

Communicating with Technology

Instructional Technology Module Three

Course Description

Involving families, businesses, and other community stakeholders in the school community offers unique opportunities for interaction and dialogue. Part of a 3-credit course in Instructional Technology, this module uses case study to help teachers identify uses of communication technologies across curricular areas and in the school community. Course participants will consider strategies for communicating with stakeholders using available technology.

Competencies

Upon completion of this course, participants will be able to

- Recognize benefits of technology in school communication
- Identify areas of communication improvement
- Develop plans for communication inside and outside the classroom

Materials

All materials are accessed via the [CaseNEX website](#) using the PIN provided and the user name/password you create.

All readings listed can be found by going to *Class Materials*→*Virtual Library*→*Readings (Search)*.

If you do not have the most recent versions of the following software, please download each from the given sites.

- [Windows Media Player](#)
- [RealPlayer](#)
- [Adobe Reader](#)
- [QuickTime](#)

Cases Used

- Manheim Central High School

[Course requirements and grades](#)

Course Schedule

Find session dates by selecting *Syllabus* on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.

Introductory Session

Exploring the CaseNEX Site

Complete these tasks prior to the beginning of Session 1.

Readings

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. Describe your interest in technology or why you are taking this course. (100 words or fewer)

Journal

How might you improve your communication within and outside school walls? (100 words or fewer)

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then 'Click here to create a new message.' Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor's name and then compose your message and hit 'Post Message.'

Session 1

Communication with Stakeholders

Case

Manheim Central High School

Readings

- Getting Connected: How Technology Improves Communication Among Teachers, Staff and Parents
- Meriwether Lewis Elementary School Blog

Discussion

Explore the session's case, identifying areas where school and community interact. Then, discuss ways that teachers at Manheim use technology to communicate with community stakeholders. What **issues** are addressed through the current methods of communication? What communication goals exist for the school? As you respond to your classmates, challenge them to look deeply at relationships between various **perspectives**, including teachers, students, families, the township, and the global community.

Journal

Describe ways you currently communicate with families, and community members. Then, find two additional websites that provide or promote school-community communications. What **actions** do these resources inspire for your classroom or school? What **consequences** might result for students?

Session 2

Communication Across the Curriculum

Case

Manheim Central High School

Readings

- TPACK - Technological Pedagogical Content Knowledge
- Teachers' Technological Pedagogical Content Knowledge: Curriculum-based Technology Integration Reframed
- The Technology/Content Dilemma

Discussion

Choose one of the teachers from the case and think about how their use of technology demonstrates the TPACK framework. What types of technological, pedagogical, or content **knowledge** (or combination of the three) do these teachers employ as they integrate technology? How might differing levels of knowledge affect communication between teachers or between teachers and students? What **actions** might teachers take to bridge any barriers created by differing levels of knowledge?

Journal

In "The Technology/Content Dilemma," the authors point out three **issues** that undermine the successful integration of technology and content and teachers' likely reactions to these challenges. Using the teachers from the case as a starting point, discuss the pros and cons of bringing technology into various parts of the curriculum. Then, describe ways you might use the experiences of others to avoid your own technology/content dilemma.