

## **TE 831 Reflection on the Re-purposing Technology Lesson Plan Assignment**

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### **Technology Choice and Justification**

The purpose of the *Re-purposing Technology Lesson Plan Assignment* was for me to craft a lesson around a piece of technology with which I've had limited experience using in teaching. In February of 2012, the middle school where I teach purchased three interactive whiteboards. These whiteboards are mounted on portable stands, and have been sitting in a storage room since we received them. Since this technology is available at my school, and I have always wanted to try using it, I overhauled a lesson plan I'd previously abandoned because the implementation of the lesson the old way had always been too cumbersome. This *Re-purposing Technology Lesson Plan Assignment* has turned out to be both practical and authentic because the lesson plan I've designed provides a very meaningful learning experience for my students and I plan to use it during the second week of my classes in the fall. (Horton 2012) An additional benefit to me utilizing pieces of technology that I've never laid my hands on is that doing so will serve as a catalyst for other teachers in my building to take a chance on using this technology as well. I plan to conduct this lesson in the middle of our media center so use of the interactive whiteboards will be very visible to teachers as well as other students.

### **TPACK Knowledge Areas**

The following is a breakdown of the technological, pedagogical, and content knowledge areas considered in creation and formation of this lesson:

Technological – Applications were needed for the lesson such as accessing web-based material for whole group instruction, manipulating text, saving a collaborative work-in-progress, and allowing for the possibility of sequential lessons.

Pedagogical – I viewed this Re-purposing Assignment as an opportunity to create an active, collaborative learning experience for my students, one which corresponds with my Constructivist perspective on learning.

Content – Students need to be able to reconstruct descriptions of the six Michigan Career Pathways as well as classify occupations within the Career Pathways.

### **Affordances of Interactive Whiteboard Technology for Education as Related to this Lesson**

The IWB provides a large screen display and the ability to manipulate and interact with text with a pen, stylus, or touch of a finger. It also allows collaboration between students themselves as well as between the teacher and the students. Discussion, clarification, and negotiation are all enhanced by this technology. Additionally, group works-in-progress can be saved for later and completed work can be easily revisited.

## Constraints of Interactive Whiteboard Technology for Education as Related to this Lesson

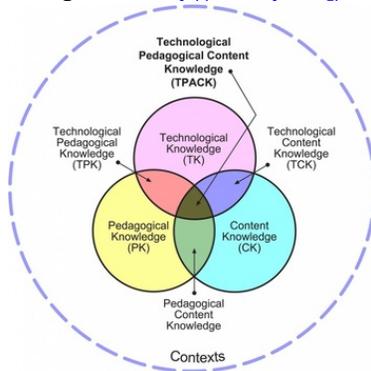
I think the availability of having three IWB's on portable carts to use, may be a somewhat unique situation. I think it is more the "norm" for individual teachers to have one IWB as a permanent fixture in their classroom. This lesson is improved by having the class divided into three groups working collaboratively. Doing this same lesson with one IWB in a whole group setting would not be as effective.

## Other Ways Interactive Whiteboard Technology might be Re-purposed for Education

Since IWB's can be used with any software, re-purposing them for any area of education seems possible. Here are a few ideas of how IWB's could be used in the classroom: virtual field trips, virtual experiments or labs, demonstrations, video clips of historical events, board games, concept mapping, and video projects. (McGregor 2012)

## Ways this Lesson Plan Contributed to My Understanding of TPACK

Image Source <http://www.tpck.org/>



According to Mishra and Koehler (2006), the image at the right illustrates the intersection of the three knowledge bases: technological knowledge, content knowledge, and pedagogical knowledge. Understanding and negotiating the relationships between these three components of knowledge is the "sweet spot" in the middle, where true technology integration happens. The relationship between all three components is dynamic, and to effectively integrate technology in their content area, a teacher must be sensitive to these nuances. (Koehler 2012)

While developing this *Re-purposing Technology Lesson Plan Assignment*, I've achieved a careful balance of content, pedagogy, and technology needed for successful teaching and learning to take place. The ideas I'm trying to teach are the catalyst for the teaching approaches I will be using and the technology being incorporated in the activities.

The *Re-purposing Technology Lesson Plan Assignment* I developed aims at using technology in the following transformative ways:

- Students will use the interactive whiteboards to access information on the Internet and to share and communicate information in an organized fashion.
- Students will experience learning how to use unfamiliar hardware and software with other students. This will facilitate understanding that "learning how to learn and collaborate" in today's world is relevant to their future.

- Students will work in small groups in an engaging, interactive classroom experience to collaboratively reconstruct meaning and to classify information based on similar characteristics.

**Conclusion**

The IWB is a technology tool that can be used to create active and collaborative learning experiences for students and seemed to be the perfect tool for this lesson plan. I look forward to repurposing this technology again!

## References

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- Koehler, Matthew J. (14 June 2012) TPACK – Technological Pedagogical and Content Knowledge "What is TPACK?" <http://www.tpck.org/>
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