

Constructive Critique of Technology Integration

Due: Wednesday, March 18th

One way to learn more about how to successfully integrate technology into K-12 curricula is to critically examine examples of how other educators have done so. In this assignment, I ask you to do just that with examples of technology integration that other educators have documented.

Suggested Steps:

1. Use your Technology Integration Unit/Project Plan ("TIU/PP") curriculum area & grade level focus as a starting point for your work on this assignment. **Look for examples** of lessons, learning activities, projects, etc. that directly address the curriculum area(s) and grade levels that your TIU/PP group is focusing upon, and that integrate technology use at some level. You will probably find most of these examples online, but you may also find them published in books or journals. Please note that there are a series of books from ISTE available in the Learning Resource Center for your review. *Be sure that the examples that you consider are explained in enough detail so that you understand completely what the teacher(s) and student(s) did/are doing to participate.*
2. **Select two** lessons, activities, and/or projects **per group member** to critique. Choose the examples as a *group* so that as wide a range of different types and levels of technology integration are represented. Share the URLs, articles, chapters, etc. of the projects that you will be critiquing with your group members.
3. **Thoroughly explore** the two examples for which you are individually responsible. Be sure that you know:
 - a. The specific learning objectives or goals (process and content) that the example is designed to help students accomplish.
 - b. What the students and teacher(s) are doing at each stage of the example's implementation
 - c. How do a & b connect? What assumptions about learning are implicit?
 - d. The technologies (hardware, software, peripheral devices, and non-computer-based technologies) and how they are used in the example. What are the affordances of these technologies?
 - e. The value-added of the technologies relative to a & b.

(over, please)

4. **Summarize** the information requested in 3a through 3e in written form.
5. **Share your summaries** with your group member(s).
6. **Communicate** with your group member(s) **about the similarities and differences in technology integration** among the examples that all of you have examined. In your communication, analyze the levels/types of technology integration that you see, using one or more of the models that we have been exploring in class-related readings and discussions.
7. **Summarize** your group's analysis in writing.
8. Then, imagine that you are a "technology integration consultant," and that the teachers who developed these projects/activities/lessons sincerely want your feedback and suggestions about how to improve the technology integration in these examples without losing sight of the curriculum-based content and process goals and objectives around which the examples are designed. **What advice would you offer these teachers?** Write your constructive critique as if you are speaking – through writing – directly to them.
9. **Assemble all of your responses to #1 – 8 above** in one document for your group, and please send that as an attachment to an email message to Mark by class time on Wednesday, March 18th.