

## TIP Planning Questionnaire

**Instructions:** Answer the following questions in each section below.

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### Phase 1: Analysis of Learning and Teaching Needs

(See pages 55-58 in the textbook.)

#### Step 1: Determine Relative Advantage

What is the problem?	Students dislike writing short stories.
Do technology-based methods offer a solution with sufficient relative advantage?	Yes, "Students like products that look polished, professional."

#### Step 2: Tech-PACK Assessment

What is my content knowledge (CK)?	I have a Bachelor's and Master's degree in literature. I am also well versed in the many ways Microsoft Publisher can be used.
What is my knowledge of pedagogy (PK)?	My pedagogical knowledge, though it can always be improved, is at an adequate level in order to assign this lesson to the class.
What is my knowledge of technology (TK)?	I must find a quick and informative way to teach the basics of Microsoft Publisher to my students.

### Phase 2: Planning for Integration

(See pages 58-63 in the textbook.)

#### Step 3: Decide on Objectives and Assessments

What outcomes do I expect from using the new methods?	"Teachers will observe better on-task behavior in at least 75% of the students."
What are the best ways of assessing these outcomes?	Create a log that records the frequency in which students are on task and provide a questionnaire for students to fill out afterwards. This can help indicate whether or not the technology-based assignment stimulated a new interest in the writing process.

#### Step 4: Design Integration Strategies

What kind of content approach is needed?	The lesson will be a blend of directed and constructivism.
What grouping approach should I use?	Students will work in small groups for this assignment. This is intended to generate collaborative skills as well as a motivator for

	students to take pride in their writing.
How can I prepare students adequately to use technologies?	Since we will be using Microsoft Publisher, I think a mini-lesson in its uses is necessary. Students would need to turn a one page word document (provided by the teacher) into a magazine-like page on Publisher. Such an assignment will help show the teacher whether or not students can use Publisher's various functions with efficiency like, text boxes, columns, borders, image placement, watermarks, word wrapping, etc.

### Step 5: Prepare the Instructional Environment

What equipment, software, media, and materials will I need to carry out the instructional strategies?	Students will need at least one laptop per group with Microsoft Publisher installed.
How should resources be arranged to support instruction and learning?	Voice recognition or predictive text software can be obtained to help students with IEP's.
What planning is required to make sure technology resources work well?	I can personally inspect each laptop that will be used to ensure that it will work properly and has the appropriate software installed. Should something go wrong, the students can use pencil and paper to storyboard their magazine. In this way, their time isn't entirely wasted. The storyboard will provide an outline to accelerate their productivity once the computer works again.

### Phase 3: Post-Instruction Analysis and Revisions

(See pages 63-64 in the textbook.)

This phase normally requires that you conduct your technology lesson so you can analyze how to improve it. However, you will have to "imagine" that you have conducted the lesson in order to answer the questions below. Think critically about your lesson to see where there might be problems, so you can make recommendations for improvement.

### Step 6: Analyze Results

Were the objectives achieved?	Yes, students displayed an excitement and level of enthusiasm that wasn't originally present when the assignment was solely typing stories on Word.
What do students say?	Students like the idea of creating their own magazine with their own work in it. They especially liked being able to show their completed magazine to the class and displaying it for other classes.
Could improving instructional strategies improve results?	Yes, advancing my personal knowledge of Publisher higher can help me provide ideas to students with a desire to create something other than the basic level of magazine.
Could improving the environment improve results?	I would like to allow for a little bit longer with the introduction to Publisher. The mini assignment helped kids that weren't familiar, but it could have helped more with a little more time.

Have I integrated technology well?	Yes, using a desktop publishing software to compliment the stale word process truly revitalized the way this project is perceived and experienced.
How well has the technology integration strategy worked?	Students showed a drastic increase in consistent productivity. The surveys stated what I expected, the students loved the way they were allowed to present their stories. Many felt the expectation to create good work in order to not let their group members down.
What could be improved to make the technology integration strategy work better?	Teaching how to use Publisher plays an instrumental role in how group projects turn out. I need to do everything in my power to perfect this part of the lesson.

### Step 7: Make Revisions

What revisions would you make?	Rather than grouping students with genre, I'd rather comprise groups in different ways. I would like to see how same level groups do as well as groups with varying levels of proficiency. I would like to increase the weight of the mini lesson grade in order to promote students taking it seriously. The lessons gained from the lesson are crucial to the overall project.
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