Individual Teacher Technology Use Assessment

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 My co-teacher and I have completely different perspectives on technology. This May my co-teacher and I will implement an MOOC class with other Cobb County 7th grade social studies teachers and these coaching experiences are going to coach her on how to use, troubleshoot, and create lessons using technology. Before we begin this process, I will be coaching her to make sure she is comfortable implementing the technology.

 To get a foundation for precisely where I will be starting, I gave her two surveys to identify where she is with technology integration in the classroom. One survey was on the LoTi scale and one was on Rogers Change Theory. After this, we sat down and went through the LoTi sniff test together and discussed the importance of technology is integration in the classroom.

 According to change theory, my co-teacher is in the late-majority of implementing new technologies (de Jager, 2005). When using the LoTi Sniff test as well as the survey analysis, my co-teacher qualifies as a “Level 1” or “Awareness phase” on the LoTi scale (LoTi Framework, 2013). This means that she is aware of the technology, but she uses it to develop technology instead of having each student using it. She also states that she is, “eager to learn,” but feels like she is introduced to new tools all at once. Then, when she wants to start implementing the technology, she is left all alone.

 On the survey she stated her biggest problems with implementation are, “Lack of personal training, mentoring on the use of implementation of technology presented in workshops, availability of technology devices for students.” My co-teacher has experiences like this year after year, and because she has only a few years remaining before she retires she has decided to focus on the things she knows how to do and ignore the ever-changing technology.

 Despite the fact that my co-teacher has her doubts about technology, on the LoTi survey she mentioned that she disagrees that, “[She] does not use technology in the classroom as much as she would like.” Recently, we implemented a Web Quest, which I could tell made her a little uncomfortable at first, especially when unexpected errors happened during my first co-taught class. However, she kept watching the kids, and at the end of the day her perspective changed. Each day we have fifteen minutes after the students are dismissed to review the day and discuss plans for the following day. At the end of the day she stated, “I was surprised at the Web Quest; the kids were really into it.” These positive interactions with technology implementation are slowly, yet surely changing her outlook on how students learn and how comfortable she feels using technology with students. The Web Quest took three days to implement and by the third day, she was helping the students troubleshoot.

 This experience severely contradicts the results of her adopter level survey. On the survey she stated that she feels, “Overwhelmed” when new technology is presented and she sees herself as part of the, “Late Majority” (de Jager, 2005). When observing both classrooms my co-teacher works in, it is understandable to see why she feels this way. After our early conversations, I would also say according to Rogers’ change theory, my co-teacher certainly qualifies as part of the “Late Majority.”

 Being a special education teacher, it is pretty rare for my co-teacher to have a chance to prepare content for students. In the first class she co-teaches in, my co-teacher has a laptop cart with thirty laptops- smaller than the amount of students in the co-taught classes, shared between two content teachers. These are used sparingly since the science teacher likes to do more hands on labs with the students. There is one desktop available for use for students in her classroom. Both of these factors lead to sparse technology use in the co-taught science classes.

 In my classroom- the social studies classroom- there are three laptops available for student use and students are always welcome to have their device in the classroom. Once again, between the devices and the students without their own device, we fall short of providing each student with their own set of technology. There are two computer labs available for use, but teachers are only allowed to utilize them twice a week to ensure equity. Based of this observation and my co-teacher’s point in her career, I am understanding of her outlook on technology.

 Through the coaching process, I would like to set the goal of moving my co-teacher from the late majority to part of the early majority (de Jager, 2005). She mentions that the skills she would like to learn the most are, “How to make more intricate PowerPoints, with animations and graphics.” As the coaching process continues, I look forward to continuing to develop curriculum that changes her perception on developing and implementing lessons that use technology to enhance the learning experience.

References

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