

## Warm-up Exercise

- What is your best technology supported project and/or artifact that you have done or seen with students?
- (Describe this project briefly to the person next to you.)
- Hold that thought....

## Think – Pair – Share

- Number yourselves 1, 2, 3
- Read the technology uses & scenarios
- Explain and discuss the “uses” of technology with your partners
- 6 minutes -- raise hand

## ETP’s Technology and Learning Spectrum

- Literacy – Adapting – Transforming
- Technology Focus
  - Type of technology employed
- Learning Pedagogy Focus
  - What is the learning about?
- Instructional Focus
  - “Teacher Talk”
- Staff Development Focus
  - Level of support

## What “use” is this?

- Teacher Alice: “Our district brought computers to our classrooms and we were very excited when the computers arrived. My basic system is that I rotate the kids through those computers. And while they're back there it's really kind of a free choice. I have some graphic programs, some word processing programs on the computers. I also use them as a reward system. Kids that get homework in, things like that, I allow them to stay in at recess time and at lunch time then to kind of play with some of the games that I have on the computers.”

## Literacy Uses: Awareness

- Learning environment is traditional.
- Teacher is at the center of most learning activities and provides all direction.
- If technology is used, the teacher typically schedules it, and students are assigned equal slots of “computer time.”
- Primary focus on technology skills/tools with the curriculum effort on “doing or using it” – technology talk.

## Literacy Uses: Technology/Instructional Focus

- Seen as a content area separate from other content instruction.
- Students fairly passive -- most work with technology is done by individuals.
- Technology uses are primarily organized as a peripheral activity at this time.
- Task creates no **learning stories** other than technology use.

**Adapting Uses:**  
**Technology/Instructional Focus**

- Use it for something -- just use it!
- Drill and practice, games, productivity, electronic reference tools
- Teachers view use as interesting but “optional”
- Curriculum provides the “topic” for uses
- Task creates **same learning** stories with **new tools**.
- Some confusion that new tools change the learning

**Adapting Uses:**  
**Technology/Instructional Focus**

- Emerging: mixture of mostly technology skills with some integrating (**same stories with new tools**) uses.
- Developing: mixture of some technology skills, mostly integrating (**same stories with new tools**), and some “evolving” (**new stories with new tools**) uses.

**Moving from Adapting to Transforming Uses:**

- The goal with technology is not to just “use it.”
- What is happening for learning that would be impossible without it? – **new stories with new tools**.

**Moving Towards Evolving/ Transforming Uses**

- What **actions** and **roles** of teachers and students in the classrooms must be present in classrooms to achieve “evolving uses” of technology?
- Task creates **new learning stories with new tools**.

**Transforming Uses:**  
**Technology/Instructional Focus**

- Mixture of some technology skills, some integrating (**same stories with new tools**), and mostly “evolving” (**new stories with new tools**) uses identified.
- Complex learning and thinking tools.
- Used as an resource for learning **results/benefits that would be impossible without technology**.
- Key question: “How did you assess it?”

**Transforming Uses:**  
**Instructional Focus**

- Students as
  - independent researcher, critical thinkers/problem solvers, creators of knowledge, information seekers/navigators/evaluators, effective communicators, technologists, and responsible citizens .
- Teachers as
  - Facilitators, designers, learners and researchers

## Reflection ...

- Bring back that thought...
- If we removed **all** technology from our school, what current student learning would become impossible or impaired?