

Technology Usage Assessment Worksheet

Your name: Connie Capaldo

KITE Case Number: 3146-2

KITE Case Summary: A teacher uses word processing and digital cameras to give third graders the chance to create travel brochures about cities around the world.

For each of the five categories below, provide a rating of the technology usage based on each factor in the category. Provide evidence in the form of brief examples from the case. Direct quotes may be used. If the case does not contain sufficient information for you to give a particular rating, indicate “UNKNOWN” in the Rating column.

Assessing Active Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Learner interaction with real-world objects	High	Most of the students’ time was spent using real-world technology to research a city and to create a brochure.
Observation and reflection	High	Students wanted to share what they found on the internet regarding their city. They recorded their findings in a brochure.
Learner interactions	High	The students manipulated pictures and information they gathered to create a brochure. It sounds like they used a template for the brochure.
Tool use	High	Students used internet, word processing, and digital cameras

Assessing Constructive Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Dissonance/Puzzling	High	The students work collaboratively to create a brochure about their own city. Then they choose a city for their own individual brochure. Teacher said, “I feel like they take so much ownership with that project. And they are totally engaged with it.”
Constructing Mental Models and Meaning Making	High	Role of student is described as an explorer, teacher, producer, and experimenter.

Assessing Intentional Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Goal directedness	High	Teacher states that students take ownership and are very engaged in the activities to complete

		their brochures.
Setting own goals	Medium	The guidelines for the brochure are set by the teacher. Students picked the city they wanted to research and use for their brochure.
Regulating own learning	Unknown	
Tool learning – how to learn	High	The report states it was a student centered environment with the teacher acting as facilitator/coach.
Tool articulation of goals as focus on activity	unknown	
Tool technology use in support of learning goals	High	The technological tools used made the project much more engaging for the students. The tools were appropriate real world tools used for this kind of project.

Assessing Authentic Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Complexity	Medium	It was a theme-based social studies unit that included language arts and technology skills.
Higher-order thinking	Medium	Students are developing ideas and solutions and creating their product. The activity does not involve generating hypotheses or making predictions.
Recognizing problems	Medium	The project has explicit teacher stated required elements.
“Right answers”	High	There are no “right answers”. Students have 5 areas they must address in their brochure. They decide what information they want to use.

Assessing Collaborative Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Interaction among learners	Low	Students shared what they learned and their products but they developed them individually and did not work collaboratively to create the product.
Interaction with people outside of school	Unknown	
Social negotiation	Low	Students worked as individuals to create their products
Acceptance and distribution of roles and responsibilities	Low	Students worked as individuals to create their brochures.