

Title

Putting Technology to Use in the Classroom: Where to Start

Target Audience

This course is designed for in-service and pre-service teachers of grades K-12.

Facilitator

To be announced

Credits

To be determined by college or university

Prerequisites

To successfully participate in this course, you should be familiar with taking an online course or have completed the PBS "Practice Learning Online with TeacherLine" course.

Description

While educators are aware of the high level of technology integration in the classroom, many teachers are unprepared to use technology in their classrooms and do not know where to begin learning how to do so. In this course, learners will gain a better understanding of some key issues surrounding technology integration, such as how to meet technology standards and which types of technology are best for which purposes. Learners will identify potential lessons or concepts in their classrooms that may benefit from technological enhancement, and then devise a plan for integrating technology into their lesson plans.

Goals and Learning Outcomes

After completion of this course, learners will be able to:

- Explain and recognize the NETS standards that pertain to their classes.
- Identify potential lessons or concepts in your classroom that may benefit from technology integration.
- Devise a plan for integrating technology into their new and existing lesson plans.
- Determine which considerations concerning technology use apply to their classrooms.

Outline of Course Assignments and Activities

Activity 1: Identify the NETS Standards for Technology

Assignment

In this activity, you will identify the National Educational Technology Standards (NETS) for Students that are appropriate for your classroom. Identifying these standards is crucial because more and more schools are using NETS for Students as the basis for defining their own technology standards.

Explore ISTE's performance indicators and grade-appropriate standards on the International Society for Technology in Education (ISTE) Web page.

Product

Submit the five indicators that you think are most important to your classroom. Give a description of why you feel they are important. If you approached your students with the indicators, explain how they influenced your selection of important indicators.

Idea Sharing

Post any questions you have about the standards. Describe how you chose your five indicators. If you shared the standards and indicators with your students, describe how you approached it as well as anything unusual or interesting that came out of the discussions. Respond to two other postings.

Online Journal

Answer the questions concerning prior knowledge and expectations in your online journal.

Activity 2: Examine and Distinguish Between Different Types of Technologies

Assignment

In this activity, you will learn about different types of technology. You will select 3-5 types of technology that appear to have the most potential for use in your classroom and meeting the NETS standards.

Explore the following Web resources:

- K-12 Internet Connections
Categories for you to explore on examples with Internet use in classrooms.
- K-12 Sources-Curriculum-Lesson Plans
This site is filled with great lists of resources. If you scroll down, you will see a heading titled "K-12 Software," which is especially useful for this activity.
- ISTE Teacher Resources
This site lists some different types of K-12 software and places to find more information. These are all approved and recommended by the International Society for Technology in Education.
- Hyperstudio
The popular K-12 presentation and multimedia tool.
- Computer Shopper
This link takes you to one of the most popular sites for purchasing hardware and comparison-shopping. Feel free to explore the site to get a feel for the hundreds of different types of hardware available to you for your classroom.

Product

Submit 3-5 different technologies that appear to have the most potential for use in your classroom. Identify specific software packages, Web sites, or hardware. Give a rationale for your choices.

Idea Sharing

If you were permitted to purchase (for your school) on the piece of software mentioned in the resources area, which would it be, and why? (This could be a piece of software that your school already owns). Imagine you are presenting several key points to your principal about the educational value of the software.

Activity 3: Identify Potential Areas in Your Curriculum for Integration of Technology

Assignment

In this activity, you will identify 5-7 curricular activities that you use in your own classroom that may have the potential for technology integration. You will use this list to decide on a lesson plan that works well for technology integration for the final course project.

Product

Submit a description of the 5-7 areas you identified that could be enhanced by technology integration. Give a rationale for why these would be candidates for technology integration.

Idea Sharing

Post any questions you have. Which lesson or unit that you teach do you think would be very difficult to integrate with technology? Why do you think so? Respond to others' posts with your own thoughts and ideas.

Activity 4: Develop a Technology-Integrated Lesson Plan

Assignment

In this activity, you will choose a lesson that you will use for technology integration.

Explore the following Web resources:

- **Overview of Technology and Education Reform**
This federal document focuses on technology and educational reform. Make sure to check out the section on "Authentic Classroom" uses of technology.
- **Best Practices of Technology Integration page**
This page contains a list of lesson plans you can use to find integration ideas.

Product

Submit a brief description of the lesson you have chosen for technology integration and a detailed rationale for your choice.

Idea Sharing

Post a description of your lesson choice and rationale. Request input from your peers about possible technology ideas. Respond to at least two other learners' postings.

Activity 5: Identify Considerations for Using Technology in Your Classroom

Assignment

In this activity, you will outline a plan for integrating technology into the lesson you chose in Activity 4.

Explore the following Web resources:

- **4Teachers Web Magazine**
Success stories for technology integration.
- **Best Practices of Technology Integration page**
This page is composed of a list of lesson plans you can use to find integration ideas.
- **ERIC Virtual Lesson Planning Guide**
Use this guide if this is your first lesson plan or if you want help with lesson plans.
- **International Society of Technology in Education: Planning & Advice**
This page has links to integration suggestions, hints, and strategies.

Product

Submit your lesson plan, along with a description of and rationale for the technology used in this lesson.

Idea Sharing

Post a summary of your lesson and a description of how you incorporated technology into the plan. Read two other learners' lesson descriptions and provide feedback and ideas for improving their lesson. Be sure to respond to someone who does not already have two responses so that everyone can get feedback.

Activity 6: Identify Considerations for Using Technology in Your Classroom



Assignment

In this activity, you will be introduced to some of the considerations that come with using technology. You will then evaluate the feasibility of your technology integrated lesson plan. This evaluation can be used to make any changes to your lesson plan that will make it more feasible.

Explore the following Web resources:

- Myths and Realities of Technology in K-12 Schools
This article briefly discusses each of the four areas mentioned above.
- NWREL: Northwest Regional Educational Laboratory: Equity in Educational Technology
This site offers information on school access to technologies.
- The Costs and Effectiveness of Educational Technology: Proceedings of a Workshop
This article addresses most of the same issues as this activity. There is also information on school-wide technology issues.
- Connected Learning Community: Technology RoadMap: Planning Technology Costs (Microsoft)
Information on budgeting and identifying costs.
- Virginia Department of Education: Acceptable Use policies: A Handbook
This Web site lists the rules and regulations of what is allowed in the Virginia school system with regards to technology.

Product

Submit a description of how feasible your choice for technology integration is in the areas of access, time, cost, and ability. If the technology you chose to integrate into your lesson plan does not seem feasible after you considered these four areas, list some solutions that you came up with.

Idea Sharing

Describe any technology integration that did not seem feasible after you considered access, time, cost, and ability. How do you think you could still make it work? Suggest some solutions to two other learners.

Online Journal

Answer the questions concerning acquired knowledge and professional goals and expectations in your online journal.

Final Project

Review your submissions before you submit your final project. This will allow you to review the work you have done in order to complete your project. You should make sure you are meeting each of the final project criteria. Review each section to ensure that all are complete and have been edited for content and grammar. You may want to submit your project draft to a peer or colleague to assist with editing.

Your final product will be a lesson plan with the following components:

- Description of each instance and use of technology
- Standards which your lesson satisfies
- Considerations for technology use
- Rationale for decisions made

Copy the lesson plan from Activity 5 and 6 making any changes that you feel are necessary.

Include your justifications for using technology within the lesson. If you determined (in Activity 6) that your use of technology was not feasible, be sure to explain that in your final product as well. The focus of the final product is on the quality of your decision-making and not necessarily on whether the lesson is viable. Ultimately, only you can determine whether the lesson works for your class—and you can only do so by trying it with your students.

Schedule

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections and a final project. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Maintain an online journal.
- Be self-directed and self-motivated.
- Ask for assistance when needed

Facilitators are expected to:

- Provide feedback to learners
- Participate in discussions to keep them moving forward
- Provide assistance to learners who need it

Evaluation

This course can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail
- TeacherLine required plugins

Academic Dishonesty Policy

To be inserted by university institution only

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