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Using Technology to Support Postsecondary Student Learning Toolkit
Resources for Toolkit Success

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Implementing the *Using Technology to Support Postsecondary Student Learning Toolkit* requires several key resources. The table below lists each of the required resources, along with the quantity needed and a description of the resource. The list assumes use of the entire toolkit, including Modules 1–4 of the professional learning course, designed to be completed over one to four months, and the institutional guidance and materials, completed over the course of one academic year. As the toolkit is designed to be used flexibly, instructors and administrators can select the focus areas, follow-up steps, and materials most relevant to their context.

Resources needed to implement the *Using Technology to Support Postsecondary Student Learning Toolkit*

Resource	Quantity	Description
Time for instruction, professional learning, planning, and supporting staff		
Instructor professional development time	Per instructor: • Attend synchronous professional learning course sessions: **8 hours total (2 hours per module)**	Time to attend the synchronous sessions
Additional instructor preparation and planning time	Per instructor: • Complete asynchronous pre-work and follow-through work associated with each professional learning course session: approximately **8 hours** This assumes: • Pre-work: 25–50 minutes per module • Follow-through work: 1–4 hours per module depending upon chosen activities	Time to complete activities before and after the synchronous professional development sessions Pre-work includes reviewing and responding to written materials, watching videos, and completing an instructor survey about technology use. Follow-through work includes reflection, exploring related resources, trying what was learned, and revising lesson plans and course materials.

Resource	Quantity	Description

Facilitator time	Per facilitator:
	• Facilitate four professional learning course sessions, using the 41-page facilitator guide: **8 hours total**
	• Preparation time:
	  ○ Review the What Works Clearinghouse's Educator's Practice Guide Summary (15 pages)
	  ○ Review instructor surveys completed by session participants to guide session emphasis (e.g., review survey results for 12–40 instructors)
	  ○ Upload the toolkit content into a learning management system
	  ○ Prepare electronic tools that allow for real-time collaboration
	  ○ Complete steps in the "Preparation for this Session" sections for each session
	  ○ Customize toolkit sessions for alignment with institution's digital tools and policies
	• May provide optional office hours with participants
		Time to plan and lead the four professional learning course sessions. The facilitator could be a member of the institution's professional development team, an instructor with technology expertise, or an external expert.

College administrator time	Per administrator:
	• Review the Administrator Practice Guide Summary (7 pages)
	• Assess institutional readiness for implementing the toolkit recommendations (e.g., using the Institution Readiness Assessment tool and Readiness Assessment Report)
	• Plan implementation for chosen aspects of toolkit (e.g., using the 11-page Institution Planning Guide, with associated templates and examples) Choices include:
	  ○ Assemble steering group of institutional leaders to guide implementation
	  ○ Develop project charter, action plan, and communication plan (e.g., using 2- to 3-page templates)
	  ○ Select learning technologies aligned with budget, policies, and practices related to accessibility and technology
	  ○ Engage with instructor groups to build support
	  ○ Review professional learning course session resources
	  ○ Develop plans to ensure students have access to and are trained to use the technologies
	• Support toolkit implementation
	  ○ Collaborate with instructors to adopt and integrate technologies
	  ○ Develop infrastructure for sustainability
		Time for college administrators to learn about the practice guide, measure institutional readiness, plan implementation, and provide support
		Note that it is assumed the administrators would already be involved in technology-centered changes. Administrators could be deans, directors of teaching and learning, directors of e-learning, or others charged with leadership for classroom practice or educational technology.

Resource	Quantity	Description
Materials		
Computers, with internet connection	One computer per participant *Note: Not intended to indicate the need for a new computer; simply access to a computer with internet connection*	Computers for instructors, facilitators, and college administrators to access materials, complete asynchronous work, and attend virtual course sessions and other meetings
Materials for professional learning course sessions	• Learning management system (e.g., Blackboard, Canvas, Google Classroom, Moodle) • Digital videoconferencing tool (e.g., Google Meet, Microsoft Teams, Zoom) • Virtual whiteboards, collaborative documents, and/or discussion forums (e.g., Google Docs)	Materials required to facilitate professional learning course implementation