

## Instructional Strategies: Managing Technology

### Classroom Management of Resources and Technology Access

Technology can play a big part in project-based units. The use of technology enhances the learning experience and allows students make connections to the outside world. It gives students a place to find resources and to create work products. Efficient management of available technology during projects takes planning and organization.

### The One-Computer Classroom

One of the biggest challenges many teachers face is the lack of computers. Even with only one computer in the classroom, there are many ways to use technology effectively to improve student learning.

- Pair students up and set up a daily computer use schedule.
- Try to find time to have open blocks of time for individual student use.
- Use a timer to keep students to their time limits.
- Make sure computer time is used for creating products and doing research. All other pre-planning work should be done ahead of time (storyboards are a good way to do this).
- Use teacher-created templates for students to fill in to save time.
- Display posters using computer terms and commands.
- Make sure computer etiquette and guidelines have been modeled.

In a one-computer classroom, students can conduct research in smaller chunks of time, create work products piece by piece, and send and receive email to outside experts. Time is probably the biggest issue with a one-computer classroom, but through creative scheduling, computer use can happen. For example, allowing students to work on the computer when they have finished with other subject work is a resourceful solution. Another solution is to group students and give them a day of the week for their computer day.

On the designated days, particular groups of students have access to the computer. They can work independently or in pairs depending on the work that needs to be completed. If a computer is open and not being used by a member of the assigned group, anyone can use it until it is needed.

### Learning Stations

Learning stations provide teachers and students a structured way to rotate through a small number of computers during class time. With access to three or four computers, students get more time and extended opportunities to work with technology to create projects. Stations should be connected to one another in a way that makes sense for the students to rotate through in a timely fashion. These stations can be set up so the content they are learning and work they are producing relates to each other. For example:

- Station One: Storyboard planning
- Station Two: Peer reviewing and feedback
- Station Three: Revising and drafting
- Station Four: Computer use to create work products
- Station Five: Computer use: researching, working with experts on the computer, publishing

The amount of time devoted to learning stations depends on how much time is available and the amount of work that will be expected of the students. The important piece in using

learning stations effectively is making sure students are aware of what to do at each station through teacher modeling and monitoring. They should be held accountable for their work with checklists and/or teacher conferencing and have a place to store their works in progress for the next day.

### **Computer Labs**

Computer labs are another way to get students using technology. With the use of computer labs, students are given chunks of time during the week to use computers. With these labs, students must come prepared with the work they need to complete using the computer. Because time is always limited, students need to be able to work independently and efficiently. Depending on how many computers there are, students can work on the computers independently or in pairs. Non-computer learning stations can take place in the classroom beforehand, and the computer station can be saved for the visit to the lab.

### **Resources**

View some Web resources about technology management techniques and ideas.

Ideas for the One Computer Classroom  
<http://eduscapes.com/tap/topic84.htm>\*

The One Computer Classroom  
[www.remc11.k12.mi.us/bcisid/classres/onecomp.htm](http://www.remc11.k12.mi.us/bcisid/classres/onecomp.htm)\*

Management Issues  
[www.stemnet.nf.ca/~jscaplen/integration/english/prep1.html](http://www.stemnet.nf.ca/~jscaplen/integration/english/prep1.html)\*

Classroom Management Techniques  
[www.stemnet.nf.ca/~jscaplen/integration/english/prep2.html](http://www.stemnet.nf.ca/~jscaplen/integration/english/prep2.html)\*

Teaching/Learning Strategies/Approaches  
[www.stemnet.nf.ca/~jscaplen/integration/english/approach.html](http://www.stemnet.nf.ca/~jscaplen/integration/english/approach.html)\*

Strategies to Enable More Independent Work at the Computer  
[www.stemnet.nf.ca/~jscaplen/integration/english/independent.html](http://www.stemnet.nf.ca/~jscaplen/integration/english/independent.html)\*

Diverse Advice  
[www.stemnet.nf.ca/~jscaplen/integration/english/advice.html](http://www.stemnet.nf.ca/~jscaplen/integration/english/advice.html)\*