Technology Integration: Collaborator

Educator dedicates time to collaborate with both colleagues and students to improve practice, discover and share 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, resulting in cultural competency.

**Method Components**

**Components of Collaboration**

Collaboration with colleagues can be inclusive of work completed with colleagues, experts, students, and/or parents. 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 promotes continued learning and big idea development and brings a global view to the classroom.

Student collaboration provides opportunities to guide student objectives, decipher accountability, and promote the discovery and usage of new digital resources through diagnosing and troubleshooting technological 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 parents 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 parents
- 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, thinking skills and self-directed learning.

Examples include:

- Skype interview with a local firehouse
- Virtual field trip of a local business
- Online chat 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

**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 Docs
- Weebly
- Kahoot
- Padlet

**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
- Keep any group posts about the learning and discuss the difference between social platforms and learning platforms

**Supporting Research**


[https://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/](https://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/)


Cronin, C; Cochrane, T; Gordon, A.( 2016). Nurturing Global Collaboration and Networked Learning in Higher Education.  
[http://aut.researchgateway.ac.nz/handle/10292/10959](http://aut.researchgateway.ac.nz/handle/10292/10959)


Resources

Standards

ISTE Standards for Educators
https://www.iste.org/standards/for-educators

ISTE Standards for Students
https://www.iste.org/standards/for-students

Articles

ISTE standards in teacher education: A collection of practical examples

NOTE: the new ISTE Educator standards are only two years old, so current research is minimal.

Integrating Educational Technology into Teaching (6th Edition)
https://wtqbrxbw05.storage.googleapis.com/MDEzMiYxMjI0Qw==05.pdf

Framework: ISTE Standards: A Roadmap

Aspiring School Administrators’ Perceived Ability to Meet Technology Standards and Technological Needs for Professional Development
https://www.tandfonline.com/doi/abs/10.1080/15391523.2016.1215168

What is Successful Technology Integration?
https://www.edutopia.org/technology-integration-guide-description

Technology Integration and Blended Learning
https://www.digitallearning.org/technology-integration-and-blended-learning

Video

Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer
https://www.youtube.com/watch?time_continue=1&v=w6vVXmwYygs

Gwynn’s Technology Integration Playlist
https://www.youtube.com/watch?v=AqLNRKQR3Al&list=PLJHRhVsWVqYskPWJ6-514Fdf3_K1DFFJ7

Teaching Resources

Common Sense Media-Digital Citizenship
https://www.commonsense.org/education/digital-citizenship

Kathy Schrock’s Guide to Everything
http://www.schrockguide.net/
Submission Guidelines & 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

300-word limit

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 collaboration expectations outlined at your school? How do you document your time 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 requested format, if applicable.

Part 2. Work Examples / Artifacts

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 (Peer Collaboration)

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 lesson collaboration with a colleague(s) that is inclusive of digital tool integration. This could be in the form of:

- Shared document completed during a planning meeting
- Transcript of a planning meeting
- Agenda for a 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.

Artifact 4. Virtual Engagement (Collaboration with Local and/or Global Experts)

Annotate and submit evidence of virtual engagement with local and/or global experts. Examples could include:

- Screenshots and chat box conversation of Skype meeting
- Notes and agenda from a planning meeting with experts
<table>
<thead>
<tr>
<th>Artifact 1: Modified Lesson (Peer Collaboration)</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan with changes highlighted and/or tracked is included (prior to integration, inclusive of integration).</td>
<td>Changes are highlighted in the lesson plan but the tool integration neither improves nor reduces the lesson delivery, equitable access and/or student engagement.</td>
<td>Lesson plan is missing digital tool integration and/or has not been revised.</td>
<td></td>
</tr>
<tr>
<td>Changes are highlighted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool integration improves the lesson delivery, equitable access and/or student engagement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2: Evidence of Peer Collaboration</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact clearly outlines the collaborative process.</td>
<td>Artifact outlines a process but doesn’t show evidence of collaboration.</td>
<td>Artifact lacks detail and no real evidence that a collaborative process was followed.</td>
<td></td>
</tr>
<tr>
<td>Artifact clearly shows evidence that all collaborators had a voice.</td>
<td>Artifact clearly shows that some of the collaborators had a voice.</td>
<td>Artifact shows no evidence that collaborators all had a voice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 3: Modified Lesson (Student Collaboration)</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified lesson has at least three changes highlighted based on student feedback.</td>
<td>Modified lesson has only two changes highlighted.</td>
<td>Modified lesson has only one or zero changes highlighted.</td>
<td></td>
</tr>
<tr>
<td>Modified lesson is annotated with teacher reasoning for the modifications</td>
<td>Modified lesson is annotated with the teacher’s reasoning for the modifications.</td>
<td>Annotations are absent.</td>
<td></td>
</tr>
<tr>
<td>Annotations are clearly tied to student feedback.</td>
<td>Annotations are clearly tied to student feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<th>Artifact 4. Virtual Engagement (Collaboration with Local and/or Global Experts)</th>
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Reflection

500-word limit

Please answer the following reflective questions. Do not include any information that will make you identifiable to your reviewers.

1. Describe, using specific examples, how your educator practices and student successes were benefited, or hindered, by the colleague collaboration process and reflection and what your next steps are for future lesson/unit development to ensure digital tool integration.
2. Outline the benefits and difficulties utilizing student collaboration to further develop lesson reflections for current and future audiences.
3. Describe why you chose and how you utilized digital tools in your unit including your background knowledge, new learning, and continued application of the digital tools prior to and after the lesson.

- **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.

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