



Date: January 15, 2024

Source of Report: MRS, [Title 20-A, §19301 sub-§7](#)

Topic: Digital Content Library Annual Report

Context

Statute requires that the Commissioner of Education establish a digital content library to house a collection of high-quality digital educational content and learning resources aligned with the State's educational initiatives, delivered electronically to school administrative units, private schools, public and private postsecondary institutions and nonprofit or for-profit content providers for sharing with other school administrative units, private schools, public and private postsecondary institutions and individuals.

Content included in the digital content library must further the State's educational initiatives, including learning through technology, diploma standards based on achievement, college and career readiness and student achievement in the system of standards and assessment established under Title 20-A, Chapter 222.

Actions

As outlined in the Digital Content Library Report from January 2022, the Commissioner, led by the Office of Innovation, in collaboration with the Office of Learning Systems and Office of School and Student Supports, created the **Maine Online Open-Source Education (MOOSE)** platform to provide digital education content and learning resources to all schools and students across the State. MOOSE is a digital library of Maine Learning Results (MLR) aligned, PreK-12, project-based, interdisciplinary modules on a custom-built, student-centered platform.

MOOSE learning modules are designed by Maine educators, including, but not limited to, teachers, curriculum leaders, and Maine educational community organizations such as museums, libraries, and educational centers. Students can access the platform for robust learning opportunities at any time and from any internet-connected device. These modules are being used by educators to enhance lessons, offer remediation, enrichment, credit recovery, and for remote learning.

The platform, the material development process, and the materials themselves have continued to evolve since the project's inception in the spring of 2020, making this a dynamic, living resource for the field. The following timeline outlines this evolutionary trajectory.

MOOSE Year 1: Spring 2020 – Spring 2021

- MOOSE starts as a pandemic response to ensure all Maine students have asynchronous access to high-quality learning.
- Teams of content creators are led by Content Specialists and other experts at the Department of Education.

- Maine educators are at the heart of the work, creating modules with increasingly sophisticated capacity across four rounds of module creation.
- Modules focus on the theme “How do I interact with and impact my world”.
- The module creation and review process is refined over the year, including adding group leaders and module coaches to improve educator support.
- An increasing level of professional development is provided to all educators based on identified areas of need to improve module development.

MOOSE Year 2: Summer 2021 – Summer 2022

- MOOSE hires five, full-time Team Leaders to address the development of targeted PreK-12 learning progressions in: Computer Science, Career Readiness, Climate Education, History of Genocide and the Holocaust, and STEAM (Science, Technology, Engineering, Arts, and Math).
- Two rounds of module development happen across significant platform capacity updates to add interactive H5P content to the creators’ instructional toolbox.
- Professional development is delivered asynchronously on the Mighty Networks platform and synchronously through Team meetings.
- The creation of modules follows a planned progression to ensure learning progression alignment.

MOOSE Year 3: 2022-2023 School Year

- A Project Manager is hired to integrate the variety of inputs and workstreams of the MOOSE project and manage the educators associated with the project.
- Learning progressions are shifted to address new areas of focus: Applied Ethics, Cyber Security, Data Science, Maine African-American History & Culture, and Wabanaki History & Culture.
- A team is also hired to address Improvement and Iteration to continually refine the MOOSE process and modules themselves.
- A new MOOSE platform interface is launched to significantly improve the user experience.
- A strong evaluation cycle is established with tools to assess student, teacher, and State outcomes associated with the MOOSE project including organized pilot testing in schools.
- Teacher supporting materials and tools are developed with each module.

CURRENT: MOOSE Year 4: 2023-2024 School Year

- A Teacher Portal is developed to allow educators to save and distribute modules to their students and to access additional educator resources associated with each module.
- A MOOSE educator community is established on the DOE’s innovative collaborative platform (EnGiNE), allowing educators to support each other in the use of MOOSE modules with their students.
- Continued focus is placed on expanding the resources associated with Wabanaki Studies based on overwhelmingly positive educator response and identified state need.
- An additional learning progression is added to create resources around the United Nations Sustainable Development Goals, including collaborating with educators from the Académie de Nantes in France to provide robust global connections for the digital learning materials.
- Modules are piloted in classrooms and feedback from educators and students is used to improve existing modules.

Status

Educator Involvement

- Over 600 Maine educators have been involved in creating digital content for the MOOSE project.
- Over half of those educators returned for at least one other round of creation and 27 educators have been with us for all four years of the work.
- Feedback about engaging in the process of developing MOOSE modules has been incredibly positive with most comments echoing this one from the second year of the project: *“As a veteran teacher with almost 20 years of experience in the classroom, working with the MOOSE project has been some of the most powerful professional development I have had the privilege to engage with. It has been amazing to work with other talented and engaged educators from across the state and across content areas to create lessons and activities that offer students choice and voice.”* – High School Teacher, Bangor School District.

Module Availability and Use

- The MOOSE project has developed over 450 modules spanning grades PreK-12.
- The site averages 1,600 users per month (including over the summer months).
- Those users log over 3,000 sessions per month with an average of 11,300 page views per month.
- Over the past year, 82% of those visits are through desktop devices, 17% through mobile devices, and 1% through tablets.

Future Plans

The creation of the MOOSE Modules has been funded through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and the American Rescue Plan (ARP). These funding sources will end in September of 2024, at which point the MOOSE platform will be maintained by the DOE as a robust resource for the field.

Contact:

Beth Lambert
Acting Chief Innovation Officer
Director of Innovative Teaching & Learning
beth.lambert@maine.gov

The preparation of this report utilized approximately 2 staff hours, and was prepared by the following participants:

- MOOSE Team Director
- Chief of Teaching and Learning
- Legislative and Constituent Services Specialist, Policy and Government Affairs
- Director, Policy and Government Affairs