ED 410

Case Study TIP

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**PHASE 1**

1. ***What is the problem Mia wants to address?***

Mia’s wanted to include meaningful multicultural activities in social studies curriculum. She taught her students about holidays and foods from other cultures, but doubted her students learned about the richness of other cultures and why it is important to respect and appreciate different cultures. Therefore, students do not see the relevance of what they are learning in their own lives and do not see where this information is applicable in their lives.

1. ***What evidence does she have that there is a problem?***

The evidence that Mia has that there is a problem is that she overheard her students talking negatively about people of other nationalities.

1. ***What would be the relative advantage of the method she is proposing?***

Mia is proposing that her students participate in an online project where they partner with students from around the world to exchange information through assigned questions where they can learn more about others’ background/locales. They would then make travel digital travel brochures. The relative advantage(s) of the method Mia is proposing is that visual interactive activities will help the teacher demonstrate relevance, and project-based learning establishes clear links between skills and real-world problems.

1. ***In what ways does she hope this method will be better than previous ones?***

Mia hopes that this method will help students learn about the richness of other cultures and why they should be appreciated and respected. She thinks that this method will give students an opportunity to learn about different cultures in a meaningful way. The method allows for opportunities to learn about geography and civics in addition to social studies. Other teachers mentioned that it is “difficult to demean people who look and talk differently from you when you’ve worked with them and gotten to know them.” This makes Mia hopeful that this activity can teach her students who previously made unkind remarks about people of different nationalities how to be kind and respectful towards all people.

1. ***What deficits does she have in technology, content, and pedagogical knowledge?***

Mia does not know how to use digital cameras or the online resources in the project. She does not know all of the information she would need to know about the cultures that they would be studying. The method to teach this lesson is up to date because it was introduced to Mia at a workshop the previous summer.

1. ***How could she go about addressing these needs to improve her Tech-PACK?***

Mia could easily do some research and watch videos or read instructions on how to use digital cameras. She could practice using them with a family member or co-worker to test that she knows how to use them correctly. She could also read up on and watch instructional videos on how to use the online resources for this project. If she is still unsure, Mia could contact a teacher met at her workshop who has used these resources before. Understanding these things is important because Mia must teach her students how to use them in order to be successful in completing this project. Mia already has some background knowledge on the cultures that her students will be studying. She needs to brief herself on the most up-to-date information. She can review state study guides and materials to ensure that she knows the material well enough. However, because Mia’s students will be researching and collecting information about different cultures from other students who live in those countries, Mia does not have to know everything about these cultures in order for her students to be successful in this lesson.

**PHASE 2**

 **SET 1**

1. ***How do you think Mia should use the product rubric to assign grades?***

The scenario states that Mia listed the expected characteristics that should be reflected in final product projects. The desired project outcomes include “increased learning about similarities and differences among cultures, and knowledge of facts and concepts about the geography and government of the other country they would study.” Mia could put each of these items on a rubric and give them a point values based on student performance in relation to assignment criteria (5-4, 3-2, 1-0). Point values could correlate to letter grades by either dividing the amount of points earned by 20 to determine a grade out of 100, or by determining an amount of points on this project is equal to a certain letter grade (A=20-17; B=16-13; C=12-9; D=8-5; F=4-0).

1. ***What kinds of questions could Mia include in a survey to measure how much students liked this way of learning?***

Mia could use a Likert scale with various questions to measure how her students liked learning this way. Students would circle how they feel in response to each question using the scale. The scale would include the following answers: 1. strongly agree; 2. agree; 3. no opinion; 4. disagree, 5. strongly disagree.

The questions could include (but are not limited to) the following:

* I like working in a group better than I like working along.
* I enjoyed collaborating and exchanging info with my peers.
* I enjoyed doing research using the internet.
* I was comfortable with the technology used in this assignment.
* I was comfortable in knowing how to collaborate with others online (email).
* I enjoyed creating a brochure/booklet with the information I collected.
* I would rather do a project like this one than write a paper.

The above questions will give Mia insight to each student’s feelings regarding the types of learning used in this project.

 **SET 2**

1. ***Is Mia’s approach primarily directed or constructivist?***

Mia’s approach in this model is primarily constructivist (although she does use a directed approach to teach her students Internet and email skills necessary to complete activities in the project).

1. ***Why did she decide to take this approach?***

Mia took the constructivist approach because she thinks that her students would not gain the insight that she hopes for through directed learning. The students need to learn through a more constructivist approach, drawing their own conclusions, working, and communicating with others from different cultures (constructing their own knowledge based on their learning experiences).

1. ***At which point should Mia do the pre-assessments to measure students’ skills and attitudes prior to the project?***

I think Mia should do the pre-assessments to measure students’ skills right after introducing the project. This will help give Mia insight to how much her students will need to be taught to prepare them for the project and will help her determine how much time to block off for step 6, teaching the skills. This will also help Mia determine which students to group together. Those with limited skills may benefit by working with peers who are more proficient in using technology who can teach them and help them throughout the entirety of the project.

I think that the attitudes assessment should be done prior to introducing the project to determine students’ thoughts/attitudes regarding people of other cultures/nationalities before they even know they will be doing a project focusing on exploring the cultures of others. This will give the most accurate results of their attitudes prior to any research or contact to students from other countries.

1. ***How should Mia determine students’ levels of required Internet and email skills?***

Mia could assess her students by having them attempt to demonstrate a few different skills. She may have her students send her an email to see if they know how. Then, she may have students search and pull up a few of the necessary websites/resources for the project. If students can do these things without difficulty, Mia may only need to teach her students how to use a few of their resources in a brief presentation and can provide additional help as students work during class. However, if students struggle with these simpler tasks, Mia may need to allot more time in her project schedule to teach students a few Internet and email skills so they can be successful in completing this project.

 **SET 3**

1. ***If Mia wanted to do a demonstration and display the project website to the whole class at once, what resource(s) would she have to arrange to do this?***

If Mia wanted to do a demonstration and display the project website to the whole class at once, she could connect her computer to a projector with an HDMI cord and share her screen with the entire class by projecting it on the wall or white board in her classroom.

1. ***Mia was concerned about students revealing too much personal information about themselves to people in their partner schools. What guidelines should she give them about information exchanges to protect their privacy and security?***

In order to protect the privacy and security of students, they should not share their last name, town, school name, or address. Students could share their first names with those who they are collaborating with, and they could share what state they live in (in order to discuss weather and geography).

1. ***If the network or Internet access were interrupted for a day, what could Mia have the students do to make good use of their time during the delay?***

On a day where Internet access were interrupted, Mia could make sure she has additional research resources for her students (books, printed articles, etc.) where they could continue working. They could have a guided discussion comparing their own culture to those that they have been collaborating with in other countries. Students could meet with their groups to see where everyone is currently at and what they will need to be working on next. Mia could pull each group one at a time to discuss any questions or concerns about the assignment, give students guidance, feedback, etc.

**PHASE 3**

1. ***Although all of Mia’s groups did well on context overall, rubric scores revealed that most groups scored lower in one area: spelling, grammar, and punctuation in the products. What steps could Mia add to the production work checklist that might improve this outcome next time?***

Mia could have students proofread their group project and make edits. She could then have each group proofread the work of another group as well. Once the work is returned, students will make edits that will hopefully improve writing quality. By having groups swap work and proofread for each other, this helps groups who may struggle with writing receive feedback and advice for how to improve.

1. ***If Mia found that only five of the seven groups in the class were doing well on their final products, what might she do to find out more about why this was happening?***

Mia should look to see if the groups met the objectives of the assignment. She should then determine what areas were not met to gain insight as to why these groups didn’t do well. Then, Mia should talk to the students and ask what they struggled with in the assignment or what they think could have helped them do better. It may be a simple issue like scheduling, or a bigger issue like technical skills, efficiency, etc. By identifying the problem(s), it will be easy to provide guidance to help these groups succeed. By providing more scaffolding throughout the process of this assignment, issues may be identified earlier where help can be provided,

 and students can continue working on track to produce quality final products and meet their learning objectives.

1. ***One teacher who observed the project told Mia that it might be good to have the school district media/materials production office do the final work on the products for the students. Does this seem like a good idea? Why or why not?***

I do not think it is a good idea to have the school district media/materials production office do the final work of the products for the students. I feel like this could have the potential to make students feel like they could not do the work themselves, when in fact they can. I think the whole point of integrated technology and constructivist learning is learning by doing and using technology to enhance learning. This can only be done by allowing students to do the work themselves. Student work may not look professional, but it is not meant to. They are students, who are learning and growing every day. However, they will not learn and grow by allowing someone else to do the final work for them. Therefore, I believe that for students to learn the most from this project, they should do the projects themselves, in their assigned groups with the help and guidance of their peers and teacher.

**ADDITIONAL QUESTIONS**

1. ***Did you find the TIP Model as helpful resource for technology integration? Explain your answer.***

I think that the TIP Model is a wonderful resource for technology integration. It covers different phases of technology integration that will help lead to successful, meaningful learning through technology integration.

1. ***Do you foresee yourself using a model or framework like the TIP model for technology integration? Yes or No? Why or why not?***

I think that I could see myself using a model or framework like the TIP model for technology integration in the future when I am a teacher. By having a model or framework like TIP, it makes technology integration much less intimidating. By having a guideline, many elements of a successful lesson that may oftentimes be forgotten are remembered, implemented, and enhance the learning experience all together.

1. ***If you responded "yes" to question 2 - Why do you think this sort of model is helpful for technology integration?***

The TIP Model, and other similar frameworks, have detailed steps and guidelines that help in creating a lesson that utilizes technology framework in logical order. When planning for technology integration, the TIP model’s three phases help teachers to determine the best strategies and materials while preparing for meaningful, efficient learning. The phases address analyzing needs, planning, and analysis and revisions. Overall, it is an easy framework to follow that helps one create a thorough lesson that benefits students in many ways.

1. ***If you responded "no" to question 2 - Why do you think this sort of model is not helpful for technology integration?***

N/A. I responded yes and responded to question 3.