

Technology Integration  
Teacher Post-Observation Questions

<b>Teacher: Samantha Davenport</b>	
<b>Subject: W. Geography</b> <b>Period:3rd</b>	<b>No. of Students:22</b>
<b>Observer:</b>	<b>Date of Observation May 9, 10,13, 14</b>
<b>Length of Class: 90 minutes/ 4 days</b>	<b>No. of Computers Used in Lesson: 22</b>

<b>Brief Lesson Description:</b> Create- a – person India unit. A 4-day unit examining the Indian cultural, political, and physical geography.	<p style="text-align: center;">Curriculum Standard Applied:  <b>Culture 1.1,1.2,1.3</b>  <b>Economy 2.1,2.2</b>  <b>Geography 3.1,3.2,3.4,3.7,3.8,3.9</b>  <b>Governance and civics 4.3</b>  <b>History 5.1</b>  <b>Individuals, groups, and Interaction 6.1, 6.2</b></p>
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**To what extent do you feel this technology lesson increased the depth of student understanding and learning engagement for this curriculum standard? **The lesson did increase learning engagement. Students expressed the desire to have laptops again because they were more involved. Students learned new computer techniques to help increase understanding and desire to learn. Technology increased the amount of outside resources and compacted lessons to fit within the allotted time.****

**How have students been impacted by using technology for this lesson? Has the efforts to integrate technology impacted student achievement, had no impact, or negatively impacted student achievement? **I believe student achievement increased because students were more attentive to the computer activity. The students overall participation and desire to go above expectations increased dramatically. Students researched beyond what was required in order to achieve a “perfect” Indian person.****

**What did you expect to see in your classroom that would indicate effective use of technology? Did it happen? If so, why? If not, why not? **I expected the students to be engaged. The students were involved. All students were working diligently throughout the lesson. In fact, the students went further than I expected by giving ideas for extra credit that they could do which incorporated more student-centered projects. Students asked to bring in the recipes that they had picked for their person. 10 of the 22 did this extra credit assignment without knowing how many extra credit points would given for their effort.****

**Identify how this technology lesson has impacted your ability to teach this curriculum standard. Has the experience been positive or negative? Why? **The technology lesson has required me to teach using specific curriculum standards that I may not have identified before. The experience has been positive. I believe technology has made me a better teacher by allowing me to include outside resources and incorporate my original ideas with concepts (like a webquest) that I have learned this year.****

**Did your professional development training prepare you to implement this technology lesson? If so, how? If not, why not? Yes, the technology training helped me enhance my powerpoint by teaching me to use hyperlinks and by using the network to help me teach students. In addition, the technology training introduced me to ideas like webquests and student (controlled) centered projects. In addition, the training introduced me to rubrics which has improved the quality of student work because expectations are clearly given prior to evaluation.**

Check all that apply.

In preparing and implementing this lesson, I used the following types of technology:

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|--|---|
| <input checked="" type="checkbox"/> Word       | <input type="checkbox"/> Excel                |
| <input checked="" type="checkbox"/> Internet   | <input checked="" type="checkbox"/> e-mail    |
| <input checked="" type="checkbox"/> PowerPoint | <input checked="" type="checkbox"/> gradebook |
| <input type="checkbox"/> video/audio           | <input type="checkbox"/> CDRom                |
| <input type="checkbox"/> Access                | <input type="checkbox"/> Other _____          |

**Engaged Learning Indicators:**

Indicator	Evidence
Did your students take responsibility for their learning with technology? Did they meet, exceed, or not meet your expectations?	<input checked="" type="checkbox"/> Yes The students came to me with questions regarding improving and going above expectations. The students told me what they could do for extra credit instead of asking me (like they usually do). <input type="checkbox"/> No
Did your students develop, define and/or modify problem-solving strategies using the technology basics you gave them?	<input checked="" type="checkbox"/> Yes Students spent a great deal of time researching beyond the required links. When picking employment, they researched location on the Caste System wanting to make sure their person was where they were supposed to be. It took time to figure out where some modern day jobs would fit on the ancient Indian Caste system. <input type="checkbox"/> No
Did learning with technology energize students? Did they remain motivated? Did they take pride in their work?	<input checked="" type="checkbox"/> Yes Students went out of their way to make sure I saw what they had done using the “paint” software while creating the picture of their person. Many students showed everyone in the class and students from other classes. Students from last semester came to me to complain because they hadn’t got to do this assignment. <input type="checkbox"/> No
Did your students work collaboratively to understand the technology task to plan, implement, and evaluate their assignment using technology?	<input checked="" type="checkbox"/> Yes Students shared “secrets” to creating their people. They gave one another w ebsites they had found and showed one another how to use the paint

	software. ___ No
Did the technology tasks your students accomplish bear resemblance to real world problems in the home and/or workplace?	<input checked="" type="checkbox"/> Yes Students were asked to create a person using real “world” problems. They were asked to look outside of their daily lives and see how life is other places. They were asked to understand a culture that has been overlooked for centuries by Americans. Students were asked to look at real world problems for other individuals. This is a basic social skill for people who have had little experience with diversity. Students became aware of the difference in culture and beliefs In addition, many students became peer tutors by helping others to learn technology tricks to improve their project. Students were very willing to learn new ideas from not only the teacher but their peers also. ___ No
Were the technology tasks challenging to the students? Did they need to stretch their thinking skills to be successful?	<input checked="" type="checkbox"/> Yes The students were imaginative and successful. The technology used in this far exceeds any of my previous lessons. ___ No
Were there additional skills which were required to accomplish this technology lesson?	<input checked="" type="checkbox"/> Yes Students were asked to research and create an entire other person including personality characteristics and job skills. The students had to think far beyond the surface. ___ No

Additional Comments: I would like to thank Diane Bennett for the time and trouble she has taken with me this year. She is amazing. My technology knowledge and achievement has improved by leaps and bounds. Students in my class from last semester come back on a regular basis to find out why they didn’t get to do the projects that I do now. I am a better teacher now, and I owe that to Diane and this technology grant. Thank you.