

Technology in the Classroom- Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, projector, whiteboard, or a chalkboard
- Marker or chalk
- One piece of paper and pencil for one student in each group. (Students who need an accommodation may use their preferred tool for writing.)

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Technology provides advantages and unique benefits in learning for students and teachers.
 - There are a number of ways to use technology in classrooms.

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[Purpose: The facilitator's goal is to introduce students to how technology provides advantages and unique benefits in learning for students and teachers, as well as how there are a number of ways to use technology in the classroom. Students will need to be familiar with these concepts to successfully complete the performance task.]

Facilitator says: "Teachers frequently use technology in their lessons. In preparation for your performance task, you will first work in a small group* to build an understanding of some different types of technology and identify how the technology might be useful for classroom learning. You will also meet later as a full class to study the topic further."

[*Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.]

[Divide the students into groups of three or four. Give each group a number. Assign one student to be the recorder for the group. Give this student a pencil and a sheet of blank paper.]

Facilitator says: "You have been provided with one sheet of paper and a pencil for your group recorder. In your group, you will discuss the use of technology in the classroom. First, what are some types of technology that could be used in classrooms? Brainstorm a list of at least six examples."

[Students brainstorm in their group for five minutes. While students are brainstorming, circulate the room encouraging students to stay on task.]

Facilitator says: "Now that you have created a list of examples of technology in your groups, we will share ideas from your list in an Idea Wave. An Idea Wave works a lot like a "wave" you might see at a sporting event. Decide which of your group members will be your group's spokesperson in the Idea Wave. Group 1 will begin the wave by having their spokesperson stand up and state one example from their brainstormed list. The next group's spokesperson will then quickly stand (one group at a time in numerical order) and say another idea and so on until you have shared all your ideas. Try to go as fast as possible, don't break the wave, or repeat an idea that another group has shared. I will record your responses on the board for future reference. Spokesperson, focus on the list your group prepared. When I say 'begin,' group #1 will begin the wave. . . . Begin!"

[Conduct the Idea Wave with the brainstormed list of examples of technology. Write as many of the ideas as possible on the board as the students call them out. After about four minutes, or as soon as the groups have shared all their ideas, stop the wave and review the list on the board.]

Facilitator says: "Pay attention to this list. Is there anything else you want to add, or do you see anything that I missed?"

[Allow about one minute to add any ideas students might suggest. Add any of the possible class discussion answers below if they aren't mentioned.]

Possible class discussion answers (*unscripted*):

- Computers/laptops
- Tablets

- LCD/Overhead projectors/Elmos
- DVD/VHS players
- Cellphones/smartphones
- Social media applications/social media educational applications
- Mobile applications
- Cameras (digital, web-based, or film)
- Video games
- Smartboards

Facilitator says: “Now that we have a list of technology that can possibly be used in the classroom, let’s discuss how this technology can be used. With your group, discuss how each of the examples of technology on the board could possibly be used in a classroom.”

[Students brainstorm in their group for five minutes. While students are brainstorming, circulate around the room encouraging students to stay on task.]

Facilitator says: “Please select a different spokesperson for your group for the second part of our discussion. This time, the spokespeople come up* to the board and write one of the group’s examples next to the technology already listed. Even numbered spokespeople will come up first. When the even numbered spokesperson finishes putting an example on the board, he or she will pass the marker or chalk to an odd numbered spokesperson who will then add to the list on the board. When the even group is called again, the spokesperson will come to the board and add another idea. We will keep going until the groups run out of ideas. If your group has a similar idea to one that is already on the board, you can put a check mark next to that idea that shows the similarity. Are there any questions?”

[Pause for questions.]

Facilitator says: “You may begin!”

[This activity should last about four minutes, or as soon as the groups have shared all their ideas.]

Facilitator says: “Take a look at this list you created. Is there anything else you want to add?”

[Allow about one minute to add any ideas students might suggest. Feel free to add any of the possible class discussion answers below, if not mentioned. Allow three minutes to review the examples given with the class.]

Possible class discussion answers (*unscripted*):

- Computers/laptops (Research ancient civilizations in Social Studies)
- Tablets (Interactive science experiments for Chemistry)
- LCD/Overhead projectors/Elmos (Visual aids for presentations in English)
- DVD/VHS players (Show a key scene from a play in English)
- Cellphones/smartphones (Write down homework assignments)
- Social media applications/social media educational applications (Develop a Twitter profile for a historic figure)

- Mobile applications (Use a web dictionary to learn how to spell a word)
- Cameras (digital, web-based, or film) (Take a distance learning class)
- Video games (Math based video games to learn a concept in Algebra)
- Smartboards (Interact with a map of America)

Facilitator says: “You will learn more about using technology in the classroom in the performance task you will be completing. There are many types of technology that are currently used for learning in classrooms. Remember that each piece of technology can have any number of uses. You are now ready to complete your performance task. Please, leave your recorded notes and pencils behind to be collected.”