

Technology Usage Assessment Worksheet

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KITE Case Number: 5003-1

KITE Case Summary: A teacher in an Advanced Placement class is using a self-paced software program. The students are pleased with the software and with the learning strategy.

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, indicated “UNKNOWN” in the Rating column.

Assessing Active Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Learner interaction with real-world objects	Low	The software being described sounds like an enhanced video lecture. The communication is one-way. There is still heavy reliance on a textbook.
Observation and reflection	Low	There is only one example in the entire case in which students stop and reflect about the results of the software’s simulations. If a simulation does not create anticipated results, the students are encouraged to find out the reason for the discrepancy.
Learner interactions	Medium	“...you should be able to understand what is going to happen. [The students manipulate] the variables and see if that happens or not.”
Tool use	Medium	I’m not exactly sure what is meant by “cognitive tools”, but as outlined in the evidence about, I think it is fair to say that this happens rarely.

Assessing Constructive Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Dissonance/Puzzling	Unknown	It is stated several times that the students enjoy using this program, but it is not clear what their motivation is. This is an AP class, so the students are interested in learning what they need to know for college, but they are not necessarily interested in the topic of study itself.

Constructing Mental Models and Meaning Making	Low	“We love to use it because it's well written, and it is well scripted.” It seems like everything is laid out for the students by the instructor/software.
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Assessing Intentional Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Goal directedness	Low	The teacher states that they are more interested in covering material than in adhering to specific standards.
Setting own goals	Low	“I basically cover a topic [demonstrating the software on the projector] and have one person that is basically leading us. I will stop and we will talk about it. Then we will go on.”
Regulating own learning	High	The case mentions several times that the software is self-paced and that the teacher’s role is that of a facilitator and a “rescue person”.
Tool learning – how to learn	Low	Again, I point to the single example mentioned above in which students were encouraged to evaluate the results of a simulation.
Tool articulation of goals as focus on activity	Unknown	No evidence of this one way or another.
Tool technology use in support of learning goals	Medium	The teacher mentions that the content of the software program is very high. It also is beneficial to the students for the program to be self-paced instead of having to rely on the pace of the instructor.

Assessing Authentic Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Complexity	Low	The tasks the learners face are based on a High School Economics curriculum. There seems to be very little, if any, cross-curricular content.
Higher-order thinking	Low	Primarily, students have to learn the material so that they can pass a quiz at the end of a lesson.
Recognizing problems	Low	Again, I refer to the fact that passing end-of-lesson quizzes seems to be the main

		source of assessment. Quizzes are generally well-structured.
“Right answers”	Low	Quizzes, by nature, have definite right and wrong answers.

Assessing Collaborative Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Interaction among learners	Low	Students have a couple of opportunities to work with other students, but they are mostly responsible for only their own learning.
Interaction with people outside of school	Low	The software contains lectures by experts, but this is one-way communication in which students are not engaged.
Social negotiation	Low	The only evidence of this occurs when students are working together on the simulations.
Acceptance and distribution of roles and responsibilities	Unknown	No real evidence of this other than a fairly snide comment by the teacher about not being able to help students who are “happy being ignorant”