



Planning Tools

Learning Progression

Playlist

Exploring Blended Learning

Exploring Blended Learning is an exploration of blended learning and its intentional and thoughtful integration of technology into instruction and assessment. By the end of this course, you develop a robust definition of blended learning and use that definition to make the case for blended as a powerful learning model.

Skill Level: Investing to Developing
Estimated Time to Complete: 6-9 hours

Digital Game-Based Learning

Explore how digital games can be used in the classroom as a tool for instruction and assessment. Using digital games is just one way that educators can include opportunities for learner agency, interaction, iterative feedback, customization, and risk-taking in their curriculum.

Skill Level: Investing to Developing
Estimated Time to Complete: 9-12 hours

Blended Learning - A Deeper Dive

Design blended learning with a focus on differentiation, student voice, choice, agency, and rigor. This course is for educators who have a general understanding of blended learning, may have implemented a basic station rotation approach, are ready to explore models that further integrate technology into instruction and assessment, deepen opportunities for learner agency, and infuse rigor in their lessons.

Skill Level: Developing to Leading
Estimated Time to Complete: 12-15 hours

Leading Blended Learning

Identify strategies for leading a successful blended learning implementation plan. School/district leaders examine practices that have been successful scaling and sustaining this work to maximize student learning, including the delivery of high quality blended professional development for staff.

Skill Level: Leading to Innovating
Estimated Time to Complete: 15-20 hours

Project-Based Learning in a Blended Classroom

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge of presented concepts. In **Project-Based Learning in a Blended Classroom**, you explore the eight elements of project-based learning, identifying how these elements enhance a student's learning experience, and investigate how the integration of technology can help increase the level of rigor and authenticity. The course exposes you to tools and strategies from which you design a meaningful project in your blended classroom from project launch through culminating task.

Skill Level: Developing to Leading
Estimated Time to Complete: 12-15 hours

Aligning Edtech to Your Needs: Educators

Designed to help educators identify and align instructional need with teaching, learning, and technology philosophies, this course focuses on the creation of a *Need Profile*. The *Need Profile* determines the foundational functionality that drives the edtech purchase decision at the classroom level.

Estimated Time to Complete: 6-9 hours

Aligning Edtech to Your Needs: School Leaders

Designed to help school/district leaders identify and align instructional need with teaching, learning, and technology philosophies, this course focuses on the creation of a *Need Profile*. The *Need Profile* determines the foundational functionality that drives the edtech purchase decision at the program, school, or district level.

Estimated Time to Complete: 6-9 hours

Selecting and Socializing Your Edtech: School Leaders

School leaders use the *Need Profile* they created during the companion course, **Aligning Edtech to Your Needs: School Leaders** as a tool to be critical consumers of technology as they move toward selecting and evaluating edtech at the program, school, or district level. School leaders use this problem-first approach to selecting edtech, leading to more stakeholder buy-in and improved alignment between the technology and the unique needs of their teachers and students.

Estimated Time to Complete: 6-9 hours

To receive NAF professional credit hours for completion of these courses please contact curriculum@naf.org