Grappling's TECHNOLOGY AND LEARNING SPECTRUM

Technology Literacy Uses

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

Instructional Focus
Technology-centered pedagogy
n *Teacher talk is "technology talk" rather than "learning talk."*

Technology uses are organized for their own sake
n *Acquiring and assessing technical skills*
n *Offered as separate and/or optional experiences/programs*
n *Allowed when "real work" is completed or considered alternative/"reward" activities*
n *Research done to learn tools and processes*
n *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
Integrating is translated into "use it for something, anything…just use it"
n **Drill and practice** with content software
n **Instructional games**
n **Productivity tools** used to adapt assignments/tasks given in the past without technology
n **Curriculum** provides "topics" for technology uses

Instructional Focus
Teacher-centered, Direct Instruction pedagogy
n *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.
n *Teacher and student roles remain the same*
n *Learning/assessment practices are unchanged*
n *Student experiences depend upon teacher directed assignments*
n *Research is "go look up" and "tell me back"*
n *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 Learning Tasks
Integrating is "just-in-time" technology skills as needed for learning content standards/projects
n **Complex learning and thinking tools**
n **Community learning tools**
n **Assessment tools**
n **Productivity tools** used to construct meaning, and produce information useful to others

Instructional Focus
Student-centered, constructivist pedagogy
n *Teacher talk is "new stories with new tools."*

Technology uses enable new learning tasks not possible without technology
n *Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners*
n *Teacher roles expand to include facilitators, designers, learners, and researchers*
n *Learning and assessment practices are changed*
n *Students initiate technology uses as they create their own learning experiences*
n *Research is sustained inquiry for original thinking and conclusions useful to others*
n *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 <u>all</u> teachers. Adequate funding of at least 30% of technology budget is in place.