

Where's the Flashlight?

Below are technology uses found during assessment walk-throughs. Where is the learning task mostly focused? Using color-coded dots, dialogue and classify the following student tasks into literacy, adapting or transforming learning uses of technology.



1. Students, working in small groups, collect information about explorers and then present their findings as an interactive map.
2. Students sort and graph different colored candies using Excel.
3. Students investigate, document and broadcast a multi-media newscast presenting opposing viewpoints on local current controversial community issues.
4. Students make a *Prezi* slide presentation for a topic of their choice, creating three slides and using varied transitions, sounds and/or images.
5. A student group works with a community agency to build a Spanish-based community web site determining, designing, and formatting information needs as well as managing translations.
6. Students post their book reports on self-designed web pages.
7. A teacher shows video clips during her presentation to increase student understanding of topics about the Vietnam War.
8. Students use interactive white board to practice dissecting virtual owl pellets online @ bit.ly/NnRRvD to meet science standards.
9. Students make a video on the history of the Woman's Rights Movement.
10. A state nuclear plant is being closed in three years. Students investigate alternative energy solutions and conservation strategies for their communities, pitching a viable, sustainable solution for legislators to consider.
11. Students use online resource and chat room dialogues with veterans to obtain information for their report about Desert Storm.
12. Students create screencasts [video talk-alouds] as assessment evidence demonstrating what they know and understand about science concepts.
13. Students blog daily chapter summaries while studying their class book, *Charlotte's Web*.
14. Students interact with a digital whiteboard to collectively learn how-to build a budget spreadsheet.
15. Students micro-blog with their literature circles to reflect, ask questions and share related resources while studying *Lord of the Flies*.
16. Students design and print a brochure on a topic of their choice.
17. A teacher uses asynchronous Web 2.0 tools for students to generate reasoning/thinking questions that will organize their class research projects on the topic of immigration.
18. Students create graphic novels about famous artists of the Renaissance Period.
19. Students participate in creating podcasts about their hometown including images that are published in iTunes' *Our City* project along with other kids around the globe.
20. Students role-play characters from their literature book – *The Loop* – engaging in "Facebook Friday" in-character discussions on conflicting issues unfolding between environmentalists trying to save the wolves and landowners trying to save their ranching livelihoods.
21. Students create storytelling docudrama podcasts told AS IF they were one of their community's women who contributed to their hometown along with the lessons learned (by students) from their interviews with these local heroes.