

Technology Integration
Teacher Post-Observation Questions

Teacher: Lynn T. Wilson	
Subject: Resource Math II Period: 3rd period	No. of Students: 7
Observer: Lynn T. Wilson/classroom teacher	Date of Observation: 4/19/02
Length of Class: 90 minutes	No. of Computers Used in Lesson: 7

Brief Lesson Description: Each student solved geometric problems of perimeter, circumference, and area through a PowerPoint presentation. Each student searched for and recognized different geometric shapes in their state of Tennessee through an Internet search that had already been researched to aid them.	Curriculum Standard Applied: Recognizing and identifying geometric shapes. Using formulas to find perimeter, circumference, and area of polygons and circles.
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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 students were guided through twenty problems with different geometric shapes: circles, squares, rectangles, triangles, parallelograms, and trapezoids. Each problem contained its own hyperlinks, which would lead them to different definitions of words with illustrations, charts with descriptions of polygons and illustrations, and formulas if they needed help. It also provided hints to help them recall how to calculate and solve formulas. Although the students had already been instructed in this area, this was a completely self-teaching lesson in which the students could successfully walk themselves through each problem. Having multiple choice answers with incorrect choices as well as the correct answer provided immediate feedback to whether they were correct in their working of the problem or not. It also motivated them to go back and rework their problem before being allowed to go on to the puzzle piece. The puzzle questions which took them to the web allowed them to use their skills of not only doing a web search but also in recognizing that the world we live in, especially the state of Tennessee, is made up of many geometric shapes and geometric pieces. It allowed them to see that the math they are learning in the classroom has been used to construct many different types of artwork and architecture in their environment. This is something that they often overlook. Many times we “see” but do not “see”. An added impact to this lesson was that each student was motivated to learn more about Tennessee, their home state. As they searched for the shape they were looking for in the puzzle question they also read additional facts that gave them more knowledge. It was exciting to see them take the final ten-question test at puzzle number twenty, which was put out by the state of Tennessee. They were thrilled at the scores they achieved and afterwards discussed and shared many of the different facts and places they had gone with each other.

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? The efforts to integrate technology have positively impacted each student more than each of them knows. They learned to work independently and rely on their own abilities and more importantly learned how to search on their own to answer questions they had about a certain problem. They did not have to feel embarrassed about asking a question that they normally would not have asked. The answers were right there in front of them; all they had to do was to click on the highlighted word or formula and help was immediately given to them. Having a reward with a puzzle question made them want to complete their assignment to its end. They did not realize that they were actually experiencing two different opportunities and doing two different assignments instead of just one. A test was given the following Thursday and I truly believe that the students performed and obtained higher because of the use of technology.

What did you expect to see in your classroom that would indicate effective use of technology? Did it happen? If so, why? The students in the class were entirely involved in their own little world of technology. After each saw how the power point program had been set up just for them and that it was very nonthreatening then they took off with it and became completely absorbed. All but two of the students successfully made it through the entire program in less than an hour.

Identify how this technology lesson has impacted your ability to teach this curriculum standard. Has the experience been positive or negative? Why? It was a positive experience for me in that it provided me the opportunity to broaden my horizons and put a program together in written form that entirely complimented the way I try to teach each day. In teaching special education students you need to cover all the bases and explain everything down to the minutest detail. I could do that through hyperlinks. It was very involved and time consuming for me but now I have something that I know will always be there and available to help my students individually.

Did your professional development training prepare you to implement this technology lesson? If so, how? If not, why not? My professional development training just touched the service on helping me with this lesson. I am a hand on, step-by-step learner so it was a slow process. There was so much for me to learn and I had never done PowerPoint before. My technology coach, fellow teachers, and family were a tremendous support system for me. They spent many hours teaching me each knew concept that I need to prepare my lesson and were extremely patient with me. The one thing that I learned in my tech training was that I had to get in there at times and learn by trial and error. Many times during the preparation period I would accidentally discover wondrous things and ways of doing my lesson. I completely amazed myself.

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 type="checkbox"/> e-mail |
| <input checked="" type="checkbox"/> PowerPoint | <input type="checkbox"/> gradebook |
| <input type="checkbox"/> video/audio | <input type="checkbox"/> CD Rom |
| <input checked="" 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?	<u> x </u> Yes _____ No
Did your students develop, define and/or modify problem-solving strategies using the technology basics you gave them?	<u> x </u> Yes _____ No
Did learning with technology energize students? Did they remain motivated? Did they take pride in their work?	<u> x </u> Yes _____ No
Did your students work collaboratively to understand the technology task to plan, implement, and evaluate their assignment using technology?	<u> x </u> Yes _____ No
Did the technology tasks your students accomplish bear resemblance to real world problems in the home and/or workplace?	<u> x </u> Yes _____ No
Were the technology tasks challenging to the students? Did they need to stretch their thinking skills to be successful?	<u> x </u> Yes _____ No
Were there additional skills, which were required to accomplish this technology lesson?	<u> x </u> Yes _____ No

Additional Comments:

Because my students were those with some kind of disability ranging from physically handicapped, learning disabled, emotionally disturbed, attention deficit, to attention deficit and hyperactive it provided a real challenge to construct a lesson that would reach each one. I really worked hard to take all into consideration. But no lesson can predict all that will happen.

For the student who was physically handicapped I learned that in the future if working with lap top computers I need to install a mouse or pair her with another student. She, however, chose to work independently and enjoyed the lesson thoroughly. She did not make it to the end of the lesson. All my students had difficulty at first using the laptop with its sensitivity but eventually most became familiar and did fine.

