Technology for Learning:
What to Look For in Your School

MLTI Leadership Series
Winter, 2013
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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 **LEANERS** 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.

Ruben PuenteDura
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.hippasus.com/rrpweblog/
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.
Goal-Directed Learner Environments

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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

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

• Active
• Collaborative
• Goal-directed
• Constructive
• Authentic
An Example: Writing Standards

* a work in progress *

Thanks Lindsey for the draft of the Extended MLTI Minute!
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?