

Digital Study Groups

Join a study group on-line with Cathy or Maarten Dolk, the instructors. You'll receive directions on getting started along with a DVD of course materials and participate in bi-weekly webinars over a period of 6 weeks. In between the sessions you will be asked to work on the questions in relation to the video clips that are built onto the DVD. Your responses will save automatically on the notepads and you can send your file as an e-mail attachment to your instructor who will read your responses and respond to you offering their insights, comments, and suggestions. In a very true sense we will be entering the same classrooms together via digital technology and studying the same classroom clips together. This venue allows teachers geographically spread out across remote areas and/or those trying to use the materials without support to be involved in a learning community. Fee for the course per participant, inclusive of materials: \$399

Study groups can also be led by on-site facilitators who have completed the Learn to Lead Seminar (described below). This venue allows for large groups of participants to be involved for a group price, a promising way to involve many participants from a given district economically. Participants work on the activities at home and the facilitator schedules on-site group sessions when possible (preferably every other week), or moderates a discussion on-line, until consensus is reached on the questions built-in to the environments. The facilitator then sends the group's file to Cathy or Maarten, up to three times for comments and discussion. Group fee: \$1499, inclusive of facilitator resource package.

Learn to Lead Seminars

2-day Learn to Lead Seminars prepare participants to lead workshops with the digital materials back at their respective sites. They are comprised of small groups no larger than 6 and are held in New London, CT. Bed and Breakfast is included in the price: \$1499 per person.

Day One: The seminar begins with participants using the digital environment as learners, themselves. They explore Journey One engaging in kid watching, analyzing children's work, planning math congresses and next day activities, and examining the teacher's decisions in the environment. Subsequent reflection and discussion on the professional development activities and the way in which a facilitator can implement them provides insights into how participants might in turn do similar activities with the digital materials back at their respective sites.

Day Two: The morning session provides opportunities to explore Journey Two. Here the clips are reused but examined with a different lens. Participants examine the role of the teacher and questioning, how the community is developed and fosters learning, and how context is used to support progressive mathematical development. The afternoon session helps participants prepare for leading their own study groups back at their respective sites by ensuring that all tech tools are used and that participants understand how to clip and

paste, build landscapes, and attach and send files. The afternoon session also includes a discussion of teacher development and an examination of the landscapes of learning for teacher development.