Technology Representation in Project Work
Teachers

BRAINSTORMING *"What technology might make sense?"*
How have we used technology before? Did it work?
How much time do we have?
How will the students be grouped?
What resources do we have? Technologies, supplies, people?

ASSESSING IDEAS *"Is technology going to enrich the experience?"*
Will it allow for creativity and self-expression?
Is it age appropriate? Content appropriate?
Does it meet the Technology benchmarks?
Do we have enough time?
Do we have the resources (technologies, supplies, people, and skills) or can we get them?

PLANNING *"How are students going to tell their stories?"*
How will students be introduced to the idea(s)?
What examples/touchstones, how-to's, lessons, and mini-lessons will they need to see? When will we do these? Who will do these?
Gather examples/touchstones to show students.
Meet with students either whole group, small group, or individually. While meeting, students will make observations about the examples/touchstones using prompts like "I notice…", "I could do...", "I liked..."
Students can then refer back to this as they make their own representation.
Gather/Schedule resources – technology, supplies, people, how-tos.
Students plan on paper or storyboard their ideas (mini-lessons as needed). The emphasis to students is on "Telling a Story" with a beginning, middle, and end.
Teacher check.

CREATE *"Telling the story."*
Students will write/type all their content, gather resources/artifacts (video, images, text, audio, etc.), and learn what they need to know to create their representation.
Teacher check.
Students will create their representation (mini-lessons as needed).
Students will get feedback from teachers and peers.
Students will make changes (mini-lessons as needed).
Final teacher check.

PRESENT/SHARE *"Sharing the story."*
Get ready for culmination (mini-lessons as needed). Make sure we have all the technology we need.
Practice.
After culmination reflect on the process by both teachers and students.