Leading Educational Innovation and Improvement
January – April, 2018
Frequently Asked Questions

The University of Michigan School of Education invites you to join us from January – April 2018 in an experiment aimed at catalyzing a worldwide community of professionals committed to engaging educational innovation and improvement as a field of study and a domain of practice.

How do I enroll in this session of *Leading Educational Innovation and Improvement*?

Please complete the following form by 12/15/2017:

Leading Educational Innovation and Improvement Information Form

On 12/16/2017, we will be mailing specific guidance for registering for these courses on the edX platform.

By the way… What is *Leading Educational Innovation and Improvement*?

Leading Educational Innovation and Improvement is a series of five massive open online courses on the edX platform that introduces the theory and practice of large-scale, network-based continuous educational improvement. The courses are available anytime, anywhere, and can be taken individually or as a group.

What sets these courses apart from other massive open online courses?

These courses in *Leading Educational Innovation and Improvement* use an instructional approach called "Self-Directed/Community-Supported Learning" that combines presentations, enrichment activities, team practice exercises, and community-wide discussion, with the aim of drawing diverse learners in the US and around the world into a community of discourse and practice.

What is the initiative running from January – April, 2018?

Donald J. Peurach, Associate Professor of Educational Policy, Leadership, and Innovation, will lead a cohort of learners in completing curated versions of the two courses that comprise the core of *Leading Educational Innovation and Improvement*:

- LeadEd502x: *Designing and Leading Learning Systems*, a six-module course that supports learners in developing a *theoretical foundation* for organizing in novel educational networks to address problems, needs, and opportunities in large numbers of schools.

- [LeadEd503x: *Improvement Science in Education*](#), a six-module course that supports learners in developing a *practical foundation* for addressing problems, needs, and opportunities in their own educational contexts.

What is special about these curated versions of LeadEd502x and LeadEd503x?

This initiative is special for two reasons:

- Prof. Peurach, the lead designer of *Leading Educational Innovation and Improvement*, will complement the existing online resources with supplemental instructional guidance, online office hours, guest webinars, and blogging opportunities, all aimed at enriching learners' experiences and supporting their success.
- Prof. Peurach will lead sub-groups of learners in treating these courses as a lab experience in which to explore:
  - The design and enactment of high-quality online learning opportunities.
  - The design of place-based professional development opportunities that leverage open-access instructional resources.
  - The acceleration of program redesign across institutes of higher education through the shared use of open-access instructional resources.

Who is invited to participate?

Practicing educators, graduate students, faculty members, and researchers in the US and around the world are welcome to join us for this initiative.

What are the motivations and goals behind this initiative?

Our motivation is to celebrate the launch of *Leading Educational Innovation and Improvement*, which was completed in Fall 2017. Our goals are:

- To support diverse groups of educational professionals in developing foundational understandings of the theory and practice that underlie cutting-edge contemporary educational reform initiatives.
- To support practicing educators in introducing new visions for innovation and improvement in their schools and systems.
- To support graduate students and faculty members in exploring the design and use of open-access instructional resources.

What's the catch…?

Especially among university-based faculty members, this has been the "most asked" of our FAQs. Rest assured: There isn't one! Very simply, our aim is to experiment with a new online learning platform to do what public research universities do best:

- Convene diverse groups of stakeholders around pressing issues of social importance, and rally their passions and wisdom.
- Inform conversations among them with new insights about theory and practice.
- Empower them to move forward, together, in making a big difference for many people, especially those who are too often disempowered and disenfranchised.

What is the time commitment?

This is a serious undertaking. The time commitment is equivalent to a 3-credit hour graduate class, plus additional time for online office hours, guest webinars, and other supplemental activities.

What is the schedule?

Learners are welcome to schedule their independent engagement per their own schedule, as well as to arrange with their teammates when (and how) best to meet online for team practice exercises.

To facilitate scheduling, we are suggesting that participants keep open Wednesdays between 6:00 p.m. – 8:00 p.m. Eastern Time as a block in which (a) to meet with teammates and (b) to participate in online office hours and guest webinars. The meeting schedule is as follows:

- LeadEd502x – *Designing and Leading Learning Systems*
  - Wednesday, 01/10/2018 – Wednesday, 02/21/2018
- Spring Break
  - 02/28/2018: No class.
- LeadEd503x – *Improvement Science in Education*
  - Wednesday, 03/07/2018 – Wednesday, 04/18/2018

We recognize that some learners' schedules will complicate meeting in this general time block. As such, we will support groups of learners in organizing to meet in alternative time blocks that are more convenient for them. Please feel free to contact Prof. Don Peurach (dpeuach@umich.edu) with any scheduling-related questions.

What is the cost of participating?

The cost will be $280 for both courses (discounted 30% from the listed rate of $199/course).

Full-time graduate students are encouraged to contact Prof. Don Peurach (dpeurach@umich.edu) about options to participate at a reduced cost.

Note: Because we will focus keenly on community building, both courses are required. Learners will not have the option of participating in just one of the two courses as part of this cohort experience.

Do I earn a credential for completing LeadEd502x and LeadEd503x?

Learners who register as verified, fee-paying students are eligible for MichiganX certificates for LeadEd502x and LeadEd503x.

Learners who go beyond LeadEd502x and LeadEd503x to successfully earn MichiganX certificates for all five massive open online courses are also eligible for a MichiganX "MicroMasters" certificate in *Leading Educational Innovation and Improvement*.

Learners who (a) complete the full MicroMasters and (b) apply to (and are accepted into) the University of Michigan's [Blended Master of Arts in Educational Studies](#) program will be eligible to count their MicroMasters experience for graduate credit.

Are there any prerequisites for participating?

Learners are encouraged to preview LeadEd501x – *Leading Ambitious Teaching and Learning*, the first course in *Leading Educational Innovation and Improvement*, for foundational principles and concepts that carry into LeadEd502x and LeadEd503x.

OK, again… How do I enroll in this initiative?

Please complete the following form by 12/15/2017:

[Leading Educational Innovation and Improvement Information Form](#)

On 12/16/2017, we will be mailing specific guidance for registering for these courses on the edX platform, including providing information regarding securing the 30% discount for each course.

How can graduate students earn credit at their institutions?

Institutions are responsible for their own credit determinations. One way graduate students may earn credit at their home institutions is to register for an independent study with their faculty advisor or mentor. The curated versions of LeadEd502x and LeadEd503x are being led concurrently with a 3-credit graduate seminar at the University of Michigan. We are happy to provide the syllabus for the seminar as a template for an independent study. Moreover, we are committed to exploring means of including graduate students from other universities in the activities of the campus-based seminar at the University of Michigan.

How can faculty members and post-doctoral researchers use this initiative to support campus-based instruction?

All resources in LeadEd502x and LeadEd503x are available for use in campus-based courses at other institutions. We are committed to opening a conversation among faculty members and post-doctoral researchers about the designs of LeadEd502x and LeadEd503x; about possible uses of resources in the courses to support their own

instruction; and about possibilities for collaborating to design more in-depth courses that build on these introductory courses.

Additionally, these curated versions of LeadEd502x and LeadEd503x are being led concurrently with a 3-credit hour graduate seminar at the University of Michigan. We are happy to provide the syllabus for this seminar as a template for a campus-based course that leverages the online resources from LeadEd502x and LeadEd503x.

How can practicing educators integrate this experience into their professional development plans?

We are in the process of seeking approval from the Michigan Department of Education for these curated versions of LeadEd502x and LeadEd503x to qualify as 42 State Continuing Education Clock hours.

We are also committed to collaborating with teacher-leaders, principals, and central office leaders to open up conversations about how LeadEd502x and LeadEd503x can be used to support place-based professional development opportunities for colleagues.

How can international learners use this initiative to support their experience in *Leading Educational Innovation and Improvement*?

International learners who participate in the curated versions of LeadEd502x and LeadEd503x will be among a community of US-based educational professionals committed to completing these two courses within a fixed time window. With that, team practice exercises, course discussions, and community-building activities will become richer and more engaging, owing both to (a) the urgency of completing these courses successfully together and (b) the desire of all involved to learn about educational innovation and improvement around the world.

What if I have additional questions?

Please feel free to email Prof. Don Peurach (dpeurach@umich.edu) for additional information.