MISSION
The CoAction Learning Lab is a global higher education collaboratory that champions educational access and the meaningful use of technology in innovative teaching and learning practices through open dialogue and shared resources.

VISION
The CoAction Learning Lab takes a community- and human-centered stance when exploring and integrating emerging technologies in global higher education. This approach acknowledges that people come first and pedagogy should be shaped based on learning effectiveness. Technology has the potential to significantly enable goals including bolstering agile and open practices, advancing technological literacy/fluency among faculty and students, promoting cross-discipline collaboration, and establishing a foundation for future and ongoing investigation. With support from CoAction Community Partners (institutional members), this program will turn edtech thought leadership into action leadership by generating an online library of resources that advances technology innovation at the intersection of pedagogy, design, implementation, and learner engagement.

As the inaugural product of CoAction, the online repository will curate high-quality, openly licensed existing resources, such as research, articles, papers, videos, and visualizations, and publish original work of the CoAction Learning Lab. Access to these resources – and the CoAction Learning Lab community – will engender important values that inform technology integration throughout higher education.

COMMUNITY PARTNERS
With 19 universities and colleges represented, CoAction Community Partners currently span four continents (North America, Australia, Asia, and Europe). The heart of this initiative is a vibrant community of education changemakers. Each Community Partner involved in CoAction brings a team of at least one student, learning facilitator, and technology leader to ensure diverse viewpoints, promote empathy between the various stakeholders that comprise the higher education ecosystem, and make it easier to diffuse findings at the institutional level. An online community hub connects these students, learning facilitators, and technology leaders for regular discussions, team activities, and strategizing. The hub is organized by channels that support, as one example, the collaborative definition of editorial standards and the user experience goals of the online repository.
VALUES

Community Partners submitted their top three desired outcomes for this community. From these entries, six common values emerged. Collectively representing a vision for an ideal higher education future, these values will become the organizing principles of the online repository. The original submissions are appended below.
Innovation Culture + Leadership

Institutions must foster a culture of innovation by supporting new initiatives from ideation to execution and engaging in ongoing strategic planning.

- Share information on digital learning products to aid decision-makers in selecting and implementing technologies in their own institutional contexts. *(All Community Partners)*
- Develop a baseline of current knowledge, usage, and needs. *(California State University Channel Islands, Teaching & Learning Innovations)*
- Build a culture that supports risk-taking, disruptive thinking, and creativity that leads to innovation. *(Charles Sturt University, u!magine Digital Learning Innovation Laboratory)*
- Develop strategic vision and direction for educational technology and innovation. Share as recommendations or in a white paper. *(California State University Channel Islands, Teaching & Learning Innovations)*
- Develop strategic vision, directions, and recommendations for common educational technologies and innovations pitched toward an administrative audience in short format white papers. These would be helpful for members to be able to give to provosts, chancellors, and other leaders to support on-campus administrator recommendations. *(University of Missouri)*
- Foster a culture of innovation and leadership around new initiatives, interest areas, technologies, and workflows with an emphasis on shared design principles that put student and faculty needs at the forefront. *(Penn State)*
- Create resources for assessing technology use, with examples of assessment of use of technology, methods for that assessment, and how to discern which technology to use before starting to create a product or assignment. *(University of Tennessee Libraries)*
- Share internal "product and company reviews" for educational technology vendors and services. *(University of Missouri)*
- Ensure that there is a mechanism to swiftly pull the plug on the use of an existing technology based on ethics or evidence. *(Conestoga College)*
Digital Fluency

To meet the demands of and invent the future workforce, institutions must deepen faculty and students’ intuitive capacity to navigate, collaborate, and create in digital spaces, as well as develop an understanding of their responsibilities as global digital citizens.

- Foster experiences where learners create rather than consume knowledge is needed to prepare students for workforce demands, equipping them with skills in critical thinking, creative problem-solving, and collaboration. (All Community Partners)
- Create guidelines or best practices recommendations for developing assignments to foster technology literacy that are not tied to a specific software, tool, or platform. Recommendations for how to develop assignments with the desired technological skills are flexible enough to change as platforms change, so students are not working with outdated tools. (University of Tennessee Libraries)
- Increase digital fluency, literacy, and citizenship across campus for faculty, staff, and students. (California State University Channel Islands, Teaching & Learning Innovations)
- Provide a holistic learning experience that helps students become functional, social, critical, and rhetorical users of technology in a modern, global society. (University of Central Florida)
- Deeply consider to what extent, and by what mechanisms, edtech influences the development of learner/graduate capabilities. In the process, provide clarity about how this is happening within each Community Partner institution. (Curtin University Learning Futures)
- Develop digital fluency in students that advances uses of technology to create new knowledge, new challenges, and new problems. Students are able to look at a situation fairly from all angles, visualize applications, and create novel answers by maximizing available resources through storytelling, making, visualization, prototyping, and analysis. (Penn State)
- Create opportunities for students to address pressing societal challenges while enabling them to solve local technology problems impacting them and their peers. (Conestoga College)
- Focus on the ethics of an individual technology, whether the technology or games themselves promote creativity or passive usage. (University of Ottawa)
- Foster high-quality lifelong learning experiences through effective implementation of educational technology. (Western Governors University)
- Equip students with essential 21st century employability skills such as independent learning, clear and confident communication, technology competence, and teamwork. (Taylor’s University)
Effective Digital Pedagogies

Faculty and instructors must receive support from administrators to dedicate time and resources to augment their pedagogies to encompass digital technologies and practices.

- Guidelines or approaches to learning new technologies include links to resources that facilitate learning to use the tools, such as exercise files or different approaches to experimentation while learning the technology. (University of Tennessee Libraries)
- Administrators recognize the rapid pace of technological change impacting education and ensure that there are sufficient resources and plans for proper and timely implementation. (Conestoga College)
- Ensure that faculty have opportunities to learn about and experience new technologies and have tools and resources to implement them effectively. (Conestoga College)
- Help educate faculty about the evolving technologies and pedagogies that currently shape the digital learning landscape. (University of West Florida)
- Cultivate inclusive pedagogy, andragogy, and heutagogy. (Ithaca College)
- Educators are willing and able to “take apart” their technologies, enabling them to do interesting things in the classroom by knowing the technologies inside and out. (University of Ottawa)
- Create strategic framework and curricular support for the discovery, evaluation, and adoption for implementing new technologies for faculty, students, and staff encompassing accessibility, best practices and affordability. (Arizona State University)
- Develop instructional design recommendations that list the pros and cons for different tools, such as the best tools for assessing learning outcomes across a program, or assembling ePortfolios. (University of Missouri)
- Support and inform pedagogical agility in faculty that enables active exploration of technologies that actively engage students between and across areas of study. (Penn State)
- Provide resources that support junior faculty designing (or redesigning) new curriculum for the first time, including information on pedagogical strategy, best instructional design approaches, and assessment methods of learning. (University of Connecticut)
- Identify open educational practices that amplify pedagogical approaches. (Charles Sturt University, u!magine Digital Learning Innovation Laboratory)
Student-Centered Learning

A flexible, forward-thinking approach to curriculum design and delivery puts students at the center and ensures that learners receive an education that is relevant in today’s world.

- At a student level, evolve and expand learning avenues through shared resources, curriculum spotlights, and exposure to new technologies. (Full Sail University Media Communications & Full Sail Labs)
- Effectively engage students through data-informed, just-in-time learning by enabling learning anytime, anywhere, at the learner’s convenience. (Western Governors University)
- The university adopts a progressive way of learning with a more dynamic curriculum, remaining relevant to the present generation of learners and adaptive to changing trends in learning and society. (Taylor’s University)
- Shift all course design online to ensure that all students, even those taking courses taught fully in person, have an online space for supplemental peer-to-peer discussion, remediation of difficult concepts, and the ability to work ahead to build confidence. Courses are archived for future reference (as degree pathways build upon themselves and require ongoing reflection). (University at Buffalo)
- Develop multi-directional processes where learners contribute and create knowledge, placing students at the center of knowledge creation (becoming the SMEs). (Ithaca College)
- Academics transform the design, assessment and delivery within the existing undergraduate degree curriculum to ensure holistic graduate outcomes. (Taylor’s University)
- Develop ideas, strategies, and plans to address a rapidly changing work environment for both students and faculty. This could include exploring and developing accelerated skill modules for students. (Arizona State University)
- Build a culture that is student focused in thinking about our educational products, services, and design of instruction. (SUNY System)
- Much richer consideration to the role of edtech in learner development more broadly. To what extent, and by what mechanisms, does edtech influence (+/-) the development of learner/graduate capabilities. And in the process being more clear about what is actually happening within each member institution. (Curtin University Learning Futures)
Inclusivity + Access

Global diversity must be celebrated through inclusive pedagogical practices that support a breadth of learner backgrounds and needs, with access to affordable digital technologies, open resources and credentialing methods.

- Through implementation of technology and creative ideas, expand access to postsecondary education. (Western Governors University)
- Address barriers to diversity, economic, and post-traditional learner access. (SUNY System)
- Create microlearning experiences that can build toward certificates and degrees to widen the institutional audience and prepare for the next movement of competency-based credentials. (University at Buffalo)
- Identify digital learning tools and services that can be used to benefit student learning and momentum toward earning a credential. (University of West Florida)
- Develop a repository of scalable approaches and templates that can be implemented to improve student success. (Ithaca College)
- Use and develop openly licensed everything. (SUNY System)
- Reduce the cost of higher education by developing the necessary technologies to support sharing and re-using of evidence-based, data-driven educational resources and instructional designs. (University of Central Florida)
- Ensure that the diversity of student experience, ability, and accessibility is taken into account when planning for technology use in both teaching and learning and for supporting students. (Conestoga College)
- At an institutional level, examine new and effective approaches to pedagogy in all types of classrooms, while taking into consideration students who demand new ways to learn. (Full Sail University Media Communications & Full Sail Labs)
- Ensure all faculty development recommendations are based on universal design for learning practices with a goal of supporting all students, regardless of their abilities. (University at Buffalo)
- Learn how to implement sustainable and affordable technologies to build a student-centered learning environment that focuses on diversity, accessibility, and inclusion in lifelong education. (University of Central Florida)
Communities + Partnerships

To break down higher education silos, robust digital communities must be architected in which institutions continuously gain insights into best practices from shared exemplars.

- To serve a core value of collaboration, cultivate nurturing partnerships that leverage the power of ideation and co-construction using digital technologies. (Charles Sturt University, uImagine Digital Learning Innovation Laboratory)
- At a faculty level, analyze and evaluate how other educators are modeling the meaningful use of technology in curriculum delivery, classroom facilitation, and assessment. (Full Sail University Media Communications & Full Sail Labs)
- Institutions exhibit a desire and willingness to engage in online communities through the classroom. (University of Ottawa)
- Collaborate with other institutions to develop and share teaching and learning resources and assets for just-in-time learning and toolkits for faculty. (Arizona State University)
- Community engagement (internally and across the CoAction Lab) and shared insights around responses to the shifts in edtech. Greater awareness of the opportunities and impacts (+/-) - especially in terms of student experience and the future relevance of learning experiences. (Curtin University Learning Futures)
- Collaborate to design methods to more transparently share information on technologies to support digital learning as well as share data demonstrating the impact of such technologies on student learning. (University of West Florida)
- Transform relationships with vendors in relation to adoption and engagement with new technologies. Research partnerships are one way of considering tech adoption. Institutions should look at two-way pathways so institutional innovations have a pathway to broader use cases. (Curtin University Learning Futures)
- Sharing success stories of collaboration that challenged traditional higher education silos, including insights into ‘lessons learned’ when working across multiple disciplines. (University of Connecticut)
OBJECTIVES

- Create an online library of free resources, organized by which CoAction values they help diffuse, that informs 1) strategic planning around teaching and learning innovation and 2) the meaningful integration of emerging technology.
- Produce high-quality, openly licensed original resources about each value that concisely describes and analyzes its landscape.
- Curate high-quality, openly licensed existing resources (research, articles, papers, videos, visualizations, etc.) about each value.
- Foster an authentic and diverse community of educational technology stakeholders (Community Partners) who will support and extend this work.
- Facilitate vital, continuous conversations between learning facilitators, students, and technology leaders.

STAKEHOLDERS

- Students / lifelong learners
- Learning facilitators (provosts, deans, faculty, learning designers, etc.)
- Technology leaders (CIOs, directors, managers)
- Community Partner representatives (students, learning facilitators, and technology leaders)
- Community Partner institutions (communities of the universities and colleges participating)
- Broader higher education communities focused on teaching and learning innovation/educational technologies

RISKS/DEPENDENCIES

- If we build it, will they come? The repository and its content can be compelling, but the community-building and communications/dissemination strategies will be two of the most important factors in getting people to embrace and use the repository.
- Community Partners must blueprint the library in a way that leverages best practices in universal design and user experience while maintaining high-quality editorial/research standards.
- Library resources must be openly licensed; this restricts the pool of available content.
- Engaging with a diverse community of stakeholders requires convening people from seemingly disparate areas of institutions; there must be effective, open communication and a willingness for cross-institutional collaboration.
- Much of the content will be community-sourced, so there needs to be a workflow for encouraging, reviewing, and publicizing community submissions.
- As with most new programs that can be categorized as “innovation opportunities,” the CoAction Learning Lab must be agile enough to change course as the program organically grows and evolves.
- The community must champion responsible innovation and technology use while remaining mindful of its own innovation bias.
• The community must consider ways to effectively engage non-early adopters to ensure the library and community offer a rich and insightful experience for those just beginning to consider or ramp up the role of technology in instructional design.