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Re-Purposing Technology
Reflection Paper
TE 831
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For this lesson plan I incorporated Lino an online sticky note website and Iphone application. This website is intended to be used for keeping track of notes and appointments. It is an open canvas allowing continual adding and removal of sticky notes. I choose to use this format as a way for students to continually add material being learned throughout a chapter of study. The information is saved automatically and can be accessed from the app or any computer. There are also options for group collaboration allowing the teacher to be able to see and add to student canvases.

Initially I focused on the idea of how to get content knowledge across to students by the use of Lino. This technology does not teach the mathematical content to students, but it does give students the opportunity to work with the content in a different manner. Students have the responsibility of creating text and pictures explaining the content. Secondly, when thinking about pedagogical knowledge we know student interest directly relates to motivation for learning. Middle school students are well versed in different apps and websites so Lino falls into a medium of which they are interested making the learning process more attainable for students. Thirdly technological content is new to the students, but not all the ideas of the website are new. Students are able to navigate the website pretty easily allowing for more exploration to happen than teacher directed instruction. Students are able to take ownership of their canvas and use their creative ideas to make it something that they are proud of. The canvas in Lino is not a means to an end; it is a means of representing knowledge.

One of the affordances of this technology that stood out to me was the ease at which sticky notes are deleted, added, and changed. Students do not need to worry about saving their canvas each time they make a change which is nice for middle school students that may easily forget that step. Another affordance is the ability for teacher access to student canvases once set up. Without having to turn anything physically in the teacher is able to make comments or suggestions on a canvas for the student to see the next time content is added. Lastly, this technology allows students to work continually throughout a unit of study. A completed product does not have to be created initially it can be a work in progress allowing students to adapt and develop their understanding of the material.

Along with these affordances there are also constraints. Setting up the canvases for teacher access takes some time. It requires each student to register for the free website on their own and then invite the teacher to join their group canvas. Initially when trying out different ways for this to work I simply created a group canvas from the teacher login, but then all students are working on one canvas together. Individuality is lost for the activity then. Also, Lino is not set up for mathematical language. Depending on how students try to depict their knowledge of these topics the text does may not transfer the same way. For written explanations Lino will work, but if students are trying to add mathematical examples they may have difficulty imputing those ideas. The technology allows some creativity, but the focus is mostly on the text that students put on the sticky notes. Many other websites allow for more creativity when showing knowledge and understanding of topics. Lastly, the group canvas aspect could be a great addition to the classroom in many different ways; however students have to be taught how to write on these public canvases properly and how to interact with a group. There cannot be removal of sticky notes and group members work from the canvas.

This technology could be used for a variety of different subjects and activities. It could also be used as a classroom canvas of upcoming assignments, projects, tests, and activities occurring. The use of Lino has shown me that not all technology must be used to teach the concepts in the classroom. Technology can be used as a tool for students to demonstrate their understanding of what is being learned. For some students this could be an opportunity for them to be more successful if they have difficulty performing on the standard math tests that are given. This gives the teacher another source for assessment to see what the students have been learning. The TPACK theory allows teachers to experiment with different technologies and adapt them to try and prepare students for the 21st century and prepare them for the world of creating.