



Personal & **AUTHENTIC**

CHAPTER 6

What was your earliest memory of using educational technology in the classroom?
What did you learn in the process?

Tom shares a story of a lesson where he used technology and received needed (and necessary) pushback during the post-observation conference with his principal. Can you relate to this? Have there been times that you created a lesson because of the technology and lost sight of the learning goals? What did you learn in the process?

What's the best supervision conversation you've ever had that has helped change your mindset or alter an instructional practice? Why was it so good? How does that conversation help you give authentic feedback to your staff or students?

Reflect on a time when you used technology
in a lesson and it did not go as planned.
What did you learn from the experience?
Then reflect on a time technology helped provide a more
personal and authentic experience for your learners.

What has consumption-based use looked like in your classroom or school? How could you have taken that strategy up a level to promote deeper learning outcomes?

How is most technology-supported time
used in your classroom or school?

Since they've been a hot trend for some time, Tom shares various 3D printer examples; with some being used effectively, and others being a colossal waste of money. Reflect on a tool that you've seen used for very low-level learning and also used elsewhere for deeper level outcomes. What was the difference between the two experiences?

**What equity issues have you seen
in your classroom or school?
What are you doing to support traditionally
marginalized students to close opportunity gaps?**

Evaluate the student demographics that participate in clubs, competitions, and other types of extracurricular activities. Is there a disproportionate representation of student participation in any or all of the groups? If so, what will you do about it?

**Which students in your classroom or school do not have Internet access at home?
What are you doing to support them?**

Reflect on your classroom space or one in your building.

Why was the space designed as it was?

**What does the space indicate about your beliefs
about how teaching and learning occur?**

Tom outlines three areas highlighted in research on spaces:

naturalness, individualization, and stimulation.

How do the evidence-based thoughts that you read correlate with your classroom or school?

What's one change you could make?

How do inclusive spaces correlate
with Maslow's Hierarchy?

Is the space that you design inclusive for all learners?

How do you know?

What do your learners think about your space?

Have you asked?

**Have you leveraged the learners' voices to
improve the inclusivity of your space?**