

EDUC 4454 / EDUC 4464 / EDUC 4315 Methods - Educational Technology

November Practicum – Teaching with Technology Task

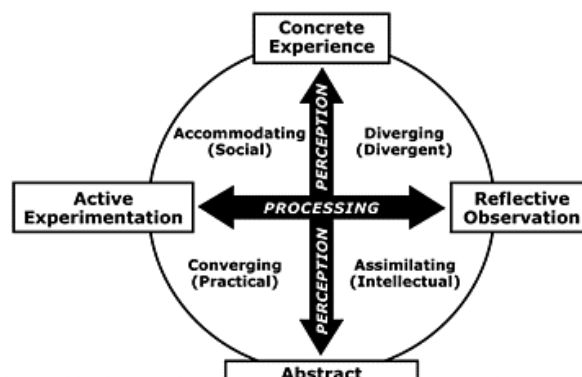
The iTeach Laptop Learning Program is designed to provide the pre-service teacher with several learning opportunities to develop and acquire improved confidence with respect to employing educational technology as a teacher resource.

Students have had exposure to:

- Orientation Week computer workshop experiences
- Pre-assessment survey to take a ‘snap shot’ of their current computer skill set, knowledge base and outlook on technology being a potential resource for their classroom practice
- Course work activities providing exposure to software applications, Internet web resources and peripheral devices (e.g., completing the All About Me Project)
- Extended Learning Program workshops to acquire additional software skill development (e.g., SMART Board)
- Self-directed learning supported by the mobile computing environment (e.g., having access to your laptop both on and off campus)
- Assessing the learning environment in your Practicum placement school (e.g., working with your AT and students to establish a working relationship and rapport, refining your teaching domain and duties, completing the iTeach PT School Technology Inventory)

Teachers are exposed to a multitude of resources which may be employed in the classroom. Depending on a complex set of factors, each educator makes a series of decisions which dictate what tools and techniques will be incorporated into their regimen. How does one decide what will be employed in practice? Educational research has identified applied teaching experience is one of the most powerful methods to develop and refine teaching confidence and capacity. Hands-on experience (Experiential Learning) is an effective manner of exploring various teaching practices. This form of activity is a method to bring an abstract concept (e.g., how might my students react to my lesson if it incorporates an aspect of technology?) to a tangible reality with concrete evidence (e.g., seeing is believing). Reflecting on the results of trials or test driving, provides meaningful fodder for the teacher to make informed decisions (e.g., what worked? What didn’t work? Why? What would I do differently next time?). Hence, the *November Practicum – Teaching with Technology Task* is a planned opportunity for the pre-service teacher to explore their abilities to employ educational technology as a teacher resource.

Figure 1. Experiential Learning Theory

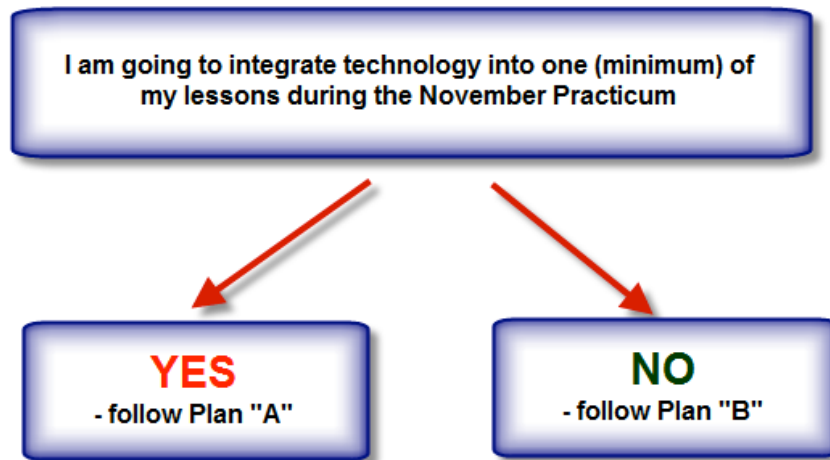


Requirements:

Reflecting on:

- your practice teaching placement school environment (e.g., technology resources, Associate Teacher comfort/support level, subject area)
- your current skill set with respect to working with educational technology
- your teaching timetable and duties

Decide whether or not to take on the challenge to teach a lesson (1 minimum) which employs a component of technology as a resource. Follow the algorithm below to complete the task:



Plan "A"

- Working and communicating with your Associate Teacher, plan and organize appropriate resources to support your intended activity(s).
- Select, complete and submit the appropriate Nipissing University Faculty of Education Lesson Plan format with the required content.

Ensure that the "reflection" component of the lesson plan includes specific comments on the technology aspect of the lesson (e.g., positive experiences, negative experiences, aspects to modify in the future, etc.). Include information describing the technology incorporated (e.g., software, hardware). This completed lesson plan will be submitted via e-mail as an attachment file (deadline Class # 5, January 2010)
- Assess your lesson and current technology skills set against the I.S.T.E National Educational Technology Standards for Teachers.
 - Complete the self-evaluation document: **Educational Technology Integration Lesson Plan Self Evaluation.doc**
 - refer to the file → *2008 ISTE NET Standards for Teachers.PDF for benchmarks*
 - the self-evaluation will be submitted via e-mail as an attachment file (deadline March 30 – April 3, 2009)
- Complete a brief (1-2 page) review/self-assessment of your performance as referenced by the ISTE NETS for Teachers document - what areas do you feel that you score strongly in? need improvement in? why? See the sample provided as a guideline (Sample - Pre-service Teacher's evaluation of their capacities in relation to the ISTE NETS.pdf)

- e. Complete a brief the on-line Integration Experience Profile:

<http://www.nipissingu.ca/iteach/surveys.html>

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Due Date: Class # 5 – January 2010

Plan “B”

If you feel that attempting to integrate a component of technology into one (1) lesson (minimum) during your upcoming practicum is not going to be feasible / practical, complete the “**Alternative Assignment**” and submit the material via e-mail.

Alternative Assignment:

1. Complete the Case Study Reading - ***Barriers_to_Technology_Integration.pdf***
2. Complete assigned questions pertaining to the Case Study - ***Integration of Technology (Alternative Assignment).pdf***
- submit your responses via e-mail as an attachment or during Class # 5 (copy & paste onto a supplied EHD)
3. Assess your Case Study performance by completing the accompanying Case Study Self-Evaluation rubric (Alternative Assignment Self-Evaluation.doc) and submit via e-mail as an attachment or during Class # 5 (copy & paste onto a supplied EHD)
4. Complete a brief (1-2 page) review/self-assessment of your performance as referenced by the ISTE NETS for Teachers document - what areas do you feel that you score strongly in? need improvement in? why? See the sample provided as a guideline (Sample - Pre-service Teacher's evaluation of their capacities in relation to the ISTE NETS.pdf). Submit via e-mail as an attachment or during Class # 5 (copy & paste onto a supplied EHD)
5. Complete the on-line Integration Experience Profile:
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