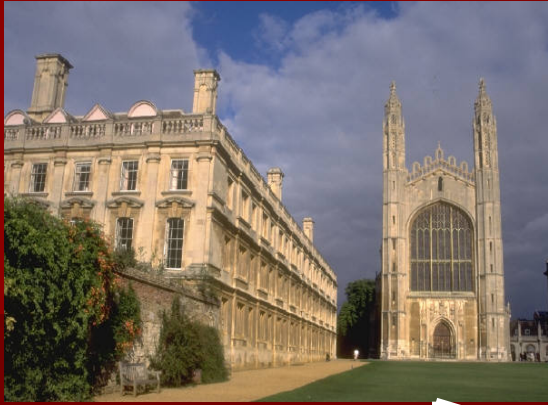


Harnessing Technology  
for Learning:  
University and School Partnership

Lund University

Deborah Stipek  
Stanford University



# Rethinking Education R & D

## R&D *in* practice

- Informed by/responsive to the real problems of practice
- Innovations/tools developed and assessed in practical settings
- Researchers, practitioners, business collaborating

# Stanford Learning Technology Design Course

- Create domain-specific tool used as resource for conceptual learning
- Curriculet
  - technology component
  - assessments
  - explanatory notes for teacher

# “Participatory” or “User-centered” Design

- begin with classroom observation
- *reciprocal* collaboration with teacher
- consideration of external pressures/constraints
  - standards
  - accountability
  - existing technology
- pilot in real learning environment
- refine
- pilot again

# Tension between in situ (local) design and scaling up

- In specific context, accommodate to:
  - teacher skill
  - students' skill levels
  - students' language proficiency/experience with technology
  - technology available
  - culture
- Broad use, must work in many different contexts

# Designing for Scale-Up

## ■ PDS2

– professional development support system

- web-based system of video cases of coaches and teachers
- student artifacts
- professional development ideas
- reference materials

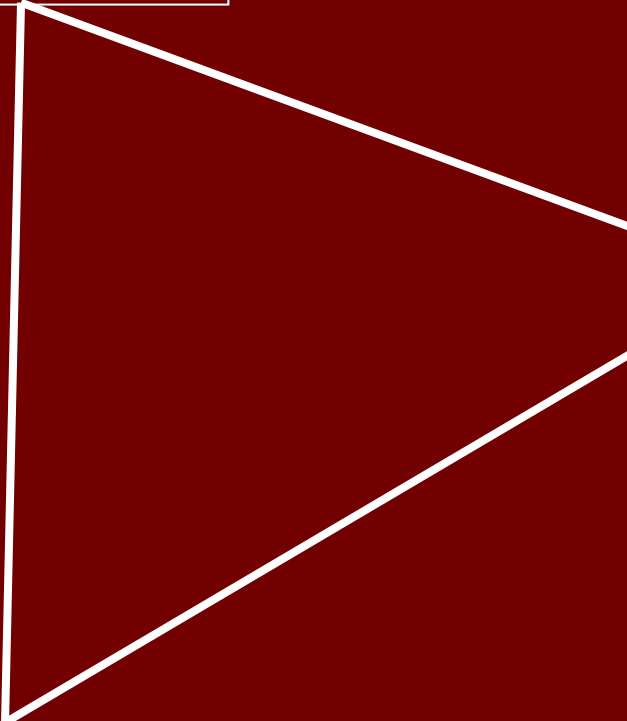
## ■ STEP assessment tool

Literacy  
Collaborative

NKO

University  
of Chicago

Teachscape



# Design Issues

- Market/consumer target
- Wrap-around materials
- Social supports
- Quality controls

# Tensions Among Partners

Commercial	Research
<ul style="list-style-type: none"><li>■ move quickly to scale</li><li>■ minimize development costs</li><li>■ focus on marketable qualities</li></ul>	<ul style="list-style-type: none"><li>■ move slowly; get it just right;</li><li>■ focus on educational qualities</li><li>■ negative views of “commercialization”</li></ul>

# Lessons Learned

- Trust among partners essential
- Ongoing communication and boundary spanners
- Plan scale up and commercial development in the beginning
- Establish clear goals, roles, responsibilities and lines of authority
- Iron out intellectual property and royalty issues in the beginning

# “Lab” Schools”

- Institutionalized stability
- R&D part of mission
- Shared authority
- Trust

# Value

- To the university
  - grounds faculty/students in real world of practice
  - supports teacher education
  - alpha site for R&D
  - site for professional development
- To school
  - benefit of university expertise
  - professionalism of teachers

# Transforming Education

- Goals
- Curriculum
- Instruction
- Assessment
- Decision making

# More than implementation...

- professional development
  - focused
  - coherent
  - substantial
  - sustained
- develop internal expertise
- a culture of experimentation