Technology for Learning: What to Look For in Your School
MLTI Leadership Series
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Introductions

Share your:
✓ Name
✓ Role
✓ School

Session Outcomes

Participants will explore:
• the characteristics of the learning environment where learners are at the center;
• the role of the teacher in a learner centered environment; and
• what school leaders must do to move learner centered environments forward.
Session Goals

• Discuss leadership and the relation to technology for learner centered classroom (not a “technical” session)
• Make individual contributions in the sessions
• Apply and reflect on your learning

Agenda

- Introductions
- KWHL re: Technology for Learning
- Characteristics of learner centered environments
- What are Learners Doing?
- What are Teachers/Mentors Doing?
- What are Leaders Doing?
- Next Session: What did you apply? What did you learn?

Learner Centered

What does it mean to be LEARNER CENTERED?

What would you see LEARNERS doing?

What would you see TEACHERS/MENTORS doing?

KNOW? WANT TO KNOW?

HOW WILL WE KNOW?
From drill/testing

To

Information access, productivity, simulation and modeling.


Meaningful Learning results when technologies engage learners in:

• Knowledge Construction not Reproduction
  • Conversation not Reception
  • Articulation not Repetition
  • Collaboration not Competition
  • Reflection not Prescription


Redefinition
Tech allows for creation of new tasks, previously inconceivable.

Modification
Tech allows for significant task redesigns.

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change.
Knowledge Construction

How is it possible to observe that learners are constructing knowledge?

Learner Centered Environments: Five Descriptors

• Active
• Collaborative
• Constructive
• Authentic
• Goal-Directed

Resources

• The Technology Integration Matrix: http://fcit.usf.edu/matrix/
• Edutopia: http://www.edutopia.org/technology-integration
• The SAMR Model: http://www.flippas.com/samrweblog/
Active Learner Environments

What are Learners Doing?

**FROM:**
- Receiving information.
- Using technology in conventional ways.

**TO:**
- Selecting tools for specific purposes.
- Extending use of tools in unconventional ways.
- Using tools as an "invisible part" of learning.

Active Learner Environments

What are Teachers/Mentors Doing?

**FROM:**
- Using technology to present information.
- Assigning drill and practice or other controlled activities.

**TO:**
- Guiding/mentoring/modeling use of technology.
- Encouraging/supporting active engagement.
- Facilitating higher order thinking.

Collaborative Learner Environments

What are Learners Doing?

**FROM:**
- Primarily working alone.
- Using technology in limited ways to collaborate with others.

**TO:**
- Working collaboratively with peers.
- Regularly using technology tools for collaborative work with peers and experts.
Collaborative Learner Environments

What are Teachers/Mentors Doing?

FROM:  
• Directing learners to work alone on tasks.  
• Allowing learners to use technology to collaborate/communicate in limited ways.

TO:  
• Encouraging learners to extend use of collaborative tools in higher order learning.  
• Helping learners make connections with experts and peers in other locations.

Constructive Learner Environment

What is the Learners Doing?

FROM:  
• Receiving information from the teacher.  
• Beginning to explore the use of technology to build knowledge.

TO:  
• Selecting and using technology tools in ways that facilitate the construction of understanding.  
• Using technology to demonstrate knowledge in ways that may not have been possible without the technology.

Constructive Learner Environments

What is the Teacher/Mentor Doing?

FROM:  
• Using technology to give learners information.  
• Providing limited opportunities for learners to use technology to build knowledge through higher order learning tasks.

TO:  
• Creating higher order learning opportunities.  
• Encouraging/supporting learners to use technology to build knowledge.
### Authentic Learner Environments

**What are the Learners Doing?**

**FROM:**
- Doing assignments that are generally unrelated to the world beyond school.
- Applying technology to limited, content-specific activities related to issues beyond the school setting.

**TO:**
- Regularly using technology tools in meaningful ways that focus on higher order learning.
- Exploring/extending the use of tools to participate in projects that have meaning outside of school.

### Authentic Learner Environments

**What is the Teacher/Mentor Doing?**

**FROM:**
- Assigning work based on pre-determined curriculum unrelated to issues beyond school setting.
- Allowing limited use of technology for learning activities related to student interest beyond the school setting.

**TO:**
- Helping learners make connections with experts and peers in the world.
- Providing learning context where learners have choices in tools and technology to best meet the learning task.

### Goal-Directed Learner Environments

**What are the Learners Doing?**

**FROM:**
- Working on assignments that are designed by the teacher with specific, procedural instructions.
- Using technology to plan/monitor/evaluate their learning in limited ways.

**TO:**
- Engaging in learning that is self-generated.
- Using a variety of technological tools to set goals, plan activities, monitor progress and evaluate results.
- Extending the use of technology tools to support personal ownership and responsibility for learning.
### Goal-Directed Learner Environments

**What is the Teacher/Mentor Doing?**

**FROM:**
- Creating/monitoring step by step directions for learners.
- Setting goals for learners.
- Directing learners to use technology for planning, monitoring, and self-evaluation on a limited basis.

**TO:**
- Creating context for learners to plan, monitor, and evaluate their own higher order learning.
- Encouraging/supporting learners to use technology tools in creative ways that enable them to monitor their own learning.

### Standards-Based Learner Environments

**How would you describe standards-based learner environments?**
Standards-Based & Learner Centered Environments

How can they co-exist?

Marzano’s 9 Teaching Strategies

• Similarities and Differences
• Summarizing and Note Taking
• Reinforcing and Providing Recognition
• Homework and Practice
• Nonlinguistic Representations
• Cooperative Learning
• Setting Objectives and Providing Feedback
• Generating and Testing Hypotheses
• Cues, Questions and Advance Organizers


Teaching Strategies

What are some effective teaching strategies you might associate with Learner Centered Environments?

• Active
• Collaborative
• Goal-directed
• Constructive
• Authentic
Thanks Lindsey for the draft of the Extended MLTI Minute!

An Example: Writing Standards  
a work in progress…

What does it take to LEAD a school towards a student centered learning environment?

• Active  
• Collaborative  
• Goal-directed  
• Constructive  
• Authentic

Your Commitment to Lead

What are YOU committed to trying in order to LEAD your school towards a student centered learning environment?