Action plan

Action Plan Introduction The teacher in this scenario is a third grade math teacher at an elementary school in a low-income neighborhood. Although the school has a computer lab that all teachers are able to share, each teacher only has one computer in his or her individual classrooms. The teacher notices her students struggling with basic math skills that they are currently performing on paper and through the use of flash cards. From her previous experience, she has noted that computerized drill-and-practice mathematics software is not only effective in helping to teach children basic math skills when they find them boring or repetitive, but the students also find the software fun to use. According to the text, the relative advantage of this type of technology solution is that " attention-getting displays, immediate feedback, and interaction combine to create motivating practice" (Roblyer, 2005, pg. 54).

The Technology Integration Planning Model Checklist

For Phase 1 of the checklist, the aim is to determine relative advantage. In addition to what was noted above regarding the relative advantage, the teacher has noted that she has difficulty teaching these basic math skills to her students as they become bored and their minds drift elsewhere. This is certainly a good area for technology-based software to help out. The relative advantage of this software choice justifies any effort and expense that may be involved in acquiring basic drill-and-practice mathematics software (Roblyer, 2005).

For Phase 2 of the checklist, the goal is to decide on objectives and assessments. The teacher expects for her students to quickly be able to make basic multiplication and division calculations in their head quickly after the new technology has been implemented. The best way to assess student

learning would be through two angles: the feedback that is provided instantly by the technology and through traditional paper tests that contain the same kinds of problems. No additional testing instruments will need to be developed in this case (Roblyer, 2005).

For Phase 3 of the checklist, the goal is to design integration strategies. The instruction in this case will be single-subject. Students will work individually with the software, and activities should be directed. In order to encourage females and minority children to participate, they will be shown the benefits and interesting features of the game. The games should alternate between multiplication and division drills. Students will have plenty of time to learn the material via this method before it is graded, but the school will need to be checked in order to determine whether or not they have the technology available to pull this off (Roblyer, 2005).

For Phase 4 of the checklist, the objective is to prepare the instructional environment. It has been determined that at least 5 additional computers and copies/licenses of the software will need to be purchased in order to let the students work in shifts. Right now, there is only 1. The materials will be needed indefinitely. If the funds are not available to purchase the new software, time in the computer lab will need to be scheduled. No other special equipment will be needed except headphones. These plans are legal, provide for student safety and security, and the teacher is familiar with any troubleshooting problems that may arise. Any students with disabilities will be given accommodations, and time will be built in for a test-run before students arrive. Both the teacher and the students will back up any needed files. In case the resources cannot be used as planned, the prior methods for teaching these materials will be used temporarily (Roblyer, 2005).

For Phase 5 of the checklist, the aim is to evaluate and revise integration strategies. In order to do this, the text says the teacher will need to determine what objectives have been achieved and evidence thereof (results of assessment tests and instant feedback given by technology), gather any feedback (student surveys), determine whether or not data and comments justify any changes, and determine whether or not there are any other ways to arrange technology resources or activities in order to get better results (Roblyer, 2005).

References

Roblyer, M. D. (2005). Integrating educational technology into teaching. 4th ed. Prentice Hall.