

# TECHNOLOGY AND LEARNING SPECTRUM

	Literacy Uses	Adapting Uses	Transforming Uses
Learning Indicators/Learning Focus	<p>Technology centered pedagogy. Teacher Talk is “technology talk” rather than “learning talk”.</p> <ul style="list-style-type: none"> <li>• Technology uses are organized to acquire and asses technical skills</li> <li>• Technology skills curriculum is in place.</li> <li>• Offered as separate and/or optional experiences/programs.</li> <li>• Allowed when “real work” is completed. considered “alternative reward” activities.</li> <li>• Hardware and software skills acquisition is separate or add-on to curriculum.</li> <li>• Student projects are technology focused rather than standards / learning outcomes intentionally driving the use of technology.</li> </ul>	<p>Teacher-centered, direct instruction pedagogy.</p> <p>Teacher talk is “same learning stories even though using new tools” – there is confusion that new tools make new instructional stories.</p> <ul style="list-style-type: none"> <li>• Technology uses are adapted to traditional curriculum goals and tasks.</li> <li>• Teacher and student roles remain the same.</li> <li>• Learning/ assessment practices are unchanged.</li> <li>• Low cognitive task when using the technology.</li> <li>• Student experiences depend upon teacher directed assignments.</li> <li>• Technical skills are learned with the academic curriculum but the talk is “tech talk” rather than “learning talk”.</li> <li>• Teachers view technology as interesting but optional and unnecessary to achieve present curriculum goals.</li> </ul>	<p>Student- centered, constructivist pedagogy.</p> <p>Teacher talk about student work is about new learning stories using new tools.</p> <ul style="list-style-type: none"> <li>• Technology uses enable new learning tasks not possible without technology.</li> <li>• Learning/ assessment practices changed. High cognitive tasks for fluency in accessing, processing and communication information.</li> <li>• Students become explorers, producers of knowledge, communicators and self-directed learners.</li> <li>• Teachers become facilitators, designers, learners and researchers.</li> <li>• Students initiate technology uses as they create their own learning experiences.</li> <li>• Students and teachers are collaborating and learning together.</li> <li>• Teachers view technology as essential for development of higher-order thinking skills.</li> </ul>
Technology Focus	<p>Technology use learning tasks.- “Just-in-case” technology skills are acquired for possible future needs.</p> <ul style="list-style-type: none"> <li>• Literacy classes- either stand alone or embedded within classes like business.</li> <li>• Learning keyboarding.</li> <li>• Learning hardware and software.</li> <li>• Learning programming languages including html.</li> <li>• Playing games or other technology activities during “free time”.</li> <li>• Student’s projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning.</li> <li>• Curriculum provides “topics” for technology uses.</li> </ul>	<p>Optional/ Adaptive Learning Tasks- Integrating is translated into “use it for something, anything ... just use it”. “Do what you can, do what you want”.</p> <ul style="list-style-type: none"> <li>• Drill and practice with content software.</li> <li>• Instructional games as skill practice.</li> <li>• Productivity tools used to modify or vary traditional assignments given in the past.</li> </ul>	<p>Essential/ Re-culturing Learning Tasks - Integrating is “just-in-time,” technology skills developed as needed for learning, projects essential to meeting outcomes and standards.</p> <ul style="list-style-type: none"> <li>• Complex learning and thinking tools- such as simulations, mathematical modeling, mind mapping.</li> <li>• Community learning tools for collective learning such as groupware, listservs and collaborative software.</li> <li>• Assessment tools, such as electronic portfolios.</li> <li>• Productivity tools used to construct meaning and produce information useful to others.</li> </ul>