Case Report
ISLT 9467 Technology to Enhance Learning
Spring, 2009
Connie Capaldo

Context
This case occurred in my special education resource class at a K-5 elementary school in an urban area. The classroom has 1 computer connected to the internet. Subject area was English/Language Arts.

Learners
This lesson involved two deaf 5th grade students with significant language delays and limited background knowledge. Their writing skills are also very weak due to their language difficulties.

Learning Goal
After reading a story about Hank Aaron and Jackie Robinson, the students were to create a concept map of the characteristics/traits of two characters from the story then use the concept map to write a paragraph comparing/contrasting the characters.

Technology
The students used Inspiration to create the concept map collaboratively with assistance from the teacher. The internet was used to do a search for supplemental information on the 2 characters. They used Microsoft Word to draft, edit, and publish their paragraphs individually. The teacher facilitated in the editing process to further the students' skills in using the spelling and grammar checking tools. The students were also given instruction in formatting margins and text.

Facilitating (or impeding) Learning
The technology facilitated learning by assisting students in organizing their thoughts visually in the form of a concept map. This tool helped the students compose their paragraphs. As a bonus, the Inspiration program was highly motivating to them.

Using the word processor enabled the students to be more successful in editing and correcting their drafts. This will be an important life skill for them throughout their schooling and careers.

KITE Case Number: 3025-1

Similarities
Both cases are from special education classrooms working toward English/Language Arts goals.
Both used word processing and concept mapping (Inspiration) software.
Both cases found the concept mapping software to be motivating and helpful for students.

Differences
1. Students in the KITE Case did their concept mapping individually while students from my class worked collaboratively with the teacher facilitating on the concept map.
2. Students in the KITE Case were working on topic sentence and details while my students were comparing/contrasting.