

Deeper Learning, Student Agency, and Technology Integration through trudacot (continued)

Technology integration should be purposeful. That very simple statement is at the heart of the trudacot template. When we use digital technologies for learning and teaching, those uses should be intentional and targeted and not simply 'tech for tech's sake.' We continually ask the question, '**Technology for the purpose of what?**' With that in mind, we set out to create a template of questions that would allow educators to think critically - and purposefully - about their technology integration.

For example, if a class activity was using learning technologies for the purpose(s) of enhancing personalization or enabling greater student agency and choice, the types of questions that we would ask to see if those purposes were being accomplished might include:

- *Learning Goals.* Who selected what is being learned?
- *Learning Activity.* Who selected how it is being learned?
- *Assessment of Learning.* Who selected how students demonstrate their knowledge and skills and how that will be assessed?
- *Work Time.* During the lesson/unit, who is the primary driver of the work time?
- *Technology Usage.* Who is the primary user of the technology?

In contrast, if teachers wanted students to use technology for the purpose(s) of enabling them to do more authentic, real world work, the types of questions that we would ask to see if those purposes were being accomplished would be different from those previous and might include:

- *Real or Fake.* Is student work authentic and reflective of that done by real people outside of school?
- *Domain Knowledge.* Are students learning discipline-specific and -appropriate content and procedural knowledge? If yes, is student work focused around big, important concepts central to the discipline? [not just minutiae]
- *Domain Practices.* Are students utilizing discipline-specific and appropriate practices and processes?
- *Domain Technologies.* Are students utilizing discipline-specific and appropriate tools and technologies?

Similarly, if a lesson or unit integrated learning technologies for the purpose(s) of facilitating students' deeper thinking, creativity, or metacognition, the types of questions that we would ask to see if those purposes were being accomplished might include:

- *Deeper Thinking.* Do student learning activities and assessments go beyond facts, procedures, and/or previously-provided ways of thinking? [e.g., 'syntheses' or 'analyses' that actually are just regurgitations]
- *Creativity.* Do students have the opportunity to design, create, make, or otherwise add value that is unique to them?
- *Initiative.* Do students have the opportunity to initiate, be entrepreneurial, be self-directed, and/or go beyond given parameters of the learning task or environment?
- *Metacognition.* Do students have the opportunity to reflect on their planning, thinking, work, and/or progress? If yes, can students identify what they're learning, not just what they're doing?

As we hope is evident, the trudacot template tries to get at some specific, concrete 'look-fors' that can help educators think about what they might change. However, it should NOT be used

as a massive checklist of things that should be present in a teacher's lesson or unit. We are finding trudacot to have the most power as an up-front brainstorming, idea-generating, and design tool, not an after-the-fact evaluative tool. We want educators thinking about lesson and unit (re)design in ways that are safe and generative, not worrying about being judged. One great way to do this is to first use trudacot to look at lessons that are not our own in order to minimize educators' defensiveness.

In addition to the trudacot protocol itself, we have numerous other resources and examples of trudacot in practice. We hope that you find trudacot useful to your own technology integration efforts and that it helps you foster rich discussions about lesson and unit (re)design.

The trudacot template is very much a work in progress - help us make it better! The more people that we have looking at and working with trudacot, the more useful it can become. We would love to hear how you're using trudacot so let us know!

<http://dangerouslyirrelevant.org/resources/trudacot>

OR

<http://bit.ly/trudacot>