Topic Descriptions

Each discussion table topic will have a research point handout and suggested discussion topic with the table host for participants. Not all topics will fit the limited time of the event and those selected will be based on the majority of pre-assessments for participants.

The Five Types of AI Coming to Schools
You've probably heard about generative AI, but do you know about the other four types of AI? Discussing the future means also considering what will happen when all the AI types come together. Also see research on what's happening with AI policies on campus as well as reference materials and info on the balancing of AI with humanity.

The New Time & Space Inequity & Attrition
Have you ever noticed that we do a lot of grouping of students in how we deliver learning in space and through time? Most schools run a sort of manufacturing line by age in grades, then classes in sub-groups which have finite time before students move along to the next subject. This structure is failing most schools during a time when the present generation can everything customized and delivered on demand. Sensing lost individuality and a certain inequity being treated with normative sameness, traditional master schedules and whole-group classrooms are losing significant ground to alternatives. Yet if not the few other alternatives we know as online learning or homeschooling, what's a structure that has both real togetherness but is equitably individualized?

Balancing Human and Tech Leadership
The leader's job today is to align systems so that they move the organization toward strategic goals and can support and sustain themselves. Frequently, however, school and district leaders get caught up in the management of people and details of antiquated structures, diverting effort away from creating conditions for learning, or supporting innovative practice. To be sustainable, successful leaders must not only align teaching and learning systems, but also tech systems with attention to the flow of human efforts accessing those systems.

Modeling a Digital Learning Matrix (Saving Money, Getting Organized)
Are you organized with your digital and analog teaching and learning resources? A Matrix Digital model is based on an evolved traditional grade-and-class master schedule that relies on a centrally orchestrated matrix of systems, digital and analog instructional materials and services, to shift to personalized and flexible learning. With a foundation of network technology and layers of supporting systems (such as an LMS, a SIS and single sign-on functions), software-based learning resources (such as learning object repositories, courseware, and creation tools), and a viable standards-based curriculum map. A sample schema will help anyone visualize a "matrix" of organized items for a subject or an entire enterprise.

Reasons to define "Student"
We are living in an age when students do not appear to be on the same page as prior generations when it comes to regular attendance, behavior, and what's expected of them. It's time for a new set of basics – starting with your organization crafting your definition of what it means to be a student.

Defining the New Human Teaching
None of the common dictionary definitions of teachers say words like lecturer, dispenser of student discipline, whole group manager, data entry clerk, or any of the other things that teachers are doing daily that have shifted with technologies. The large number of duties in the whole-group structure has ballooned. To find out what the industry thinks of the job, Learning Counsel pre-surveyed to narrow choices and then surveyed those nationally to inform the conversation about teacher role in education. Find out what the most common definitions are today and discuss how much time is spent on each of the duties to help with prioritization.

Topic Descriptions (con't)

The Meaning of the Courseware vs. Digital Files Shift

Innovation in schools has been fraught with poor digital practices such that students trying to find documents in overly nested folders ends up with them not doing their homework and other awkward outcomes. Meanwhile, digital courseware is at a high whine of crafting fabulously digital worlds of learning in many subjects that are not discrete lonely files but whole pathways. The difference is stark and could be the unburdening needed for teachers if the institution gets behind a certain rearrangement of expectations of resources.

Trading Computer Sci for Digital Arts & Sciences

You might have antiquated notions of computers "as tools" only and not as a new baseline for human interactions and foundation of work. Today's higher ed institutions have already sidelined Computer Science subjects for the broader scope of Digital Arts and Sciences. What's the potential for K12 schools and districts in embracing this shift?

Digital Transition Maturity – Which Stage are You?

As schools tackle the structural shift to a personalized and flexible learning environment that uses technology to maximize human interaction, there are a number of predictable stages of development. Through extensive research, the Learning Counsel has examined these maturity stages and what schools are doing to navigate systemic changes. Where are you in this progression?

Amplifying Cross-Curricular Experiences

In designing personalized and flexible learning experiences, most often efficiencies and engagement increase through integration of content areas. Along with a shift in thinking from a learning design perspective, cross-curricular experiences can be amplified and expanded through use of digital resources in ways that were previously difficult or impossible. New digital programs help bring the possibilities of cross-curricular learning experiences to life, helping facilitate the connection of foundational principles associated with discrete content areas.

Understanding the Alpha Generation

The students currently in K-12 schools, born between 2010 and up to 2024 have unique characteristics. Many were isolated during the pandemic, with dramatic effects on their learning and socialization. They have been tech raised and are acutely aware of the unlimitedness and instantaneousness of the internet – shaping their minds in ways far different than books and libraries and classroom lecturers did in prior ages. More accurately, leaving their minds unshaped by the physicality of old ways of knowledge sourcing and human voicing, and unwilling to memorize facts because internet look-up can be done from any smartphone. What other unique characteristics do they have that should be considered in teaching and learning?

Staffing Alternative Trends

The teacher shortage is epic, but there are additional shortages in all other staffing areas. What are the solutions areas for schools? How could Matrix Digital thinking and a restructuring of teaching and learning solve many staffing areas while also opening up amazing potentials for students?

Practical Reinvention Hot List

Teachers and leaders also need simple programs they can implement right away to drive effectiveness. This session will bring practical reinvention of practice ideas from outside the education industry and the latest innovations found around the country.

Data Literacy – The Basis of Evaluating Anything

Data literacy is for everyone. A data error point might be a bad source, an altered sequence, a missed conclusion and more. Then there are positives such as correctly sequenced facts, all steps completed, differences are different (differentiation), right classification, and more. Training in schools often does not include a basic definition of data literacy nor training on the logic basics that go into evaluation of student learning or student's themselves learning how to evaluate data.

The Evolving "Science of" Subjects

A hot trend for the past several years has been to build edtech and teacher practice to match rapidly evolving science around how students learn by individual subject. Many schools and teachers post-pandemic have ignored these new developments, thinking that a back-to-usual would be the way to win again. However, understanding a few of the essential points of these sciences and how to implement them may challenge those assumptions and if implemented, gain back learning lost and accelerate students.