

Let's Go Deeply Digital?

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The origination of the term “deeply digital” is widely credited to a Report to the President made in 2010 by the President’s Council of Advisors on Science and Technology. The core of this report was that technology, deeply digital technology,

should not replace teachers but support them. Properly used, technology can extend the reach of teachers by giving them access to the best instructional and professional development tools that can create customized learning environ-

ments and assessments for students, and to capture rich information about individual performance. (p. 80)

The report emphasized the power of communities, open courseware, electronic textbooks, tutoring systems, and online courses. Goals for education, it said, should promote:

- development of common technology platforms;
- development of deeply digital whole course materials;
- development of modular instructional materials;
- development of innovative assessments
- rapid prototyping;
- data mining;
- broad dissemination;
- innovative procurement; and
- consortia.

Many now consider that to go deeply digital is to be immersive, innovative, and nontraditional in the use of digital instructional technologies in teaching and learning. A new companion phrase—digital curriculum—has also emerged in the literature. The two terms—deeply digital and digital curriculum—are related because, when an educational organization goes deeply digital, it is within the framework of the digital curriculum.

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