

Access to Technology

Literacy

- Technology use occurs at scheduled times
- Limited or no student access
- Little equipment is needed
- Labs are primary location of equipment

Adapting

- Individual teachers initiate tech uses if equipment is available
- Increased numbers of equipment are needed to meet specific objectives
- Efforts are made to move technology closer to classrooms

Transforming

- Technology is accessible wherever learning is happening
- Students and teachers initiate technology use
- Learning tasks require a wider range of technologies

Student Activities

Literacy

- Students are learning technical skills
- Students are using technology when the “real work” is done
- Student products are technology focused

Adapting

- Student experiences depend upon teacher directed assignments
- Drill and practice
- Instructional Games
- Research is “go look up” and “tell me back”

Transforming

- Students construct meaning and to produce information useful to others
- Students are explorers, producers of knowledge, communicators and self-directed learners

Teacher Activities

Literacy

- Teacher talk is “technology talk” rather than “learning talk”
- Teachers view technology as something to do or to learn
- Teachers instruct on how to use technology tools

Adapting

- Teacher talk is “same stories with new tools”
- Teachers view technology as interesting but optional and not necessary
- Teachers use technology for productivity

Transforming

- Teacher talk is “new stories with new tools”
- Productivity tools are used to construct meaning
- Teachers are facilitators, designers, learners, and researchers