

Enhancing Learning: Hatboro Horsham High School

Describe the ISSUES (facts, problems, and opportunities) in the case. Look for underlying issues as well as obvious problems the characters face.

- How is technology changing the relationship between students and teachers at Hatboro Horsham High School? What challenges and opportunities might result from this changing relationship?
- One fundamental concern seems to be with using technology in authentic ways rather than simply to use technology. What do you think about the ways the teachers are using technology at Hatboro Horsham?
- What problems did the school address after the first year of the grant?
- The students seem excited about the expanding use of technology. What do you think about the role that student engagement plays in terms of student learning?
- What similarities and differences do you see between Hatboro Horsham and your own school?

Consider the PERSPECTIVE of each character or group presented in the case. What is their unique take on the issues? What informs their point-of-view? What insight do you gain into issues by considering others' opinions?

- What do you think about the principal's comment in the preview that technology is a supplement that does not replace textbooks or lectures? How does his comment mesh with what the teachers are doing in their classrooms?
- How is technology changing the students' views of teaching and learning?
- Natalie Fetterman discusses the relationship of technology to problem-based learning and student engagement. Do you agree with her ideas about how technology can foster different types of pedagogy?
- How are the different content area teachers (ie, science, math, social studies and English) integrating technology in their classrooms? How might content drive technology choices?

What KNOWLEDGE might inform how to address issues in the case? Which sources of knowledge might you consider (professional, experiential, empirical)? What more would you like to know before proposing any actions or next steps?

- In general, what types of knowledge do the teachers need in order to be able to use technology both effectively and efficiently in their classrooms?
- What types of knowledge do students need in order to be able to use technology to support their own learning?
- Hatboro Horsham is making extensive use of technology coaches in each content area. Where might they go to learn more about how to effectively implement a coaching program?

- What knowledge have the faculty and administrators gained over the course of the first year of the grant that will be useful to them and others as they move forward?
- While the math teacher seems pleased with the software program he is using, he does suggest that all software has limitations. How might a school learn about the affordances and constraints of different software programs before investing a lot of money?

What ACTIONS might you recommend characters in the case take to address issues? What possible next steps might occur?

- Ben mentions that the use of technology can be time consuming. What can the principal do to support teachers who are making extensive use of technology in their classrooms?
- Several teachers mention the importance of student “buy in” to what they are doing. What might they do to increase student engagement?
- As they move through the second year of the grant program, the faculty and administrators at Hatboro Horsham have a sense that the program is succeeding. However, what might they do to determine how successful the program is in terms of student engagement and learning?
- Each year, the program incorporates more teachers. What actions will need to be taken in order to guarantee scalability and sustainability?

What are the CONSEQUENCES of proposed actions? What might happen, short- and long-term, intentionally and unintentionally, of following your suggestions? What else might you consider as possible results of suggested actions?

- Students, teachers and administrators all seem aware of an increase in student empowerment through the use of technology. What might be some of the unintentional consequences of this growing empowerment?
- What might be the short-term and long-term effects of increased technology integration on both students and teachers at Hatboro Horsham?
- What lessons can be learned from Hatboro Horsham's experience of the change process, particularly as it relates to the use of technology?
- How might Hatboro Horsham further support teachers who are experts in technology integration?