Leading with Technology: Introducing TPACK into a Faculty Meeting
By Robb Arndt

Setting: Full-faculty meeting
Time: 1 hour
Needs:
- Projector & laptop
- 6 blown up pages of "Lesson Planning Guide for Teaching with Technology" (Figure 1 - found via October 13, 2014 "Teacher Ed Chat")
- 6 markers
- 6 classroom teachers (1 from each department: English, History, Math, Science, Programming, and Human Development)

Objective: Introduce teaching and administrative faculty to the TPACK framework and encourage collaboration amongst small groups of faculty, while exposing all faculty to the goals of TPACK and the ideas of their colleagues.

Preparation: Recruit a classroom teacher from each discipline (English, History, Math, Science, Programming, and Human Development) and ask them to select a past lesson that they think can be improved (possibly using technology but not a necessity). Introduce them to the basics of TPACK and SAMR so they can provide some guidance to their smaller groups. Send "TPACK Explained" () to all faculty to read in preparation

Agenda:
- Review of 8 pages of "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge" and introduction to TPACK (Context, Pedagogy, Technology); possibly incorporating "TPACK in 2 mins" YouTube video – 5 minutes
- Split into 6 groups (each led by teacher of that discipline): English, History, Math, Science, Programming, and Human Development – 2 minutes
- Challenge: Group leaders introduce past lesson and their reasons for selecting this lesson: 5 minutes
- Full Group Work: Using the "Lesson Planning Guide for Teaching with Technology", identify the context (subject matter) and pedagogy (how). Discuss possible alternatives to the method of pedagogy (technological and otherwise). List all ideas on the "Lesson Planning Guide". – 15 minutes
- Group leaders briefly introduce levels of SAMR and ask groups to identify the level of SAMR into which each alternative falls – 10 minutes
- Group Debrief: Each group shares their original challenge and selects one or two of their alternatives that they created, as well as the corresponding SAMR level into which they decided it fit. – 25 minutes

Learning Outcomes:
1. Receive an introduction to the TPACK and SAMR frameworks
2. Participate in an introduction to using the TPACK and SAMR framework to design a lesson plan

3. Hear how colleagues used the frameworks to handle challenges in other disciplines

Ideally, the "enduring value" of this professional development opportunity is as full-faculty introduction to the TPACK and SAMR framework. I chose to focus this introductory activity on TPACK as I believe that in order to maintain a missional thinking approach, it is important for everyone to understand that content and pedagogy must come first, while considering how technology can improve the accessibility of both. The full-faculty aspect of this introduction enables a variety of perspectives and possible solutions or ideas in response to a challenge that an experienced teacher in each discipline proposes. By placing faculty members outside their area of expertise, my hope is that these brief discussions will enable them to think about how they could apply similar thinking to their subject matter and classroom. Importantly, as each small group will debrief their conversations with the whole faculty at the conclusion,

Once this large introduction is complete (hopefully during Opening Days faculty meetings, prior to the start of the year), my vision is to extend it as an "TALL Thursday" offering throughout the year. "TALL" stands for "Teachers As Learners & Leaders" and this Thursday sessions are in-house PD opportunities that occur once every month. Faculty members sign up to be a part of one TALL Thursday group throughout the year, ideally in a subject area in which they have interest and passion, and explore that area in greater depth with colleagues who share their interest. The goal of these sessions is to a) enable faculty time to collaborate with like-minded colleagues to explore, in more depth, a given topic/content b) provide time for PD opportunities for all faculty and c) potentially create practices, or revise old practices, that could be applicable to the larger group. At the end of each year, each TALL Thursday group shares their work with the full faculty.

Thus, this introductory activity would hopefully spark a TPACK/SAMR TALL Thursday group that could explore how we currently use classroom technology and how we could improve the ways we are using technology in the classroom, and the entire school. While Mishra and Koehler consistently cite "teachers" as the main users of TPACK, and I believe TPACK has a direct and clear classroom link, we can also apply it to areas outside the classroom, such as the Admissions Office (Mishra & Koehler 2006) or the dormitory. In Admissions, the content and pedagogy may look different than in a classroom, but we are still trying to educate prospective families about the benefits of this school relative to others (content). The ways we go about this (pedagogy) vary and certainly include technological aspects (from slideshows to social media to website design). In the dormitory, we do activities with the students that we design to enable them to better understand themselves, their peers, and the world around them. Many of these (social media use, relationship with technology) relate directly to technology and others (substance abuse, response to peer pressure) could benefit from a technological incorporation. As such, I believe the TPACK/SAMR TALL Thursday offering would be applicable to each member of the faculty and that each member of the faculty could bring unique value to this small group, and eventually the full faculty. The goal of the small TPACK/SAMR TALL Thursday group would be to produce a resource by the end of the year that uses the two frameworks to summarize the current uses of technology at our school and offers examples/ideas (at each level of SAMR) that faculty could use in their formal or informal classrooms.

References

Lesson Planning Guide for Teaching with Technology [Chart]. (n.d.).

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *The Teachers College Record*, 108(6), 1017-1054.

TPACK Explained. (2012, September 24). Retrieved from http://tpack.org/

TPACK in 2 Minutes. (2013, April 26). Retrieved from https://www.youtube.com/watch?v=FagVSQlZELY

Figure 1.

Lesson Planning Guide for Teaching with Technology

GOT TPACK? (Technology Knowledge, Pedagogical Knowledge, and Content Knowledge)

CK + PK + TK = TPACK

Transformation

SAMR

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

Enhancement

Content Knowledge
What do I want my students to learn?
(state the learning goal and/or standard)

Pedagogical Knowledge
What method am I going to use?
(state the instructional strategy)

Technology Knowledge
What digital tools and resources are the best partners?
(state how tech tools or resources will be used to support the learning goal and transform the lesson)

SAMR Model
What **SAMR** level is this lesson reaching?
(provide evidence as to why this lesson is reaching that level)