

Project #3: Leadership Vision and E-Learning Plan

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Introduction

Recent innovations in educational technology (EdTech) enable the customization of learning experiences based on individual characteristics such as age, skill level, and personal interests (Major et al., 2021). These developments enable modifications in the rate of learning, provide a variety of content options, and adjust to students' learning behaviors automatically. In the envisioned role of a Special Education Supervisor, technologies such as learning management systems (LMS), personalized learning platforms, and assistive technologies present valuable opportunities to address the varied needs of students with special needs. Personalized learning, characterized by its learner-centered and adaptable approach, is essential for promoting inclusivity and improving educational outcomes (Major et al., 2021).

Despite these advancements, educational settings face challenges such as budget constraints and resistance to change, which can impact the acquisition and effective use of advanced technologies. Addressing these challenges is crucial for providing educators with the necessary tools and support to implement successful personalized learning strategies. This paper outlines a vision for e-learning in the context of a Special Education Supervisor role, presenting a technology plan and funding proposal aimed at integrating personalized learning technologies and enhancing educational outcomes for students with special needs.

Vision

The vision for this project is to thoroughly investigate and execute a comprehensive e-learning strategy that leverages technology to deliver personalized learning experiences for students in special education programs. Envisioned in the role of a Special Education Supervisor, the goal is to integrate technology effectively to enhance personalized learning for students with special needs. This plan will be based on insights gained from a needs analysis of teachers'

perceptions, highlighting the importance of targeted support and effective technology use. A key objective is to secure a grant from the Education, Innovation, and Research (EIR) to acquire educational technologies tailored to specific learning needs. By implementing customized instructional methods provided by special education teachers, the aim is to create an inclusive learning environment where special education students can thrive. The proposed strategy involves integrating e-learning with personalized learning through the use of learning management systems (LMS), personalized learning platforms, and assistive technologies. These tools, currently utilized in school districts, are practical and relevant for further exploration.

Personalized learning offers students an individualized education that emphasizes their unique strengths and areas for improvement, ensuring they receive tailored support to succeed (Liu et al., 2017). Technology has made personalized learning more accessible and effective, empowering students to actively manage their learning journey. To support this, educational technology must include advanced tools and strategies that balance flexibility, creativity, and accountability. However, integrating personalized technology presents challenges for teachers. Therefore, it is essential for teachers to have the necessary resources and training to effectively implement these tools and strategies, ensuring that personalized learning can be successfully applied in the classroom (Cabrero-Almenara et al., 2022).

E-Learning Plan

Clark and Mayer (2024) describe e-learning as the use of digital devices to deliver educational content, noting that, when well-structured, it can achieve effectiveness similar to traditional in-person formats through evidence-based principles. The proposed e-learning plan aims to enhance personalized learning for students with special needs by using advanced technological tools and platforms. This e-learning plan will begin with a comprehensive needs

analysis to understand the challenges and support requirements of special education teachers, as well as the learning needs of their students. This analysis will guide the selection and integration of technological tools designed to enhance personalized learning. Bray and McClaskey (2014) explain in their book *Making Learning Personal*: 'In a personalized learning environment, learners actively participate in their learning. They have a voice in what they are learning based on how they learn best. Learners have a choice in how they demonstrate what they know and provide evidence of their learning. In a learner-centered environment, learners own and co-design their learning. The teacher is their guide on their personal journey' (p. 14).

School Observations and E-Learning Plan Integration:

Based on observations and insights that will be gained from a comprehensive needs analysis within a public school district, this e-learning plan is designed to address the specific challenges and opportunities identified for students with special needs. By integrating key components such as LMS, personalized learning platforms, and assistive technologies, this plan aims to enhance the educational experiences and outcomes for students with special needs.

- Learning Management System (LMS): An LMS is a digital platform used for organizing and managing educational activities. It supports remote instruction by providing a comprehensive environment for interaction between educators and learners, especially in online learning contexts (Furqon et al., 2023).
- Personalized Learning Platforms: According to the U.S. Department of Education, personalized learning involves tailoring the speed and methods of instruction to meet each student's unique needs. This approach allows for variations in learning goals, teaching strategies, and content organization based on individual requirements. Moreover, activities are designed to be engaging and relevant to the students' personal interests, and

they often encourage students to take initiative in their learning (U.S. Department of Education, 2010, 2016).

- Assistive Technologies: These technologies support independence for individuals with Autism Spectrum Disorder (ASD), benefiting both them and their caregivers. They include various aids like communication devices, text-to-speech, and behavior monitoring tools, serving diagnostic and therapeutic purposes (Wohofsky et al., 2022).

Professional Development and Parental Engagement:

This vision includes providing in-depth, hands-on professional development opportunities for teachers to enhance their skills and knowledge. These opportunities will focus on helping teachers leverage technology to create dynamic and engaging learning experiences for students. Additionally, parents will be actively involved through a series of interactive workshops designed to familiarize them with the e-learning plan and equip them with the tools to effectively support their children's learning at home. Training programs will be customized based on a thorough needs analysis to ensure that teachers are equipped to seamlessly integrate technology into their instructional strategies.

Continuous Improvement:

Brown and Green (2024) emphasize that the effectiveness of a needs analysis is determined by evaluating whether the implemented solution achieves the desired outcomes and maintains sustained communication. They highlight the importance of ongoing communication and transparency in assessing the effectiveness of e-learning tools and strategies. Continuous data collection and feedback from teachers and parents will be gathered to ensure the e-learning plan meets its goals and to facilitate necessary adjustments. This feedback will guide ongoing

improvements to enhance the learning experience and evaluate the e-learning plan's effect on student outcomes, teacher effectiveness, and overall satisfaction.

Goal:

The goal is to enhance the educational experience for students with special needs by implementing advanced technological resources and platforms. This approach aims to provide a more personalized learning environment by integrating tools that adapt to individual learning needs, thereby improving engagement and educational outcomes.

Objectives:

- To conduct a comprehensive needs analysis to identify challenges and support requirements of special education teachers and the unique learning needs of their students.
- To integrate advanced technological tools such as a Learning Management System (LMS), personalized learning platforms, and assistive technologies based on the comprehensive needs analysis findings.
- To provide professional development for teachers and engage parents to ensure effective use and support of the integrated e-learning tools and strategies.

Funding Proposal

When designing an e-learning plan, it is crucial to develop a thorough budget that covers the expenses associated with implementing tailored learning experiences. This should encompass costs for acquiring technology, providing professional development, and ensuring ongoing maintenance. A comprehensive analysis and detailed planning are essential to demonstrating how these investments will positively impact student learning, enhance teacher effectiveness, and

contribute to the successful integration of personalized learning initiatives, ultimately supporting improved student achievement.

As part of the plan to enhance personalized learning within a district, integrating interactive tools like Kahoot! will play a significant role. To support the integration of Kahoot! into a district's personalized learning strategy, an application for the Education, Innovation, and Research (EIR) Program grant will be submitted. However, the author is currently ineligible to complete this grant application due to their application to be part of the Peer Reviewer process for the EIR Program (Kahoot!, n.d.). Once the Peer Reviewer's responsibilities are fulfilled, the author plans to apply for the grant.

By applying for this grant through the EIR Program, the aim is to secure funding for Kahoot! to enhance personalized learning within a district. The EIR Program was designed to improve student achievement and attainment for high-need students by introducing innovative, evidence-based solutions to persistent educational challenges and supporting the expansion of effective solutions to serve substantially larger numbers of students (Office of Elementary and Secondary Education, n.d.). According to Kahoot! (n.d.), the company aligns with the goals of the EIR Program by offering innovative educational tools, catering to diverse student needs, and providing advanced usage reports for effectiveness evaluation:

- Innovative education: “Kahoot!’s new game modes, question type variety, and learning apps offer exercises in knowledge retention” (Kahoot!, n.d.).
- Serving all students: “Kahoot! EDU for schools and districts is available on the web and app (iOS and Android), with features such as student-paced kahoots, single screen, and read-aloud options to engage every learner” (Kahoot!, n.d.).

- Evaluate effectiveness: “Advanced usage reports allow schools to monitor and optimize Kahoot! usage across the entire school or district” (Kahoot!, n.d.).

This vision involves providing targeted professional development to help educators integrate technology effectively into their lesson plans, aiming to enhance engagement and personalized learning for students with special needs. The goal is to improve technology integration, increase lesson engagement, and achieve measurable outcomes tailored to each student's learning needs. This initiative seeks to enhance educational processes and student outcomes, potentially reducing costs related to remedial education and promoting equity within the system. To support this effort, the EIR Program grant will be pursued, as it funds innovative solutions that align with integrating Kahoot! into a district's personalized learning strategy. The grant application will be prepared after the author completes their peer review responsibilities. The professional development budget will initially cover in-house volunteers, with stipends for lead coordinators subject to approval by district officials, the budget committee, and board members. Success will be assessed through participant feedback, classroom observations, and technology usage data, focusing on improvements in the learning experiences of students with special needs.

The e-learning plan's budget will be designed to take into account long-term savings by incorporating advanced technology and customized learning methods. Integrating effective tools like LMS and personalized learning platforms can potentially reduce the frequency of pull-out programs, which often involve additional staffing and administrative responsibilities, as well as interrupt students' structured classroom instruction. By enhancing in-class support, schools can address both the direct and indirect costs associated with lost instructional time and administrative expenses. Additionally, the plan will address diverse cultural backgrounds by

incorporating specific inclusive educational tools, such as language support and assistive learning technologies, and providing culturally responsive professional development. These measures are aimed at ensuring the e-learning platform is both effective and engaging for all students, thereby fostering a more equitable and inclusive learning environment.

Conclusion

Envisioning the role of a Special Education Supervisor underscores the need for a comprehensive e-learning strategy to deliver effective personalized learning experiences for students with special needs. This e-learning vision emphasizes integrating advanced technological tools, such as LMS, personalized learning platforms, and assistive technologies, to enhance educational outcomes for students with special needs. By conducting a thorough needs analysis and developing a detailed funding proposal, the plan aims to address challenges such as budget constraints and resistance to change while also ensuring inclusivity through culturally responsive tools and professional development. The successful implementation of this plan is expected to improve resource efficiency, reduce costs associated with additional support services, and foster a more engaging and equitable learning environment for all students and educators.

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