

Technology Usage Assessment

Your Name: Gregory Gilmore

KITE Case Number: 7041-1

KITE Case Summary: High school theater arts teacher incorporates PowerPoint presentations into lectures in order to improve classroom management, while also appealing to visual learners.

For each of the five categories below, provide a rating of the technology usage based on each factor in the category. Provide evidence in the form of brief examples from the case. Direct quotes may be used. If the case does not contain sufficient information for you to give a particular rating, indicated “UNKNOWN” in the Rating column.

Assessing Active Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Learner interaction with real-world objects	low	Since the presentation is dealing with theater and costuming, students could potentially work with objects and concepts that are found outside of school. There is no evidence of this in the interview. The rating does not receive a “high” mark because the students are not actively engaged with these objects in the course of the lecture presentations.
Observation and reflection	low	The teacher indicated that he would stop the presentation and give students some time to look at actual costumes. Specifics were not given to indicate how the students interacted with the costumes. It is unlikely that the worksheets accompanying the presentation require much reflection. It appears that the presentations do not allow for reflection on theatrical performances by other actors, or student performances.
Learner interactions	low	Student interaction is limited to completing worksheets that accompany the presentation. It appears that an attempt was made for learner interactions when the teacher was talking about research. Based on the teacher’s description, the research was not well organized or executed, and provided more frustration than interaction.

Tool use	low	Students are not given an opportunity to work with theatrical equipment or technology during the course of the presentation. Limited opportunities to create their own presentation are provided, but the teacher does not elaborate on the subject, purpose, or results of those presentations.
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Assessing Constructive Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Dissonance/Puzzling	Unknown	Since theater is usually an elective, the students are likely there by choice and should have some interest in the subject. The teacher does not discuss how the presentations appeal to student curiosity. The teacher interview doesn't give much evidence of problem-solving within the learning activity.
Constructing Mental Models and Meaning Making	Low	Based on the interview, the students are presented with information that they record on a worksheet. There isn't evidence that students are encouraged to develop concepts or theories about what they see and hear.

Assessing Intentional Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Goal directedness	Low	There isn't a lot of evidence within the interview that indicates a strong goal for the activity. This is especially true when the teacher talks about webquests and the negative experiences the students have had with them in the past.
Setting own goals	Low	The learning goals appear to be set by the teacher. The lesson goals are determined by the content of the presentation.
Regulating own learning	Low	Learning is monitored through the completion of worksheets and class participation during the presentations.
Tool learning – how to learn	Low	The pace of the presentations appears to be preset. The teacher talks about the presentations reinforcing classroom management which makes me think that

		the presentations determine the pace of the class to keep interaction and disruptions to a minimum.
Tool articulation of goals as focus on activity	Low/Unknown	The teacher does not spend much time talking about how students react and use the information contained in the presentations. Based on the interview, it does not appear that there are connections made between the content of the presentations and theatrical performances.
Tool technology use in support of learning goals	Medium	The teacher isn't really doing much with PowerPoint that couldn't be done without it. The technology use appears to be limited to providing an outline of a lecture along with a few pictures to illustrate the lecture. This would be easier to assess if the teacher talked about the goals of the presentations beyond classroom management.

Assessing Authentic Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Complexity	Medium	Many of the statements made by the teacher are "I" statements. There is not a noticeable focus on student learning in the interview. Since the subject is theater, there could be some cross discipline concepts embedded in the presentations, but this is not indicated by the teacher's responses. The interview does not indicate the depth at which concepts are addressed.
Higher-order thinking	Low	It is unlikely that the worksheets accompanying the lecture require any evaluation or synthesis. When the teacher talks about webquests, research is given as the main goal, which could indicate that memorization and level one depth of knowledge skills are a major part of the activity.
Recognizing problems	Unknown	The teacher does not talk about student learning or problem solving. It appears that the presentations have been created with little flexibility or opportunity for

		problem solving.
“Right answers”	Low/Unknown	The lectures are used as a method for delivering “right” answers. Without seeing the worksheets, it is impossible to know what they contain or require of the students.

Assessing Collaborative Learning

Factor	Rating high-medium-low	Evidence Supporting Rating
Interaction among learners	Low	During the lectures, students are filling in their own worksheets. There is limited collaboration given during the webquest activities, but due to the environment and preparation, the collaboration is likely a source of frustration for the students.
Interaction with people outside of school	Low	Both the lectures and webquest activities are limited to the school environment and resources. Although interaction outside of school could take place in webquest activities, the purpose of the webquests appears to be limited to research.
Social negotiation	Unknown	There is no evidence in the interview that students are given the opportunity to develop a shared understanding of the topic.
Acceptance and distribution of roles and responsibilities	Low	Students are filling in their own worksheet during the course of the lecture. The teacher does not define the roles or responsibilities of the students during the interview.

This case was particularly difficult to assess due to the vagueness of the teacher’s responses. We know that there are PowerPoint presentations and worksheets, but few other details or goals are given. Little to nothing is said about student learning and classroom management is mentioned briefly as an advantage of using the PowerPoint, which raises potential concerns for the teacher’s motives. Without seeing these presentations or the worksheets, it is difficult to determine many details based on the interview alone. The teacher is impressed with the results of the technology use, but seldom gets to any details beyond how pleased he is with the results. There is no comparison of learning before and after PowerPoint is used, or how these presentation/lectures relate to theater performances or anything that exists outside of the classroom except a rack of costumes. The interview does not even indicate if the students get to actually touch the costumes or just look at them hanging on the rack between slides of the presentation and filling in blanks of a worksheet.