

TL-II. Planning and Designing Learning Environments and Experiences

Educational technology leaders plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology leaders:

- a) NETS Reflection: The task analysis I created showed in depth planning and designing of the learning environment. I created the task analysis to help students having difficulty using Quia.com flashcards. Many times students need in depth directions in order to complete an activity and the task analysis breaks down the task into small steps for the struggling learner. The lesson promoted social and ethical issues by enabling learners from all backgrounds and abilities.
Conceptual Framework Reflection: The task analysis was adaptive for struggling learners giving them specific instructions on accessing Quia.com flashcards. The creation of the task analysis also shows empathy in understanding the struggles of students who are not as proficient in certain subject areas. The task analysis helps me explain to some of my students how to use the flashcards at Quia.com.

- b) NETS Reflection: In the Literature Review Research Project, I worked to review research on teaching and learning with technology. I reviewed the effects of computer-assisted instruction (CAI) on students with reading difficulties. It is necessary to research the effectiveness of a technology before implementing the technology for student learning. The research appeared to support CAI for phonological awareness and word recognition, but not for reading comprehension.
Conceptual Framework Reflection: My inquisitiveness guided my investigation for the effects of CAI on students with reading difficulties. I not only searched Academic Search Complete or ProQuest Educational Journals, but also my search led to Psychology database searches for information on students with reading difficulties. This research will guide my decisions in the classroom as to technology implementation for reading comprehension.

- c) NETS Reflection: I selected a website and evaluated it based on a software/website evaluation form. The website was evaluated based on content, technical aspects, design, support, and motivation. The evaluation form made me examine websites more closely for effectiveness to enhance student learning. Many websites are not beneficial and may not have correct information. All websites should be examined before being used in the classroom. I have used the website evaluated, ixlmath.com, with many of my students in teaching math concepts. Our ESL program even purchased a subscription to the program to enhance the learning of our non-English speaking students.
Conceptual Framework Reflection:
An educator has the responsibility to make decisions based on student learning. The same applies in technology. I evaluated the website to make decisions as to the effectiveness of the website. I was inquisitive in searching for websites that are effective for student instruction and correlate with the GPS.

- d) NETS Reflection: The lesson was created to guide students through a lesson about European Explorers using technology. I had to plan the lesson covering the Georgia Performance Standards about Explorers, but research as well.

Students first watch an online video about the Explorers. Students will research using GALILEO an online research tool. The students then create a presentation using Microsoft PowerPoint. Students worked to complete the activities in pairs and individually. These Technology Management Strategies were included in the lesson to enhance student learning.

Conceptual Framework Reflection: The students worked individually and in pairs for appropriate activities for a wide variety of learners. Allowing the students to work differently shows willingness to be flexible. The lesson was proactive in planning for technology management and different learning styles. I provided several rubrics, handouts and websites to complete the assignment.

- e) NETS Reflection: In order to manage student learning I created a website using Google sites. This website allowed my students fast access to acceptable websites, activities, and videos for our rocks and minerals unit of study. In using the website, students were not searching the entire internet for activities and information during our short class period of 45 minutes. I learned about iKeepBookmarks in several of my classes. I used the site to manage student learning by selecting sites for various topics. In attaching this bookmark site to my website students have the ability to use the same sites from home that we may have used in class.

Conceptual Framework Reflection: In creating a website about rocks and minerals, I had to be knowledgeable of the Georgia Performance Standards and the information included in the standards. This knowledge helped me create activities and a website to enhance student learning. I was adaptive in using IKeepBookmarks. I had used Delicious in one of my classes, but I had not used IKeepBookmarks. Delicious requires an email address and my students do not have email addresses. I was adaptive in using IKeepbookmarks instead of Delicious for my students.

- f) NETS Reflection: I identified and applied instruction design principles when creating this lesson and video tutorial. I used technology resources available to differentiate the learning of my students. I then used an online website StoryJumper in order to assist students in creating a story and book. In creating the tutorial, I applied instructional design principals by meeting the needs of all learners. Students could replay the tutorial as many times as needed in order to achieve the common goal of writing a story and creating a book. The design of the lesson allowed students to use technology to create a story rather than use paper and pencil. Students with fine motor delays enjoy use the click and drag features of selecting pictures of the program rather than drawing pictures on paper.

Conceptual Framework Reflection: In beginning this assignment, I reflected on the students in my classroom. My school contains students with disabilities and non-English speaking students. These students often need directions and modeling several times in order to be successful. The video tutorial allowed students to see and hear how to log in and use the StoryJumper website. In creating this lesson and video tutorial, I was culturally sensitive as well. In order to differentiate for student learning the video tutorial allows students to view the

directions as many times as needed in order to complete the task. This website allows students to create a book without actually putting pen to paper or crayon to paper. Many students would like to create books, but do not feel their illustrations skills are adequate. StoryJumper allows students to create a story with illustrations quickly and easily.