

## Technology Use at Mission Valley, USD 330

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### **Creativity and Innovation**

1. *Students have been using programs such as KidPix, Microsoft Works, and a few others to create animated stories, calendars, and personalized projects. There is so much more that our students could be exploring. They could be making trading cards using book characters, new book covers with their own summaries and details, interactive reports using Power Point, original maps, web quests, and so many other projects. Identifying trends and forecasting possibilities are a little harder for me to come up with ideas, do you have any suggestions? Nancy Springer*

### **Communication and Collaboration**

2. *Currently our students do all of their collaboration on hard copies and input one finished product. We do not use wikis or shared applications for cooperative projects yet. The usefulness of students' ability to view and work on projects at the same time would be invaluable in regards to time and aiding in communication. I can see a tremendous potential for learning when communication involves experts and audiences from other global learners. Nancy Springer*

### **3. Research and Information Fluency**

*This is probably the area that our students are most likely to use technology to aid in their learning. Beginning in 3<sup>rd</sup> grade, students start writing reports in which they use technology to plan, locate, and organize information from sources on the web. They learn to cite and credit information appropriately. Students share their product with each other, but have yet to publish on the web. Nancy Springer*

### **4. Critical Thinking, Problem Solving, and Decision Making**

*Our students do not use technology in this area very much. The only project I can think of in which they collect data and explore various solutions or decisions are during story mapping where they plan and manage different scenarios to a story plot. Some other projects to include in this area might consist of authentic math or science problems, collecting and organizing data, creating solutions and results with technology tools. Nancy Springer*

### **5. Digital Citizenship**

*We have had several opportunities to share safe, legal, and responsible technology behavior through our Alternative Day activities (using NetSmartz). The students also have a short unit in computer class at the beginning of the year regarding digital citizenship. In the classroom, I try to model and explain personal responsibility in my own projects as well as what I expect from the students on a daily basis. Nancy Springer*

### **6. Technology Operations and Concepts**

*I would have thought that students would come to school with more knowledge about their understanding of technology systems and applications since they seem to use technology so much compared to what I did as a student, but I find that this is a particularly weak area for most. Most students know one or two applications or systems very well, but are unable to transfer commonalities between the known and unknown. This area is usually taught hands on through discovery while working through projects. When problems occur we discuss possible solutions, apply what we know, and try new ideas.*

Nancy Springer