# The Intechgrate Approach to Planning and Scaffolding Technology Integration

## Discussion, Planning, and Reflection Framework

### Step 1: Identify the Core Learning

- What, specifically, do you want your students to learn?

- Is your purpose to help your students acquire knowledge, understandings, or skills?

- What are the learning objectives in your general or technology curriculum that you plan to cover?

- Could technology be useful in supporting or enhancing communication, collaboration, or the construction of understanding?

- What specific needs, barriers, and strengths do your students face that might be best addressed with technology?

### Step 2: Outline the Process

- Over what period of time should this learning take place (single lesson, several lessons, several weeks)?

- How could you find out at the end of the learning process whether your students have learned what you wanted them to learn?

- Is the core learning best assessed in terms of the process of learning or the product of learning?

- What learning engagements would enable your students to achieve the planned core learning?

- What technology tools and approaches could you use to enhance these learning engagements or the learning process?

### Step 3: Plan and Scaffold

- What scaffolding and prior knowledge will your students need to be successful in meeting the core learning objective(s)?

- How would you normally plan to teach this core learning (i.e., without technology)?

- How will your process need to evolve to reflect the integration of technology?

- What additional technology-specific knowledge, skills, or understandings will your students need to be able to use the technology tool(s) you have chosen?

- How will you assess what prior technology knowledge, understanding, or skills your students already have?

- How could you introduce and scaffold the development of technology-specific learning?

- How can you give your students an opportunity to explore the technology in a low-stakes capacity before engaging in the core learning?

### Step 4: Troubleshoot and Try It Out

- Which portions of the planned learning do you feel least confident about?

- What technology-specific problems could you imagine occurring?

- What steps can you take to try your technology ahead of time?

- Do you have a backup plan in place in case the technology doesn't work?

- What are your expectations for student behavior with the technology during the learning process?

- What potential exists for misuse of the technology?

### Step 5: Live the Learning

- What observations could you make during the learning to inform your reflection later?

- How will you communicate your expectations for behavior to the students?

- How could you get help or support during the learning if you face technology issues?

### Step 6: Reflect

- To what extent was the planned process successful in addressing the stated core learning?

- To what extent was technology helpful for students in meeting the core learning?

- What further scaffolding would students need in the future to be successful in (1) the core learning and (2) the use of technology?

- Was the technology integration worthwhile in terms of teacher and student focus versus outcome?