ABSTRACT

The Michigan State University – North Branch Area Schools partnership grew out of a successful one-day professional development event that took place in March 2010 at Ruth Fox Elementary School in North Branch, Michigan (USA). The day focused on introducing teachers to a variety of free digital tools they could use in the classroom to enhance teaching and learning.

Teachers appreciated the university team’s consultative and collaborative approach to planning the day, the hands-on and learning-by-doing nature of the day’s activities, and the team’s acknowledgment of the many challenges and complexities of integrating new technologies. The plan for a one-day visit quickly turned into plans for follow-up visits, an intensive technology-integration “Summer Institute” for interested teachers, and a vibrant, multifaceted professional learning relationship that continues to this day.

This collaboration has resulted in many years of dialogue, learning and study on how K12 teachers’ knowledge, strategies and dispositions for tackling digital technologies develop over time. This poster describes the phases and features of a 10-year professional development collaborative between a school and university that focused on developing capacity for teacher-led technology integration. The project cycled through three iterative phases and extends the findings reported in 2011 (Journal of Education, 191(2), 3-18) regarding teachers’ diverse learning pathways and their evolving views and experiences with technology integration.

THREE PHASES TO CONTINUOUS LEARNING COLLABORATIVE

Phase 1: Situation Assessment
- Information gathering from teachers, students & leadership (e.g., surveys, interviews, observations, focus-groups, virtual collaborative planning)

Phase 2: Immersive Experiences
- Tailored in-person professional learning workshops as well as virtual & face-to-face mentoring sessions across the school year

Phase 3: Implementation & Support
- University staff & teacher colleagues provide just-in-time digital learning support and extended learning experiences across the school year

CONSIDERATIONS FOR GROWING TEACHERS’ DIGITAL KNOWLEDGE, STRATEGIES & DISPOSITIONS

COLLABORATIVE PROJECTS
- Digital Tool Exploration with Support (e.g., metacognitive screencasting, Prysm)
- Co-facilitating School Committees, Summer Institutes
- Doctoral Research
- Teacher-Action Research Projects
- Lesson Study

SHARING
- Journal Articles
- Book Chapter
- Grant Writing
- School District/University Publications
- Presentations
- Social Media

CONTINUOUS LEARNING
- Moving beyond one & done PD workshops & into long-term collaborations can result in tailored PD
- Affords opportunities to implement learning as well as reflect and revise lessons with expert support and feedback over sustained periods of time

PARTNERING
- University-School Collaborations are symbiotic (university foregrounds research, teachers lean into research to enhance teaching & learning)