

# Living Online Lab Curriculum Pilot Study Brief

## PRODUCT INFO

**Product name:** Living Online Lab Curriculum

**Product description:** The Living Online Internet Studies curriculum is designed to educate youth about the digital world from a perspective of awareness and empowerment. It consists of 25-30 online lesson plans, each accompanied by multimedia resources that are regularly updated. The lessons are tailored for middle school, high school, and college students, and have been developed by experienced teachers and leading academics.

**Learning focus:** Grades 6-12 Internet Studies

**Teacher training:** Professional Development workshops are provided for faculty and administration by Living Online Lab (\$1500 per day). Shorter workshops (in person or via Skype/Zoom) are also available from Living Online Lab at varying rates.

**Device specifications:** For most lessons, but not all, students and teachers need laptop and internet access.

**Cost:** \$2,000 for a school-wide 6-month trial license

## DISTRICT CONTEXT

**District demographics:** Independent, co-ed boarding and day school located in central New Jersey, an hour from New York City and Philadelphia. A total of 560 students. 1:6 faculty-to-student ratio. Four main academic buildings. WiFi throughout campus and in dorms.

**Pilot demographics:** 12 faculty members, including department chairs, assistant head of school, head of student support, director of college counseling and deans. About 100 students were also included in this pilot study.

## PILOT GOAL

To increase students' exposure to computational thinking and increase students' digital-citizenship skills.

## IMPLEMENTATION PLAN

**Duration:** January 2018 - July 2018

**Quality of support:** Faculty received professional learning by the principal and by engaging with the potential curriculum as a 'student'. Those involved felt that the professional development along with the opportunity to explore the curriculum commented on how fortunate they felt to be receiving instruction on a tool that they previously knew little about.

**Implementation model:** The curriculum is ultimately intended for students, but before introducing it into classrooms, teachers are interacting with the curriculum as if they were students. After being exposed to it themselves, teachers were also able to experiment with some of the curriculum with their students.

**Data collected:** Informal faculty participant interviews

## FINDINGS

**Actual implementation model:** As intended - 'classes' were held for teachers, mostly department heads, who engaged with the curriculum. Many of these teachers took bits of these courses to integrate within their own existing classes with high school students.

**Educator engagement:** Several teachers utilized this tool within their existing curriculum with students over the semester.

**Educator satisfaction:** Full support was offered and made available by the developer. We used this support often to determine the appropriate path of the curriculum for our group, specifically to engage and challenge them. Those teachers who participated in the pilot courses received all of the delivered curriculum very well, and feel as though the subjects covered

were done well and thoroughly, and that the content itself was current (which very important to our group) and relevant to the real world. As mentioned above, 8 of the teachers took parts of the lessons that they had participated in back to their own classes with high school students.

**Student engagement:** The classroom teachers reported that the material integrated nicely with their current curriculum, and that the students interacted with the information in a positive manner, and seemed eager to learn more on the subjects presented.

**Student satisfaction:** Students were not directly interviewed on this matter, but teachers reported that students appreciated the subject matter itself as well as the

manner in which it was taught, that is, utilizing some of the materials from the curriculum directly in order to integrate seamlessly within the classroom's existing coursework.

**Student learning:** Teachers who embarked on bringing this work into their classrooms commented that their

students continued to make connections to the subject matter that is part of the Internet Studies curriculum. It was obvious that students found the material, and how it was presented to be very engaging and relevant.

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## OUTCOME

**Purchasing decision:** The school is currently deciding how to implement the curriculum in the future. Most likely, the material will be integrated within existing or upcoming coursework. School leadership has been discussing the ways in which the Internet Studies curriculum might be strategically planted amongst current courses so that all students receive all essential materials included in the curriculum.