LeadEd501x
Leading Ambitious Teaching and Learning

Course Overview
The goal of "Leading Ambitious Teaching and Learning" is to develop change leaders with capabilities to collaborate in thinking, reasoning, and strategizing about the meaning and pursuit of ambitious instruction in classrooms. This includes not only individual leaders but, also, teams of leaders collaborating to improve educational opportunities and outcomes for students, especially those historically underserved by their schools.

Course Context and Rationale
Central to the efforts of leaders responsible for improving educational opportunities and outcomes is developing capabilities for ambitious instruction in schools. By that, we mean teaching and learning that moves beyond the straightforward communication/transfer of facts and skills to instruction that has teachers and students engaged in deep learning by making meaning of rich academic content, co-engaging in authentic practical and intellectual puzzles, and creating new knowledge and capabilities in themselves and others.

In the US and abroad, this type of ambitious instruction sits at the very center of policy-driven educational improvement efforts, with schools and systems pressed to engage students in "deeper learning" and the development of "21st-century skills." However, many efforts to lead this type of change proceed absent deep knowledge of precisely what is being asked anew of teachers and students in classrooms. As a consequence, improvement efforts are often weakly coordinated with the work of teachers and students and, consequently, have little effect on their day-to-day interactions.

Thus, again, the goal of "Leading Ambitious Teaching and Learning" is to develop change leaders with capabilities to collaborate in thinking, reasoning, and strategizing about the meaning and pursuit of ambitious instruction in classrooms.

Course Structure and Faculty
The course is hosted by Elizabeth Birr Moje, Dean, School of Education.

The course is structured in four modules designed and taught by professors from the University of Michigan's School of Education and Ross School of Business:

- An Introduction to Ambitious Instruction
  - Nell Duke, Professor, School of Education.
  - Deborah Ball, Professor, School of Education
- Learning with Digital Technology Tools
  - Liz Kolb, Clinical Assistant Professor, School of Education.
- Systems Thinking, and Improving at Scale
  - Donald J. Peurach, Associate Professor, School of Education.
- Leading Transformative Change
  - Gretchen Spreitzer, Professor, Ross School of Business

Course Outcomes

After finishing this course, learners will be able to:

- Define ambitious instruction, present a rationale for this kind of instruction, and articulate what such instruction looks like.
- Articulate and use specific frameworks, practices, and tools that characterize ambitious instruction in literacy and mathematics.
- Propose specific strategies for using technology to support ambitious instruction, student assessment, and professional learning.
- Analyze systems that interact both to support and challenge the pursuit of ambitious teaching and learning.
- Identify specific practices that change leaders can use at the school and systems levels to support ambitious instruction for all students.
- And use this MOOC to support the pursuit of ambitious instruction in your own contexts.

Expectations for Learners

Learners are expected to review each component of the modules and to complete the exercises and discussion prompts. This course requires the learner's active reflection on the materials presented and engagement in the assigned tasks within each module. Some of the activities will take only a few minutes of reflection and comment or action steps. Others will require more extended engagement.

Grading Policy

The grading policy for this course is designed to capture key learning. Completion of all the assignments and tasks within the first four modules will result in a passing grade. Viewing of all components of the modules will be tracked through the learning platform to ensure that not only were assignments completed but the materials were reviewed by learners.