 100 faculty members, there are about 70% expat teachers and 30% local teachers. The age range is somewhere between 25 and 55. Most teachers have international education backgrounds while many teachers also have Masters degrees and teaching certificates. In terms of EdTech, I would say that most teachers are familiar with the basics, use Google suite products daily, and are not resistant to technology integration in their classrooms.

When I first joined Stamford HK in 2018, it was the school's second year and many programs were at the beginning stage of development including STEMinn and EdTech, so I had the chance to see and learn from many great practices. The impact of COVID 19 also pushed the school and teachers to quickly adapt and learn new digital tools to ensure that students could continue to study online. All these factors contributed to a schoolwide culture of collaboration and professional learning with EdTech during COVID.

However, in the past year, there was a noticeable shift in attitudes, and a learning gap started to show. 2022-2023 is the first school year that we are fully in person, and things start to slowly go back to normal or the old ways. There seems to be less enthusiasm for continued professional learning on EdTech. There are less PD trainings organized to upskill new teachers in the area of EdTech. Also, within Hong Kong's international school market, the teacher turnover rate is high so over the past five years, many experienced and tech-savvy teachers have moved on.

To narrow this learning gap in Education Technology, one area to start with is digital citizenship. There are a few reasons why all faculty can benefit from training in digital citizenship. First of all, our students, who might be called "Gen C" - Generation COVID, have experienced close to 3 years of online learning, where the digital world might be just as important to them as the traditional physical world. We are just starting to see the extent of impact from this pandemic on their formative years. A number of students have experienced difficulties transitioning from online learning back to in person learning. More attention should be paid to students' digital wellbeing and social emotional learning.

Secondly, at Stamford HK, unfortunately there have been a few incidents of cyberbullying, digital drama regarding online privacy and safety, both in elementary and secondary schools. Though there are safeguarding policies in place, we should take more preventative measures. Currently, the topic of digital wellbeing is sometimes touched upon with the social emotional learning curriculum, called Second Step. However, digital citizenship is such an important topic that it deserves more time and should be incorporated into everyday teaching and learning whenever possible. We already live in a digital world and we are all digital citizens.

Below are the responses from the elementary deputy principal in the needs analysis survey from M41U4A1. The first one reflects a discrepancy of EdTech proficiencies between teachers. The second one shows that admin leadership agrees with the importance of teaching digital citizenship.

How proficient would you rate the teachers for the use of technology in the classroom, relating to their years of experience at the school?
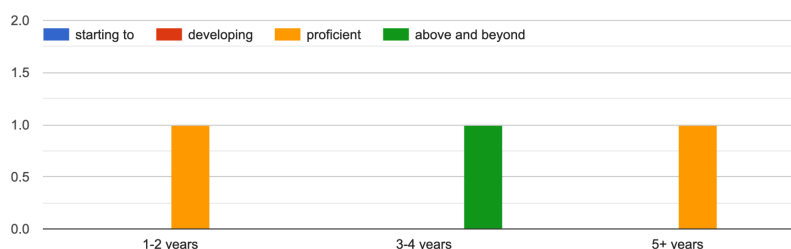
Which areas do you see the needs for EdTech up-skill training?
1 response
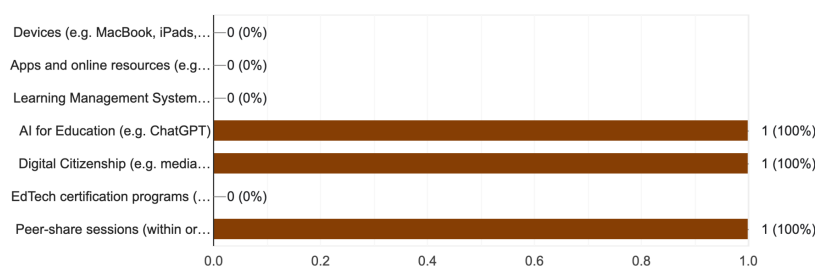
Purpose and Goal

- Purpose:

This learning design solution intends to address the need for teaching digital citizenship skills to the "Gen C" students in the post-pandemic era so that we can help students take ownership of their digital lives.

- Overarching Goal:

The big goal of this learning design solution is to provide teachers with training and help teachers be more equipped for teaching digital citizenship.
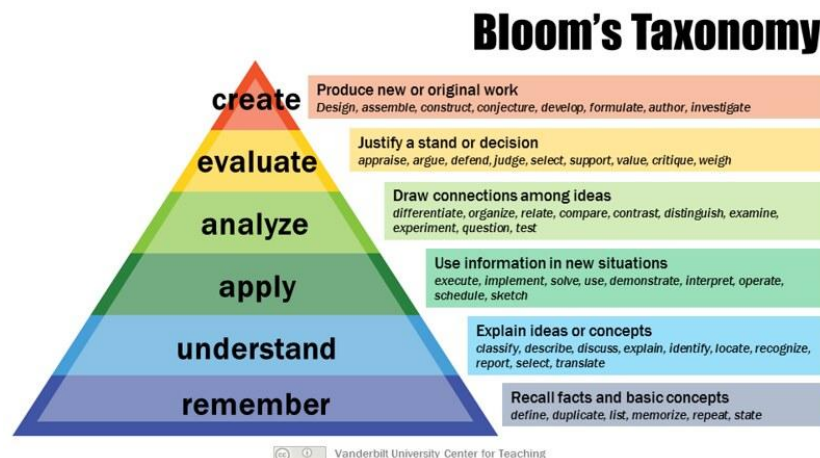
- SMART Goal:

With the help of this plan, I will be able to build a case for teaching digital citizenship to the school leadership team and implement PD sessions on digital citizenship for all faculty, and potentially plan a Digital Citizenship Week with the help of teacher volunteers - "digital pioneers".

Learning Levels

As Bloom's Taxonomy suggests, learners push through the cognitive levels from simply remembering to more complex and higher-level thinking. My understanding of Bloom's Taxonomy was deepened by the work in M42U1A2 Instructional Coaching Workshop.

Since this learning solution plan is designed with all faculty as the target audience in mind, it is safe to say that teachers' knowledge of digital citizenship will be at varying levels on the Bloom's Taxonomy. Therefore, I will come up with ideas for each level of the Bloom's Taxonomy, so that the training can allow room for differentiation and self-paced learning. The end goal is that teachers will be able to create digital citizenship lessons on their own or design ways of incorporating digital citizenship into their teaching.


Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Bloom's Taxonomy Levels	Success Criteria (Teachers will be able to)
Remember	● Recall basic concepts of digital citizenship ● Know where to look for resources
Understand	● Define what digital citizenship is ● Explain why it is important ● Know the 6 core topics of digital citizenship
Apply	● Match the scenarios to the topics of digital citizenship ● Provide examples under each topic of digital citizenship ● Complete trainings for teaching digital citizenship with Common Sense Media ● Complete trainings with Google's Be Internet Awesome

Analyze	● Start to plan for teaching digital citizenship
	   ○ How does digital citizenship connect to my role?
	   ○ Where can I weave it into my teaching?
	   ○ When would be a good time for teaching digital citizenship?
	● Use the Common Sense Educator Road Map to guide their learning and reflection

Evaluate	● Compare and contrast the various digital citizenship curriculums available to them
	   ○ Common Sense Media vs Be Internet Awesome
	   ○ Pros and cons
	● Select the best course of action for incorporating digital citizenship in their teaching

Create	● Design digital citizenship lessons specifically tailored to their subjects and students' needs ● Participate in the planning for Digital Citizenship Week ○ Volunteers for digital pioneers who will help plan the activities for Digital Citizenship Week

Research Reviewed

Besides Bloom's Taxonomy for learning, the learning theories and models that have guided my thinking for this instructional design solution are: the ADDIE Model, the design thinking process, GROW coaching model, and SMART goal-setting.

ADDIE Model of Instructional Design

As one of the most famous instructional design methodologies, ADDIE stands for the five stages of a development process: Analysis, Design, Development, Implementation, and Evaluation. My understanding of the ADDIE model was deepened by the work in [M42U1A2 Instructional Coaching Workshop](#).

The ADDIE Model
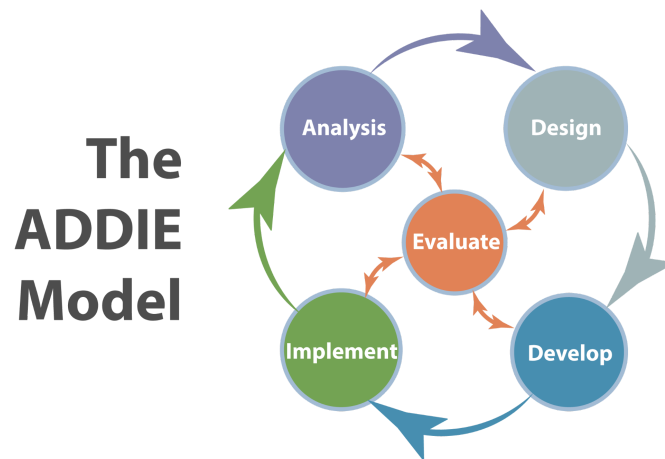
How I approach this learning design solution aligns with the approach of ADDIE.

- Analysis:
  - Identify the learning gap - need for digitized citizenship training
  - Decide on the target audience - all faculty
  - Gather information from the needs analysis surveys
- Design:
  - Based on the information gathered from the Analysis stage, what should the purpose and goal for this learning design solution be?
  - Plan out the overall structure of this learning design solution
    - When: beginning of the new school year
    - How: whole school PD, Digital Citizenship Week
- Development:
  - Plan out the specific steps and activities
    - Select the resources
    - Success criterias
  - Develop a flowchart to visualize the process
- Implementation:
  - Propose the idea to stakeholders, including administrators and EdTech coordinator
  - Try out a pilot workshop with a focus group
  - Implement the learning design solution
- Evaluation:
  - Create survey to gather feedback from teachers
  - Use the data collected from survey for reflection and future modifications

Though the ADDIE model is very helpful in shaping my planning for this design solution, here are some pros and cons with adopting the ADDIE model.
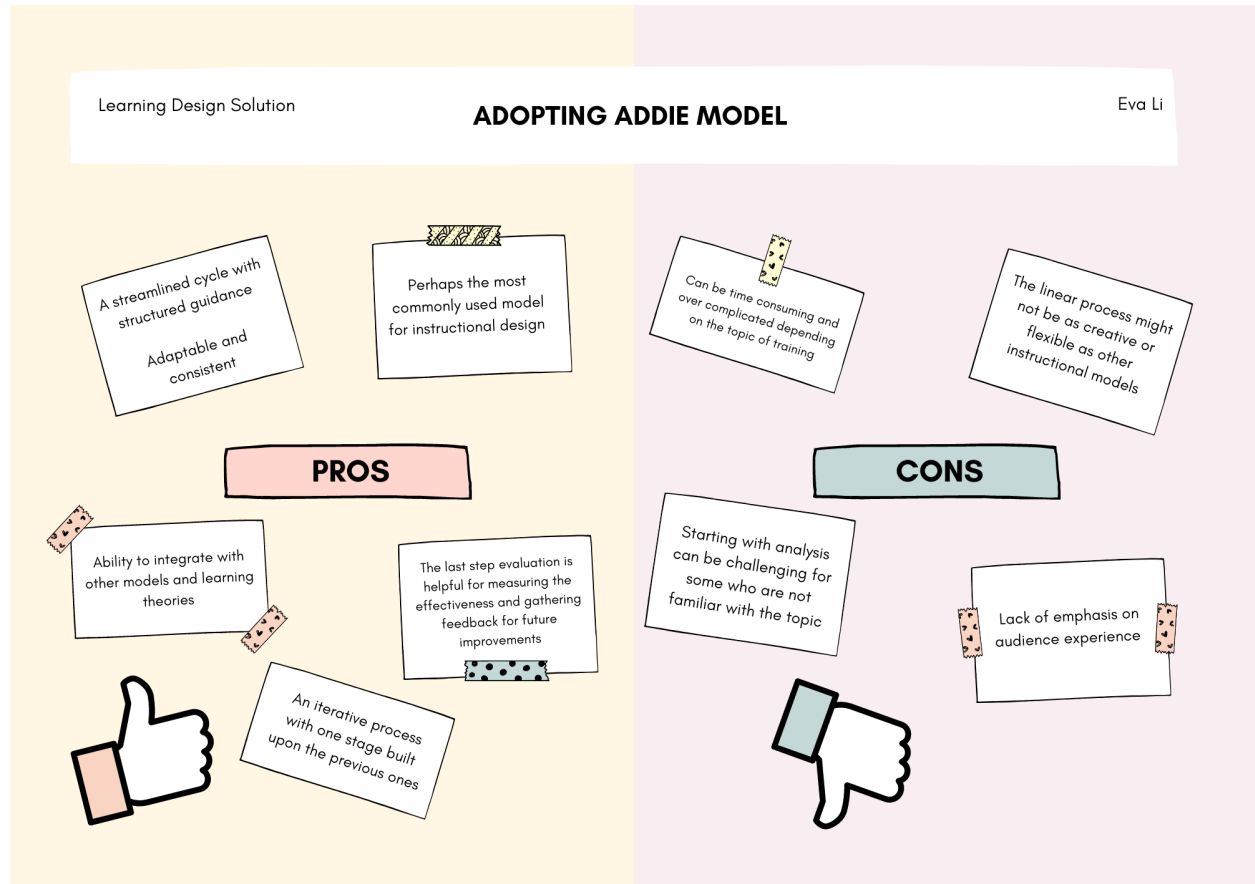
Another reason why I chose the ADDIE model is because the 5 stages of development align with the approach of implementation suggested by Common Sense Media for their digital citizenship curriculum.


This implementation approach provides teachers with a framework on how to start teaching digital citizenship lessons.

- Plan how digital citizenship will be implemented by setting goals and borrowing from successful models along the way.
  - Assess needs
  - Align with initiatives
  - Get buy-in from key stakeholders
- Implement the curriculum, and use training resources to build your practice.
  - Teach students
  - Train educators
  - Engage families
- Evaluate progress and earn recognition. Take time to reflect, refine, and identify areas of improvement.
  - Define and measure impact
  - Celebrate achievements
  - Reflect on progress

Design Thinking

Design Thinking: A 5-Stage Process

Empathize   **Define**   **Ideate**   **Prototype**   **Test**
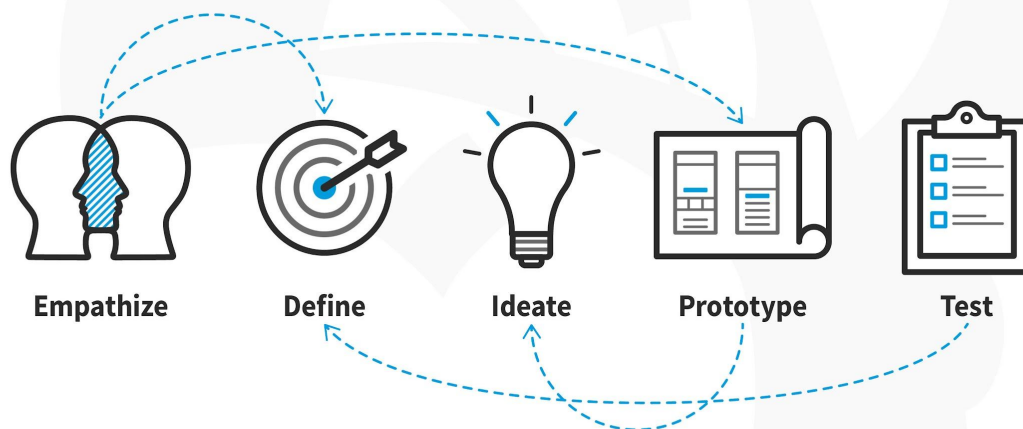
Interaction Design Foundation
**interaction-design.org**

Another pedagogy that has informed my thinking for this learning design solution is the design thinking process. In this project, I think of design thinking as more of a mindset or philosophy of how to approach the topic of digital citizenship. My understanding of design thinking was deepened by the work in M42U3A1 Design Thinking Reflection.

The first step - empathize - is especially important for approaching any problem-solving process, and I used this guiding principle in the first section for gathering information and analyzing target audience

needs. Empathy is the secret weapon in design thinking. It is what makes the design more human-centered. Only by starting with the emotional connections can we find the pain points and seek to understand the audience. It helps us ask the right questions and put ourselves in the shoes of others.

I also appreciate how much emphasis design thinking puts on actions, creativity and collaboration. Through discussion, ideation and prototyping, there can be many possibilities for iterations, and feedback can be gathered for future improvements.

There are many connections between ADDIE model and design thinking process. Therefore, I will mainly use the ADDIE model for specific instructional steps with design thinking elements as guiding principles.
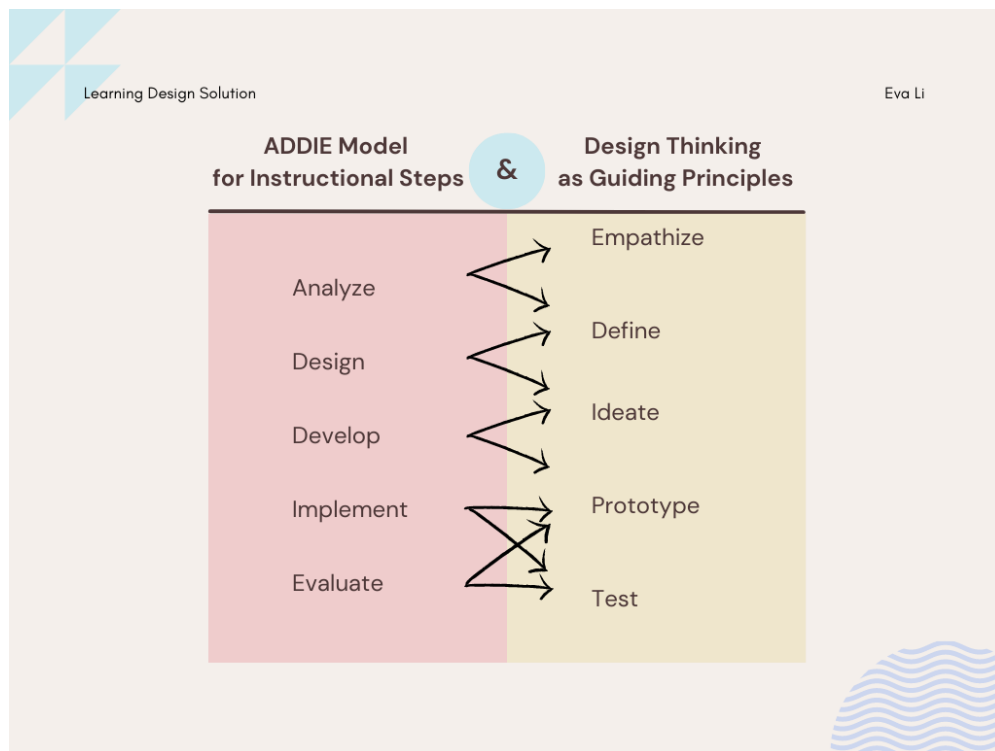
GROW Coaching Model

As the implementation part of the learning design solution, there will be a faculty workshop and I will introduce the GROW coaching model as a way for self-reflection within discussion groups. My understanding of the GROW coaching model was deepened by the work in M41U2A2 Coaching Models.

GROW is an acronym for the four-step progress: goal, reality, obstacles, way-forward. For the faculty workshop on digital citizenship, I plan on putting teachers in groups by their grade-levels or subject areas and using the following guiding questions to help teachers share their thoughts.

Self-coaching **GROW** exercise

Identify a SMART **goal**

- What would you like to work on?
- How would you know if you have achieved your goal?
- What are the benefits in achieving this goal?

Describe the current **reality**

- What actions have you taken so far?
- What is moving you toward your goal?
- What seems to be working and what isn't?

Self-coaching **GROW** exercise

Figure out the **options**

- What options do you have?
- What else can you do?
- What are the pros and cons of each option?
- What obstacles stand in your way?

Determine the **wills**

- What actions will you take?
- When are you going to start each action?
- How committed are you, on a scale of 1–10?
- If it is not a 10, what would make it a 10?

I chose the GROW model for this group discussion exercise because it is simple and straightforward, and I won't spend too much time introducing the GROW model in much detail. With the help of the GROW model, I can take on more of a facilitator's role and teachers with experience in teaching digital citizenship can have a chance to share their best practice.

Phase II - Learning Design Solution

Learning Design Solution
Digital Citizenship - Eva Li

1	2	3	4	5
ANALYZE	**DESIGN**	**DEVELOP**	**IMPLEMENT**	**EVALUATE**
Empathize with target audience Conduct teacher and admin survey Find pain points with teaching digital citizenship: why or why not Identify instructional goals Gather required materials	Define learning objectives Determine instructional strategies and coaching models Design the learning plan and a timeline for implementation Involve stakeholders and seek approval	Develop the workshop plan in details Create materials: presentation slides, group worksheet for GROW self-coaching model, Padlet for resources, etc. Submit proposal to stakeholders for review/revision	Conduct the faculty workshop Facilitate group discussion Introduce digital citizenship curriculums Hands-on activities and trainings Support SMART goal-setting	Self-reflection on the workshop Gather participant feedback through follow-up survey Recruit volunteers for Digital Citizenship Week Encourage sharing on social media Debrief with stakeholders

Stages	Tasks	Timeline	Resources & Research

Stage 1
 	
Analyze
	● Gather information from needs analysis
	   o Conduct teacher and admin survey
	      ▪ M41U4A1 EdTech PD Survey
	● Empathize with target audience
	   o Decide on the target audience - all faculty
	   o Identify the learning gap and a need for digital citizenship training
	   o Find pain points with teaching digital citizenship
		Week 1	M41U4A1 EdTech PD Survey
			
			M41U1A1 Understanding and Implementing

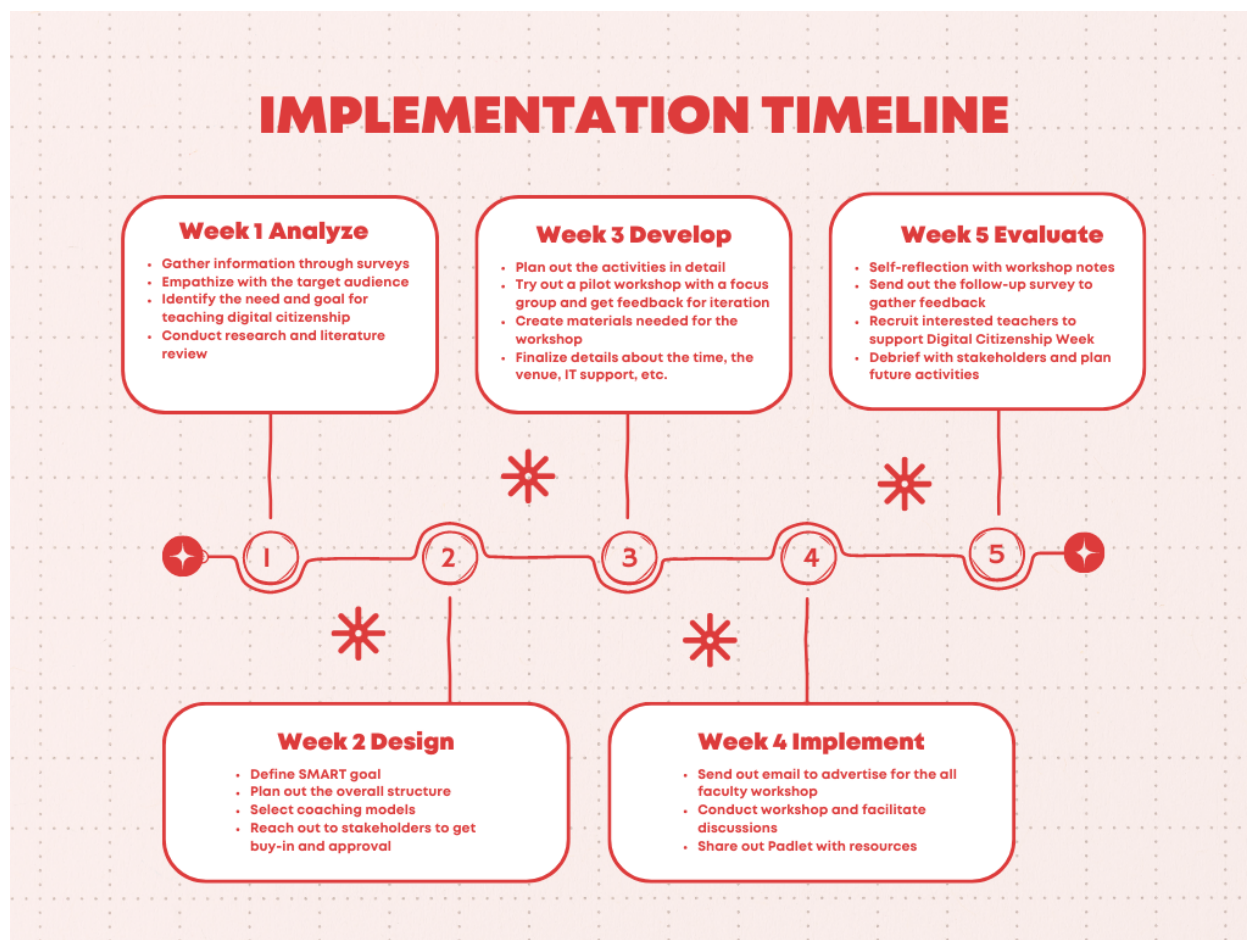|			

	▪ Why, how and when
	▪ Or, why not
	● Identify instructional goals
	    ○ Purpose:
	This learning design solution intends to address the need for teaching digital citizenship skills to the "Gen C" students in the post-pandemic era so that we can help students take ownership of their digital lives.
	    ○ Overarching Goal:
	The big goal of this learning design solution is to provide teachers with training and help teachers be more equipped for teaching digital citizenship.
	● Gather required materials
	    ○ Decide on digital citizenship curriculums
	        ▪ Common Sense Media
	        ▪ Google's Be Internet Awesome
	● Conduct research and literature review
			Digital Citizenship

Stage 2
 	
Design
	● Define learning objectives
	    ○ SMART Goal:
	With the help of this plan, I will be able to build a case for teaching digital citizenship to the school leadership team and implement PD sessions on digital citizenship for all faculty, and potentially plan a Digital Citizenship Week with the help of teacher volunteers - "digital pioneers".
	● Plan out the overall structure of this learning design solution
	    ○ When: beginning of the new school year
	    ○ How: whole school PD, Digital Citizenship Week
	● Determine instructional strategies and coaching models
	    ○ ADDIE instructional model
	    ○ GROW self-coaching model
	    ○ Bloom's Taxonomy
	    ○ Design Thinking process
	● Design the learning plan and a timeline for implementation
	● Involve stakeholders
	    ○ Seek approval from principals
	    ○ Get buy-in with EdTech coordinator
		Week 2	M42U1A2 Instructional Coaching Workshop
			
			M42U3A1 Design Thinking Reflection
			
			M41U2A2 Coaching Models

Stage 3 **Develop**	● Plan out the specific steps and activities ○ Success criterias with Bloom's Taxonomy ○ Develop a flowchart and timeline to visualize the process ● Develop the workshop plan in details ○ Who: all faculty, grouped by grade-levels, subject areas or departments ○ When: 2-hour schoolwide in-person professional development session at the beginning of next school year ○ Where: school arena with tables set up for group discussion ● Create materials needed for the workshop ○ Canva presentation slides ○ group worksheet for GROW self-coaching model ○ Padlet for group sharing and resources, including the video review from M41U1A1 ○ Design Google Form follow-up survey ● Submit proposal to stakeholders for review and revision ○ Propose to try out a pilot workshop with a focus group	Week 3	Canva presentation slides group worksheet for GROW self-coaching model Padlet for sharing and resources [Video review of digital citizenship curriculums](#)
Stage 4 **Implement**	● Send out email to faculty with brief explanation and advertisement card of the workshop (from professional development coaching template) **common sense education®** **Digital Citizenship Curriculum Workshop** ☑ training certification ☑ lesson plan and resources ☑ family resources *media balance* *online privacy* *digital footprint* *communication* *cyberbullying* *news & media literacy* ● Conduct the faculty workshop ○ Warm-up: Mentimeter word cloud	Week 4	[M41U2A1 professional development coaching template](#) Canva presentation slides group worksheet for GROW self-coaching model

	■ What comes to mind when you think of digital citizenship? ○ Introduce: Digital Citizenship 　■ What is it 　■ Why important ○ Present curriculums: 　■ Common Sense Media 　■ Google's Be Internet Awesome ○ Group discussion: 　■ GROW self-coaching worksheet 　■ Explore curriculums 　■ Discuss pros and cons ○ Exit ticket: 　■ Share by group on Padlet 　■ Set SMART goal by group ● Facilitate group discussion ○ Keep notes of questions, concerns, good ideas and best practices ○ Gather interests for helping with digital citizenship week ● Hands-on activities and trainings ○ Within each group, half will start the training with Common Sense Media curriculum and half will explore Google's Be Internet Awesome ○ Each group comes up with a pros and cons list of the two curriculums ○ Support SMART goal-setting by group ○ Encourage sharing on Padlet		Padlet for sharing and resources [Video review of digital citizenship curriculums](link)
Stage 5 **Evaluate**	● Self-reflection on the workshop ● Gather participant feedback through follow-up survey ○ Send out Google Form survey ○ Recruit volunteers for Digital Citizenship Week ● Encourage continued sharing on social media ○ Using hashtags such as #digitalcitizen ● Debrief with stakeholders ○ Discuss possibility for Digital Citizenship Week ○ Plan for future Digital Citizenship activities	Week 5	Google Form follow-up survey

Phase III - Technology Implementation Plan

IMPLEMENTATION TIMELINE

Week 1 Analyze
- Gather information through surveys
- Empathize with the target audience
- Identify the need and goal for teaching digital citizenship
- Conduct research and literature review

Week 3 Develop
- Plan out the activities in detail
- Try out a pilot workshop with a focus group and get feedback for iteration
- Create materials needed for the workshop
- Finalize details about the time, the venue, IT support, etc.

Week 5 Evaluate
- Self-reflection with workshop notes
- Send out the follow-up survey to gather feedback
- Recruit interested teachers to support Digital Citizenship Week
- Debrief with stakeholders and plan future activities

Week 2 Design
- Define SMART goal
- Plan out the overall structure
- Select coaching models
- Reach out to stakeholders to get buy-in and approval

Week 4 Implement
- Send out email to advertise for the all faculty workshop
- Conduct workshop and facilitate discussions
- Share out Padlet with resources

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