

Grapppling's TECHNOLOGY AND LEARNING SPECTRUM

Technology Literacy Uses

- Technology Focus - Learning/Acquiring/Practicing Technology Skills
- “Just-in-case” technology skills are acquired for possible future needs
- Literacy classes
 - Learning hardware and software
 - Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning
 - Curriculum provides “topics” for technology uses

Instructional Focus

- Technology-centered pedagogy
- Teacher talk is “technology talk” rather than “learning talk.”

Technology uses are organized for their own sake

- Acquiring and assessing technical skills
- Offered as separate and/or optional experiences/programs
- Allowed when “real work” is completed or considered alternative/“reward” activities
- Research done to learn tools and processes
- Teachers view technology as something to learn or do

Staff Development Focus

Designated “experts” tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

Adapting Uses

- Technology Focus - Optional/Adaptive Learning Tasks-Information Consumers
- Integrating is translated into “use it for something, anything...just use it”
- Drill and practice with content software
 - Instructional games
 - Productivity tools used to adapt assignments/tasks given in the past without technology
 - Curriculum provides “topics” for technology uses

Instructional Focus

- Teacher-centered, Direct Instruction pedagogy
- Teacher talk is “same stories with new tools” – there is confusion that new tools make new instructional stories.

Technology uses are adapted/provided but still optional for traditional curriculum goals.

- Teacher and student roles remain the same
- Learning/assessment practices are unchanged
- Student experiences depend upon teacher directed assignments
- Research is “go look up” and “tell me back” (LOTS)
- Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals

Staff Development Focus

Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

Transforming Uses

Technology Focus - Essential -Information Producers

Integrating is “just-in-time” technology skills as needed for learning tasks/projects

- Complex learning and thinking tools
- Community learning tools
- Assessment tools
- Productivity tools used to construct meaning, and produce information useful and beneficial to others

Instructional Focus

- Student-centered, constructivist pedagogy
- Teacher talk is “new stories with new tools.”

Technology uses enable new learning tasks not possible without technology

- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners
- Teacher roles expand to include facilitators, designers, learners, and researchers
- Learning and assessment practices are changed
- Students initiate technology uses as they create their own learning experiences
- Research is sustained inquiry for original thinking and conclusions useful to others
- Teachers view technology as essential for development of higher-order thinking skills (HOTS)

Staff Development Focus

Essential skills and practices are articulated, expected, supported and measured for all teachers. Adequate funding of at least 30% of technology budget is in place.