Technology Literacy: Teach Technology Literacy

Benefits of Technology Literacy Projects

Technology Literacy meets indicators in all six ISTE National Educational Technology Standards for Students (NETS•S)! The projects give teachers the flexibility to address a variety of content standards, learning objectives, and student outcomes. *Technology Literacy* also provides students with the support they need to complete the projects. The projects integrate a number of key principles described below.

Technology Literacy aligns with ISTE NET•S.
Technology Literacy projects are aligned to ISTE National Educational Technology Standards for Students (NETS•S). NET•S address the use of technology to support high-level literacy skills that are valuable across disciplines.

Statement of Alignment
The International Society for Technology in Education completed review of Intel ® Education *Technology Literacy Course* on December 11, 2007, and has determined that it clearly supports implementation of the ISTE National Educational Technology Standards for Students (NETS•S) 2007 in specific, carefully reviewed, and documented ways and substantially prepares participants in the following manner:

NETS•S ALIGNMENT
Meets: 1.a., 1.b., 2.a., 2.b., 2.d., 3.a., 3.b., 3.c., 3.d., 4.a., 4.b., 4.c., 5.a., 6.a, 6.b.

Content standards drive teacher implementation of projects.
The specific content of a *Technology Literacy* project depends on the subjects and topics that students explore while using their high-level skills. Teachers can align the projects to local standards by guiding student inquiry into subjects and topics that address the local standards.

Curriculum-Framing Questions guide the design and implementation of projects.
Technology Literacy projects have three types of Curriculum-Framing Questions that teachers can use to keep students focused on important learning. *Project Questions* are open-ended questions that address enduring understanding of fundamental technology literacy skills and big ideas in the core curriculum. *Module Questions* focus on content and make sure students are developing key technology literacy skills. *Activity Questions* guide student exploration of specific content and make sure students are learning important content. Curriculum-Framing Questions are included in the *Technology Literacy Teacher Guide.*

Students are at the center of the learning process.
Technology Literacy projects engage students in open-ended, authentic tasks. Students are empowered to learn through exploration of content and take responsibility for their own learning. Teachers facilitate student exploration of content and coach students to make sure students learn the intended content as well as develop the intended technology literacy skills. Project work supports the development of both metacognitive and cognitive thinking skills such as collaboration, self-monitoring, analysis of data, and evaluation of information.

Students demonstrate knowledge through a product or performance.
Students complete a task in each of the five activities in a module. Each activity includes an example of the artifact students should create by completing the task. The task completed in the last activity of a module provides a culminating artifact for the module. The culminating artifact of the last module in a project is always a product or performance that advances student expression and ownership of learning.

Projects involve on-going and multiple types of assessment.
Technology Literacy projects include three types of assessment—checklists, rubrics, and quizzes. Each module includes a checklist to help ensure that students complete all tasks in each of the five activities in the module. Each module also includes a rubric that students can use to self-assess their culminating artifacts and teachers can use to assess students' culminating artifacts. Quizzes at the end of each activity help ensure that students learn specific content. Teachers can also use additional assessment strategies with *Technology Literacy* projects, depending on the specific subjects and topics students explore.

Technology supports and enhances student learning.
Students have opportunities to use many types of technology in the development of thinking skills, content expertise, and final products and performances. With the help of technology, students have more control over final results and an opportunity to personalize products. In some activities, students learn key fundamental technology knowledge and skills and then apply their knowledge and skills throughout the remainder of the module and project. Students can use the Intel® Education Help Guide to get just-in-time assistance with technology skills throughout the projects.

Instructional strategies are varied and support multiple learning styles.
A variety of instructional strategies are embedded in each *Technology Literacy* project. Teachers can use instructional strategies to facilitate and differentiate the projects, depending on the specific subjects and topics students explore. A range of instructional strategies ensures that the curricular content is accessible to all students and provides opportunities for every student to develop technology literacy skills.

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