Technology Integration: Collaborator

Competency

Educator dedicates time to collaborate with both colleagues and students to improve practice, discover and share digital resources and ideas, and solve problems.

Key Method

The educator utilizes collaboration to develop learning environments, authentic experiences, digital tool integration, and virtual engagement with local and global experts.

Method Components

Components of Collaboration

Collaboration with colleagues can be inclusive of work completed with colleagues, experts, students, and/or families. By utilizing dedicated planning time with colleagues, educators can develop units that specify technology integration, create feedback forms ,and dissect reflections that can help lead lessons and provide valuable connections.

Expert collaboration with educators promotes continued learning and big idea development, and brings a global view to the classroom.

Student collaboration provides educators with opportunities to gain insights into student understandings of objectives, more accurate assessments of learning and to promote the discovery and usage of new digital resources through diagnosing and troubleshooting technological exploration and issues.

Parent collaboration promotes school-to-home connections, depth of parental understanding and acceptance, and general student transference.

Creating a collaborative environment which encompasses colleagues, experts, students, and families improves practices, expands resources, develops ideas, and aids in problem solving.

Examples include:

- Lesson plans that are created collaboratively with colleagues, experts, students, and/or families
- Audio-video, shared document, or transcript of collaboration

Components of Authentic Experiences

Digital tools aid in the development of authentic experiences for students by bringing real-world applications and scenarios to the classroom, allowing students to make connections through engagement. It requires the use of metacognition, inquiry, and self-directed learning.

Examples include:

- Video interview with a local firehouse
- Virtual field trip of a local business
- Online discussion with a corporation
- Learning about a culture or planning a virtual vacation by facilitating an online forum or chat with a school in another country
- Sharing digital creations with students/schools in other locations

Components of Digital Tool Integration

Digital tool integration in lessons provides opportunities for exploration, skill development, and problem-solving, as well as creating an environment for further development of diagnostic and troubleshooting skills. The SAMR model is one way you can measure digital tool integration. The levels of SAMR are:

- Substitution
- Augmentation
- Modification
- Redefinition

Some examples of digital tools that can be used to modify and redefine your lessons are:

- Google Suite Apps, Microsoft Suite, or Apple Suite
- Kahoot, Quizizz, Gimkit, Quizlet, or other gamification
- Flipgrid or Screencastify
- Padlet or Jamboard

Components of Virtual Engagement

Virtual engagement happens whenever people are working together in a digital environment. Keeping students engaged in learning while they are online can be challenging, as there are many online distractions that are easily accessed. Here are a few tips to keep your students focused on learning:

- Have clear learning goals and lesson outcomes
- Keep student screens visible, and visually monitor what they are doing
- Ask questions
- Ask students to share their learning
- Use technology to encourage collaboration and creativity
- Talk to your students about the hazards of online addictions
- Use technology to provide equitable access to content
- Provide students with choices
- Set clear expectations for online behavior and engagement
- Monitor groups and forums
- Discuss the difference between social platforms and learning platforms

Supporting Rationale and Research

Babette Moeller & Tim Reitzes (2011) Education Development Center, Inc. (EDC). Integrating Technology with Student-Centered Learning. Quincy, MA: Nellie Mae Education Foundation. https://www.edc.org/sites/default/files/uploads/Integrating-Technology-with-Student-Centered-Learning.pdf

Cronin, C; Cochrane, T; Gordon, A.(2016). Nurturing Global Collaboration and Networked Learning in Higher Education. https://journal.alt.ac.uk/index.php/rlt/article/view/1647

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). *Technology in Schools: What the Research Says* (PDF). Culver City, CA: Commissioned by Cisco. https://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/TechnologyinSchoolsReport.pdf

Paniagua, A. and D. Istance (2018), Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies, Educational Research and Innovation, OECD Publishing, Paris https://www.oecd.org/education/teachers-as-designers-of-learning-environments-9789264085374-en.htm

U.S. Department of Education, Office of Educational Technology, Understanding the Implications of Online Learning for Educational Productivity, Washington, D.C., 2012. https://tech.ed.gov/files/2013/10/implications-online-learning.pdf

Weigel, Van B. 2001). Deep Learning for a Digital Age: Technology's Untapped Potential to Enrich Higher Education. https://eric.ed.gov/?id=ED457787

Resources

Standards

ISTE Standards: Educators

ISTE Standards: Students

Articles

Creating Authentic Learning Experiences in Your Local Community

Framework: ISTE Standards, a Roadmap | EdSurge News

Technology Integration and Blended Learning

What Is Successful Technology Integration? | Edutopia

Video

- Cooperation vs Collaboration: When To Use Each Approach
- Practical Ways to Integrate Technology in the Classroom (Without Being An Expert)
- Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer ...

Teaching Resources

Digital Citizenship | Common Sense Education

Free Technology for Teachers

Kathy Schrock's Guide to Everything

Google Teacher Center

Submission Guidelines and Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(300-500 words)
Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe why you chose this micro-credential and how it is applicable to your development as an educator.
2. Describe your classroom demographics and instructional content goals. How is your instructional practice data-driven for all students? How do you identify and meet the specific technological needs of your population?
3. What are the staff/educator collaboration expectations outlined at your school? How do you document your work and what is the format for these interactions?

Passing: Response provides explicit and accurate information that justifies the reason for choosing this micro-credential to address specific development of the educator. Educator includes demographics, content goals, and technological needs for their classroom. School-wide collaboration expectations are outlined, including the requested format.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Modified Lesson (Technology Integration)
Modify and submit a current lesson plan or unit making it more inclusive of digital tool integration. In the submitted document, ensure that the changes you made to the lesson plan to include integrating digital tools are tracked and/or highlighted in the document.

Artifact 2: Evidence of Peer Collaboration

Submit evidence of collaboration with a colleague(s) in developing the lesson you used for Artifact 1 that is inclusive of digital tool integration. This could be in the form of:

- Shared document done during a planning meeting
- Transcript of the planning meeting
- Agenda for the planning meeting

Artifact 3: Modified Lesson (Student Collaboration)
After teaching the lesson submitted for Artifact 1, ask students for feedback about how effective the digital tool integration was. From that data, modify and submit a revised version of the lesson plan from Artifact 1. Highlight **at least three** modifications and annotate with the reasoning behind each modification, connecting it to the student feedback.

Artifact 4. Evidence of Virtual Engagement (Collaboration with Local and/or Global Experts)
Submit evidence of virtual engagement with local and/or global experts. Make sure that the artifact and/or annotations document how all collaborators had a voice in the process. Examples could include:

- Screenshots and chatbox conversation (Skype, Zoom, Google Meet)Notes and agenda from a planning meeting with experts
- Copies of email thread showing collaboration (blackout names)
- Copy of presentation
- Photo essay
- 3–5 minute video clip (Please make sure your video settings allow it to be viewed by anyone with the link)

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Modified Lesson (Peer Collaboration)	Lesson plan with changes highlighted and/or tracked is included (prior to integration, inclusive of integration). Changes are highlighted. Tool integration improves the	Changes are highlighted in the lesson plan but the tool integration neither improves nor reduces the lesson delivery, equitable access and/or student engagement.	Lesson plan is missing digital tool integration and/or has not been revised. Changes are not highlighted. Tool integration reduces the lesson delivery, equitable access and/or student engagement.

	lesson delivery, equitable access and/or student engagement.		
Artifact 2: Evidence of Peer Collaboration	Artifact clearly outlines the collaborative process. Artifact clearly shows evidence that all collaborators had a voice.	Artifact outlines a process but doesn't show evidence of collaboration. Artifact clearly shows that some of the collaborators had a voice.	Artifact lacks detail and no real evidence that a collaborative process was followed. Artifact shows no evidence that collaborators all had a voice.
Artifact 3: Modified Lesson (Student Collaboration)	Modified lesson has at least three changes highlighted based on student feedback. Modified lesson is annotated with teacher reasoning for the modifications Annotations are clearly tied to student feedback.	Modified lesson has only two changes highlighted. Modified lesson is annotated with the teacher's reasoning for the modifications. Annotations are clearly tied to student feedback.	Modified lesson has only one or zero changes highlighted. Annotations are absent.
Artifact 4. Virtual Engagement (Collaboration with Local and/or Global Experts)	Artifact clearly outlines the collaborative process. Artifact clearly shows evidence that all collaborators had a voice.	Artifact outlines a process but doesn't show evidence of collaboration. Artifact clearly shows that some of the collaborators had a voice.	Artifact lacks detail and no real evidence that a collaborative process was followed. Artifact shows no evidence that collaborators all had a voice.

Part 3. Reflection

(300-500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

1. Describe why you chose and how you utilized digital tools in your lesson/unit including the use of your background knowledge, new learning.
2. Outline the benefits and difficulties of utilizing student collaboration to further develop lesson reflections for current and future audiences.
3. Describe, using specific examples, how collaborating with colleagues, students and experts affected your practice and what your next steps are for a future lesson/unit development to ensure digital tool integration.

Passing: Reflection provides evidence from both colleague and student collaboration that this activity impacted both educator practices and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Prior knowledge, new learnings, and further application of digital tools are outlined using actionable steps.