

Move from Divided to Included ...what does the future of learning look like?

Cari Warnock
Dell Education Strategist

Megan Lipinczyk
Business Development Manager

FAMIS 6/29 1:45-2:30

ScreenBeam® **DELL**Technologies

Cari Warnock

Dell Education Strategist 25 years in Public Education



Megan Lipinczyk

Business Development Manager
ScreenBeam, Inc.
13 years in Public Education

 @LipEdTech

 mlipinczyk@screenbeam.com

 www.linkedin.com/in/meganlipinczyk



Conversation Norms

Psychological safety

Trust

Empathy

Active Listening

Participation

Want to add?



it's all about you

Round Robin:
Name, Title, Org

2 things about yourself or
share a picture

**What does the
future of
learning look
like?
POLL**

What or Who is your WHY?

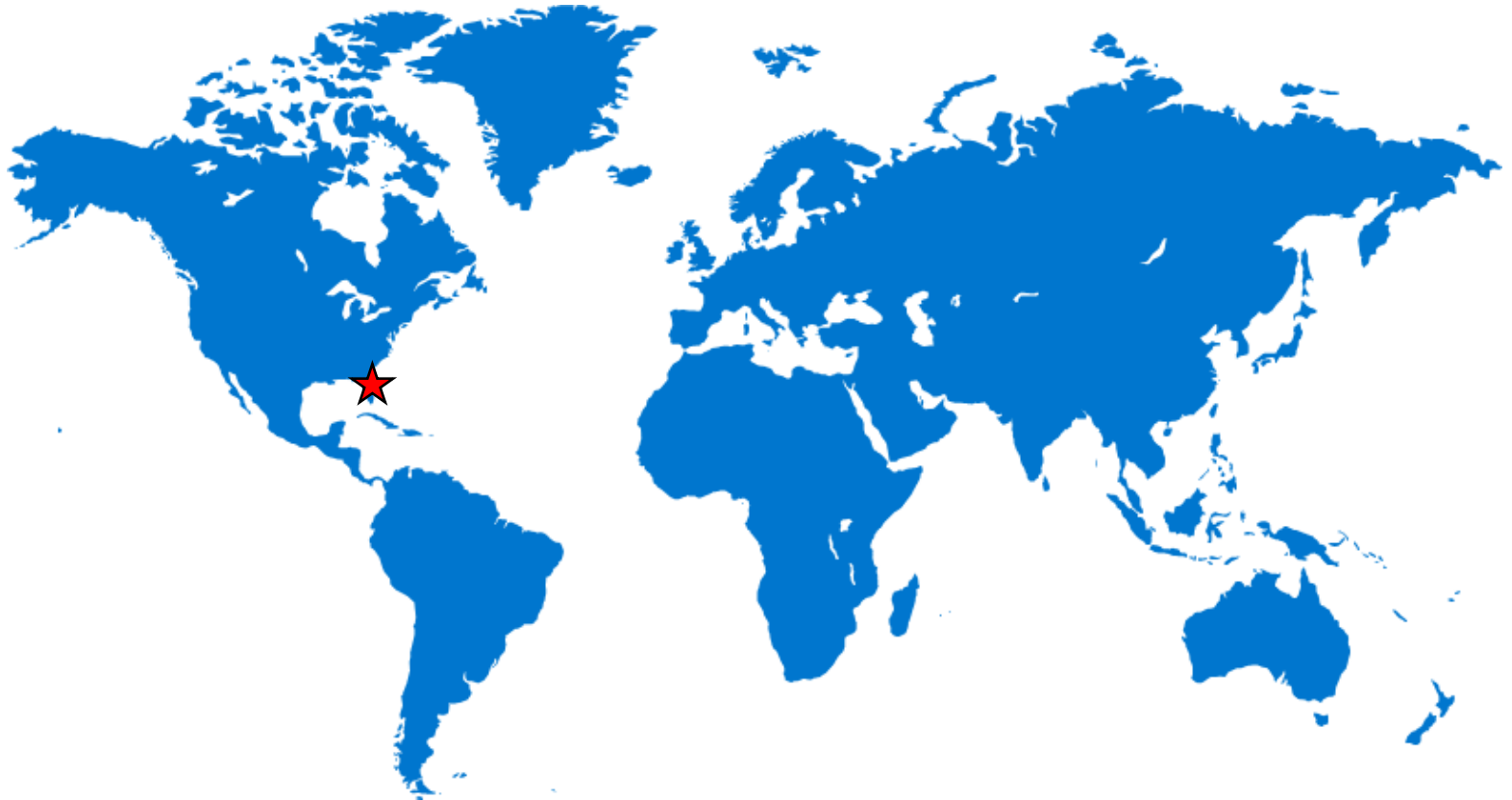


You Stopped at Nothing- 2020

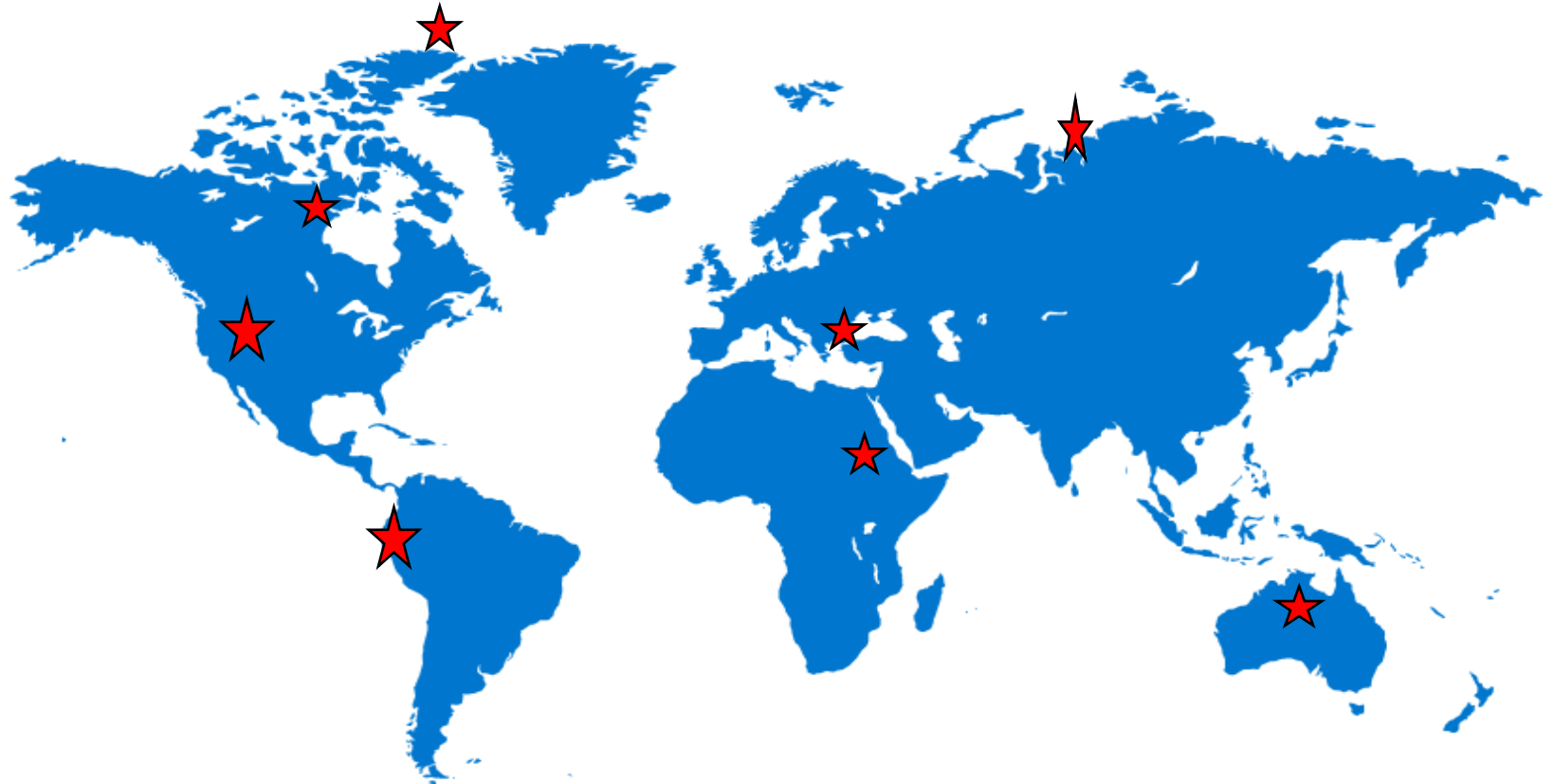


<https://www.delltechnologies.com/en-us/what-we-do/index.htm#video-overlay=6256937652001>

Where in the world is Florida?



Are we preparing Pk- PhD for global competency?





- Question Waiting to be Answered

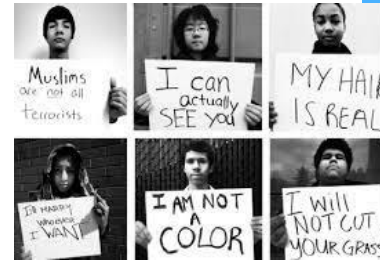
WHO WILL IN YOUR Pk-PhD?

- Minoritized
- Underserved
- Refugee, Immigrant, English language learner
- Newly arrived
- Homeless
- Foster youth
- Court involved youth
- Vulnerable & Alternative
- Disproportionately impacted
- Recidivism

1286

@ High School

680 @ Middle School



WE ARE GENERATION Z.



We send more than **100** texts per day

Our attention span = **8** seconds

73% are connected within an hour of waking up



88% of us are extremely close to our parents



76% are concerned about human impact on the planet

77% believe that businesses should make "doing good" central to their mission



55% feel pressured by our parents to get early professional experience

74% of us would rather work for ourselves



1/2 of us will be university educated (compared with 1/3 of Millennials)



We're concerned about privacy — **42%** of us are sharing less than we did 2 years ago



We spend more than **7.5** hours a day in front of a screen



9 out of 10 feel optimistic about our own future



65% of us worry about the economy in general

Teaching Gen Z:

tips for **today's** teens and pre-teens (born between 1996 and 2014)



5

number of screens they use per day

8

seconds is the length of their attention span



Use Technology/ Personal Devices. If your classroom is already 1:1 with devices, look into using educational apps in your lessons, or google classroom. If your room is not 1:1 let your students use their smartphones or share devices in small groups.



Incorporate social media. For better or worse, this generation is addicted to social media. Why not use this to your advantage? Have your students create a Twitter account for your class and tweet summaries of reading assignments.



Publish their assignments online. Put their essays or other assignment on an online forum dedicated to your class. We already know students are more motivated when they know others will see their work, other than their teacher.



Assign projects that make a difference. Take advantage of this generation's active social and environmental conscience and center your assignment on problems happening around your school, community, or even beyond!

For more ideas, visit mathgiraffe.com!

WHO....Todd Rose, TEDx Sonoma Co Myth of Average

THE MYTH OF AVERAGE

height
shoulders
chest
waist
hips
legs
reach
torso
neck
thigh



memory
language
knowledge
reading
vocabulary
curiosity
perceptual
cognitive
interest



How are you addressing the jaggedness?

- POLL?
- Outcomes of education moving away from the notion of the average
 - What is success in school?
 - Personal
 - Economic
 - Civics and community

Personalization: jaggedness, context, pathways, autonomy, mastery, equity

What is school for?

Global Problem Solvers: make and find jobs



1 TRILLION FL GDP

Leading markets:

Tourism

AG

International trade

Aerospace/Aviation, Life Sciences, Financial services



Future of Work: video and break-out rooms

<https://www.youtube.com/watch?v=59d3UZTUFGQ0>

What will you commit to today?

Start, stop, continue

What can you commit to?

Does the future of work=future of learning?

Does the future of learning= the future of work?

START, STOP, CONTINUE

60 second elevator pitch

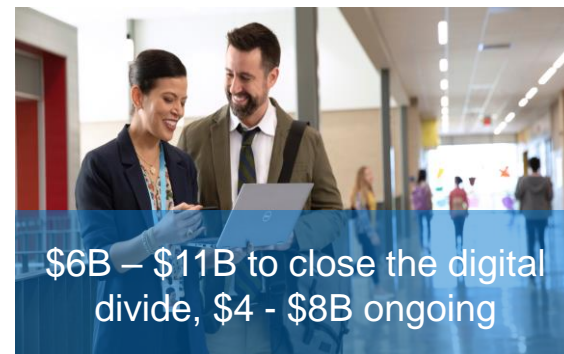
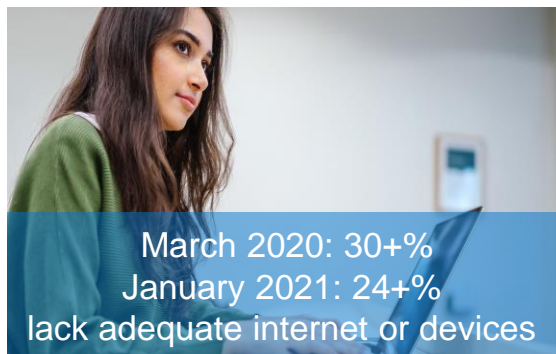
What is the stretch goal?



Moving from the **Digital Divide** to **Digital Inclusion**

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The Digital Divide



“The pandemic has made inequities in our technology infrastructure increasingly apparent, leaving those in rural and low-income areas struggling to work and learn effectively from home, putting disadvantaged people at an even greater disadvantage. Technology should be an equalizer, not another source of division.”

Michael Dell
Chairman and CEO of Dell Technologies

Moving to Digital Inclusion

All individuals and communities have access to and use of Information and Communication Technologies (ICTs):

- Affordable, robust broadband internet service;
- Internet-enabled devices that meet the needs of the user;
- Access to digital literacy training;
- Quality technical support; and
- Applications and online content designed to enable and encourage self-sufficiency, participation and collaboration.

Source: *National Digital Inclusion Alliance*

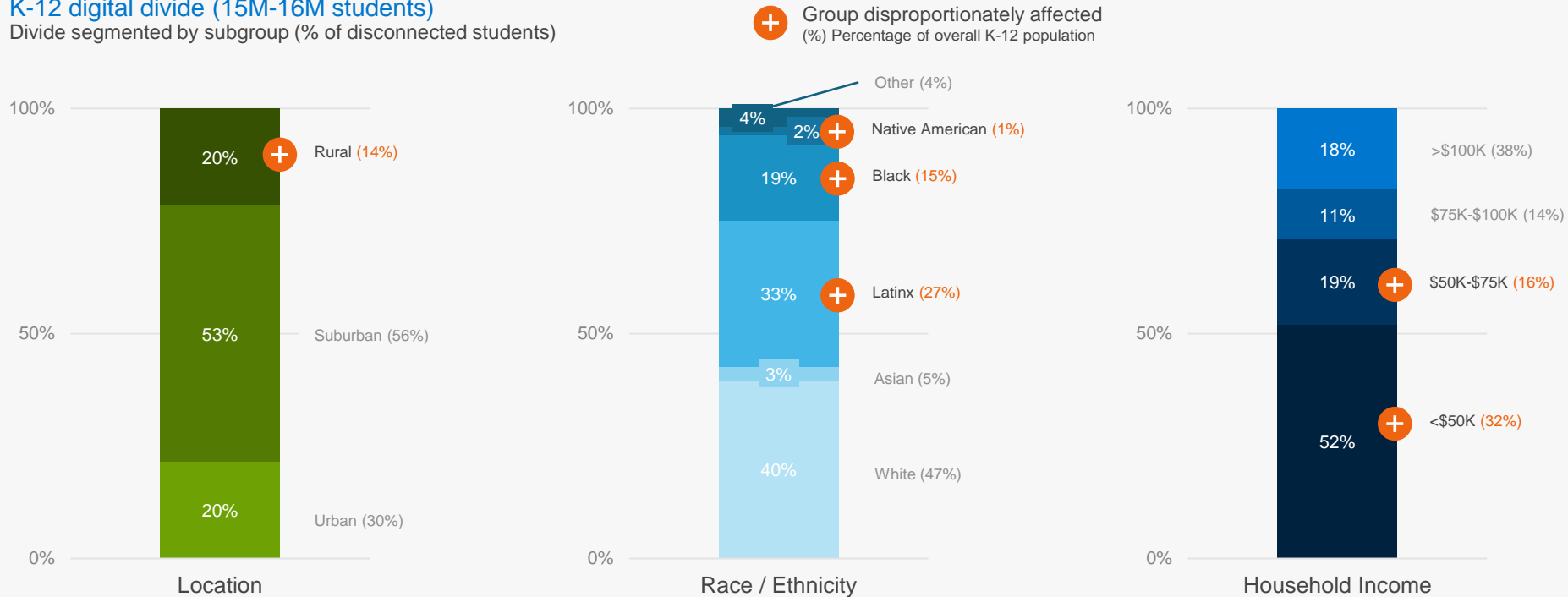


Who is most impacted by the Digital Divide?

Demographic breakdown of the digital divide






K-12 digital divide (15M-16M students)

Divide segmented by subgroup (% of disconnected students)



Note: Figures represent the structural divide, the size of the divide that all permanent, long-term solutions must address. Numbers are rounded.
Sources: ACS one-year survey compiled by the U.S. Census Bureau – aggregated at household level, NCES, BCG analysis.

Dell's Focus on Digital Inclusion

Element	Dell's Response
 <p>Broadband internet service</p>	<ul style="list-style-type: none">• Innovative broadband solutions including 5G• Partnership with Kajeet• Open Source and Software Defined Networking• Common Data Elements for Access Project with SETDA
 <p>Internet-enabled devices</p>	<ul style="list-style-type: none">• LTE Chromebook 3100• Education purpose built devices
 <p>Digital literacy training</p>	<ul style="list-style-type: none">• Professional Learning• Resources for families developed for states and districts
 <p>Quality technical support</p>	<ul style="list-style-type: none">• Student-Led Help Desk programs• Tech Direct
 <p>Applications and online content</p>	<ul style="list-style-type: none">• Professional Learning• Partnership with Brightbytes• Blended Learning Project with SETDA

Future Proofing Learning...

PEDAGOGY



SPACE



TECHNOLOGY



DATA AND DIGITAL FLOW

DRIVING INNOVATION IN EDUCATION

Top Topics for 2021



Hurdles

Digital Equity

Scaling and Sustaining
Innovation

Evolution of Teaching
and Learning



Accelerators

Personalization

Social and Emotional Learning
and Well-Being

Learner Autonomy



Tech Enablers

Digital Collaboration
Environments

Untethered Broadband and
Connectivity

Blended Learning Tools



MeTeor Education



Might you Consider?

- **Flexibility:** The space can be reshaped.
- **Agility:** The space can be reshaped quickly.
- **Intentionality:** The space is designed to support the student learning experience.
- **Adaptability:** The space adapts to changes in the expectations of the student learning experience.
- **Technologically:** The space supports a variety of technologies.
- **Synergistically interconnected:** The physical and digital spaces for learning are connected.



A young man with short hair, wearing a dark hoodie, is sitting on the floor. He is looking down at a laptop in front of him. To his left, an acoustic guitar is leaning against the wall. The entire scene is overlaid with a semi-transparent blue filter. The text "Move with research...TNTP" is centered in white, and the Dell Technologies logo is in the bottom right corner.

Move with research...TNTP

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TNTP Accelerate Learning





What are our goals for accelerating student learning for all students, and where do we stand against them?

GOALS FOR ACCELERATING STUDENT LEARNING

1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.
2. All students feel like they belong in their school experience.
3. All students and families are treated as authentic partners.
4. All students have access to grade-appropriate assignments focused on priority content.
5. All students have access to strong instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority content.
6. All students are demonstrating mastery of grade-level content.

All students feel like they belong in their school experience.

Students' sense of belonging is a critical—and often underappreciated—condition for academic success. Students who feel a sense of belonging “feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel a sense of fit at school. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value.”¹ Students who feel a sense of belonging and believe they are valued by their peers and teachers are able to engage more fully in learning.

During these challenging times for students—when many students are learning from home or attending socially distanced classrooms while asked to wear a mask—it's more important than ever that students believe that they belong in their learning environment and that we ensure that students have access to a classroom community that cultivates their sense of belonging.² To determine whether this is occurring in your school or system, consider setting and monitoring the following goals and measures:

What words resonate with you?

An aerial, top-down view of a group of people sitting on a circular, dark-colored modular sofa in a modern lounge or office setting. The people are engaged in various activities: some are looking at laptops, others at tablets or documents. The central area of the sofa is cluttered with papers, a laptop, a coffee cup, and a water bottle. The background shows a light-colored, patterned carpet and other people walking around, suggesting a busy, collaborative environment. A semi-transparent blue horizontal band is overlaid across the middle of the image, containing the text.

ReImagine: How might we EDU?

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