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Module 3

Phase 1: Case Study

1. Mia problem is she wants to address her approach in multicultural education and develop a relatable approach for her students.
2. The evidence that proves she has a problem is determining what she needs in order to construct a curriculum and lesson around the activities for the project.
3. A relative advantage would be Mia learning with the student's on how to use new forms of technology.
4. Mia hopes this method will be better because the students are interacting with students around the world. Talking and working with them to complete projects and learn about other cultures and geography as well as using technology for communication.
5. The deficits she faces in technology is the limited knowledge and using ability when it comes to digital cameras and online resources. Her content and pedagogical knowledge of the project is good since it is described in great detail and appears that she understands the process of the project and what it takes to be successful.
6. To address these needs for improvement, Mia could contact those who told her about the project and ask for resources to contact other students or go about being successful in the project. She could also reach out to her own school resources when learning about how to research and use digital cameras before beginning the lesson.

Phase 2: Case Study

- Set 1
  1. The product rubric should be used to assign grades based on the country the student is studying and their personal views of what they have taken away from the project. The amount of information that may be provided to the student should also be taken into consideration when assigning grades.
  2. Questions that can be asked include student experience questions; what they liked most and least about the project. Another series of questions could be what the students would have liked to see or what they would add or take away from the project. Or questions that pertain to what else they would like to use this method of learning for.

- Set 2
  1. Mia's approach is primarily directed to instruct students on how to use the internet and email.
  2. Mia could have decided to take this approach based on her student needs and level of learning. This approach also requires to be independent and in control of their own learning.

3. Pre-assessment to measure students' skills and attitudes towards the project should be done before step one. This way she can determine if she needs to make any adjustments based on student's overall skills in technology.
4. Reflecting on previous assignments involving technology and email communications of the students will assist with determine students' levels. Another way for determination would be creating a pre-assessment test using technology and analyzing the data obtained from it.

- Set 3
  1. Resources to be successful may include other work obtained from teachers she met, an example she created, or step by step things that may help them be successful in this project.
  2. Guidelines that should be provided include not giving out their location or address, information about the families, and anything they wouldn't want others to know. Another guideline that should be provided is not sharing personal communication sources like phone numbers, personal emails outside of school email, or social media.
  3. If technology access is interrupted this could be a time that students draft what they will include in their project and what they will talk about. This would also be the perfect time for students to create a layout of their project. Correcting any mistakes they may have and asking questions will also be appropriate at this time.

Phase 3: Case Study

1. A step that could be added to the checklist is a group review of grammar or having student's review each other's work for grammar errors. Another step could be a brief review of how and when to use punctuation. Or allowing the students to use a word processor to check for their errors. This way students can see their mistakes and possibly other mistakes and learn from them.
2. Mia could identify the mistakes in the two groups may struggle with or observe the groups to see what is happening differently. Their troubles could come from little motivation, unsure of the project, limited knowledge of technology, or not wanting to communicate with strangers. Another approach could be just having a conversation with each group to see what or where they are struggling in the assignment.
3. I believe this is not a good idea. Since it is the student's work, the students should produce their work. This way they know that it is their work that is being produced and not changed to meet someone else's standards. Another reason being is the school district may try to modify the work and not give the student's any credit for what they are producing.

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1. Did you find the TIP Model as helpful resource for technology integration? Explain your answer.

   I did find the TIP model helpful because it addresses some concerns teachers may have when integrating technology into assignments. Providing step by step on what to expect when integrating technology can ease the complications of adding technology into the student's lessons.

2. Do you foresee yourself using a model or framework like the TIP model for technology integration? Yes or No? Why or why not?

   I do see myself using the TIP model for technology integration in my classroom because it can benefit myself as my students. The model can assist me with creating projects and determining other technology sources to use when creating these projects.

3. If you responded "yes" to question 2 - Why do you think this sort of model is helpful for technology integration?

   This model is helpful for technology integration because it demonstrates how to integrate technology; giving a step-by-step guideline on how the instructor can start integration before introducing it to the students. The model also gives a guideline in phases on what to expect in each step that is encountered.