## Avoiding Red Herrings: Technology Support that Works

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## **The Story Behind The Title**



- Obtain & maintain
- Train teachers
- Tech-rich teaching & learning



Red herrings in the practitioner literature

- Public schools in rural New England
- Design/ action research
  - "Improve the use of educational technology"

#### Unified Theory of Acceptance and Use of Technology (UTAUT) Venkatesh et. al. (2003)



Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, *27*(3), 425–478.

### **Technology Planning Cycle**



## Technology Planning Cycle: Lessons Learned

- 1) Technology focus to user focus
- 2) "Competence" for educators
- 3) Perpetual planning

#### **Reflexive Curriculum Design**



"Design lessons that are impossible without technology"

### Reflexive Curriculum Design: Lessons Learned

# Usefulness is irreversible and quantum Teachers advocate for useful technology

## "My kids get best-fit lines now."

#### "Every student had works cited page."

- Teachers who participated in reflexive design initiative

#### **Curriculum Repository**





### Curriculum Repository: Lessons Learned

- 1) Ease of use affects usefulness
- 2) Social influences are organic
- 3) Contributors Lurkers One and done

## What Do We Seem to Know?

## How to solve wicked problems



## What Do We Seem to Know?

Technology acceptance **depends on context**...

context varies for education more than other populations



"For me"

"For math"

"For administration"



"For my students"

"For language arts"

"For teaching"

## What Do We Not Know?

## How conceptual artifacts vary within communities



"Test prep or authentic learning..." "What is easy..." "Peers vs. colleagues"

How do we capture/ negotiate differences? How do we (continuously) observe expectancies?

## What Do We Not Know Now?

## Is **autonomy** relevant in education populations?

#### "I may not know technology, but I know easy and useful."

- Teacher who serves on technology committee



## What Do We Not Know Now?

## Is leadership a facilitating condition?

#### "I can ask questions that inform my decision-making."

- Principal reflecting on the planning cycle

![](_page_13_Figure_4.jpeg)

Are you doing it the way you are supposed to?

## Conclusions

For practitioners, technology acceptance provides framework to predict and explain "improving technology"

Educators appear to differ from other "TAM populations"

- Context
- Conflicting constructs
- Autonomy
- Leadership