# *Grappling's* TECHNOLOGY AND LEARNING SPECTRUM

## Technology Literacy Uses

Technology Focus - Learning/Acquiring/Practicing **Technology Skills NOT Curriculum** *

"Just-in-case" technology skills are acquired for possible future needs

- *Literacy classes*
- *Learning hardware and software*
- *Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning*
- *Curriculum provides "topics" for technology uses*

**Instructional Focus**
Technology-centered pedagogy

- *Teacher talk is "technology talk" rather than "learning talk."*

Technology uses are organized for their own sake

- *Acquiring and assessing technical skills*
- *Offered as separate and/or optional experiences/programs*
- *Allowed when "real work" is completed or considered alternative/"reward" activities*
- *Research done to learn tools and processes*
- *Teachers view technology as something to learn or do*

### * NOTS Content

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-InformationConsumers *

Integrating is translated into "use it for something, anything…just use it"

- *Drill and practice with content software*
- *Instructional games*
- *Productivity tools used to adapt assignments/tasks given in the past without technology*
- *Curriculum provides "topics" for technology uses*

**Instructional Focus**
Teacher-centered, Direct Instruction pedagogy

- *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.

- *Teacher and student roles remain the same*
- *Learning/assessment practices are unchanged*
- *Student experiences depend upon teacher directed assignments*
- *Research is "go look up" and "tell me back" (LOTS)*
- *Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals*

### * CLOSED or LOTS Questions

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 -Information Producers *
Integrating is "just-in-time" technology skills as needed for learning tasks /projects

- *Complex learning and thinking tools*
- *Community learning tools*
- *Assessment tools*
- *Productivity tools used to construct meaning, and produce information useful and beneficial to others*

**Instructional Focus**
Student-centered, constructivist pedagogy

- *Teacher talk is "new stories with new tools."*

Technology uses enable new learning tasks not possible without technology

- *Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners*
- *Teacher roles expand to include facilitators, designers, learners, and researchers*
- *Learning and assessment practices are changed*
- *Students initiate technology uses as they create their own learning experiences*
- *Research is sustained inquiry for original thinking and conclusions useful to others*
- *Teachers view technology as essential for development of higher-order thinking skills (HOTS)*

### * OPEN or HOTS Questions

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.

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