

**“The Technology Integration Planning Checklist”**

## Assessment of Lessons and Courses

**Phase I: Determining Relative Advantage--Why Use Technology?**

Some elements of this unit would be extremely difficult to teach without technology. With technology, they are not especially difficult for me to teach.	Do I have topics, curriculum objectives, or insights I have difficulty teaching?
	Are any of the above a good match for a technology-based solution?
Technology allows students to compose and publish more efficiently, while interacting with others inside and outside our classroom environment. Without technology, they would have to considerably restrain their goals and would miss out on the extremely valuable community aspects of this project.	What is the relative advantage of the technology-based solution?
Absolutely.	Is the relative advantage sufficient to justify the effort and expense of using these solutions?

**Phase 2: Deciding on Objectives and Assessments--How Will I Know Students Have Learned?**

This unit has a clear outcome: a finished, novel-length draft manuscript. More importantly, students will hopefully demonstrate an enthusiasm and intrinsic satisfaction after completing a large creative project.	What outcomes do I expect of students after the instruction to show me they have learned?
This is a project-based unit.	What is the best way for me to assess students' learning (e.g., written tests, products)?
I will need to create my own rubrics for assigning numeric grades, if necessary.	Do the assessment instruments (e.g., tests, rubrics) exist or do I have to develop them?

**Phase 3: Designing Integration Strategies--What Teaching Strategies Will Work Best?**

Instruction is primarily single-subject, as this is a writing activity. However, the activities and content may become extraordinarily interdisciplinary, depending on individual students' subject matter and interests.	Will the instruction be single subject or interdisciplinary?
This is primarily an individual activity; however, the community of writers is essential and leads to some group and class activities as well.	Will students work as individuals, pairs, small or large groups, whole class, a combination?
The majority of this unit is constructivist in nature.	Should activities be directed, constructivist, or a combination of these?
I have found that this is rarely a problem with this activity, because it is so differentiated. Students may write on any topic, in any style, and can even write in different languages if appropriate.	What strategies should I use to encourage female and minority student involvement?
See unit plan.	What sequence of activities should I teach?
Yes.	Will students have enough time to learn the technologies before I begin grading?
Yes.	Do I have demonstrations of equipment and the software skills student will need?

### Phase 4: Preparing the Instructional Environment--Are the Essential Conditions in Place to Support Technology Integration?

One per student, plus one for teacher.	How many computers and copies of software do I need to carry out the activities?
Unknown – hopefully enough! ☺	How many computers and copies of software are available?
This unit requires daily computer use for 30 days.	Over what time period and for how long will technology resources be needed?
If the class is not scheduled in a lab regularly, then yes.	Do I need to schedule time in a lab or media center?
No, unless the lab used does not include an LCD projector.	Do I need to schedule projection devices or large-screen monitors for demos?
Access to websites that may be blocked by default by my district.	What other equipment, software, media, and resources will I need?
Yes.	Are the uses I am planning legal according to copyright laws?
Yes – the class begins with an internet safety/etiquette unit.	Have I provided for students' privacy and safety?
I hope so. I have had relatively few students with disabilities in my classes, and so am unsure if I have planned for all eventualities. I have excellent resources in my school who will help me if I run into an issue that I am unsure how to resolve.	Have I made all necessary access provisions for students with physical disabilities?
Yes.	Am I familiar with troubleshooting procedures specific to the hardware or software?
Yes.	Have I built in time to test-run an equipment setup before the students arrive?
Yes.	Have I built in time to back up important files? Have I trained students to back up theirs?
Yes – most if not all of these activities can be completed off line or even without computers.	Do I have a backup plan if I cannot use the resources as I had planned?