

Findings Abstract

Technology Integration and the Changing Curriculum: One Teacher's Evolutionary Process Working within a Technology-Immersed Classroom

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First, while being in a high tech environment created a level of comfort for students and worked as a motivational factor, the teacher was confronted with a large amount of dissonance and discomfort, especially during the first week. Observation and interviews exposed a distinct tension in the shift to student-directed learning. Consequently, she tried to balance her need to direct and know what students were learning with their independent student inquiry, by incorporating more written communication, as she got further into the unit.

Second, the teacher-student interaction patterns changed over the course of the three weeks. While the teacher was clearly in control during the first week and often-used direct instruction, during the second and third weeks students generally worked independently from the teacher. In fact, students often did not want to listen to the teacher during whole-group discussion, but wanted to work on their own projects. Though this concerned the teacher, she adjusted by increasingly moving towards individual and small group instruction.

Third, a variety of assessment was used, including daily progress grades and a rubric for the final presentations and projects. Kelly recognized her increased need for assessment to help her understand the extent of student learning.