

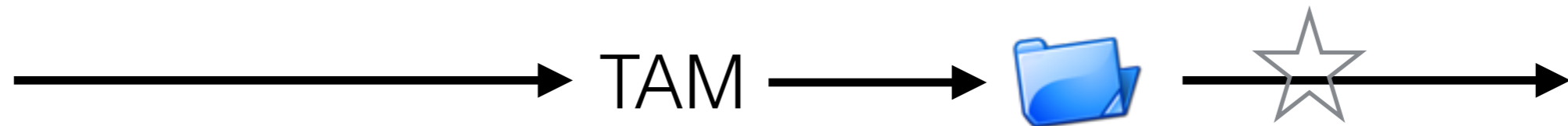
Avoiding Red Herrings: Technology Support that Works

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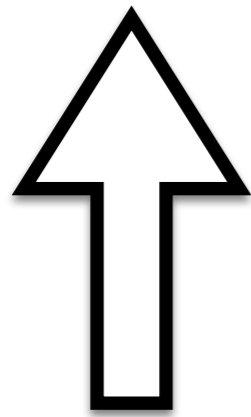
<http://www.hackscience.net>
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The Story Behind The Title



- Obtain & maintain
- Train teachers
- Tech-rich teaching & learning

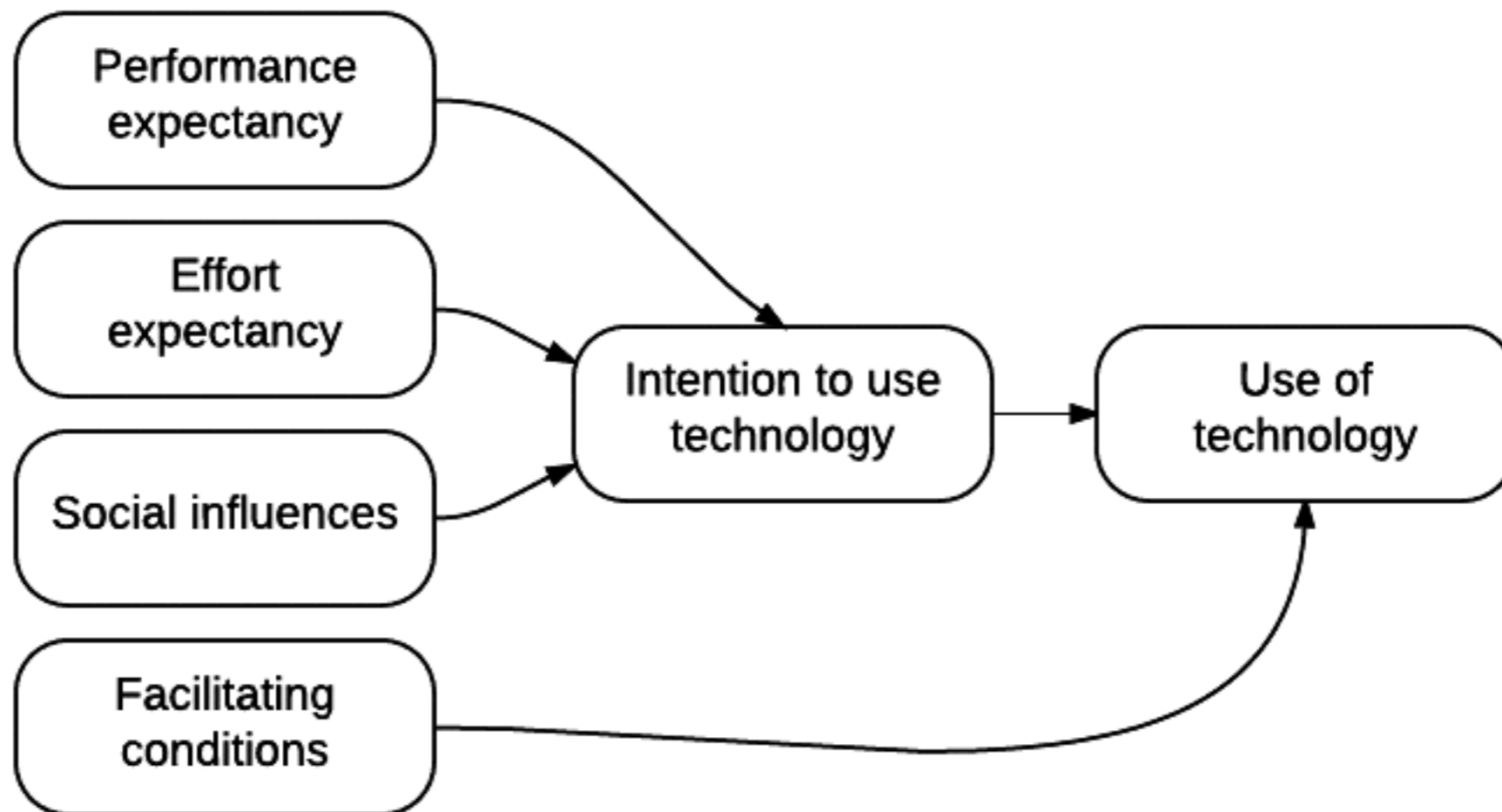
- Public schools in rural New England
- Design/ action research
- “Improve the use of educational technology”



Red herrings in the
practitioner literature

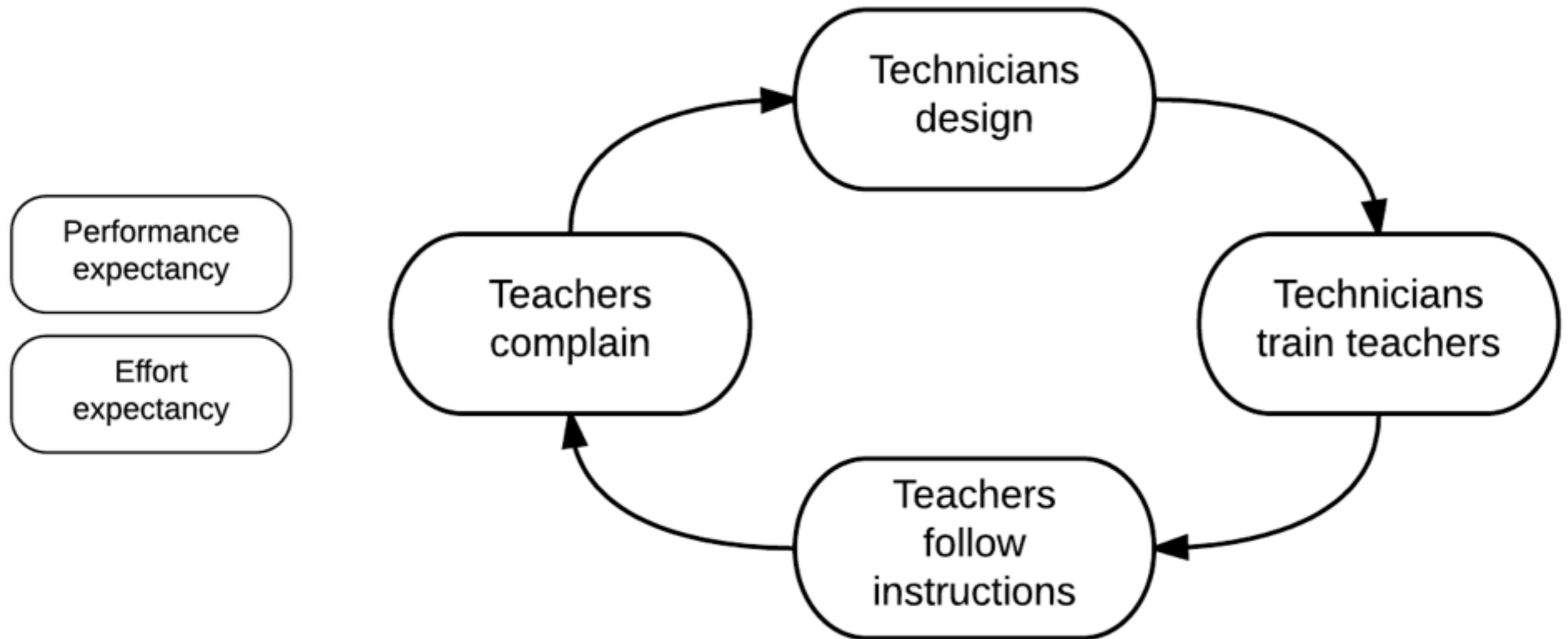
Unified Theory of Acceptance and Use of Technology (UTAUT)

Venkatesh et. al. (2003)



Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478.

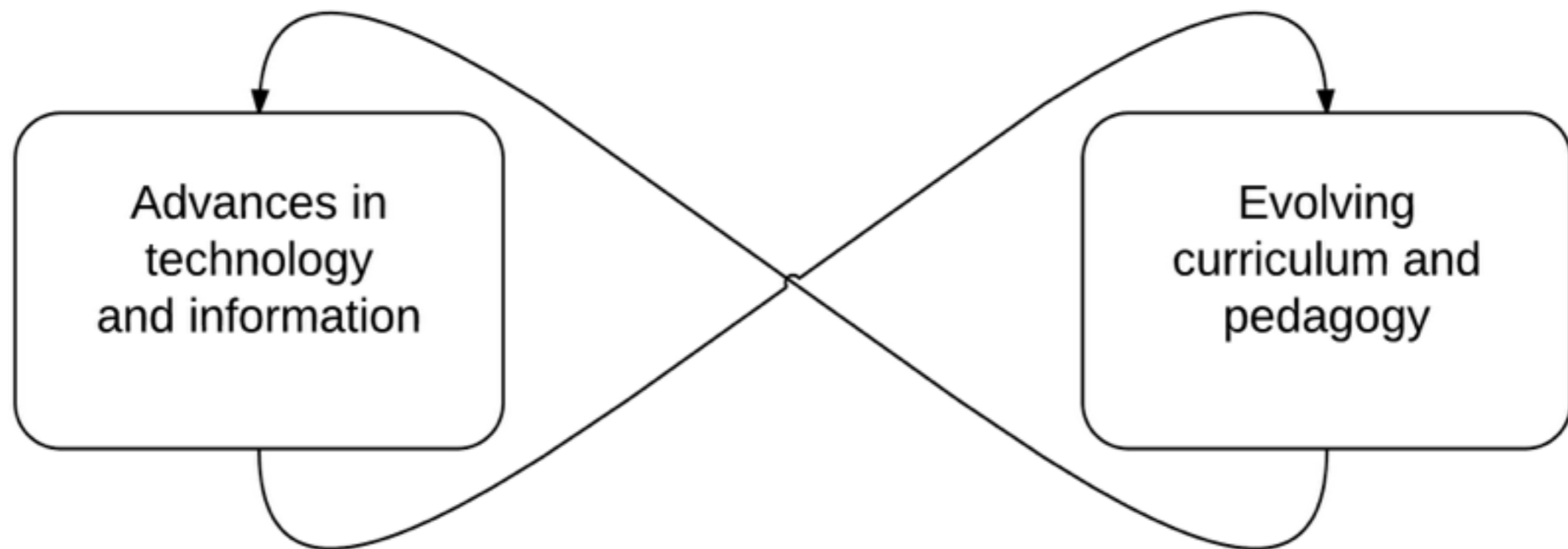
Technology Planning Cycle



Technology Planning Cycle: Lessons Learned

- 1) Technology focus to user focus
- 2) “Competence” for educators
- 3) Perpetual planning

Reflexive Curriculum Design



“Design lessons that are impossible without technology”

Reflexive Curriculum Design: Lessons Learned

- 1) Usefulness is irreversible and quantum
- 2) Teachers advocate for useful technology

“My kids get best-fit lines now.”

“Every student had works cited page.”

- Teachers who participated in reflexive design initiative

Curriculum Repository



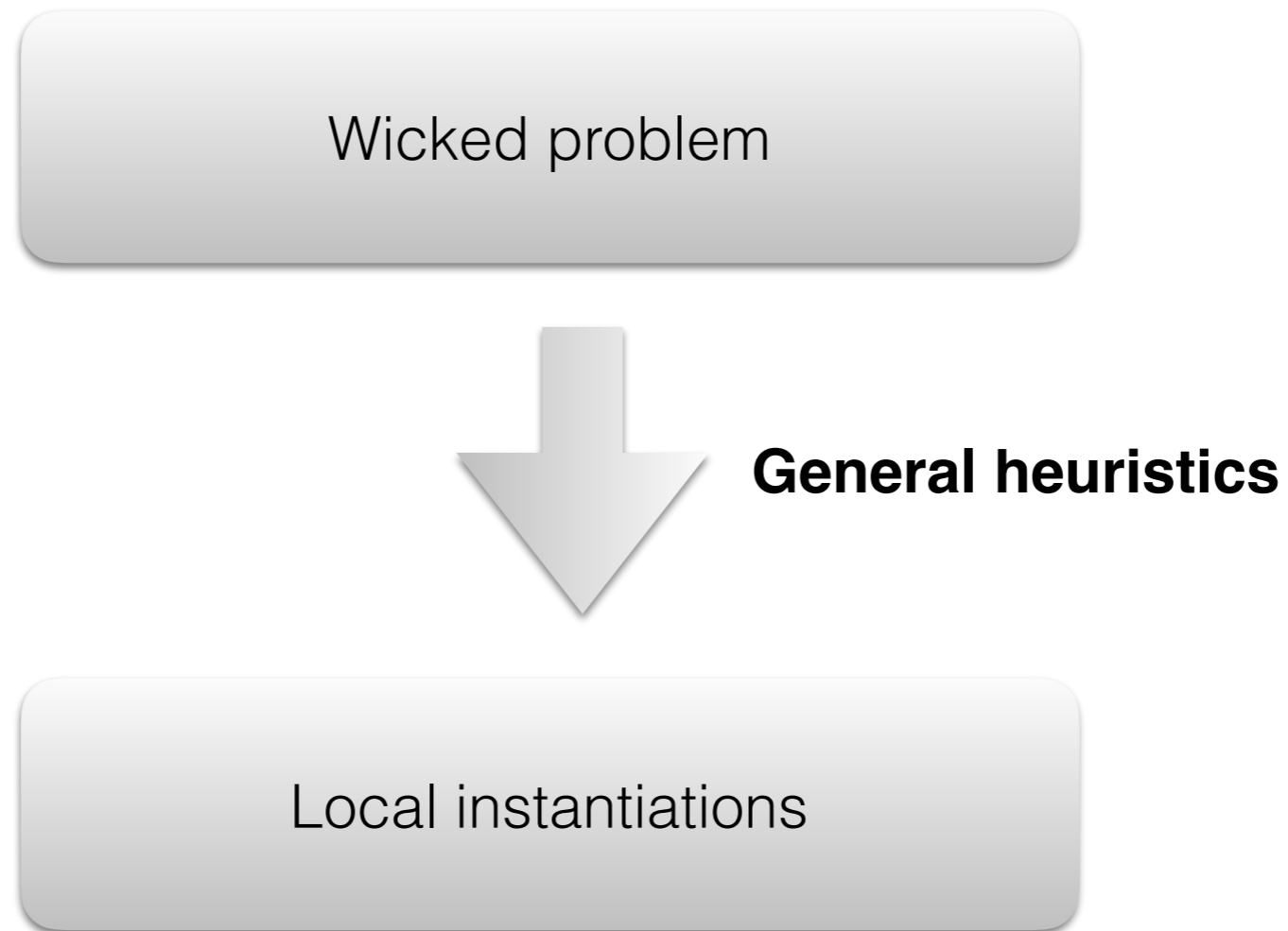
A screenshot of the Rivendell Academy website. The header includes the 'Raptor Space' logo and a login status 'You are not logged in. (Log in)'. A navigation menu on the left lists 'Main menu', 'Navigation', 'RA links', and 'Curriculum'. The main content area features a banner for 'RISD Critical Explorations' with the text: 'Rivendell Interstate School District is focusing professional development on critical thinking. This blog contains some thoughts, reflections, and experiences.' A sidebar on the right contains a welcome message and a 'Calendar' link.

Curriculum Repository: Lessons Learned

- 1) Ease of use affects usefulness
- 2) Social influences are organic
- 3) Contributors - Lurkers - One and done

What Do We Seem to Know?

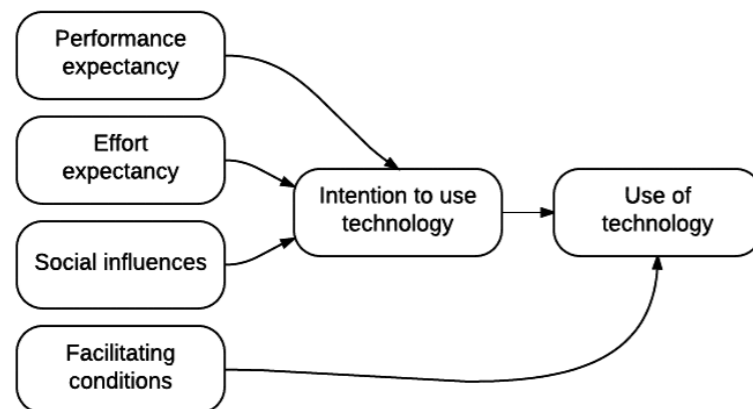
How to solve wicked problems



What Do We Seem to Know?

Technology acceptance **depends on context...**

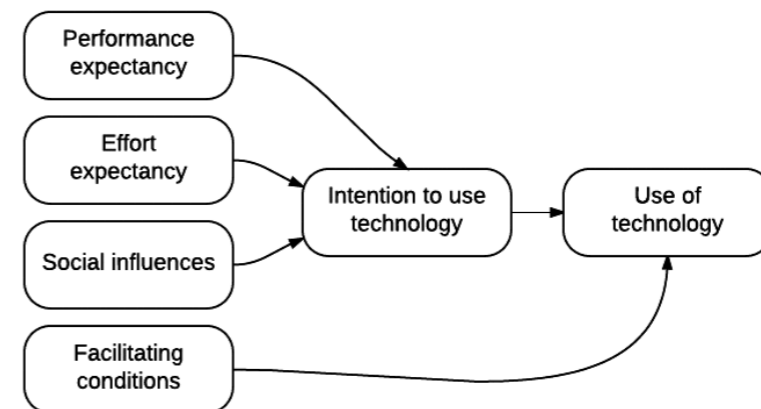
context varies for education more than other populations



“For me”

“For math”

“For administration”



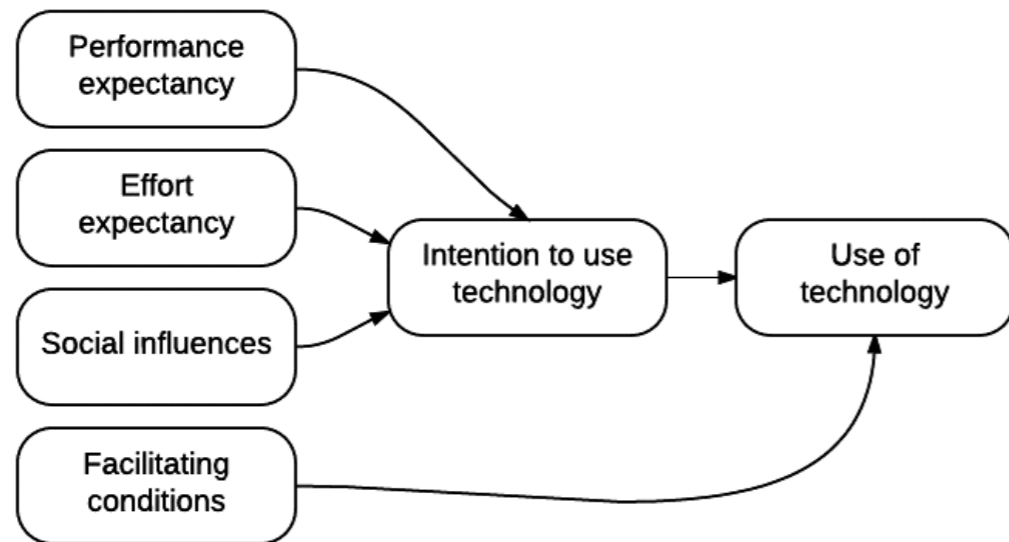
“For my students”

“For language arts”

“For teaching”

What Do We Not Know?

How conceptual artifacts **vary within communities**



“Test prep or authentic learning...”
“What is easy...”
“Peers vs. colleagues”

How do we capture/ negotiate differences?

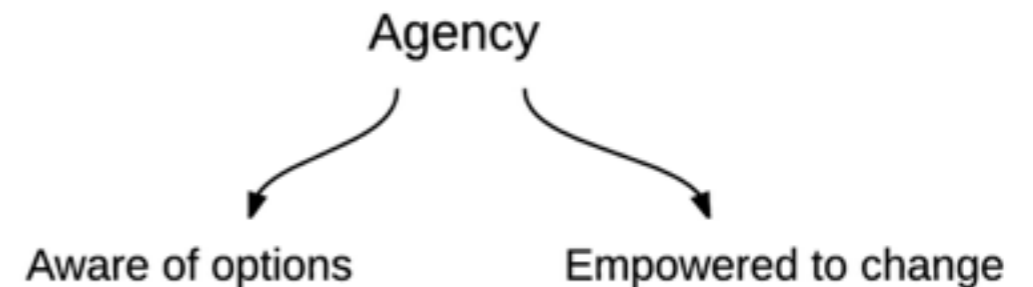
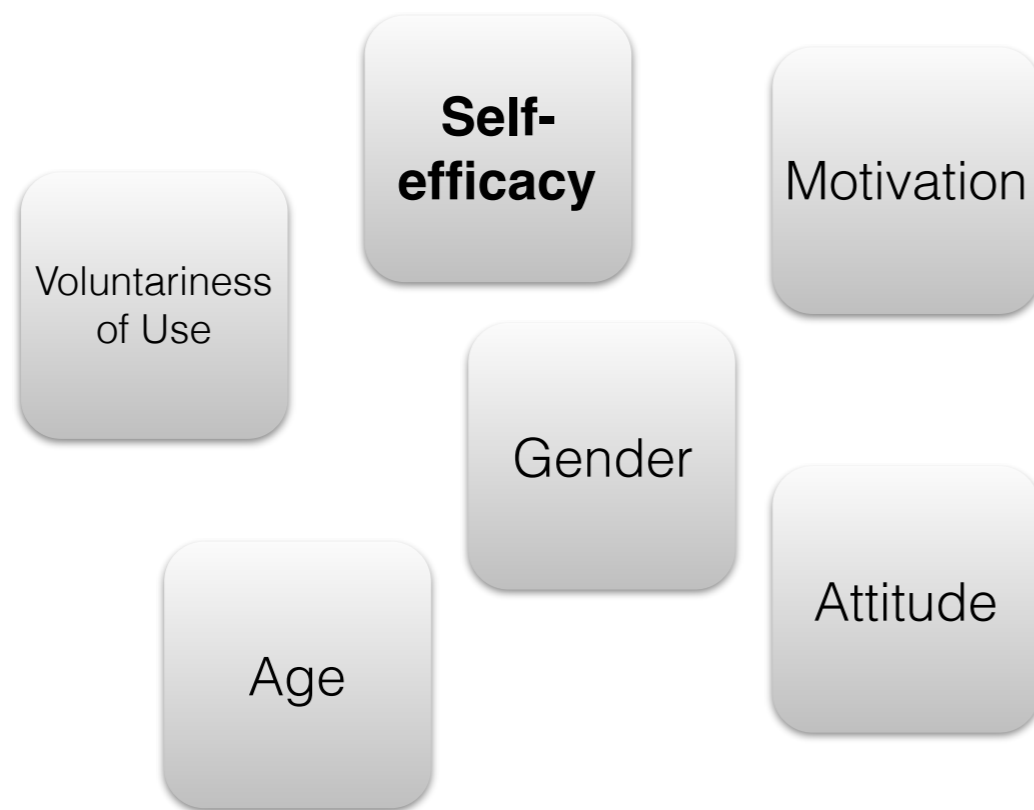
How do we (continuously) observe expectancies?

What Do We Not Know Now?

Is **autonomy** relevant in education populations?

“I may not know technology, but I know easy and useful.”

- Teacher who serves on technology committee

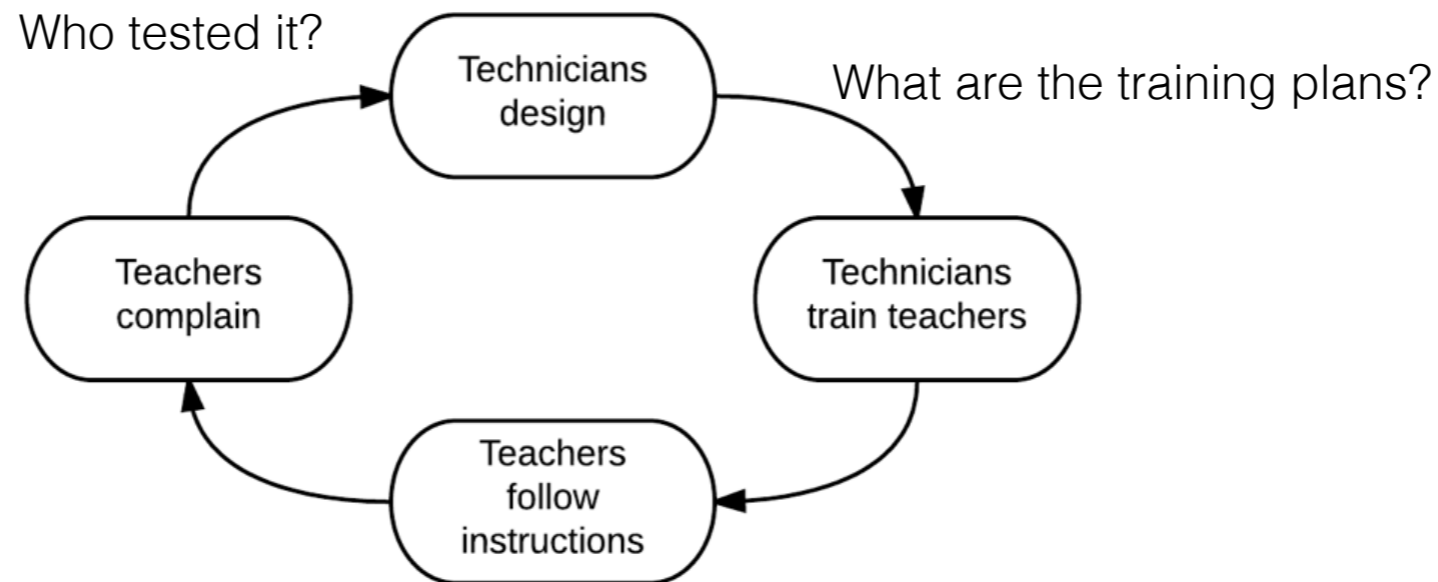


What Do We Not Know Now?

Is leadership a facilitating condition?

“I can ask questions that inform my decision-making.”

- Principal reflecting on the planning cycle



Are you doing it the way you are supposed to?

Conclusions

For practitioners, technology acceptance provides framework to predict and explain “improving technology”

Educators appear to differ from other “TAM populations”

- Context
- Conflicting constructs
- Autonomy
- Leadership