

Title of Session: Targeting Librarians! Tech Impact on Student Learning

Moderator: Lesley Farmer

Title of File: 20060816targlibrarians

Date: August 16, 2006

Room: Cybrarians Group

LesleyF: Hi, Karen!

KarenL: Hi Lesley!

LesleyF: just chatting about my going to Korea tomorrow.

KarenL: Wow! I was just about to ask you if you have been traveling. . .

KarenL: Is this related to school librarianship?

LesleyF: yes, it's an invited paper for the school libraries section of IFLA.

LesleyF: Intl. Federation of Library Assns., BJ

KarenL: Wow! Congrats!

DavidWe joined the room.

DavidWe waves

KarenL: I'm sure you will do well.

DavidWe: Hi

KarenL: Hi David!

LesleyF: Hi, David. Here to talk about the impact of tech on student learning?

DavidWe: Hi, Karen. How are you?

KarenL: I am well. How are you?

LesleyF: David, remind me of your affiliation

LesleyF: profession-wise

LesleyF: now

DavidWe: I was part of the group of people who started the Math Forum - www.mathforum.org - 13 years ago

DavidWe: I've been using Tapped In since 1997

LesleyF: thanks, now I remember the context

DavidWe: more?

LesleyF: that will do nicely

DavidWe smiles

LesleyF: SO in the issue of tech impact on student learning, what are you interested in discussing

KarenL: Lesley, have you discussed assessment and tech impact?

BJB2: Lesley, got this announcement from CEA today: CEA is pleased to announce the inception of its Highly Qualified Correctional Educator certification in partnership with California State

BJB2: University San Bernardino (CSUSB).

LesleyF: that's a good start. In what way are you talking: using tech to do assessments, or the act of assessment on how well you do technology?

KarenL: the act of assessment on how well we do technology. .

DavidWe: I think the question for me is whether you can show that using educational technology has a positive impact on student achievement

KarenL: That sounds good to me as well.

LesleyF: Yes, that was my original intent in this session.

LesleyF: SO do you have folks who are not convinced of that reality? How do you prove it to them?

DavidWe: How would YOU answer those questions, Lesley?

KarenL: That is what I want to do. . .prove it to them.

LesleyF: well, a safe way to go is to leverage NCLB and use empirical data as a starter.

LesleyF: I just happen to have a set of websites on research about technology.

KarenL: I'm ready to see them. . .

LesleyF: If you go to the file section of this "room" you'll see techresurls.doc

LesleyF: find it??

EmilyW joined the room.

DavidWe: Some years ago there was a guy working at ETS in Princeton, NJ, who presented some research showing that there was some statistical evidence showing the "appropriate" use of ed. tech. DID have a positive effect on student achievement

DavidWe waves to Emily

EmilyW waves hi

LesleyF: Hi, Emily, we're just starting our discussion about tech impact on student learning.

EmilyW: great

DavidWe: I can't recall his name and I think NCLB has tended to push this discussion beyond the back burner

KarenL: Got it. . .

KarenL: Hi Emily!

LesleyF: well, if you look at the ETS site on the info / tech lit test, it's there. I'll hunt it up right now while you're taking a brief look at my list of research sources.

EmilyW: Hi Karen

LesleyF: here is the URL (memorize it by the end of the class; there'll be a test):

LesleyF:

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f1f9af5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=f5b414ee98459010VgnVCM10000022f95190RCRD>

BJB2: <http://snipurl.com/ictliteracyassess>

BJB2 . o O (try that one, Lesley...much easier to memorize)

LesleyF: so, how would you use that research?

BJB2: Karen, don't forget to hold down the ctrl key on your keyboard when you click on the url

BJB2: <http://snipurl.com/ictliteracyassess>

LesleyF: any of the research by ETS-- or listed in the featured file that I talked about a couple of minutes ago.

LesleyF: I assumed everyone was looking at some of the URLs in the file that I featured, Karen.

DavidWe: I'm not really sure how I would use it

LesleyF: I was asking, Karen, how folks might use the research about tech impact on student learning.

BJB2: districts are always looking for justification in spending for tech

DavidWe: and since we've spent something like \$40 billion on tech in the past 10 years

BJB2: this research could be back up material

LesleyF: Soft of the "duh" approach is to share the research findings: in a file such as I did, or feature 1 set of research findings at each faculty meeting.

DavidWe: I think the CURRENT question is how does ed. tech. raise test scores?

DavidWe: I don't know if there is research that addresses that achievement in light of NCLB

LesleyF: Actually, one could dig around and find some studies. Remember that the feds put together an educational technology plan, so they had to include research findings themselves.

LesleyF: <http://www.ed.gov/about/offices/list/os/technology/plan/index.html>

LesleyF: a good source of information that is related to NCLB is the What Works Clearinghouse: <http://www.whatworks.ed.gov/>

LesleyF: for example, video technology was shown to help with Middle School math: <http://www.whatworks.ed.gov/topics/TopicInterventions.asp?EvidenceRptID=03>

DavidWe is interested in that topic

LesleyF: Looking in the "intervention" area is a good way to start. Explore a bit.

BJB2: here is a reality check for those with computers in their classrooms. Got this email today in response to the Tapped In newsletter

BJB2: The public middle school I teach at has zero student computers or computer access for students. However, the classroom I teach in has mold in it because water seeps up through the floor. This is not exclusive to my classroom, but a feature of the entire school, except the admin offices which literally are on a higher elevation. Before the first day of class, I had to clean black mold off of textbook covers using bleach and water, and clean the same off of the inside and outside of storage cabinets in the classroom. After two days in this classroom, my skin is itching and I get a little cough mid-way through the day. Additionally the air conditioning in the room does not work or cool the room. I requested and received a dehumidifier. It was pretty much a dirt-ball when I got it though after I cleaned the filter, it is now removing water from the air. By using the dehumidifier and continuing to wipe down room surfaces with 50% bleach/50%water, I hope to make it through the year without myself or my students getting seriously sick. I do not have health insurance. I can not afford it. My current take-home pay is about \$1650./month and I have an "interim" certificate, am highly qualified according to four required and passed tests. Health insurance is not included in contract. The only way to fix the building is to tear it down. Reading on the internet, other cases of terminally mold ridden public school environments do not evidence a positive outcome for the employee upon making this known to district, environmental consultant, OSHA, local gov, or any other person in a position to take responsibility.

DavidWe: What does "Does Not Meet Evidence Screens" mean?

DavidWe . o O (ouch!)

LesleyF: that means that the reviewers didn't think that the research methodology was rigorous enough.

DavidWe: Lot of negative results on that web page about math, Lesley

DavidWe: yes

DavidWe smiles

LesleyF: it is VERY difficult to do controlled experiments in schools.

DavidWe smiles

LesleyF: Even with negative results, it is important to find out WHY there was a negative correlation so that either the intervention can change or the other conditions for learning can change.

DavidWe: I think an over-burdened teacher is going to have a hard time coming to grips with the VALUE of negative results, IMHO

LesleyF: That didn't stop Edison

LesleyF: so no child learns from mistakes?

DavidWe doesn't believe that Edison was a classroom teacher

LesleyF: fine. so be it.

DavidWe smiles

LesleyF: so what do you suggest as a positive approach?

DavidWe: I think teachers need TIME to learn about using software, the Internet, etc.

KarenL: true. . .

DavidWe: I think they need opportunities with mentors to practice teaching with technology if that is new to her/him

KarenL: and lots of support while using the technology.

LesleyF: but they won't want to spend the time learning about software if they don't see the value, particularly if you say they are already over-burdened. You can't have it both ways.

DavidWe: There needs to be a long-term plan for the integration of technology and there needs to be administrative support for those things

LesleyF: it's not the technology: it's using the technology that has been found to be effective. Technology for technology's sake just isn't going to cut it.

LesleyF: so you have to find the effective uses of technology first, and then provide the tools and training.

BJB2: I think we're all in agreement with you, Lesley

LesleyF: that's why you have to look at what other people are doing.

KarenL: yes. .

DavidWe agrees

LesleyF: So do you think that technology DOES positively impact student learning, and on what basis do you say that?

KarenL: and have these folks documented an increase in student achievement when using the technology?

LesleyF: because it is possible to spend LOTS of time and training on technology, and buying scads of it, and it NOT impact student learning positively.

LesleyF: yes, that's the big question, Karen.

LesleyF: So how can one tell if technology is making a difference in student learning?

LesleyF: here is another source of evidence-based practice:
http://www.neirtec.org/products/techbriefs/index_html.asp

KarenL: good resource!

LesleyF: thank goodness there are still some good rtec center work

LesleyF: so how could you use that information?

KarenL: well, I checked out the evaluation section. That section ask you some questions on the process and the outcome.

KarenL: I could use that section as a starting point to develop questions for assessment.

LesleyF: there =- that can be shared in site council/decision-making groups as a way to discern present school practices -- and then determine what needs to be done to improve teaching and learning.

LesleyF: Here's another rtec paper on the topic:
<http://www.ncrel.org/tech/qkey3/goals.htm>

KarenL: good. . .good. . .

LesleyF: Within a district there is usually someone who has experienced a positive correlation between technology integration and student learning. That person can be observed -- and that person might have already determined what factors that are tech-related lead to student learning. Sort of an action research model.

KarenL: that is a good starting point. It is just a matter of finding that person, hopefully within your school.

LesleyF: understand that part of the impact may be Affective and perceptual -- if kids think they are learning more, and they are more engaged and trying harder because they think they're being successful, there's sort of a self-fulfillment action going on.

LesleyF: self-fulfilling prophecy if you will

BJB2 . o O (better than the 'programmed for failure' attitude that many kids in my school have!)

LesleyF: exactly

KarenL: true, is affective harder to assess?

KarenL: and will the "research base" folks accept affective assessment?

LesleyF: yes, indeed, affective domain is harder to assess. It's mainly done indirectly -- if I am motivated, I am more likely to do my work. If I do my work, I am more likely to learn...

KarenL: wow. . . I see the problem. . .

LesleyF: there are ways to measure the affective domain but it has to be manifested so it can be measured. But not just a satisfaction survey -- "I am 59% happier than before technology."

KarenL: Back to asking the right questions. . .

LesleyF: typical assessment tools are attitude surveys (I choose to read during my free time), ethnographic studies, or even close observation of bodily changes (pupils are larger when someone is looking at something he/she likes; ...)

KarenL: guess I need to look at assessment tools. . . I haven't done that for some time.

LesleyF: but the simplest answer is ASKING teachers -- how do you know the student is learning?

KarenL: Now is the time to check it out.

KarenL: True. . .

LesleyF: we just need to be systematic at how we measure learning -- and the conditions for learning.

KarenL: that too

KarenL: Lesley, you have given me much to think about and to do.

KarenL: Finding the time will be my challenge, but I must make the time because assessment is very important in determining student achievement.

LesleyF: in terms of motivating students so that they can see that tech will impact their learning, there are several techniques: showing how 70% of jobs require tech ability, showing them free sites where they can get tutoring, showing how word processing can be a real time saver in editing --and even first time writing, etc.

KarenL: or using graphic organizers for prewriting strategies. . .

LesleyF: well, one CAN do graphic organizers with paper and pencil or crayon

KarenL: yes, but graphic organizers on computers can be so much fun!!

KarenL: well, at least to my elementary students. . .

LesleyF: I WILL say that I have seen several students who have tended not to be successful in class use Inspiration software to create graphic organizers, and that's been the magic key to get them engaged and thinking.

LesleyF: particularly for upper grades

LesleyF: what I DON'T always see are teachers who have a little tech-spertise who don't know how to leverage the tools for learning. That is the sad bottleneck.

LesleyF: it's a matter of poor instructional design -- which would make a very good topic for next time, I think.

KarenL: yes, I could definitely use some help in instructional design. I need about 2 or 3 weeks on that. . .

LesleyF: so let's talk about it next month, OK?

KarenL: Sounds good to me. . .

BJB2 . o O (got it. Thanks, Lesley.)

KarenL: because I do direct instruction.

LesleyF: I get the feeling that your brain has enough percolating that we don't need to continue to push more assessment today -- at least that's my assessment.

BJB2: Have a marvelous trip!

LesleyF: will do.

KarenL: yes, Lesley have a safe trip. My mind will marinate on assessment. . .

KarenL smiles. Enjoy Lesley!!!

LesleyF: any questions?

LesleyF: Senko hanabi, as they say in Korean

BJB2: safe trip, Lesley

KarenL: which means, good night?

LesleyF: good-bye, I think

KarenL: Senko hanabi!