

VITAL News

Virginia Initiative for Technology and Administrative Leadership



Technology and Instruction

New Tool to Aid Technology Integration

By the time you read this, I will be on my way to Switzerland to do several presentations at the [Association for the Advancement of Computing in Education's](#) (AACE) annual Ed Media conference. Two of these presentations will focus on a new online interactive decision making model that I developed with Dr. Robert Hanny, professor emeritus at The College of William and Mary.

The model is designed to help teachers choose appropriate teaching strategies and technologies to support those strategies. Users begin with an instructional objective, choose the cognitive level of that objective and are then presented with ideas for how best to teach that objective. Finally, users are introduced to a variety of ideas for integrating technology with the objective.

The model represents our belief that in order to be integrated successfully, technology must be used in support of curriculum objectives and instructional goals rather than simply being bolted on top of classroom instruction. This view is supported by recent research into technology use in schools. A review of studies by the CEO Forum in 2001 concludes that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." You can read the CEO Forum report online at <http://www.ceoforum.org/downloads/repo-rt4.pdf>. As we've noted before, you can

learn more about research by visiting the Center for Applied Research in Educational Technology at <http://caret.iste.org>.

The model is available for free online. Just click [here](#) to give it a test drive. You'll need the Flash player and Acrobat reader to be able to access it.

In past newsletters, we've also highlighted some of the other tools we've developed for supporting instruction and technology integration, but now might be a good time to mention them again. The webquest, [Using Technology to Align Curriculum](#), takes users through the process of aligning lesson plans with the Virginia Standards of Learning. Two other webquests—one on [4th grade science](#) and the other on [The Scarlet Letter](#)—help educators locate, evaluate and integrate technology resources to support curriculum and instruction.

I'll end this column with the good news: the VITAL grant has received a two-year extension so we will be available to work with participating VITAL schools through 2006. We would be happy to come in person and introduce you to some of the tools described above or work with you on other technology leadership issues such as planning, evaluation and assessment. Just send an email to me with your request. In addition, look for upcoming regional events to be held at William and Mary or UVA as an opportunity to meet other VITAL participants.

Have a great summer!

Karen

Traveling the World on the “World” Wide Web

Planning travel these days is as easy as logging onto the World Wide Web. You can book flights, reserve hotel rooms and even research local attractions all via the Internet. As I planned my trip, I found myself asking constantly, “How did people do this before the Web?”

Our students can also visit the world via the World Wide Web and that access can turn the typical “travel brochure” assignment into something quite new and exciting. Two webquest patterns—[Travel Account](#) and [Travel Plan](#)—take advantage of the web resources. In the Travel Account webquest pattern, students create an account of a trip as though they’ve actually taken it. In the Travel Plan pattern, students plan an itinerary for a trip.

An easy place to start for links to information about many countries is the [Open Directory Project’s country listing](#). Another good starting place is [Travel](#)

TAGLIT Data Analysis from Gates Foundation

Most of you reading this newsletter participated in the TAGLIT survey at some point in the last two years. You are in good company: school leaders from all over the country also completed the survey with their faculty and students.

Recently, the Bill and Melinda Gates Foundation, which funded the VITAL program, released a report that [analyzed the TAGLIT data](#) collected since the start of the State Challenge Grants for Leadership Development.

While you’re at the Gates website, you can [explore what other states have been doing](#) to provide professional development to principals and superintendents related to educational technology.

Finally, you can learn more about [current Gates Foundation initiatives](#) including their current work at transforming high schools.

[Searchers](#), which includes links for airlines, hotels, and other traveler aids like currency converters.

The annual [International Schools Cyberfair](#) is an award-winning program that challenges teams of students to create websites about their communities. Winning websites from each year since 1996 are included.

Live webcams are a wonderful way to bring the world into the classroom. This [website from about.com](#) includes links to webcams all over the world.

Quick Picks

Not Just Another Search Engine

The [Open Directory Project](#) is the largest human-edited directory on the web. It is constructed and maintained by volunteers from all over the world. Volunteer editors adopt a category and are then responsible for adding sites related to that category. Each category includes an extensive description that helps users identify the appropriate place to submit sites.

A recent visit to the Education Technology category led to some interesting discoveries including [Mr. Vincent’s Planet 5th website](#), created by a fifth grade teacher and his class in Omaha, Nebraska, to share their learning experiences with others. The site includes extensive resources related to using handhelds in the classroom.

Under Kids and Teens, the listing for [ABC Education](#) brought up the Australian Broadcasting Company’s education resources. One of these—[Baroque On](#)—provides students with a wonderful introduction to Baroque music including the opportunity to compose their own music. The project explores Baroque musical style by leading users through a series of activities based on two movements from Handel’s *Concerto Grosso Opus 6 No.5 in D Major*.