**Technology in the Content Areas**

**MiT 2013: Winter**

**Overarching Goals**

* Candidates will identify and explain ways to meaningfully incorporate technology into content area classrooms.
* Candidates will create an outline for a unit that uses technology to support student thinking and learning. Candidates will examine the nature of adolescent engagement with technology and identify how to scaffold for the development of Digital Literacy and Citizenship.
* Candidates will know how to access professional development to improve their technology skills.
* Candidates will develop the technology skills necessary to successfully complete the final project of the Special Education strand this quarter.

**Essential Questions**

Why incorporate technology in the classroom? What are different points of view about the purpose of technology in education? What does meaningful incorporation of technology in the classroom look like? What are candidate strengths with technology? What are worthwhile strategies for improving candidate technology skills?

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| Wednesdays\* | Preparation due today |
| **Week 1**  Wed 1/9  Introduction:  What is the role of technology in the public school?  What distinguishes strong and weak uses of technology? | Purpose: To identify how the EALRs illustrate what Washington State considers the purposes of technology in the classroom and role of the teacher in meeting those purposes.  Task: Read the technology EALRs and bring a copy to class.  <http://www.k12.wa.us/EdTech/Standards/default.aspx> |
| **Week 2**  \***Tue 1/15**\*  What does it mean to engage “technology for a purpose”? What does it look like? | Purpose: To identify types of technology used in content areas to support instruction and to make a professional development plan.  Task: Review the technology EALRs paying attention to the examples in bottom row of each page of the standards.  Complete the self-assessment chart as it pertains to the grade levels you will teach in spring quarter.  Bring chart with you to class. |
| **Week 3**  Wed 1/23  Technology and powerful literacy | Purpose: To identify types of technology resources available to you.  To help candidates examine and articulate the purposes technology serves for content goals.  Read: Examine activity types for your content area at <http://activitytypes.wmwikis.net>  Examine one of CBPA’s: <http://www.k12.wa.us/EdTech/Assessment/edtechassessments.aspx>  Task: Write up Part a for your technology plan and list possible types of technology that you could integrate to support learning in your unit. |
| **Week 4**  Wed 1/30  Use resources to learn about technology and implications for pedagogy | Purpose: To understand effective scaffolding of technology use.  Task: Find information to help you understand and explain the technology you plan to use.  Write up a list of things to attend to in order to effectively scaffold this form of technology.  List 3-4 links of examples that are available on the web that illustrate its use.  Bring to class and post on Moodle as a resource. |
| **Week 5**  Wed 2/6 | Technology unit outline due (upload on Moodle before 11:55 pm on Tuesday, Feb. 6)  PowerPoint presentation in class |

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| **Week 6**  Wed 2/13  Introduction to Digital Essay and Project 2 | Purpose: To examine examples of Tier 3 uses of technology.  Task: Find out about digital stories and youth radio essays and bring a list of three to four stories or essays that are relevant to content areas. |
| **Week 7**  Wed 2/20  Engage the creative cycle: Part 1 | Purpose: To engage the creative process.  Task: Gather evidence (i.e., media elements to support and illustrate the story elements) and create a storyboard that outlines the structure of essay and placement of evidence. |
| **Week 8**  Wed 2/27  SPED digital project | Purpose: Provide support for special education technology presentation. |
| **Week 9**  Wed 3/6  Engage the creative cycle: Part 2 | Purpose: To engage the creative process.  Task: To use KeyNote to create draft of digital essay.  Write up author’s note entry to show how candidates used feedback in creation of draft and to track new questions. |
| **Week 10**  Wed 3/13 | Task: Revised final presentation of digital essay.  Write up author’s note entry to show how candidates used feedback in creation of draft and to track new questions. |

**Online Resources**

College of William and Mary Learning Activities Types Wiki: <http://activitytypes.wmwikis.net>

Edutopia: <http://www.edutopia.org>

Edudemic: <http://edudemic.com>

Washington OSPI: <http://www.k12.wa.us/EdTech/Standards/default.aspx>

**Assessment Task Descriptions**

1. Create an outline for a unit in your content area that would develop students’ use of technology to support content learning.

Task Overview:

OSPI and the school districts are increasingly interested in teachers engaging students in 21st century skills. They have agreed to provide resources and professional development to the teachers who show initiative to make use of Tier 2 and 3 technologies in the classroom. You are part of a Professional Learning Community (PLC) at your school that has been purposeful about investigating and practicing ways to support students meeting the content area standards. In discussing this opportunity, people were intrigued and cautious about the possibilities technology integration offered. Some people in your PLC expressed concern that this initiative will dilute the time available for helping students meet these standards. Others were concerned that the use of technology, while potentially exciting, won’t necessarily help students learn the content and skills of the subject area. Others were concerned about not having the technology knowledge and skills necessary to effectively engage students. As a group you decided to explore the possibilities for technology in a way that addresses these concerns by each trying to develop a unit plan that would meaningfully integrate technology. You would all come prepared to explain how the technology would serve students learning in the content area and the kinds of scaffolding students would need to successfully engage the technology. Finally, you all agreed to investigate specific resources that would help you learn how effectively use the technology implicated in your unit.

Specific issues to address in document you bring to PLC meeting:

1. A description of the unit including the big idea, goals, standards, essential questions, and new knowledge and skills refined by the unit;
2. A description of the assignment that would involve students’ use of technology in order to meet larger conceptual and skill goals of the unit;
3. A written explanation of how this use of technology would support student learning and engagement towards the larger goal of the unit;
4. A written explanation of what you would need to anticipate through structure or mini lessons to help students be successful in this project.
5. A self assessment of you skill in both using and teaching with this tool;
6. A concrete plan for how you could develop your skills that entails: knowledge of professional development resources in the district, on-line tools for learning, and teacher models to emulate/adapt.

Prepare a PowerPoint presentation (7-8 minutes long) that addresses parts a-d.

Document and presentation are due in week five.

2. Complete a multimedia communication project to refine skills and examine the kinds of scaffolding that effective use of technology in this context entails.

Task Overview

One way to prepare yourself to engage your students in using technology is for you to participate in the same kinds of projects: for you to anticipate the kinds of thinking, skills, scaffolding and mini-lessons the project entails. Communicating for a particular purpose, critically evaluating and selection evidence for that purpose, and communicating in a way that is meaningful to a particular audience are goals that are relevant to many disciplines. For this project you will exercise your skills in communicating for a purpose by creating a thesis-based digital essay. You will engage in the learning cycle of producing such an essay, and then together with your PLC, you will analyze the process and identify the implications for structuring and scaffolding learning when student engage this technology.

a. Create a digital essay

* Pick an important person or issue in your content area;
* Identify a thesis about that person or issue and three stories that would support your thesis;
* Gather evidence (i.e., media elements to support and illustrate the story elements);
* Create a storyboard to outline and organize the structure of your project;
* Create a draft of the digital story;
* Present the final version.

b. Engage the creative process

* For each step of the project, go as far as you can on your own, then solicit feedback from your colleagues to help you make it better;
* Keep an author’s log in which you identify (i) your questions, (ii) the feedback you receive for how to make the project better meet your goals, and (iii) your rationale for revisions and design decisions showing how you took feedback into account.

c. Analyze the task and anticipate the kinds of things that you will need to provide students by way of structure, scaffolding and classroom management to support learning and engagement.