

# Grappling's TECHNOLOGY AND LEARNING SPECTRUM

## Technology Literacy Uses

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### 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

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### 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

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### 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 all teachers. Adequate funding of at least 30% of technology budget is in place.