

## Use of Technology for Learning Spaces

When designing spaces for technology, it's important to keep in mind how we might bring together people, places and data, in a stimulating and engaging manner. Authors of The Third Plus Teacher state, "make sure a classroom has the capacity to link into learning opportunities beyond its four walls--even beyond the earth." Flexibility in the room setup, where real-world situations can be simulated and "kids are given the chance to solve authentic problems," are essential (Third Teacher Plus).

## Why students should use technology for learning

*Students are using technology FOR learning when they complete all or part of an activity using technology and move from consumers to producers of technology.*

Minnetonka's instructional model is built on the Charlotte Danielson framework and includes, among other key instructional strategies, an emphasis on the integration of personal technologies in the classroom. The following narrative represents the District's vision for this integration.

For today's students, technology is a part of their world and will be a key part of their futures. To prepare our students to excel in today's rapidly changing world, Minnetonka Public Schools uses technology as an accelerator of learning to help students construct new knowledge and learn to solve the significant challenges of tomorrow. Today, technology tools allow personalized, engaging, and real-world learning opportunities.

We are guided by a belief that technology changes the way teachers teach and children learn. We believe that effective use of technology will develop students who approach problems more creatively, think more critically, collaborate more skillfully and communicate with higher levels of precision. We believe we are developing the community, business, non-profit and global leaders of the future.

To move all students to higher levels of learning and technological literacy, they need access to technology when and where it can best be woven into learning. Access to technology, in coordination with great teachers, provides students the opportunity to explore concepts, interact with experts, and solve real-world problems. Harnessing the

power of computers, the Internet, and other modern tools keeps classroom resources and materials up-to-date to an unprecedented extent. Technology also allows for self-directed, personalized learning projects. We tailor curriculum to students' interests and foster active learning rather than rote transfer of information.

As Minnetonka looks to the next decade and beyond, we envision new technology expectations for college preparedness, careers, and global citizenship. Mobile technology is the standard for today's workforce. Knowing that, we have an obligation to transform today's learning and tailor it to new and emerging technologies that will be staples of our students' futures. Through the plethora of personal devices that connect us to the world around us, we have new opportunities to personalize learning. Technology, though, is a tool for learning, not an end in itself.

Personal technologies are more student-centered. Teachers can assess and teach to a student's "just-right learning level" and make real-time adjustments for just-in-time learning. Today's students learn more rapidly, allowing them to immerse themselves into issues we could have only imagined when we were in school. Our students are tackling challenging problems at a young age—from water quality and ecosystems to computer coding and engineering design.

With the support of technological tools such as mobile devices, Minnetonka is preparing creative and critical thinkers who are excited about learning. Simultaneously, the District is preparing students to work together as responsible digital citizens.

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