AVOIDING RED HERRINGS:

Technology Support that Works

Dr. Gary L. Ackerman

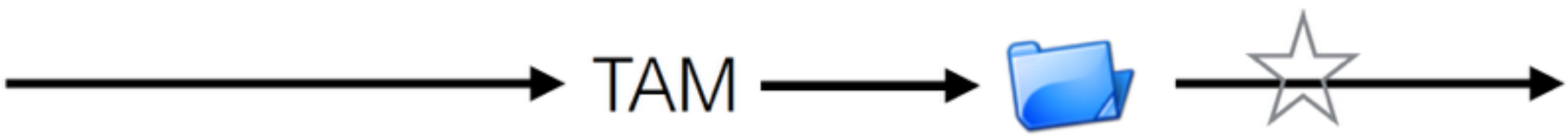
Rivendell Academy, Digital Project Leader
Mount Wachusett Community College, Instructional Designer

gary.hackscience.net@gmail.com
@garyackermanphd
http://www.hackscience.net

OVERVIEW

- The Story of the Story
- UTAUT
- Planning Cycle
- Reflexive Curriculum Design
- Curriculum Repository
- What's Next?

THE STORY OF THE STORY

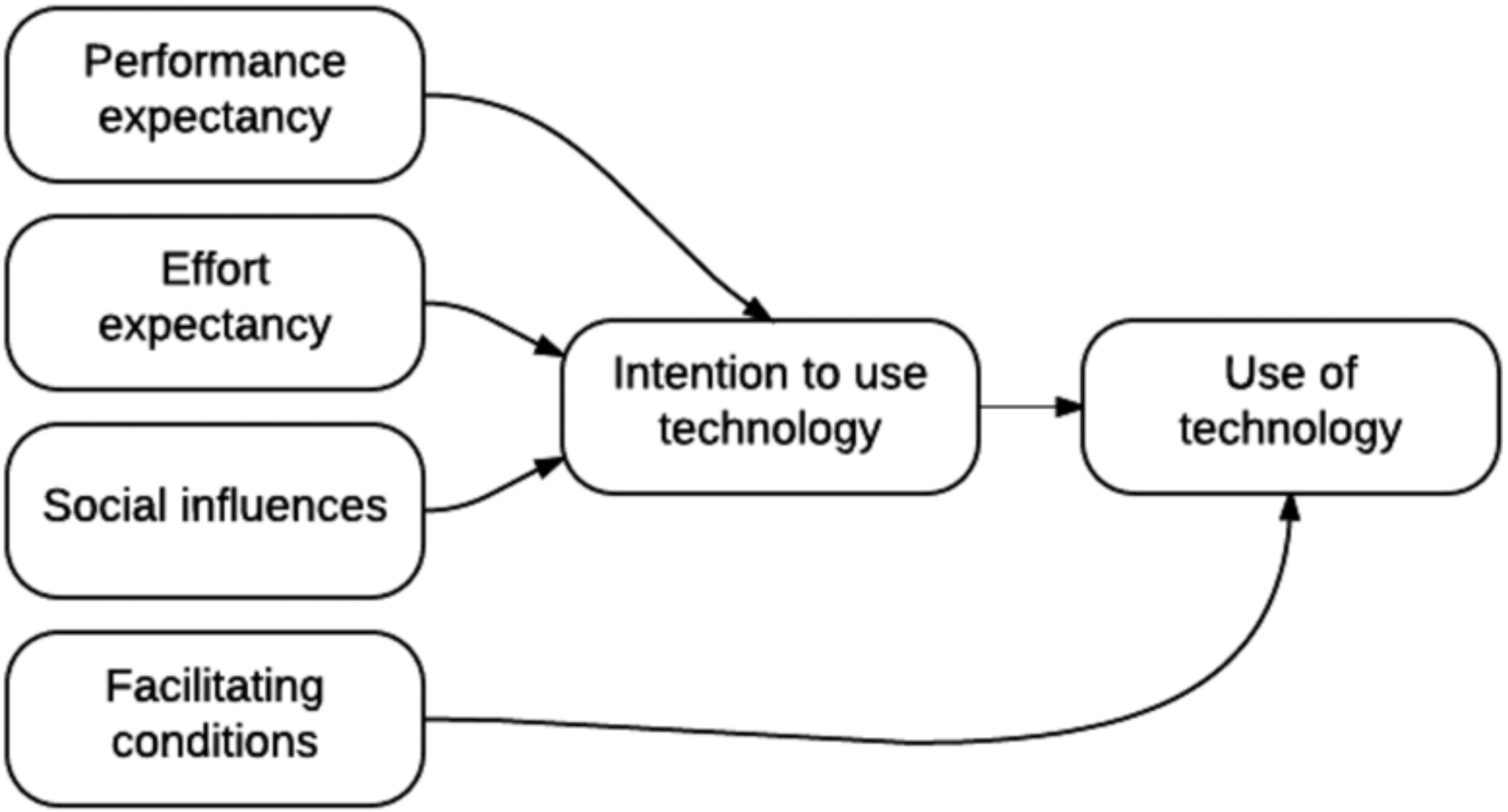


- Obtain & maintain
- Train
- Teaching & learning

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

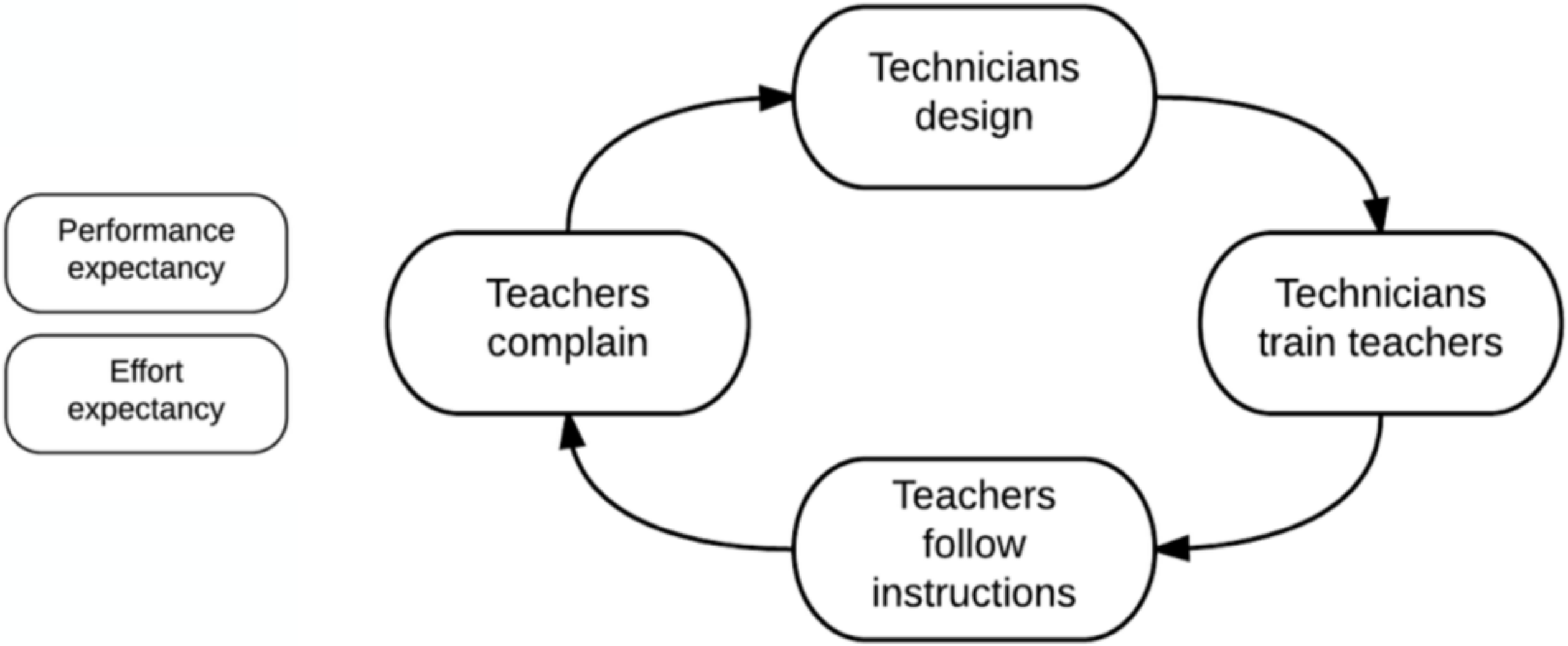
Red herrings in the practitioner literature

UNITED THEORY OF ACCEPTANCE AND USE OF TECHNOLOGY



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.

PLANNING CYCLE

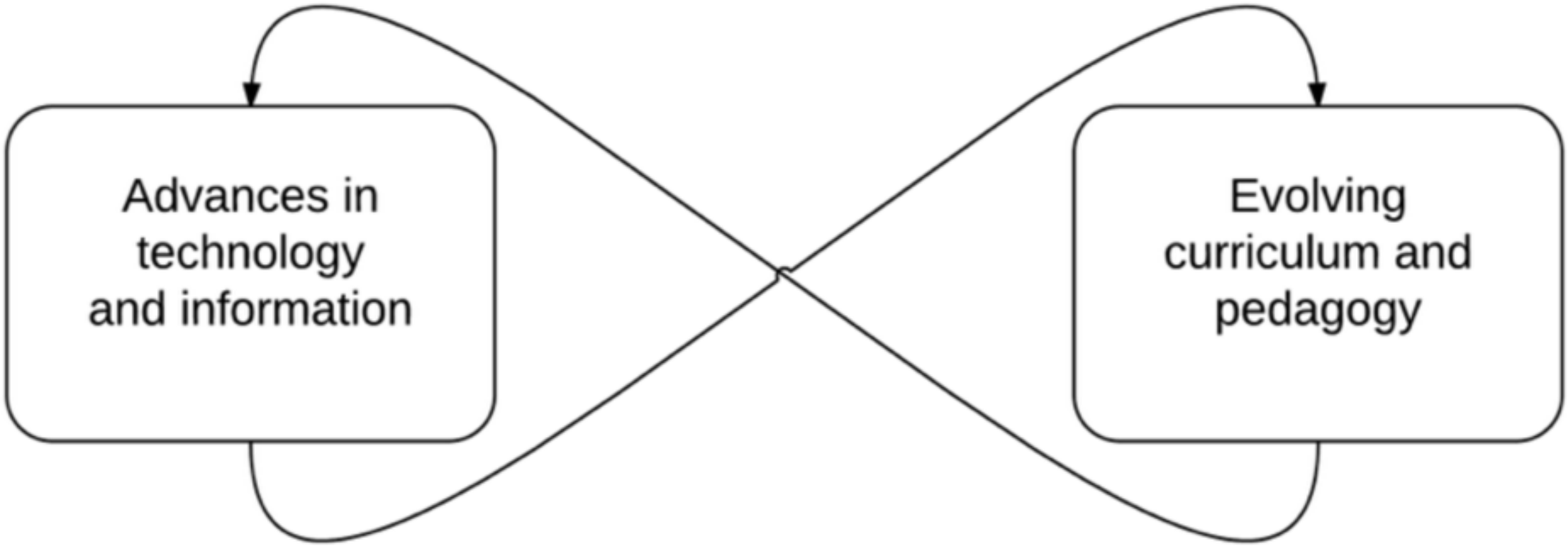


- Gerry's SIS Story
- Donna's Logging-on Story

PLANNING CYCLE:
LESSONS LEARNED

1) Technology focus to user focus
2) “Competence” for educators
3) Perpetual planning

REFLEXIVE CURRICULUM DESIGN



Design lessons that cannot be done without technology

REFLEXIVE CURRICULUM DESIGN:
LESSONS LEARNED

1) Usefulness is irreversible and quantum

2) Teachers advocate for useful technology

- "My student's get best-fit lines"
- "Every student had a works cited page"

CURRICULUM REPOSITORY

OER COMMONS
OPEN EDUCATIONAL RESOURCES

CURRICULUM REPOSITORY:
LESSONS LEARNED

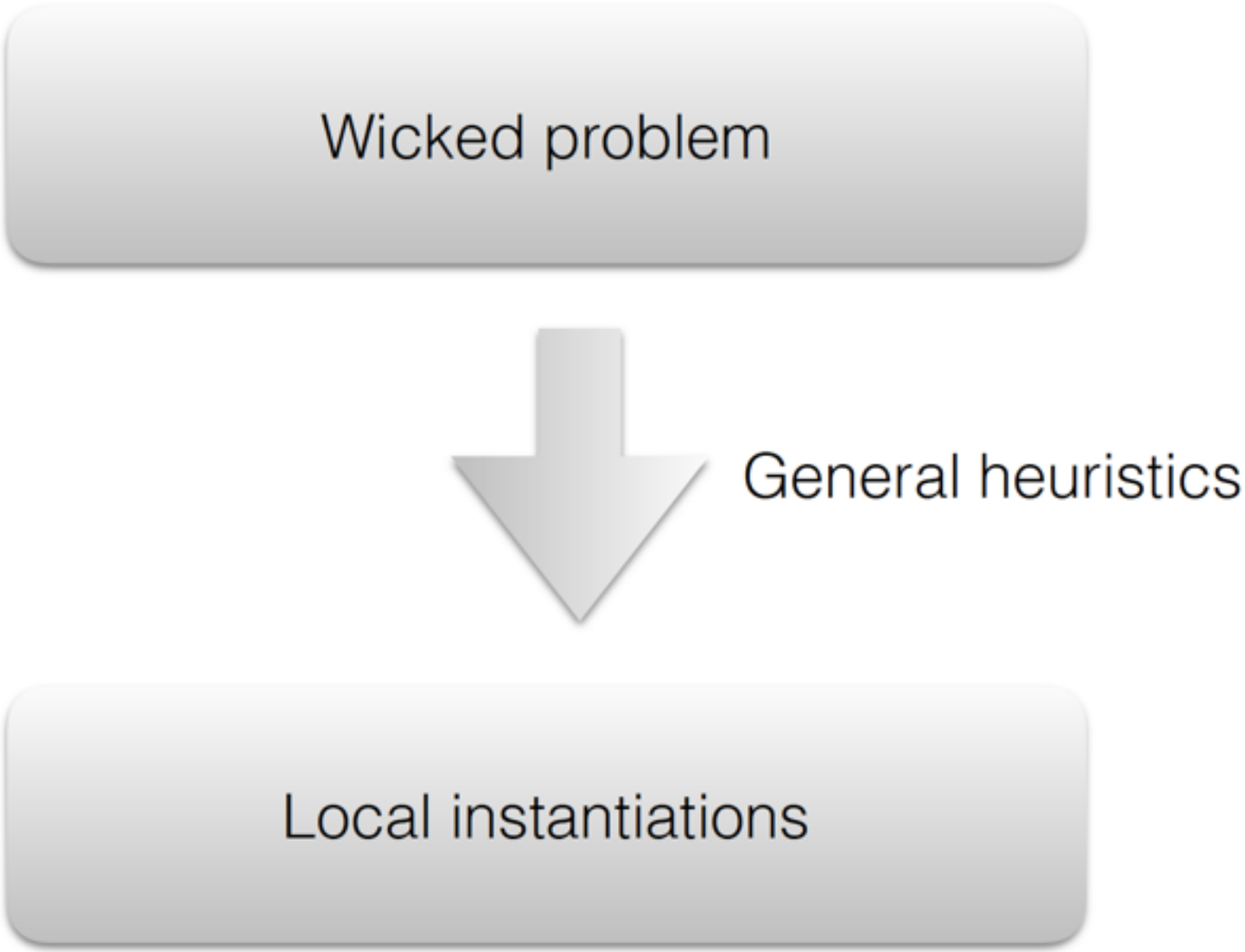
1) Ease of use affects usefulness
2) Social influences are organic
3) Contributors - Lurkers - One and done

Pam (the teacher-leader):

- Started using the LMS
- Got the new hire set up
- Generated enthusiasm
- Mrs. C's teachers did not

WHAT WE SEEM TO KNOW I

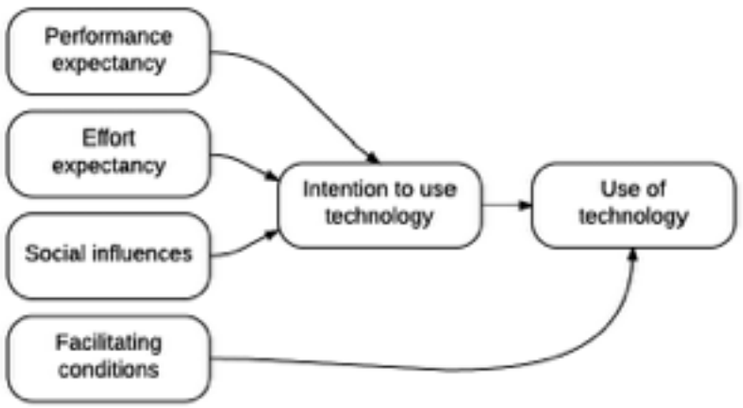
How to solve wicked problems

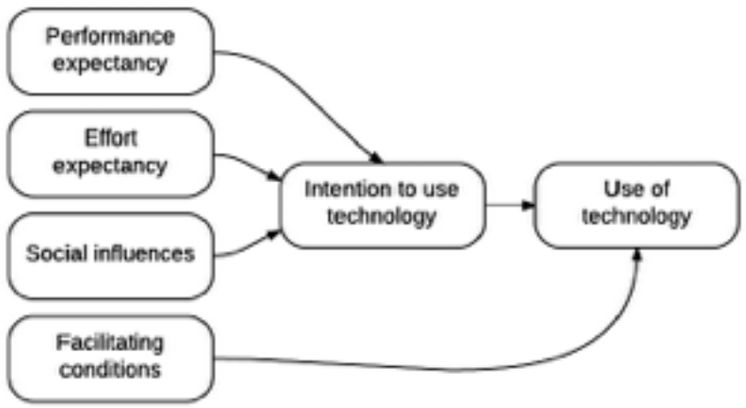


WHAT WE SEEM TO KNOW 2

Understanding of constructs depends on context…

context more variable in education than in business





“For me”

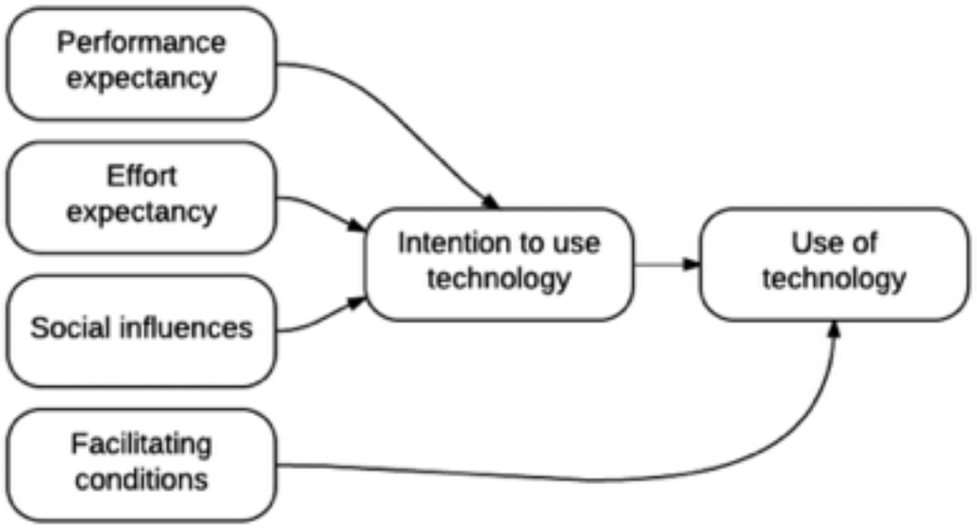
“For for math”

“For my students”

“For for language arts”

WHAT WE SEEM TO NOT KNOW I

How conceptual artifacts vary within communities



"Expertiness"
of educators
and technicians

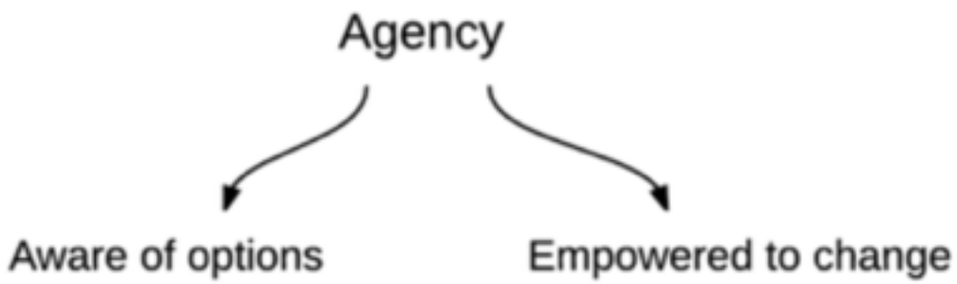
How do we capture/ negotiate differences?

How do we (continuously) observe expectancies?

WHAT WE SEEM TO NOW KNOW 2

Is autonomy relevant in education populations?

"I may not know technology, but I know easy and useful."
- Teacher who serves on technology committee

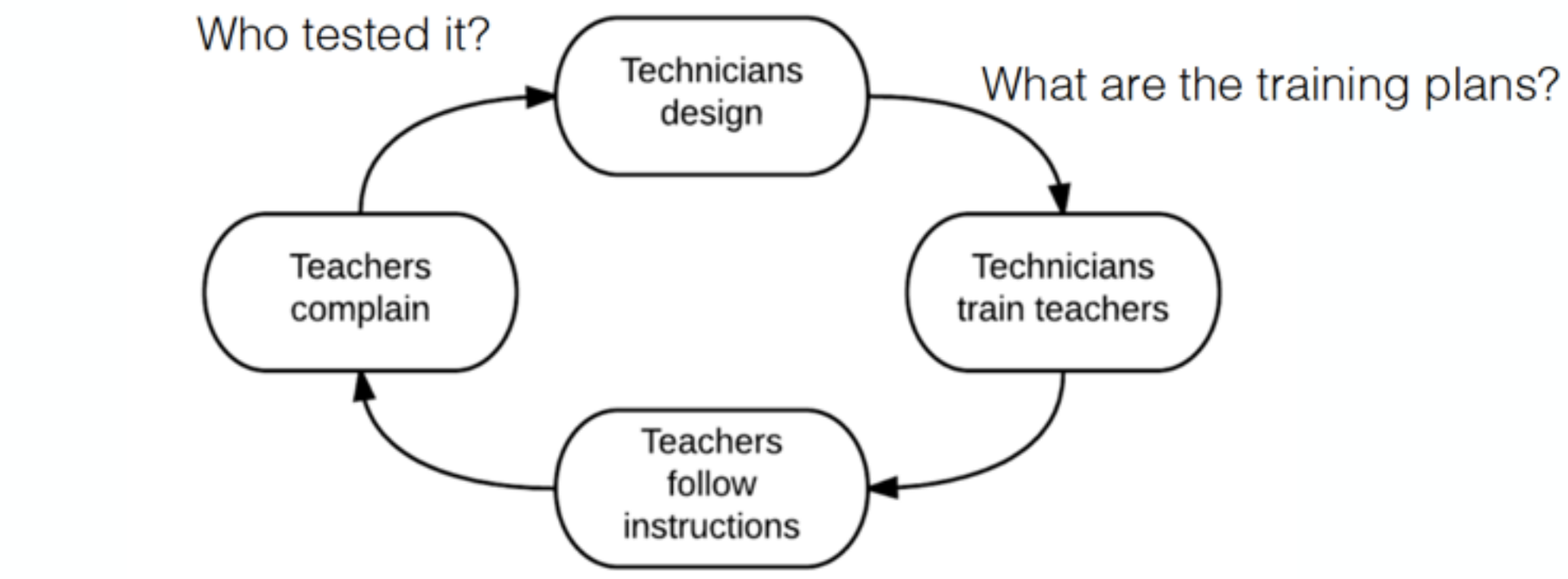


WHAT WE SEEM TO NOT KNOW 3

Is leadership a facilitating condition?

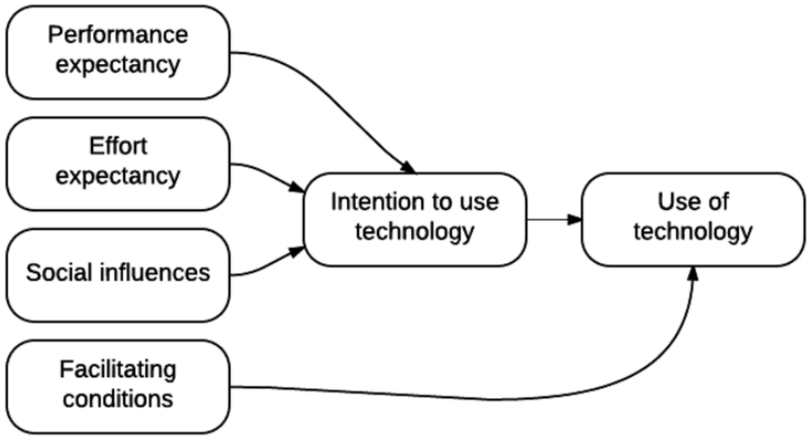
“I can ask questions that inform my decision-making.”

- Principal reflecting on the planning cycle



Are you doing it the way you are supposed to?

CONCLUSIONS:



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.

- UTAUT predict and explains
- UTAUT is effective planning heuristic
- UTAUT needs refined/ localized definitions