

Active vs Passive Technology Use Defined

Passive Use	SOFT	Active Use
What Students Do: Students use technology for passive task completion, such as filling out digital worksheets or consuming	START	What Students Do: Students use technology to analyze, build, produce, create, communicate, collaborate,
Impact: Technology primarily serves as a substitute for traditional learning without accompanying real-world application, imagination, or active participation.		Students in learning, and applying in opportunities for activity, and meaningful participation.

On your table are the definitions of Active vs Passive Use of Tech, from the 2024 National EdTech Plan.

Read over the definitions and impact and talk with a table mate about what words that are resonating with you.



**SANTA MONICA-
MALIBU UNIFIED
SCHOOL DISTRICT**

Instructional Technology

2026-27 Working Group Session #2

August 24, 2026



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4 Phase Roadmap

- **Phase 1: Launch & Vision Setting**
June 8, 2026
- **Phase 2: Research & Community Partner Input**
August 24, 2026
- **Phase 3: AI Exploration**
September 14, 2026
- **Phase 4: Recommendations & Next Steps**
October 12, 2026



Working Group Norms

1. Assume Positive Intentions.
2. This is a Brave space (it is ok to challenge or question the issue, not the person).
3. Be Curious not Judgemental.
4. Think about broader implications of other marginalized groups or missing voices.
5. Use I statements where appropriate (avoid generalizations).



Agenda

- Soft Start
- Retrieval Practice of Our Last Meeting
- Defining Active vs Passive Use of Tech
- Data Jigsaw
- Revisiting Definition of Purposeful, Balanced Technology Use
- Revisiting Our Vision



Technology Use and the Acceptable Use Policy-AUP

California law does not provide parents and guardians the right to opt out of the District's chosen instructional methods including the use of technology resources and the use of devices for online assessments.. The district is not mandated to provide a technology-free program.

The Acceptable Use Policy serves as a notification of district technology rules rather than a contract requiring parent consent.

Standard legal mandates (such as IEP accommodations or specific state-exempt activity opt-outs) remain fully in place.

Learning Outcome

Learning Intention: Today we will deepen our shared understanding of active and passive technology use, ground that understanding in real data and voices from across our community, and revisit the definition and vision we began co-creating together...

Relevance: so that every SMMUSD student experiences technology used intentionally to support extraordinary achievement for all, to grow as the versatile, lifelong learners and global citizens our district envisions, and to respect their time.

Success criteria: We will know that we are successful if we all have:

- Explored teacher/family voices from our community data, and identified at least one insight and one wondering at each of our data stations.
- Reviewed our working definition of purposeful, balanced technology use and confirmed or refined it as a group.
- Reviewed our one-sentence vision statement and confirmed or refined it so it reflects our shared thinking.

Retrieval Practice & Active/Passive Use of Tech

Join us for this activity by
either scanning the QR code
or visiting:

Pollev.com/edtechlaco



In a few words: what's one thing from last time that's stuck with you?



enough same folks prepare engage continuum
cigarettes articulated balanced classrooms
extent careful stakeholders among attend definition
consistency analog add possible teacher challenge
didn't thoughts learning need perspective look
high bands 21st broad students part company
line working amount group around policy covid
actually groups tech used half varying
benefits schools (i one may grade adoption
variety stuck technology isn't feel
class actionable way use vs room people lots
build better classroom xyz level yet asked
balance (and across ways active fairly aim digital
century first activities even diff educators best effects
concern anti-agreement surprised defining
develop "intentional" appropriately understanding glad
district benefit using passive assignments mix
hear use) cohort alignment age apply attendance different
during concerned

What words/phrases stand out to you from these definitions?

Active vs Passive Technology Use Defined

Passive Use	Active Use
What Students Do: Students use technology for passive task completion, such as filling out digital worksheets or consuming digital content.	What Students Do: Students use technology to analyze, build, produce, create, communicate, collaborate, and think critically.
Impact: Technology primarily serves as a direct substitute for traditional paper tasks without accompanying reflection, imagination, or active participation.	Impact: Technology supports students in discovering, analyzing, and applying learning, giving them opportunities for voice, choice, creativity, and meaningful participation.

Definition pulled from the [National Educational Technology Plan 2024](#)

support analyze voice
participation
tasks build create
meaningful
content use
substitute
critically think
task choice critical
digital paper presented

Grade 10: Video Engagement - Students watch a five-minute video about the cardiovascular system and then complete a worksheet.

(A) Active Use of Technology



(B) Passive Use of Technology



Grade 10: Video Engagement

Students watch a five-minute video about the cardiovascular system and then complete a worksheet.



Grade 3: Environmental Impact Graphic - Using the design templates on Canva, third graders create an infographic to show how buildings and structures for the 2028 Olympics can be designed in a way to reduce our impact on the environment.

Grade 3: Environmental Impact Graphic

Using the design templates on Canva, third graders create an infographic to show how buildings and structures for the 2028 Olympics can be designed in a way to reduce our impact on the environment and help tell the story of our community.



(A) Active Use of Technology



(B) Passive Use of Technology



Grade 6: Online Educational Programs - Students complete online math practice through a district program for twenty minutes.

(A) Active Use of Technology



(B) Passive Use of Technology



Grade 6: Online Educational Programs

Students complete online math practice through a district program for twenty minutes.



Diving Into Survey Data

Instructional Technology Community Survey

1552 Responses

738 Elementary

390 Middle

392 High School

32 Mixed Selections

Current Enrollment:
8462

Teaching Staff
516

Instructional Tech & Practice Staff Survey

143 Responses



Data JigSaw

Four stations, eight groups:

- *Two groups per station, each working the same data set.*
- *Every group builds its own See-Think-Wonder, then reports to the room.*



Name a Synthesizer

One person per table,
identified up front

See · Think · Wonder

Your group's one poster,
start to finish

Huddle

Decide together
what the synthesizer
will share

Report to the Room

Each synthesizer
shares with everyone



BEFORE YOU BEGIN

Name Your Synthesizer

One person per table, identified right now.

They still do their own See, Think, and Wonder like everyone else. At the Huddle, their job is to facilitate the table's thinking (not answer for the group) and report what the table decides to the whole room.

WHAT THEY FACILITATE AT THE HUDDLE

1

Recall

Everything your table noticed and talked through

2

Weigh

Out of everything you recalled, pick what matters most

3

Conclude

Say what you realized, not just what you recalled or weighed

A

What's the biggest insight your table landed on?

B

What's the one wonder the rest of the room needs to hear?

Data Jigsaw Stations

Station	Topic	Table
<u>Station 1 Poster</u>	Screen Time & Balance	Table 1 & 2
<u>Station 2 Poster</u>	Task & Tool Examples	Table 3 & 4
<u>Station 3 Poster</u>	AI Use	Table 5 & 6
<u>Station 4 Poster</u>	Teacher Preparedness & Support	Table 7 & 8



05:00

Identify



See

STEP 1 • INDEPENDENT



YELLOW POST-IT

**One sticky note per thing you see.
Write it, post it, keep going. Get as
many up as you can before time's up.**

*So everyone forms their own first read
before the group's ideas take over.*



Think

STEP 2 • THINK, INK, PAIR, SHARE



GREEN POST-IT

Reflect

04:00

06:00

One thought per sticky note. On your own, silently, write down as many as you can. When prompted, turn to 1–2 people and compare: where do your reads agree or differ?

Everyone's own thinking is down before the pair conversation reshapes it.



Wonder

STEP 3 • ROUND ROBIN



BLUE POST-IT

Question

**One wondering per sticky note.
Go around the table so every person's
wondering gets shared and written
down.**

*So every voice is heard and captured,
not just the quickest to speak up.*

Huddle: What Will You Share?

As a table, work through this together. The synthesizer facilitates, the group decides, they say it out loud.

WHAT COUNTS AS AN INSIGHT

1

Recall

Everything your table noticed and talked through

2

Weigh

Out of everything you recalled, pick what matters most

3

Conclude

Say what you realized, not just what you recalled or weighed

1

What's the biggest insight your table landed on?

2

What's the one wonder the rest of the room needs to hear?

WHOLE GROUP

Report to the Room

Each synthesizer shares their table's answers. A sentence or two of context is welcome. This doesn't need to be clipped to a bare answer.

1

What's the biggest insight your table landed on?

2

What's the one wonder the rest of the room needs to hear?

MISSION



**EXTRAORDINARY
ACHIEVEMENT FOR ALL**

VISION



**VERSATILE,
LIFELONG LEARNERS**



**GLOBAL
CITIZENS**

OUR SIX CORE VALUES

DIVERSITY



We celebrate and
value our differences.

EQUITY



We provide what each
individual needs to
succeed.

INCLUSION



We ensure everyone
has a voice and
opportunity.

BELONGING



We foster a sense of
connection, respect,
and community.

CURIOSITY



We explore, ask
questions, and seek
to understand.

EMPOWERMENT



We build confidence
and take action to
shape our future.



Purposeful, Balanced Technology Use

The working definition of purposeful, balanced technology use:

Purposeful, balanced technology use means using technology intentionally, as a tool that supports learning rather than doing the learning for students or replacing the human connection at its center. It is developmentally appropriate, matched to what students are ready for at each grade band; it favors active use that deepens engagement over passive use that fills time; and it expands access for every learner, including through assistive technology. It protects students' attention, balance, and well-being, it is guided by clear guardrails that teachers are prepared and supported to carry out, and it advances the district's core values of diversity, equity, inclusion, belonging, curiosity, and empowerment.

Do we need to make any adjustments?



One-Sentence Tech Vision

In SMMUSD, we use technology intentionally, as a developmentally appropriate tool that actively deepens learning, expands access for every student, and protects their attention and well-being, so that it strengthens rather than replaces the curiosity, connection, and critical thinking at the heart of an extraordinary education.

Do we need to make any adjustments?



Action Steps for Committee Members



Promote committee updates, resources, and information on the SMMUSD website.

bit.ly/smmusdlearning





**SANTA MONICA-
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Next Meeting:

Instructional Technology

2026-27 Working Group Session #3

September 14th, 2026

