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ED 410: CRN 22851

Setting the Standard

**Kite Case 1: #2004-2**

***Grade:*** 9-12

***Subject:*** Foreign Language (German)

***Technology Used:*** videoconferencing; audio-conferencing

***Summary:*** A teacher who teaches foreign language (German) both in person and distance learning has actual German students in one of their classes. To enhance learning, the teacher allows students from the different schools that they teach at to use video and audio-conferencing to chat with each other. This allows students to connect with fluent German speaking students that are their age that they may never have otherwise had the ability to connect with. The teacher frequently uses this technology to meet with the distance classes that they teach, but this is new for students. Students were able to communicate with people their age in German. They enjoyed the engagement with others and getting to make connections with new people who actually speak German fluently. These students enjoyed deciphering what was being said and compared the generalizations of German people that they have been taught to the students that they were able to connect with. Their observations led them to the conclusion that there were many differences in stereotypes and the people that they connected with.

***Reflection:*** This was a good example of technology use because it enhanced learning in ways that engaged students that may not otherwise be achieved without technology. Students were excited, engaged, and actively learning throughout the lesson. In this case, technology use is at the level of redefinition according to the SAMR Model. Without technology, students would not be able to make connections and talk with students who are currently in Germany. Therefore, learning was transformed with the use of this lesson. This experience in the classroom enhances learning by increasing student engagement and excitement relating to the lesson. This technology relates to NETS by using productivity and professional practice for collaboration that enhances learning.

***Suggestions for Improvement:*** The technology use in this case could be improved by using this type of collaboration in hand with a lesson that incorporates learning standards for the class. I see the value in collaborating and communicating with outside communities to gain experience talking in a foreign language with those who speak that language. However, students could easily have a few conversation topics provided to use during this type of collaboration that helps them learn information regarding the curriculum first-hand from those who have lived in Germany. They may be asked to discuss the culture, geography, music, food, government, etc. There are many ways that the discussion in this case could be made purposeful to enhance the overall experience by adding more educational value.

**Kite Case 2: #2012-2**

***Grade:*** Kindergarten

***Subject:*** Special Education

***Technology Used:*** educational software; other

***Summary:*** One student in the class gets frustrated very easily and had previously broken different technology devices due to their own frustration when having difficulties using the technology. The teacher allows for ample time for the student to finish work at their own pace. The teacher has paired the student who struggles with technology use with another student that is much calmer in comparison. By having a buddy to help with multi-step tasks (such as typing a capital letter by holding the shift button down and pressing a letter key) the student’s frustrations are minimized and they are able to work through tasks that they may not otherwise complete on their own.

***Reflection:*** This is a good example of technology use because students are using technology to practice various skills that they need to learn. I think that in this case, technology use is at the substitution level of SAMR. Technology is used to enhance learning but is a direct substitute for activities that may otherwise be done without technology. For example, students could draw a picture on a piece of paper. They could practice letters or numbers with flash cards, manipulatives, work sheets, or various hands-on activities. Using technology to do these things is not improving learning. It is just a substitution for other learning activities in this instance. This teaching experience relates to the NETS for teachers because students are learning technology operations and concepts. They are learning to demonstrate their knowledge, skills, and understanding of what they learned through use of various online programs. Students are also showing growth in their technology knowledge and skills. As they gain more experience, students are becoming more independent and capable of using emerging technologies (even if they need assistance from their teacher or a peer when the teacher is unavailable).

***Suggestions for Improvement:*** I have a few suggestions for improvement in this case. First of all, although I understand that technology use can enhance learning in many ways, if a student is struggling with technology use and is showing frustration due to their struggles, it may not hurt to allow that student to do an activity covering the same content that does not involve technology. The activities described in this case could have alternative formats that do not require technology. I think that the solution of having a peer help them when the teacher is unavailable is great. These students can benefit from collaboration and teamwork. Their communication skills may improve as well. The students from the school in this case come from a low socioeconomic background for the most part, which means that many students may not have been exposed to using technology prior to starting school. It will take these students longer to master what many may consider basic technology skills. This student may benefit from one on one time with the teacher to practice and discuss basic technology skills periodically. It was noted that they struggle using a keyboard. This student may do better with a tablet if it is available. Many computers or tablets also have options to use a microphone to talk into and your words will be translated onto a screen. This may be a great alternative to typing since this student shows great frustration when they do not want to type and have problems doing it on their own. This would also allow the student helper to focus on their own work and activities more.

**Kite Case 3: #2124-1**

***Grade:*** Kindergarten

***Subject:*** English/Language Arts

***Technology Used:*** Presentation software (PowerPoint); other

***Summary:*** The teacher in this case created a PowerPoint that includes sets of pictures that are different colors and poems for each color after each set of pictures. This PowerPoint was used for drill and practice of colors for students both in the classroom and at home. After using the PowerPoint multiple times, students became increasingly more familiar with each color and the catchy poem/songs that accompany each color. With practice, students gain independence and begin singing the poems/songs when they see each color without their teacher leading them. The teacher uses this PowerPoint to assess both knowledge of colors and spelling (can the students read the colors or poems).

***Reflection:*** This is a good example of using technology because technology integration in this case has shown great results of student participation, engagement, and increased learning through the use of drill and practice with technology. The teacher used technology to help in the process of teaching students colors and to informally assess students through observation to determine their knowledge of colors and ability to spell/read. This example of technology use is at the augmentation level of the SAMR model. The teacher could have easily shown printed images of different items of a certain color and then used anchor charts for each poem/song. However, by using technology to display this information in a PowerPoint, transition time during this activity is drastically minimized. Pictures and poems are easily swapped out at the click of a button with the use of a PowerPoint. Therefore, this activity is a direct substitution for more traditional materials with functional improvement in the lesson. This teaching experience relates to the NETS for teacher because the teacher planned and designed this learning experience on their own to facilitate learning, and they use the activity to assess their students.

***Suggestions for Improvement:*** This activity may be improved by creating a screen-recorded video of this PowerPoint that includes audio to accompany each song where students can practice and sing-along independently at home. This activity may be extended by adding a project in which students work in groups to create a slide of pictures of each color to be added to a class PowerPoint that explores the different colors. Depending on technology resources and levels of independence, the teacher may need to provide assistance and support to students as they work. By allowing students to actively collaborate and create collages of images of different colors, students can more thoroughly learn their colors together. By having their work added to a class PowerPoint that is used regularly for drill and practice, students will likely be excited to see their own work featured, increasing the feeling of a classroom community.