

Fusing Learning with Technology Project

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BHAG (Big Hairy Audacious Goal)

Upon completion of the school year, learners (classroom teachers) will be incorporating technology tools in the classroom that align with their selected instructional goals while making sure that the instructional goals take precedence, not the technology.

Stage 1 **Desired Results**

Established Goals/Transfer Goal:

Learners (classroom teachers) will learn how to incorporate technology into lessons with their students while making sure that instructional goals are the priority. This project will incorporate ISTE Educator Standards 2.1c, 2.2c, 2.4a, 2.4b, 2.5b, 2.5c, 2.6b, 2.7b

Enduring Understandings:

Learners will...

- Always lead lesson planning with the instructional goal, not the technology tool.
- Understand that technology does not have to be in every lesson.
- Understand that technology tools are constantly changing and what was used last year may not be the best option for this year.
- Evaluate and understand their current level of comfort with technology.
- Accept and understand that failure is expected when learning how to incorporate technology and they will learn from the failure instead of avoiding the technology.

Essential Questions:

- What do I (as the classroom teacher) want my students to learn in this lesson?
- Would technology enhance the learning experience for my students in this lesson?
- How can I stay informed about the technology tools available?
- What will I do when the technology doesn't work as I expected?
- What is my current level of thinking and understanding towards technology in the classroom?

Learners will know...

- Their current level of knowledge and comfort with technology in the classroom.
- Compare and contrast how adding technology to a lesson will affect the student learning.
- That their instructional goal is always the priority with a lesson and not the technology (or other tools) used to deliver the lesson.

Learners will be able to...

What will students know and be able to do by the end of the unit?

List the few most important discrete knowledge and skill goals that are separate from the transfer goals.

- Have a plan created on how they will incorporate technology in their classrooms.
- Correctly determine which technology tool is most beneficial for a particular lesson.
- Determine if technology is even necessary in the lesson.

Stage 2
Assessment Evidence:

Formative Assessments:

- Review a recent lesson that the learner used in a classroom and determine if technology could have been integrated.
- Collaborative discussion with peers regarding use of technology in the classroom to learn new ideas and/or troubleshoot issues and concerns.
- Observe peer teachers in their classrooms when they use technology with their students.
- Evaluate how you use technology in the classroom currently.

Summative

Summary in GRASPS form

Goal(s): Create a lesson to use in your classroom that incorporates technology without having the technology overshadow the instructional goal.

Role: You will research technology tools that could benefit the lesson you are creating.

Audience: The teacher and administration will view this lesson when submitted.

Situation: Learners may work together with their peers or work individually on this task.

Performance: The learner will be able to use and teach the technology tool that they choose to use in their lesson.

Standards: After the lesson is used in the classroom, the learner (the teacher) and the students will reflect and discuss how the technology impacted the lesson.

Other Evidence (essay, work sample)

- Discussion questions within the Google Classroom platform
- Observation of technology integration in the classroom
- Reflections throughout the integration process

Stage 3
Learning Plan Activities:

Consider the WHERETO elements
These questions are/can be directed as....
What the teacher and/or the student do in regards to the WHERETO.

W - Where are we going? What is expected?

By the end of the project, the learners (classroom teachers) will be able to create lessons for classroom use that incorporate technology (if necessary) to enhance student learning and understanding of the instructional goal.

H - How will we hook (Introduce this to) the students?

We will discuss the changes in the classroom

Resources

- [District Tech Site](#)
- [District Tech Library](#)
- A variety of EdTech people on social media including, but not limited to, [Eric Curts](#), [Leslie Fisher](#), [Kasey Bell](#), and [Matt Miller](#).
- Sign up for emails from ISTE and TCEA for updates on technology tools for education.
- Join a PLN that aligns with what you teach to get ideas from other educators.

setting in the last 10-20 years as technology was introduced. We will also explore how technology has enhanced our personal lives. Discussing how technology impacts all areas of our lives will open the further discussion of why it's important that we help our students learn how to properly use technology in the classroom.

E - How will we equip students for expected performances?

Learners will be equipped with a variety of resources available to them in the district. First, a [District Tech Site](#) has been created and continues to grow with resources for teachers to explore. Second, the district has a [Tech Library](#) where teachers can check out various books related to using technology in the classroom. Third, there will be monthly discussion chats within Google Classroom where the learners can collaborate with and discuss different tools that they have been exploring for use in the classroom. Finally, the learners will have access to set up a meeting with the District Technology Integration Specialist at any time for 1:1 help.

R - How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?

The two main predicted struggles with the learners may be the mindset of the learner and the fear of failure. If a learner does not see the benefit of technology in the classroom their mindset will need to be changed. To do this, I plan to learn more about the learner and find an area that they are passionate about but struggle with and help them determine how technology can help them in that area of their life. Then we will move onto how it can help them with an area in the classroom that their students may be struggling with. The other struggle may be the fear of failing at the tech tool in front of the students. We will discuss the fact that failure is expected and how we will learn and grow. I will tell them about times that I have failed and discuss what came out of it. If we can show our students that we fail and learn from it, their fear of failure may subside.

E - How will students self-evaluate and reflect on their learning?

Learners will reflect upon their experiences with using technology in the classroom by participating in reflection posts in Google Classroom. They will get feedback from their students after using technology and any peers that may have viewed the lesson. Self-evaluation will be a continual process to improve as we go forward.

T - How will we tailor learning to varied needs, interests, and learning styles?

Each learner will be determining their own lessons and technology tools. This will allow the learners to start where they are comfortable and progress as their knowledge and comfort increases. Learners will also have access to both videos and written instructions for many of the tools they would like to use so they can learn in the best way for them.

O - How will we organize the sequence of learning?

1. Learners will meet with their peer group and the instructor to discuss the “why” behind the project and to understand the project layout.
2. A Google Classroom will be created for the group where discussion and reflection posts will be utilized regularly.
3. Resource links and information will be posted in the Google Classroom for the learners to reference and research what interests them.
4. Learners will reflect on their work and experience throughout the project.

Reflection

Optional reflection questions for learners to use throughout and after the project.

- Was the lesson successful? How do you know? What would you do differently next time?
- Did the students like the technology in the lesson? Did they find it too hard or too easy?
- Do you think the technology enhanced the lesson or got in the way?
- How did you feel about using the technology? Were you overwhelmed? Intimidated? Comfortable? Intrigued?