

ETP's Technology and Learning Spectrum

Technology Focus:

Acquiring Technology Skills—

“just-in-case” skill learning 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*

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*

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.

Technology Focus:

Optional/Adaptive Learning Tasks—

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 without technology in the past*
- *Curriculum provides “topics” for tech uses*

Instructional Focus

Teacher-centered, Direction

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 with traditional curriculum goals.

- *Teacher and student roles remain the same*
- *Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals*
- *Assessment practices are unchanged*
- *Student experiences depend upon teacher directed assignments*

Staff Development Focus

Participation and support while encouraged is still optional as well as unfocused. Funding is inadequate – less than 30% of total technology budget.

Technology Focus:

Essential/Re-culturing Learning Tasks —

integrating is “just-in-time” technology skills as needed for learning content standards/projects

- *Complex learning and thinking tools*
- *Community learning tools*
- *Assessment tools*
- *Productivity tools used to conduct inquiries, construct meaning, and produce information*

Instructional Focus

Student-centered, Constructivist pedagogy

- *Teacher talk is “new stories with new tools.”*

Technology uses enables 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*
- *Development of HOTS fluency through accessing, processing and communicating information*

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.

Literacy Uses

Adapting Uses

Transforming Uses