“Why can’t we do this on the laptops”?

How to integrate technology into the daily routine to enhance student engagement

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April 8, 2009
Abstract

“Why can’t we just do this on the laptops?” From podcasts to Power Point, how can a fifth grade intern integrate technology into the daily routine to enhance student engagement? For this inquiry, I have been integrating technology into all aspects of the self-contained fifth grade classroom. Technology was used in all subject areas. Technology was not only used for classroom instruction, but also helped with classroom management and building a classroom community conducive to learning.

Context

As a fifth grade student teaching intern, with the State College Area School District; I have been in a self-contained class for 185 full days. The class is made up of 12 boys and 8 girls. It is a mix that allows all students to get along with one another throughout each school day. Of the twenty students, three of them have a disability that entitles them for Special Education Services. The class is made up of twenty Caucasian. The fifth grade classroom is set up for use with technology. There is a digital projector that has a cord accessible to both teachers’ desks in the room. There is also a screen permanently attached to the wall that can be pulled down. All of the fifth grade students have access to Apple notebooks, as well as a computer lab with Apple computers, located in the adjoining room. There is wireless internet available in our classroom, and throughout most of the school. There are also digital cameras, for photographs and video that can be signed out of the library. Most students have access to the internet at home as determined from a survey administered to the students. My mentor teacher also provides a website that is familiar to the families of students; the website contains access to the required work
the students are to complete each week. All of the students appear to have an interest in technology and have shown excitement when they have had access to activities with technology integrated.

As an intern in this fifth grade classroom with the State College Area School District; I have access to a plethora of technologies. The students each have an Apple Notebook that they are allowed to use while in school. After a few months of using the notebooks the students have an excellent understanding of how to use them, and appear to enjoy using, as shown with a student survey (Appendix A). It is almost daily that a student will come into the classroom and ask if he or she can use the notebook, observations were not recorded of these statements as it happened frequently from the beginning of the school year.

Wonderings and Questions

The students began losing interest in typical writing assignments with paper and pencil...when. The students have morning work, spelling, and Mechanics Usage and Grammar sentences (MUG shots) that they are required to complete as part of the daily routine. The students are losing interest in these items, however these assignments are necessary to be completed and part of the curriculum. This is clearly evident when it is time to go over the MUG Shots; there are a ton of moans, and whines as they come up to the carpet to review the corrections, which have been evident through systematic observations. As a result of these observations (Appendix C) I am interested in how technology can be integrated into these daily routines, as well as the core subjects, to enhance student engagement.

Main Wondering
The focus of my inquiry was technology integration into the classroom. I wanted to find out how many ways technologies could be used to increase student engagement. Throughout my inquiry I wanted to see if technology could be integrated for the work that students completed each week, which became a part of their routine. I also wanted to find out how technology could increase student engagement through the core subjects. I wanted to see if these technologies used on a daily basis effect student engagement.

*How can technology be implemented into the daily routine to enhance student engagement?*

**Sub Wonderings**

*How can integrating technology in the daily routine help a classroom go green by saving more paper?*

*How can technology make it easier to complete the daily tasks?*

*In what ways does using technology help differentiate instruction?*

**Data Collection**

Throughout my inquiry I collected data to examine the benefits and disadvantages of implementing technology into the daily routine. I collected data before, during, and after I started implementing technology into the daily routine.

**Before**

The students in my fifth grade student teaching classroom had a difficult time completing their “morning work”. This was an issue from the beginning of the school year. This often led to my mentor or myself guiding them through the week, with constant reminders to complete their work. Before I began implementing
technology into their daily routine I had to collect baseline data. For one week, I did not guide the students through any of their morning work, and technology was not used. I used systematic observations to record information of their engagement and completed work during this time.

Before I began implementing technology into their daily routine I also conducted a student survey (Appendix x). My plan for the survey was to find the students’ true thoughts, feelings, and issues related with the morning work and technology in general. I wanted to gauge the students understanding of their use of technology within the classroom. The surveys were completed with the use of laptops. I loaded the survey onto my server space and the students were guided to log onto my server space. They then had to open it in Microsoft word, and highlight their answers. Then students submitted their final version to my server space, where I could easily access it.

During

Throughout my implementation of technology I recorded much data to the students’ reactions to the interventions. I did this mostly through systematic observations. However, I also collected data with anecdotal notes, student work samples, teacher samples, and photographs. My goal was to gather evidence to find which aspects of technology truly lead to enhanced student engagement.

Even with experience, technology can be overwhelming for anyone. I did not want to overwhelm the students with all of these new technologies. I was careful to move slowly, and introduce on to two aspects of technology each week.
The very first aspect of the classroom that technology was introduced was weekly MUG shots. MUG Shots stand for mechanics usage and grammar (Appendix XX). The teacher typically writes them on chart paper, and the students are required to write the corrected sentences on their own work sheets. At the end of the week MUG Shots are corrected by editing the sentences with a marker on the chart paper. The first week I began using technology for these MUG shots. I typed all of the sentences for the week in a Power Point presentation, and then used the digital projector to display them on the pull down screen. The colorful Power Points were aesthetically pleasing. At the end of the week I chose to introduce a new way to correct the sentences. I created a slide show, with Power Point, to display the corrections. With each new slide, a correction was highlighted in red. I used systematic observations to gauge a completion rate with the new display (Appendix x).

The next week I began to implement more technologies into the morning routine. I again used Power Point to display the MUG shots; however this week I also included the morning letter in the Power Point. They were both displayed on the same screen, with a color scheme from Power Point. The morning letter was typically written on the black board in the front of the room. In the new morning letter I included a task to complete, and used systematic observations to take notes of who completed the task.

This same week I introduced a new way that students could complete their morning work. The students’ morning work consisted of one Fix it, Finish it, and Stretch it (Appendix x). The Fix It is a single sentence that they must correct for
mechanics usage and grammar. The finish it is a story starter, and the stretch it is a sentence they must add details to make the sentence longer. These activities are assigned weekly as homework. They are typically printed on colored paper, and taken home at the beginning of the week.

The State College Area School District provides both the students and teacher an interactive web program to complete work on. The district calls it SCoodle, however, it is more commonly referred to as Moodle in other districts. This site allows teachers to create several things. I chose to use SCoodle to have the students complete their morning work. I was able to create journals that had the students’ morning work for the week. Instead of taking home sheets of colored paper, the students were now able to complete all of their work on this interactive website. This was new to the students, as it is typically introduced in the sixth grade. Prior to intervention, I demonstrated how they could access it, and told the students they may try it if they would like, and the paper versions were still accessible.

Through the nine weeks of implementing technology into the morning work, I also implemented it into all of the core subjects. When planning, I would use technology in anyway possible to present information to the students, and enhance engagement. I did this mainly through the digital projector. However, I also allowed for student choice with use of technology, in completion of projects in math, science, reading, writing, and social studies. My main goal was to enhance student engagement with these technologies. I gathered data of this through teacher observations, anecdotal notes, systematic observations, as well as student feedback.

After
Nine weeks after gathering baseline data, and administering the first student survey, I provided another chance for student feedback with another survey. I conducted this survey to be able to compare the initial data from the first student survey to the new data collected. I wanted to gauge whether or not the technology had an effect on their engagement, to determine other ways that technology could be used to enhance student engagement.

After the nine weeks I also used systematic observations, anecdotal notes, and student samples to determine whether or not the integration of technology did enhance student engagement and to determine other technologies that could be used to enhance student engagement.

**Data Analysis**

While implementing the new technologies I made sure to collect data accordingly. It was extremely important for me to collect data to show which technologies enhanced student engagement.

The very first data that I analyzed were my systematic observations for the completion of MUG shots and morning work. They were extremely informative, and assisted with getting a view on how technology was affecting the completion of this work. The very first thing I did was compiled it all into a spreadsheet. This made it extremely clear and easy to read. I was able to clearly see the effects technology had on the students’ completion of work.

The next pieces of data I analyzed were the first student surveys. I first looked over all seventeen of the students’ surveys, only seventeen because three students had difficulties submitting it to my server. This also showed some of the
difficulties a teacher might face when trying to implement technology. After observing all of the surveys I chose to select a random sampling of 6 of surveys to look more closely at, including three boys and three girls. I also chose two students who have been high achievers throughout the school year, two average students, and two students who do not achieve as high academically. This allowed me to look more closely at the students input, and get a true gauge of how students feel about using technology.

I then analyzed all of the paper that I saved while implementing technology. I went through and looked back at all of my lesson plans, as well as computer files to determine how much paper that I, as a teacher, saved by integrating technology. I then went through and counted how many students submitted their work electronically as opposed to the paper and pencil format (Appendix C).

I also went through all of my anecdotal notes and student samples from the nine weeks. I used them to gauge both my teaching with technology, and the students’ reactions to the use of technology (Appendix E).

The last pieces of evidence that I analyzed were the second surveys. The second surveys were completed on the last week, and were used to gauge how the students felt after using technology more frequently. These surveys were very informative, and showed a true level of students’ feelings toward technology. The second surveys showed the information of how the students’ feelings shifted after using technology more often. I again narrowed it down to the same six students to be able to look more closely into their submissions.

**Explanation of Findings**
After implementing technology into the classroom, collecting data through numerous techniques, and analyzing this data I have been able to make three strong claims of how technology can be integrated into the daily routine to enhance student engagement.

Claim 1: *When technology is implemented into the daily routine it enhances student motivation, attention, and completion.*

My main wondering was “how could I integrate technology into the classroom to enhance student engagement”. After gathering the necessary data, and analyzing it very closely I have realized there are many ways to integrate technology to enhance student engagement. My data shows that implementing technology into the daily routine and core subjects can increase student engagement.

The first aspect that was improved was the completion of the MUG shot sentences. Throughout the year both my mentor and I would have to constantly stay on top of the students to get them to complete their MUG shots. Looking back in the grading book to dates prior to the inquiry process, the completion percentages were as low as 65% at times (Appendix F). These MUG shots are to be completed on a daily basis, and part of the curriculum. The students have been working on them from the beginning of the year, and it has become part of their routine to come in the morning and begin to work on the MUG shots. However, that did not last long. My mentor and I would constantly remind students to be working on their MUG shots.

On the week February 2, 2009 I stopped reminding the students to work on their MUG shots. I did not write in the morning letter that they should work on
them, and I did not tell one person to work on their Mug shots. I wanted to use this week as a baseline. The MUG shots were written on the chart paper, and hung on the easel in the front of the room. At the end of the week only sixteen of the twenty students turned in their completed MUG shots, when they are mandatory for all students.

The next week, February 9, 2009, I typed the MUG shots into Power Point, and displayed them through the digital projector. This was the first time these were done this way all year. Since I wanted to see how the technology affected the students, I made sure that I did not stray from the baseline. I once again made sure that I did not write that they should work on the MUG shots, and I made sure that I did not tell anyone to. At the end of this week all twenty of the students turned in their completed MUG shots. By Thursday of that week, eighteen of the students had all five of their MUG shots completed, and the other two had four of them completed. This information may have been skewed slightly, because the students were not given as much time to work on their MUG shots, because the writing portion of the Pennsylvania System of School Assessment was administered this week. However with the help of technology, the students were able to put all of the distractions aside and complete their MUG shots sentences.

Since the use of technology was a success with MUG shots, I continued to display them this way. The use of technology proved helpful; during the remainder of the inquiry, all students completed their MUG shots with 100 percent completion for three consecutive weeks and during the fourth week, nineteen of the students
had their MUG shots completed. The twentieth student had four of the five completed; however he was absent one day.

Another way that I integrated technology into the daily routine was with the students’ morning work. The students typically receive five pages of colored paper each week. Each one is different. The papers are their fix it, finish it; stretch it, spelling list, and spelling homework. These are typically due Wednesday, Thursday, and Friday, one each day, whichever the students choose to turn in that day. These pages were available on the class website as well. The students would be able to access them, and print them out. The State College Area School District supplies everyone with the interactive server space SCoodle, sometimes referred to as Moodle. This site is a source accessible only by students in the class, and the teachers. This site allows a teacher to create a variety of resources like journals, chat forums, and even quizzes. This site allowed me to post the students morning work. It also allowed the students to access it, complete it, and submit it all in one place. This site worked extremely well. The first week this was introduced it had a positive effect. After the very first day it was introduced, seven students completed all three aspects of their morning work on the first day, using SCoodle. After the first day, eight students in total completed their fix it using SCoodle (Appendix C). These rates grew over the next five weeks. The second week it was available on SCoodle, eleven students chose to complete their morning work online, and twelve chose to the week after that. The week of March 30, 2009 I wanted to gauge whether or not the technology was effecting the students learning, and chose not to have the morning work accessible online. This did not go over so well with the students. There were
many moans, and a lot of complaining. Nineteen of the twenty students completed their work, however many asked why they could not complete them on their laptops. The week after I gathered the baseline data I returned to using technology for all aspects of the morning routine, and it went over extremely well with the students. On Monday many of the students asked if the morning work would be on SCooodle. When I told them it would be, a few of them chose not to take the paper, because they knew they would access it online. This week fourteen students chose to complete their morning work online.

Throughout these weeks I have been implementing technology into daily teaching in any way possible. I have created lesson plans based around technology. I did this as often as I could. I used technology for math, science, reading, writing, and social studies. I implemented this technology through a variety of media. I used the digital projector in any lesson possible to help enhance engagement. I used Power Point presentations to help display the material, and I used movies to enhance the classroom community.

**Claim 2: Using technology can help a classroom go green by saving paper.**

Using technology has its benefits, and its drawbacks. However, one of its major benefits deals directly with bettering the environment. While integrating technology I tried to save as much paper as possible, and I needed to keep close track of that. I kept track of how much paper I saved in my teaching, as well as how much paper the students in the class was able to save.

In my teaching with technology I have found that a teacher can save 1,110 pieces of paper a year, just that they would use with instruction. If the teacher had
students use technology to complete work, opposed to writing it on paper the classroom, as a whole would be able to save twenty times that.

In my nine weeks I was able to save 1,110 pieces of paper that I would have used for instruction only, by integrating technology. I found this number by taking into account items I displayed with the digital projector opposed to writing them out, and having students’ access sheets through my server space. Appendices

Through the nine weeks an average of eleven students completed their morning work on SCoodle. The morning work consists of five pieces of paper a week. I was able to save an average of fifty-five pieces of paper a week, with having technology optional.

If a teacher were to integrate technology into the morning work alone a teacher with a class of twenty, and 185 day school year would be able to save 3,700 pieces of paper a year. In a school with twenty classrooms the school could save 74,000 pieces of paper a year. If technology was used, for the morning work alone, in an entire school district of seven schools 518,000 pieces of paper a year. These figures were based on considerations and use of morning work for the fifth grade classroom I collected data in.

**Claim 3: Technology can be used to differentiate instruction**

I believe differentiating instruction for all learners is one of the most important parts of planning. A class is made up of a group of unique individuals, all having their own strengths and needs. Technology can be an extremely useful tool while differentiating instruction.
The MUG shot sentences that are part of the morning routine were typically written on one piece of chart paper. This became an issue with students who sat towards the back of the room, and even students with slight vision impairments that sat near the front of the room. This was an issue for students all year, and required many students to take a clipboard and sit on the carpet to complete their MUG shot sentences. There was no specific data collected on the frequency of these trips to the carpet, but it happened on almost a daily basis for some students.

Throughout the nine weeks of collecting data, on how to integrate technology, there was only one instance that a student needed to move to be able to see. For every week that I projected the MUG shots on the board there were no issues of students not being able to see. Every student, regardless of vision clarity, was able to complete their assignments from their seats. The one instance a student came to the carpet over these nine weeks was because the student was behind, and felt he could work better from the carpet to catch up.

Technology also allows for differentiation through student choice. For a science unit on invertebrates I allowed the students to research a specific phylum, and present them to the class with whatever media they would like. Some of the students chose to use Power Point, I Movie, and Podcasts. The students worked in groups to complete these projects, and then presented them with the use of the digital projector. The students were allowed to choose any program they would like to create the project, and I also gave short demos on how to use the programs they chose. The presentations were aesthetically pleasing, and the students worked extremely well completing them.
Reflection and Future Implications

Using technology to enhance student engagement was a great way for me to grow as a teacher. I have learned a lot about myself, and my teaching while trying new instructional techniques in the classroom. There were many successes with the use of technology; however, with everything there were the struggles. Luckily I did not face anything that could not be worked out while implementing technology. It was a great experience, and plan to continue to use technology in my teaching. Technology is something that is always changing.

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# Student Survey

Please rate on a scale of 1-3 (3 Yes/Always...2 Sometimes...1 No/Never)

## Morning Work

I enjoy morning work ........1......2......3.....
I enjoy Fix it.........1......2......3.....
I enjoy Finish it.........1......2......3.....
I enjoy Stretch it........1......2......3.....
I complete my Fix it.........1......2......3.....
I complete my Finish it.........1......2......3.....
I complete my Stretch it ........1......2......3.....
I understand why I complete Fix it, Finish it, and Stretch it ........1......2......3.....
I access the morning work on Ms. Andrews's Website........1......2......3.....
I would like the morning work to be completed in a different way ........1......2......3.....
I would like to type the morning work on the laptops in school........1......2......3.....

## MUG Shots

I enjoy MUG Shots........1......2......3.....
I always complete at least 1 sentence per day........1......2......3.....
I always complete at least 2 per day........1......2......3.....
I complete all my MUG shots the first day I get them........1......2......3.....
I always try to complete the MUG shots as soon as I have time........1......2......3.....
I often have to complete the MUG shots last minute before they are due........1......2......3.....
I follow along when Mr. Sherman corrects the MUG shots........1......2......3.....
I correct my MUG shots when Mr. Sherman does........1......2......3.....
I would like to have MUG shots to be completed in a different way ........1......2......3.....
I would like to type the MUG shots on the laptops in school........1......2......3.....
I understand why we complete MUG Shots........1......2......3.....
I understand how MUG shots would make my proofreading, editing, and writing skills better........1......2......3.....

## Spelling

I enjoy spelling as a whole........1......2......3.....
I enjoy taking spelling pretests on Mondays........1......2......3.....
I enjoy taking spelling tests on Fridays........1......2......3.....
I enjoy completing the spelling homework every week........1......2......3.....
I complete the homework every week........1......2......3.....
I often forget to complete the spelling homework........1......2......3.....
I always study for spelling tests........1......2......3.....
I enjoy studying for spelling tests........1......2......3.....
I understand why we have spelling every week........1......2......3.....
I enjoy being able to spell words without looking in a dictionary........1......2......3.....

## Technology

I enjoy using laptops in school........1......2......3.....
I enjoy looking at things on the projector at school........1......2......3.....
I use the Internet at home........1......2......3.....
I access Ms. Andrews's website from home........1......2......3.....
I access Scoodle from home........1......2......3.....
I enjoy online videos........1......2......3.....
I enjoy music while I complete my homework........1......2......3.....
I would enjoy listening to music while I were completing work at school........1......2......3.....
I prefer to type final drafts, rather than hand write them........1......2......3.....
B Student Survey 2

Student Survey 2  
Please rate on a scale of 1-3 (3 Yes/Always, 2 Sometimes, 1 No/Never)

I enjoy Fix It...1...2...3  
I enjoy Finish It...1...2...3  
I enjoy Stretch it...1...2...3  
I enjoy Spelling...1...2...3  
I enjoy MUG Shots...1...2...3  
I prefer writing morning work...1...2...3  
I prefer typing morning work...1...2...3  
I prefer emailing morning work to Ms. Andrews or Mr. Sherman...1...2...3  
I prefer completing my morning work on scoodle...1...2...3  
I access my spelling list from scoodle...1...2...3  
I prefer working on morning work from my computer at home...1...2...3  
I like to complete morning work on the computers in school...1...2...3  
I prefer reading the morning letter written on the black board...1...2...3  
I prefer to have the morning letter projected on the screen...1...2...3  
I prefer the MUG shots hand written...1...2...3  
I prefer the MUG shots projected on the screen...1...2...3  
I enjoy using the laptops for anything...1...2...3  
I enjoy completing projects with the laptops...1...2...3  
I prefer the MUG shots corrected with the “smarter board”...1...2...3  
I prefer typing writing assignments...1...2...3  
I prefer to write out assignments...1...2...3

C Systematic Observations

<table>
<thead>
<tr>
<th>Technology Implemented</th>
<th>Before Baseline</th>
<th>Baseline</th>
<th>Week 2 PSSA Writing 2/18/06</th>
<th>Week 3 2/23/06</th>
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</thead>
<tbody>
<tr>
<td>Completed MUG Shots Turned In Friday</td>
<td>17</td>
<td>16</td>
<td>20 to 10 Yes/No sentences left</td>
<td>20</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needed better data collection, not all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Morning Work Turned in (3) | As low as 15 with teacher motivation | 17 | After first day 7 students finished all 3 if had fix it done |

D. Paper Saved

| Mug Shots | 28 |
| Pictures | 9 |
| Survey 1 | 63 |
| Survey 2 | 40 |
| Sci Projects | 40 |
E. Anecdotal Notes

2/23/09 Morning Work on Scoodle just to Try After first day 7 Students completed all 3 8 finished their fix it

2/24/09 MUG shots dark color difficult to see

2/25/09 Trying to display multiple charts that students will add onto through the unit can be difficult to display at all times, as well as update opposed to chart paper.

3/23/09 Letter and MUG shots all students read letter, and took pages as assigned, 2 had all 5 sentences completed at 8:52. 3 had the first 4 done and only one “student” did not have one done, and began to work on them at 8:54. Student M absent had all three morning works completed on Monday

4/1/09 At least 1 due, 9 all three done 4 of 9 HW club, 3 forgot to hand in

4/3/09 Before school 2 students missing morning work, 5 missing spelling

2 students on carpet doing MUG shots, 5 students did not complete MUG shots, only 8 students volunteered to write

Student “Why cant we use the smarter board?”

“The Mug shots aren’t done because they weren’t projected”

4/6/09 Back to tech. 8:52 all but two students working on MUG shots, 1 student was doing nothing, and one other waited to get breakfast and was eating that late
Some chose to not take paper when they knew it would be offered on SCoodle.

F. Past Morning Work Completion

1. Before Baseline
2. Baseline
3-ON Technology

![Completion Chart]

G.

**Calendar**

January
- Jan 26- Conduct Student Survey

February
- Feb 2- Gather Baseline Data
- Feb 9- Integrate Digital Projector For MUG Shots
Feb 16- Introduce “Smarter Board” For correcting MUG Shots
Feb 23- Morning Letter and MUG Shots Projected, “SmarterBoard” Correction
Introduce Scoodle For Morning Work
Check for increase of work completion among all students
Integrate use of technology for all aspects aspect of morning work

March
3-2 Data Collection Continues, introduce music into morning letter
3-2 Integrate technology for all aspects of morning work and spelling where possible, try to get 75% of students completing it online
3-7 Integrate technology (Scoodle) for all subjects possible
3-14 Begin use of SCoodle for journal entries
3-21 Introduce technology across all subject areas
3-28 Continue to introduce technologies and monitor student engagement

April
Complete data Analysis and begin making claims based on evidence.
Prepare Paper for presentation
Continue to integrate new technologies into the curriculum

Works Cited


This is an excellent source for my inquiry project. It is a website that is made for teachers. “4Teachers.org works to help you integrate technology into your classroom by offering online tools and resources. This site helps teachers locate and create ready-to-use Web lessons, quizzes, rubrics and classroom calendars. There are also tools for student use. Discover valuable professional development resources addressing issues such as equity, ELL, technology planning, and at-risk or special-needs students.” I really like this site for a source because it lists a lot of examples of how to protect students while on the internet, which is one issue I will face with my inquiry project when it comes to online blogging.


This article was created by Western Kentucky University associates. This article is extremely informational, and contains a lot of facts based on students achievement related to technology integration. The authors looked into a program that is available to all Kentucky School Districts. It is Read and Write Gold, a program which is online based and designed to help students with both reading and speech. The authors found that students who did not
use the program did not achieve as high as those that did. This site is extremely useful to me, because this program is one example of how to integrate technology into language arts. The source is excellent because it is outlined, and has numerous charts and graphs for data.


This article is an extremely useful source for information on integrating instant messaging to support learning. The author used instant messaging for a variety of topics within their classroom. There are numerous examples of how it helped students with homework outside of school, as well as class work they are completing in school. This will be an excellent source for me to use, because integrating instant messaging can be extremely helpful to students, as well as keeping them engaged. Instant messaging is a way that I can have students communicate with me to make it more interesting and engaging. The article is very easy to read, with bold headings that make it easy to navigate through the article.


This article is an incredible source. The author researched the use of music to be integrated with children’s literature. He discovered this skill is not only fun for students musically, but that it also helps develop their reading, writing and vocabulary. These basic ideas can be easily used with technologies. In the fifth grade classroom the students have access to I Movie, I tunes, and Garage Band. All of which can be used to integrate the use of music and children’s literature in the classroom. These programs can be used to engage students during text re writes, or videos that allow the students to demonstrate an understanding of the subject. This article is very useful because it has many connections to the classroom, as well as specific ways to integrate music into the core subjects.

This is an excellent source for my inquiry project. It is a case study based on what I feel is me. It is having pre-service teachers integrate technology into the classroom. The Author has many articles published on the ERIC database. This article addresses many issues associated with integrating technology. The author discusses many of the obstacles teachers face while trying to integrate technology into the classroom. The intended audience of this article is most likely teachers, or anyone who is interested in integrating technology into the classroom.


This is a great source for my inquiry project. It is a website, made by a secondary science teacher, with over thirteen years of experience. On the site she lists different ideas of how to integrate technology. She aims the website towards other teachers, she even provides links to sites with free online sources for teachers, such as free web pages, and sites to load documents onto. This author seems to have a presence of mind for the students, by listing things that she has tried in a classroom with technology to make it more engaging for the students. The only issue with this site is that it is not regulated by any organization, and there is no proof that the site is accredited.


This is an extremely resourceful article. The authors are from the education department at La Trobe University. The article has a lot of information about integrating pocket pc's into classrooms. This works well for my inquiry because pocket pc's and smart phones are some of the newest technologies available. The article shows that teachers that integrate these pocket pc's into the classroom were extremely successful. The article also has sections based on aspects the pocket pc's were used, as well as both teacher and student attitudes of the new technology being used. This article will be very useful because it is broken into sections, with a clear outline at the beginning of the article. This article is focused toward teachers who want to integrate the newest technologies, as well as anyone interested in working with these technologies.

This article is a very resourceful one. The study was done for students in both a regular classroom and students that participated through online lessons. The study found that students that participated through online lessons scored slightly better than those who did not. This article is extremely useful for my inquiry project, because technology is used for these online science lessons, and they are something that I can integrate into the classroom to give the students a new experience, as well as a chance to learn about new technologies. This article also has numerous charts and graphs with a lot of information that can be extremely useful.


This article is going to be an extremely useful source. It is the write up of a project that was led by the well known psychologist Howard Gardner. He researched the ethical and social norms associated with young students and the Internet. He researched how children who use the web in a variety of social ways develop. He took into account the use of social networking sites, instant messaging, Wikipedia, blogs, and online games. The article will be extremely useful for me, because I plan to integrate many of those aspects of the Internet into the curriculum. Having information from a well known psychologist will make it that much better and safer for the students. The article is very easy to read, and has heading for a variety of topics.

Interview with Jane Steff Wednesday February 18, 2009. (Steff, 2008)

Provided info on SCoodle. Helped to set up account for class SCoodle space. Offered insight for the remainder of the inquiry process.