



Chapter III

eTIPs—Educational Technology Integration and Implementation Principles

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WHY A SET OF PRINCIPLES TO GUIDE TEACHERS ABOUT INTEGRATING AND IMPLEMENTING EDUCATIONAL TECHNOLOGY INTO THE K-12 CLASSROOM?

In this chapter of the section, I present a set of educational technology integration and implementation principles, or eTIPs. These principles are offered as an explanation of the conditions that should be present in order for educational technology integration to be effective. The principles are an elaboration of two premises: First, that the teacher must act as an instructional designer, planning the use of the technology so it will support student learning. Second, that the school environment must support teachers in this role by providing adequate technology support. Thinking about these principles while deciding whether or how to integrate technology can help a teacher to take an instructional design perspective while also taking the “technology ecology” of the setting into perspective.

Objectives for this Chapter of the Section

I will begin by discussing these principles more generally. I then offer a specific explanation of each principle and describe what it would look like in a best practice environment. At the end of this chapter I offer questions to ask while following these principles when considering technology integration. I also suggest other ways these principles can be adapted and used to help create the conditions that allow effective educational technology integration.

At the end of this chapter of the section, the reader should be able to apply the eTIPS to his or her own teaching context. The eTIPS questions and examples provide a structure for designing in any K-12 setting.

EDUCATIONAL TECHNOLOGY INTEGRATION AND IMPLEMENTATION PRINCIPLES

Two Dimensions

These principles are organized into two dimensions: classroom and schoolwide. The classroom principles expand upon the premise that effective technology integration requires the time and attention of teachers in the role of instructional designers. Educational technology does not possess inherent instructional value: a teacher designs into the instruction any value that technology adds to the teaching and learning processes. Thus, the three classroom eTIPS prompt a teacher-designer to consider what they are teaching, what added value the technology might bring to the learning environment, and how technology can help to assess student learning. Together these three principles guide a teacher-designer through the important phases of designing instruction and also in considering technology as a part of that learning environment.

Part of what makes teachers' integration activities feasible or not is the level of technology support at a school. The three schoolwide principles focus on technology support features that are present in high-quality technology support programs, the presence of which are correlated to teachers' increased uses of educational technology. These principles describe the implementation environment necessary to support teachers. Together they will help teachers to evaluate the level of access and support available to them in their integration work, which may help to determine whether or not, given their amount of planning time, a particular integration goal is realistic.

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