

21 Steps to 21st Century Learning™
A Framework for Effectively Implementing 1-to-1

Anytime Anywhere Learning Foundation



21 Steps to 21st Century Learning™
A Framework for Effectively Implementing 1-to-1

Bruce Dixon bdixon@aalf.org

Anytime Anywhere Learning Foundation

www.AALF.org

© Anytime Anywhere Learning Foundation and Education Queensland, 2008. All rights reserved. No part of the document contained herein may be reproduced, stored in retrieval systems or transmitted in any form or by any means, photocopying, electronic, mechanical, recording or otherwise, without the prior approval from the Anytime Anywhere Learning Foundation.
21 Steps to 21 st Century Learning is a trademark of the Anytime Anywhere Learning Foundation.
A Framework for Effectively Implementing 1 to 1 - 4 -

Table of Contents

Introduction	б
The four phases of, and 21 steps to, 1-to-1 success	7
Getting started: The 21 Steps in Summary	8
Step 1: Research	11
Step 2: Build a Strong Vision for 1-to-1 Learning at your School	22
Step 3: Engage parents, the wider school community and School Board.	27
Step 4: Building a communication strategy	28
Step 5: Conduct a detailed Readiness Assessment	29
Step 6: Develop a project plan	31
Step 7: Prepare a detailed budget	38
Step 8: Select a preferred ownership and finance model	39
Step 9: Ensure teachers have laptops first	40
Step 11: Prepare physical learning spaces	42
Step 12: Select software tools to fit pedagogical goals	43
Step 13: Explore supplier partnership opportunities and form factors	44
Step 14: Calculate the total cost of participation in the program	45
Step 15: Define essential policies	46
Step 16: Prepare responses to anticipated questions	47
Step 17: Establish onsite service structures	51
Step 18: Conduct parent and/or community sessions	52
Step 19: Order devices and prepare for deployment	53
Step 20: Distribute student laptops	54
Step 21: Review and reform	55

Introduction

As we head toward the end of the first decade of the new millennium, more than a million students and teachers worldwide have embraced the laptop revolution. Along with this major change, much has been written about the benefits of 1-to-1 initiatives where each student has his or her own personal computer. But if this is a revolution, it is only a revolution in terms of the number of students with their own personal computers. It is not a revolution in terms of profoundly impacting the learning opportunities for young people.

There have been many isolated pockets of exceptional work, driven by teachers who have seized upon the opportunities provided by the "instrument whose music is ideas." These teachers have grasped the potential that personal computers can provide to young people. But these examples have not been consistent - or comprehensive enough - to truly impact the wider school community.

Now is the time to tap the potential of this change and make it a true educational revolution. Let us build a coherent foundation from which all students will ultimately benefit, which will transform learning and, ultimately, through the new opportunities, our society.

How can we make that happen, and how can you help lead that revolution? This workbook is a small first step that helps you build out both the fundamentals that are critical to the revolution's success and the broader strategic issues that must be addressed.

A 1-to-1 initiative is both challenging and rewarding. It can lay a foundation on which new learning dynamics can be built. It can create a platform for reform, for re-imagining what school could be, and for building a more authentic, relevant and worthwhile learning environment for young people in the 21st Century.

However, to make this revolution in learning succeed, there are some essentials that must be followed. You will find an outline of those essentials outlined here as 21 Steps, upon which these possibilities for a new era of education and learning can be built. On their own, they simply provide the team, your students, with their "bat, ball and uniform" so they are ready to play "the game" that makes it all possible. Whether they do, and how well they do, is then up to you and what happens in the classroom as a result of this opportunity.