

THE ASPEN INSTITUTE GUIDE FOR
**CREATING TRUSTED
LEARNING ENVIRONMENTS**

ACTIVITIES



LEARNERS



PARENTS OR
CAREGIVERS



IN-SCHOOL OR
OUT-OF SCHOOL
PROVIDERS



DEVELOPERS



The Aspen Institute, with support and guidance from the John D. and Catherine T. MacArthur Foundation, created a Task Force on Learning and the Internet. The Task Force of 20 innovative and respected minds in technology, public policy, education, business, privacy and safety sought to understand the ways in which young people learn today. As part of the discussions, participants explored how to optimize learning and innovation within a trusted environment. The Task Force highlighted both the new opportunities offered by this emergent learning environment and the issues that may arise such as trust, safety, privacy, literacy and equity of access. The Aspen Institute Guide for Creating Trusted Learning Environments serves as a framework for dialogue and action among a learning community's many constituencies and is available in its full version at www.aspentaskforce.org. This activity guide contains worksheets used for the following stakeholders:



Learners



**Parents or
Caregivers**



**In-school or Out-of-
school Providers,**



Developers

The Guide and these Activities are inspired by Action U from the Learner at the Center of Networked World publication. Both resources can be found at www.aspentaskforce.org.

Instructions

Learning and learning environments are evolving. The classroom is moving beyond a physical space to include learning networks enabled by technologies that aim to broaden opportunities and empower learners to personalize for their needs and learning style. These emergent trusted environments should advance learning initiatives and foster innovation without sacrificing the safety of the learner. To achieve this, a network of stakeholders at all levels (e.g. learners, parents, businesses, teachers and nonprofits) must work in collaboration to address potential issues of trust, safety, privacy, literacy and equity of access. It will involve creating policies, developing tools and fostering practices that align with the community's definition of trust.

The activities guide features four worksheets aimed at learners, parents/caregivers, in-school and out-of-school providers, or developers interested in supporting a trusted environment. The worksheets are best used to explore what trust means to you, evaluate the current level of trust in your learning environment, and uncover specific next steps. To learn more or to download the full guide, please visit www.aspentaskforce.org.

What's in it for you?

The following four worksheets highlight why you should care about trust if you are a learner, parent/caregiver, in-school or out-of-school provider, or a developer. The worksheets can be used:

- **For understanding what trust means to YOU**
- **As a guide for evaluating the current level of trust in your learning environment**
- **To uncover specific actions you might take to develop a trusted learning environment.**

We encourage you to work through these Activity sheets on your own, or with a group, and secure a trusted learning environment for you and your community.



Questions for **LEARNERS**

Why You Should Care About Trust

Learning today is no longer limited to the physical walls of a schoolroom. Learning is active, engaged and personalized. You can create your own learning pathways and networks utilizing libraries, museums, schools, afterschool programs, homes and more.

As a learner, taking advantage of new learning opportunities is exciting and fun, especially when you can focus on your interests and passions. As you explore your learning opportunities you will want to know that you are safe and your privacy is protected. You should understand what you can do to navigate your learning network safely, and what to do if you have any questions or concerns about your learning network.

Conversations with your caregivers, instructors or a trusted adult can be a great way to understand what is being done to protect your safety and privacy, and to let them know what you think can be done to make things even better for you and your fellow learners.

The guide is a form-enabled PDF. This means that you can enter your responses directly into the PDF document. Please remember to save your responses each time you use the fill.

Questions You Can Think About Or Discuss

What does trust mean to you and your family?

What information about yourself would you feel comfortable sharing online?

What are some examples of information about yourself not safe to share online?

What information do the organizations in your learning network collect? Why?

Would you share a password with someone who is not a family member?

Who will you ask if you have any questions about your digital learning activity?



Questions for **PARENTS or CAREGIVERS**

Why You Should Care About Trust

Learning today is no longer limited to the physical walls of a schoolroom. There are many opportunities for your child to participate in learning networks personalized to best meet her or his needs and learning styles.

As a parent or caregiver, you want your child to be able to take advantage of new opportunities to learn and engage with the best resources available. You also want to ensure that your child is safe and that his or her privacy is protected while he or she participates in these programs and activities. You might also wonder if you can trust the institutions or learning networks providing your child's digital learning experience.

Community meetings, one-to-one conversations with community leaders, or in-school and out-of-school providers can be a crucial way to understand what is currently being done to establish and foster trust in your child's learning network.

Questions You Can Think About Or Discuss

Whether you initiate a meeting or attend one, it is important to be ready with good information and questions. Here are some key questions that might help you better understand whether your child is part of a Trusted Learning Environment:

What does trust mean in my child's learning community?

What information is collected about my child?

How is my child's data protected?

How long is the data information stored? Where? Why?

How can I stay informed of changes in my child's learning network?

How can I be involved in decisions related to my child's participation?

Who should I speak with if I have any feedback or concerns about my child's participation?



Questions for **IN-SCHOOL or OUT-OF SCHOOL PROVIDERS**

Why You Should Care About Trust

Today, many districts, schools and afterschool programs are embracing innovation through technology to create and connect with learning networks that support learners and advance learning. There are a growing number of quality digital resources you can utilize to provide personalized learning experiences which best meet your learners' needs and learning styles.

As an in-school or out-of-school provider, you might wonder how to take advantage of emerging learning networks. For example, you could tailor instruction based on your learners' performance data from their digital learning activities, and/or thoughtfully share and evaluate this data across partners in the network to best serve the learner. Sharing data requires trust with your learners, their caregivers, your team and the learning network. You will want to know that you can trust a learning network you are working with to protect your learners' data so that data is used only to improve learning, and not for any other purpose.

Community meetings or one-to-one conversations with caregivers, teammates and developers can be a crucial way to think through what is in place to establish and foster trust in your learners' learning network and discuss other possible ways to further build upon this trust.



Questions You Can Think About or Discuss

Whether you hold a community meeting, attend a one-to-one conversation with a caregiver or hold a discussion with developers, it is important to be ready with good information and questions. Here are some key questions to consider in your discussions. These questions may also be useful during planning sessions with teammates as you think through establishing and fostering a Trusted Learning Environment:

What does trust mean in this learning community?

How will we demonstrate this trust to learners? To caregivers?

Are there inherent tensions between developer and learner goals that need to be addressed?

What information is collected from learners? Why and how will it be used, stored and protected?

If we cease to work with the same developer, what will happen to learner data?

How will we gather feedback and engage with learners? Caregivers?

How can we involve learners and caregivers in decisions related to learner participation?

**What will we do if something goes wrong - i.e., bullying, data breach?
What is the developer's plan if something goes wrong?**



Questions for **DEVELOPERS**

Why You Should Care About Trust

Learning today is no longer limited to the physical walls of a schoolroom. It is made possible by a web of people, places, organizations and programs or learning networks that revolve around the learner. Today, there are countless opportunities to innovate and develop quality digital resources, tools and platforms to create or enhance learning networks which support learning that is active, engaged and personalized.

As a developer, you might wonder how you can build an application that utilizes learner performance data to allow teachers to adapt their instruction in real-time to meet learner needs and improve learning outcomes. In building this application and working with in- or out-of-school providers, you will want to build an infrastructure that protects learners' data so that data is used only to improve learning, and not for any other purpose. You might also wonder how to establish and foster trust with learners, their caregivers, in-school and out-of-school providers who utilize your platform.

Community meetings or one-to-one conversations with caregivers, teammates and in-school and out-of-school providers can be a crucial way to think through what is needed to establish and foster trust in your learners' learning network and discuss other possible ways to further build upon this trust.

Questions You Can Think About Or Discuss

Whether you hold a community meeting, attend a one-on-one conversation with a caregiver or hold a discussion with in-school and out-of-school providers, it is important to bring good information and be ready to listen. Here are some key questions to consider in your discussions. These questions may also be useful during product development and roll out as your team thinks through embedding elements to establish and foster a Trusted Learning Environment:

What does trust mean in our learning community?

How will we establish this trust with learners? Caregivers? Providers?

What do we gain from learners' participation in this learning experience?

Are there inherent tensions between our goals, the in- or out-of-school provider's goals and the learner's needs that need to be addressed?

Does information need to be collected to improve learners' learning experiences and outcomes?

If so, what specific information needs to be collected? Why?

Does learner information need to be stored? How long? Where? For what purpose?

How will we protect learners' data? What systems and infrastructure need to be in place?

How will we gather feedback and engage with learners? Caregivers? Providers?

What will we do if something goes wrong - i.e., bullying, data breach?

What will happen to the data if we cease to work with the provider?

Are there best practices for our work? Can we learn from other developers in the education space or elsewhere who have prioritized trust?

More resources on how to run an effective convening can be found at www.libraryvision.org

Notes

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Published in the United States of America in 2017 by The Aspen Institute
All rights reserved
Printed in the USA
Extracted from ISBN: 0-89843-657-5
Pub 3: 17/004