MODULE 1: WORKSHOP 2

EFFECTIVE APPROACHES TO COMMON CORE/TASC INSTRUCTION THAT INFUSES DIGITAL TECHNOLOGY AND ONLINE RESOURCES INTO ALL LESSON PLAN ACTIVITIES
Instructional Objectives / Goals

Participants will become familiar with a range of technology tools and the most current instructional approaches with educational technology.
Instructional Objectives / Goals

Participants will...

• Discover the principles of effective classroom implementation of technology.
• Understand the role of technology in the CCSS, NGSS, Soc. Studies standards and shifts.
• Explore a range of ed-tech tools and technology-enriched instruction designed to align to the standards, including distance learning options.
• Align, analyze, create or modify, and assess the quality of a technology-enhanced lesson.
• Gain familiarity with the technical aspects of the TASC exam, and more broadly, the implications of technology on assessment in both the exam and in classroom instruction.
• Develop strategies to differentiate learning with instructional supports for technology integration.
Warm-Up / Review

• Explain objectives for the workshop.
• Introductory reflection activity: Technology in our lives.
• Engage participants in discussion of use of technology in daily lives, in education, and in society nationally and globally.
Lesson Topic 1

Effective Technology Implementation

Participants will compare 2 lessons that integrate technology (see links below). This is an open-ended activity designed to activate participants’ ideas of not only educational technology, but to surface their own perceptions of “good” teaching and learning overall. In groups, brainstorm and write ideas on chart paper (two-column chart – lesson A, lesson B).
Activity 1

Participants will compare 2 lessons that integrate technology. This is an open-ended activity designed to activate participants’ ideas of not only educational technology, but to surface their own perceptions of “good” teaching and learning overall.
Questions to Answer

• What does technology implementation look like in your classroom?
• What kinds of shifts might you consider to reflect the implications for standards-aligned instruction?
Wrap Up

Wrap up the activity by sharing from groups, and point out relevant points regarding teaching and learning, in general, with or without technology. Among other topics, be sure to touch on alignment to standards, how technology helps or hinders understanding, how technology changes instruction vs. perpetuates traditional instructional model, how each lesson depends on the technology or is influenced by the technology.
Lesson Topic 2

What Does the Research Say?
Activity 2

Participants will read three articles/resources. They can read the articles before they arrive to the workshop, or they could take some time during the workshop individually, or during the workshop a “jigsaw” approach could be done by assigning different groups 1 article to read and become “expert” in, then share their reading with other groups.
Questions to Answer

How do you plan for teaching with technology?

- Is this a helpful frame of reference?
- What did you observe about how well your approaches and/or technology use lines up with what research says about effective technology implementation that supports teaching and learning?
Wrap Up

• Quick Write: What are examples of the variety of learning needs in your classroom? Describe 2 ways you will integrate technology to enhance their learning and provide instructional support.

• Summary of key points based on discussion
Lesson Topic 3

Learning at a Distance

- Engage in a distance learning activity together (you may need to log in and set up a prompt in advance, and provide teacher logins or set people up in groups).
Activity 3

• Use your choice of tools:
  • Moodle ([https://moodle.org](https://moodle.org))
  • EdModo ([https://www.edmodo.com/teachers](https://www.edmodo.com/teachers))
  • Or a similar free online discussion-oriented tool that you’re familiar with.
• Present an overview of the variety of distance learning options & approaches in the field and on the market (project on Powerpoint slide or on board or chart paper).
  – Instructor-led group
  – Webinar – presentation broadcasted through an Internet connection that you watch (like a movie) and have some interaction through audio (phone call) or chat area
  – Video/audio – watch or listen with no interaction with participants
• Prompts for group discussion
Questions to Answer

• Should technology drive the content?
• Or should the content drive technology?
• What is the difference?
• Why does it matter?
• What is the primary role of technology in the classroom?
Wrap Up

• Summarize highlights from discussions – Have each group identify 2 key ideas that resonated with them so far, 1 idea they may be having difficulty with, and 1 idea they feel they could implement right away, and describe how.

• Personal self-reflection on comfort level with teaching w/ed-tech:
Lesson Topic 4

Online Assessment Tools
Activity 4

Lesson Activity 1: Technology and Assessment

• Engage in a technology-enhanced performance task. Participants put themselves in the role of a student for the experience, and then reflect later as teachers.

• In small groups, write ideas on chart paper, then share out for large group discussion: have participants discuss and generate characteristics of quality technology integration into assessment in the context of alignment to the expectations of CCSS and NGSS standards and 21st Century skills.
Activity 4

Lesson Activity 2: Technology and the TASC Exam

• Consider, share, and discuss implications of technology as it relates to principles of effective classroom assessment

• Share a sample TASC exam question. Engage participants in analyzing the question for content, standards alignment, the role of technology in supporting (or hindering) the opportunity to gather evidence of student thinking, and the need for instructional support for different learners.
Questions to Answer

• What are the implications of technology for TASC exam implementation and student success?
• How will you prepare?
Wrap up

Summary of key points.
Overall Wrap Up

Brief action planning for potential technology integration into their own classrooms and possible limitations in technology usage based on the needs of their students.
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