

Article I: The New Digital Learning Environment

Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

Supporting Premises

We hold that:

- I.a The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside the school.
- I.b The virtual social-network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions.
- I.c The potential of learning anywhere, anytime, "any path, any pace" must be embraced. Future learning will be a combination of learning at school, virtual learning, learning at home, and in the community.
- I.d Schools must reach out to those who would educate at home or in small networks and welcome their involvement in the school community.
- I.e Virtual learning should become the norm in every community to meet the needs of students who prefer such an environment.
- I.f The secondary school credit system should be expanded beyond school walls so that any place/any time learning, including virtual learning, are equally valued and supported.

Reflections, Questions, Recommended Revisions/Additions

Reflections, Questions,
Recommended Revisions/Additions

- I.g We (families, schools, churches, youth organizations, etc.) cannot control access to information by the young and recognize that once existing boundaries no longer exist.
- I.h Children and youth need role models and adult guidance and connections even more than in the pre-digital era, but the role of adults is different, becoming one that is more about facilitating understanding, raising questions, and designing engaging tasks that produce learning than lecturing and instructing.
- I.i School leaders, including board members, must work to bring the public into conversations that are needed not just to support these transformations but to help shape them and create ownership.

Article I: The New Digital Learning Environment

If we embraced this PRINCIPLE and it's SUPPORTING PREMISES:

What changes might we expect to see?

In students?

In the environment in which teachers and students work?

In the focus of our actions?

What new capacities will we need and how will we develop them?

How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?