OLTD509: Filter Considerations

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**Filters**

What filters (concepts, ideas, philosophies, research, beliefs...) might you use in selecting emerging technologies (Note: We are finding that the concepts people are utilizing for their filters go beyond technology integration.  This is a good thing. These are concepts such as: "I want my students to experience Flow.")

* Confidence is an integral characteristic of, and precursor to, flow.  The filter parameter then becomes a set of questions which create a summative statement about how the tool/technology contributes to or detracts from confidence.  The categories for the questions about confidence could be organized under headings which relate to aspects of confident interaction. For example, ease of use, timing, communication, contemplation, resource access, engagement, unique expression...
* I want my students to reach the kind of flow that I see them in when they have free time when I teach a concept.
* multifunctionality
* Time constraints - for learning how to use the technology and effectively use it in the classroom
* I want my students to be engaged with technology not just watching me engaging with technology (student engagement is a priority).
* Can the technology be used to enhance student learning
* Does the technology help prepare students for future education/employment
* Is there a lasting benefit from using it or is it just for the ‘wow’ factor?
* Can students use the tool independently?  Are there issues around saving and sharing work?  Is it fun?  Does it engage and inspire students?  Will it cause them to look at the world and their school work differently?
* self- directed learning.- are students able to choose and manage their learning process? How can technology aide in that process?
* I think that I want Autonomy for students as much as possible.  If I can give them choice… I think this would help them to feel that they own the learning.  For example: I am providing my students some choice regarding reading and writing this year… they get to choose their novels, and they get to choose what they want to write about.  They also get to choose what they do more of… reading or writing.  I have a point system.  I love point systems.
* First of all I usually have a learning outcome I am trying to re-enforce and have my students get extra practice with so I’m basing my selection on a learning outcome connection
* availability- is the technology readily available and reliable ? So much frustration over obstacles can interfere with learning and engagement
* Student engagement….are the students more concerned about learning than their percantage?...then engagement is there and it is personalized.. and learning explodes...does the emerging technology support all students….
* differentiating instruction for students
* Ease of use and student engagement, the benefits of using the technology to the student, reliability of a program, and most importantly, security.
* appropriateness - does this technology advance/replace something already existing and if so is it significantly better
* ou need to find sometohing atht  notnly wosrrk fo ysuods tunetsebut oawlso rks for uyeo. mRmeber that whart woks fsor ome may not for others and yuo ened to think of oonsiadertions for that. You should alsoe hav aclear prurpose for something and not just use a tool biecause t ias avalable.o
* I liked the idea of creating a personal PLE.  By putting everything into one place I could see what gaps I had or which areas I needed to expand upon.  I loved the idea of looking at a new program and deciding if it was ‘worth’ adding to my collection.  I think this will play a large role in my final assignment.
* cross platform - must work on more than one devi
* short-form games, “which provide tools for practice and focused concepts,” and long-form games, “which are focused on higher order thinking skills.” This is a useful first distinction teachers can use when evaluating games for use in the classroom.
* offer an experience that offers some critical thinking, decision making, complexity, or opportunity for discussion and debate
* engages students in their learning, meets the learning outcomes
* Reliability and appropriateness hfe te technology. Do seit mesh well thce urrent tech infrastructure of you
* Teaching environment
* I need to be comfortable using the tool in a meaningful way.  Not just for the sake of using technology.  Meet the needs of the learners.  Needs to be flexible… used in a variety of ways.
* Does it allow for collaboration at the level needed for supporting engagement/pedagogy
* Is it supported by the school/district policies
* Can it be supported with current interfaces/infrastructure

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**Barriers**

What barriers do you see to implementation of the emerging technologies you studied in the seminars?

* students skill level with technology
* what is available,ie  ipads, desk tops, in ones school and/or at home for students’ use
* hardware
* solid internet connections
* cost for sure.  Asked my principle for some release time to do activities with other classes.  No go, no money, so I have to be creative.
* Frustration from all involved and/or reluctance to try the new technology.
* Cost, sharing resources within the school,
* Band width, connectivity, availability of devices, and cost for sure.
* Cost
* Philosophical differences
* What I studied in my sessions really seemed to be about moving beyond or around the barriers.  Perhaps there are a few barriers to having a 3D printer in every class room, but you can do a PLE on the back of a napkin, and having a personal device is really something that we c
* an get around. Hey Micheal get off my line:)
* District wifi, availability, cost, computer labs overbooked, laoptop carts non existent, no wifi access
* permissions and waivers...
* To me, one of the biggest barriers is fear around implementation and lack of time for teachers to really get to know a tool.support network - no one to get help from
* cost of implementing programs - from training to hardware - it needs to be supported
* Time to learn the ins and outs of a technology - time is always a challenge for teachers
* Teacher buy in is huge - and supporting those that choose to ‘try’ it is of major importance
* Bandwidth – student’s needs access to the online technologies.
* Teachers unaware of educational reasons for using a specific technology.
* Teachers are torn between changing their pedagogies to accommodate 21st century learning while they are trapped in the curriculum.
* Students level of comfort with technology
* Does the administration back the use of technology or not /ditto
* There are so many available that I am often overwhelmed by choice.
* Infrastructure

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**Inspire | Initiate | Implement**

What are your thoughts regarding how to inspire, initiate, and implement emerging tech projects?

* present on Pro-D days
* Set up a Google groups for staff in school, district to share ideas
* take part in creating BC site for searchable resources
* the big idea for me is being there to support my staff, not just with ideas, but hands on support.
* enthusiasm
* I have found that having a set plan and goal in mind when working with others or alone in trying a new technology with students will help give purpose to the endeavor.
* Let students play, create and share.  Create goals to work towards as a class, with open ended solutions.
* Take the time to teach teachers how to use the tool in a meaningful way
* Model
* Use students to lead the way - they have a huge amount of knowledge - let’s leverage this!
* Show off amazing projects done using the technology and people will always say - oh, I want to try that!
* Lead by doing - be a positive role model for using technology and have other’s catch your enthusiasm - be contagious!
* willingess to be open and receive critisim
* set goals
* seek the opinions of others - respect their thoughts and create common goals
* setup a culture of experimentation
* make a safe enviroment, where it is okay to fail because it is going to happen when working with new technologies
* Offer yourself up as a resource when others are interested in trying - put the word out there that you’ve worked in emerging technologies and be willing to share - and be willing to continue learning!
* Teachers need coaching and mentoring to learn and develop digital skills.
* Do not introduce teachers to technologies where they have to navigate through a maze of frustration.
* As with many initiatives I believe it is just a matter of getting off your butt and doing it and others will come along at their leisure.  I loved the nature of this recent google+ seminar.  I was just going to say that I wish we could do this with others, but wait, we can.  I would like to follow up on my conversation with Avi to get the ipad google+ community going in our district and attempt to recreate the ‘learning party’ that we had here.
* Share resources with others, talk to them about what you have shared to see if they have looked at it, need help understanding/navigating, then give them time to investigate. Depending on what is going on at the time, they may be too overwhelmed to look at it,  other times are ready for you to step them through the process. BE PATIENT
* do not force people
* Model for coworkers, present pro d, and share knowledge
* I think that doing, then sharing to those that are interested is the best method.  So many times I have sat in meetings about technology that I knew I would never implement.
* Start with a small group of trusty and enthusiastic colleagues in a self-directed group.  The enthusiasm and motivation that are the results of work that we have chosen to engage in are the best propellant.
* Recommend teachers attend Pro-D related to integration of technology. Check out this site “ Tech in the K-8 Classroom” held last fall another one can attend each year along with the LearnNow DL Conference. <http://www.eventbrite.com/e/tech-in-the-k-7-classroom-tickets-4668231807>
* Get top down/bottom up support

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**Systems | Pedagogy**

What are the systems and/or pedagogical considerations you will need to think of when implementing emerging tech projects (This could be anything from "the challenges of developing assignments when you are in a BYOD environment" to "the limitations of access to technology" to "attitudes of other staff members.)?

* the big one for me is the access to technology.
* Even though my district is really moving forward with technology - computer labs are not being replaced as they age - we are moving toward iPads for almost every class. I believe we are trying for a class set for every 2 classes. But I still worry about keeping up with replacing aging technology. Will the iPads they have just bought still be current by the time the last iPads are in place? Will there ever be a time that sees all technology in place?
* Having the software available to start projects.
* Do I have the time to dedicate to doing this right?  (right now, no - but post-OLTD I’m hoping!)
* I need to continue to challenge myself to understand ‘how can this activity be done differently using technology’. I still find myself falling back into doing things the ‘old’ way because ‘it’s worked in the past’. I have to be innovative and creative to give my students the best possible education using existing tools - that will be relevant to their future lives
* student access and understanding how to use technology - kids come in to my classroom and I forget that some of them haven’t used laptops and iPads before because we’ve had them in our school for a while and made use of them a lot. A new kid comes to our school and often they are lost and need help - I need to remember that!
* Learning the educational benefits of the technology not just using the technology for the sake of using technology.
* How can I accommodate students with learning challenges?
* Use scaffolding strategies when implementing emerging technologies.
* Sufficient bandwidth that will allow students to use the internet to collaborate, communicate and access the information and tools they need for 21st learning.
* Individual student needs:  In talking with another teacher, new grade 8 student was given one on one instruction on use of LMS to access assignments and was given full written instructions, plus course assignment print out. When talking with his parents, that night at home, he said he had no idea about what this course involved, how to access it or what the course assignments were.  Student does have anxiety and new to online learning. A real eye opener. Question that came to mind is , are we expecting students at too young an age to try to navigate? Asked another teacher with same age students, they seem to navigate her course in the same LMS fine. Her students however are not fragile/anxious as this student is.