6 lessons for integrating technology into learning

In "Crossing the digital divide" (see p. 1), Glenn Maleyko and Howard Pitler shared six lessons for getting teachers to begin using technology in the classroom. Use these questions individually or in groups to explore how to apply these lessons to your school or district.

BEGIN WITH ADULT RELATIONSHIPS.

Successful change leaders model learning for other adults in the school, work to shape a shared vision, and create a culture where everyone is part of the change.

How can you keep the vision for technology integration focused on student success?

How can the technology integration goals better align with the school's improvement plan?

How can you share your vision for technology integration?

How can building leaders model learning for other adults in the school?

START WITH THE TRAILBLAZERS.

Take advantage of those in the buildings who have an interest in learning new technology and sharing it with others.

Who in your context is an early adopter of new technologies and eager to share with others?

Who in your building or district has an interest in sharing the vision for technology?

Who is best positioned to spread technology practices to additional staff and teachers?

FOCUS ON THE LESSON, NOT THE TECHNOLOGY.

Teachers need to know how to determine which technologies support the lesson objective and how they do so.

How can learning objectives be clearly linked to the types of technology available?

Which learning objectives or lessons would best be supported by technology?

Are there places your technology integration could focus less on learning specific programs and more on how to use technology for learning?

RECOGNIZE THAT EVERYONE IS A LEARNER.

Elicit assistance from students who are likely to know how and be willing to help understand what tools can support the lesson.

When and where do your students have the opportunity to be creators in their use of technology?

How can you address any concerns adults may have for a change in the learning paradigm?

USE WHAT YOU HAVE.

Experiment with using what students own and can bring to class.

In what ways can your students bring their personal technologies into the classroom?

Do your schools have policies that prohibit students from bringing or using their own technology in class?

FIND PROFESSIONAL LEARNING NETWORKS.

Districts need to provide opportunities to share ideas with educators all over the nation and world.

What guidelines can promote teachers' learning through digital learning networks?

How can your staff use currently established digital conversations, such as Twitter's #edchat, for their professional learning?

Which educators would benefit particularly from connections that extend beyond school or district boundaries?

What other social networks can connect teachers and staff to others in the same job?

How can your district develop guidelines for offering continuing education credits for nontraditional, technology-based learning?