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Expanding Teacher Knowledge: Using Technology with ELs
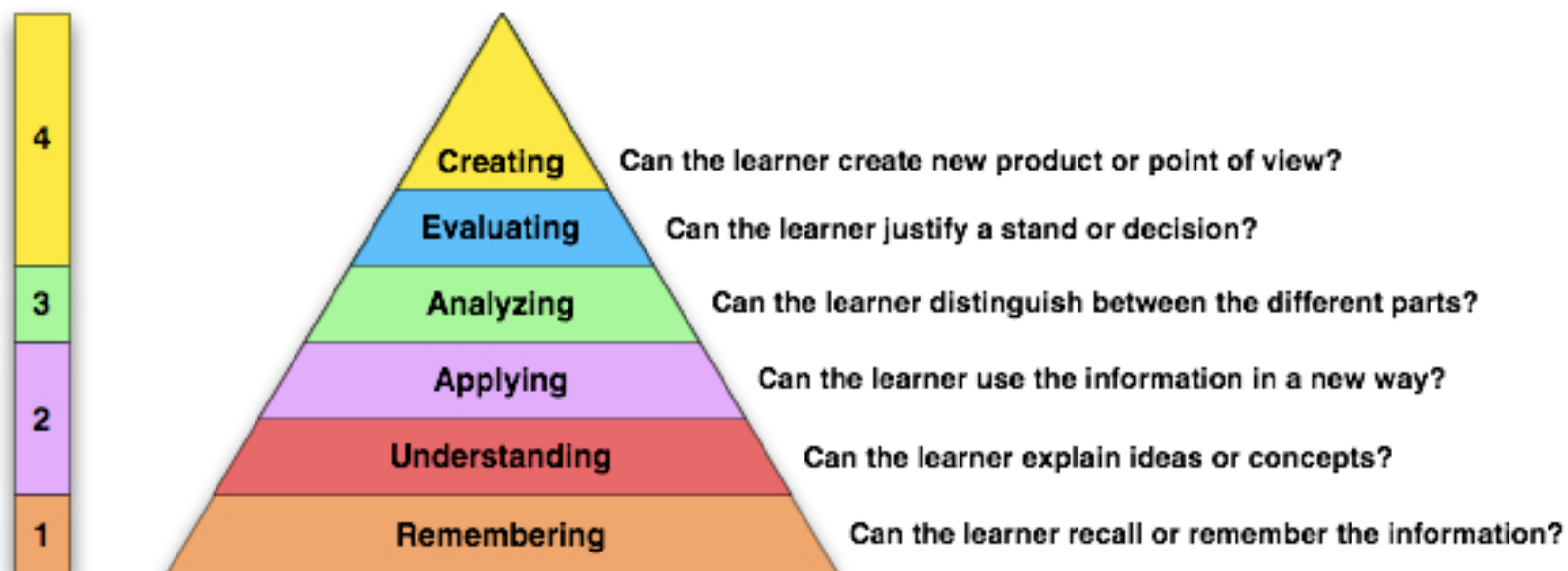
Chapter 9

R. Ban and R. Summers

Power Point by: J. Govoni

Working with a classmate, share ways you have observed the use of technology in the classroom.

Relationship between Depth of Knowledge and Bloom's Taxonomy

DoK Levels — New Version of Bloom's Taxonomy — http://www.odu.edu/educ/llschult/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

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Educators strive to move students on a continuum that leads to higher order thinking and, as a result, if Apps are customizable to different levels of Bloom's Taxonomy or Webb's Depth of Knowledge, they have more potential in the classroom.
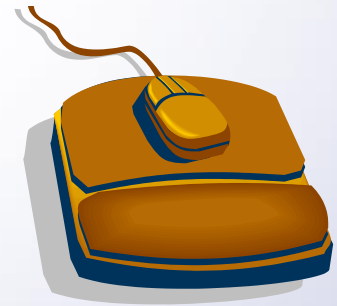
Apps

Working with a classmate, research Apps for

- Productivity (organize lessons, attendance, schedules)
- Instructional (meet students' language & academic needs)
- Language Learning (English and languages spoken in your school community)

Share your findings with the class.

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- Instructional technology has existed for more than half a century; yet, resources for ELs have not (Ban & Summers, 2014).

- Technology is a means for ELs to interact in English in a safe environment and be strategic risk takers as they mediate their language development (Ban & Summers, 2014).

**How do technologies impact language and academic learning for ELs?**

In small groups, define each of the following terms and provide an example for each approach:

1. Differentiated Instruction

2. Differentiated Content

3. Differentiated Process

4. Differentiated Product

All educators must be able to select, adapt, and use technologies to enhance teaching
and learning for all students.

Predict ways that technology will affect student learning in the next 5 years.

Technology-enriched lessons promote autonomous learners and allow ELs to participate on a more equal footing.
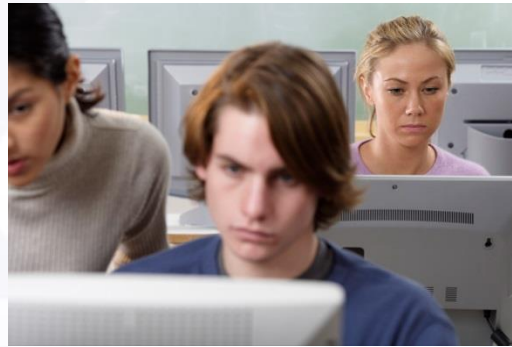
Refer back to the national and state standards at the beginning of Part Three in the text and identify the standards that correlate to Chapter 9.

Describe specific ways to integrate these standards in planning and teaching students from culturally diverse backgrounds.

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