

## Facilitation Self-Assessment

As you implement *Technology Literacy* projects, your most effective role as a teacher is to facilitate student learning. Use the results from this self-assessment to help you facilitate student learning in a *Technology Literacy* project.

1. Review the following table. Using the questions in the first column, conduct a quick self-assessment of your behaviors, classroom climate, and project implementation strategies that support a student-centered classroom.
2. In the second column, add to the ideas listed for how you might use *Technology Literacy* projects to improve as a facilitator and further develop your student-centered classroom.

Self-Assessment	Technology Literacy
<p>I allow and encourage my students to determine the areas of interest they will explore in the subject matter and how they will complete tasks.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>             ----- ----- ----- ----- -----             Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Allow students to choose the topics they want to research and write about</li> <li>2.</li> <li>3.</li> </ol>
<p>Students progress through a unit or project, monitoring their own progress.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>             ----- ----- ----- ----- -----             Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Involve students in establishing timelines for completing each module</li> <li>2.</li> <li>3.</li> </ol>
<p>I encourage dialog and debate among students, where students direct their responses to each other, rather than only to me.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>             ----- ----- ----- ----- -----             Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Create guidelines for student use of e-mail or instant messaging (IM)</li> <li>2.</li> <li>3.</li> </ol>
<p>Students are comfortable sharing their ideas on new concepts, rather than waiting for the "right" answers from me.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>             ----- ----- ----- ----- -----             Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Encourage students to discuss with peers what they learn in each activity</li> <li>2.</li> <li>3.</li> </ol>

<p>I encourage students to revise their original thinking and work based on discovery of new information and the further development of their understanding.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   ----- ----- ----- ----- -----   Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Review the products created by students in each task and encourage revision</li> <li>2.</li> <li>3.</li> </ol>
<p>I ask open-ended questions and encourage student questions.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   ----- ----- ----- ----- -----   Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Encourage students to develop guiding questions during exploration</li> <li>2.</li> <li>3.</li> </ol>
<p>Students do not ask me for the answers; they become the experts by finding the answers themselves.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   ----- ----- ----- ----- -----   Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Encourage students to locate and evaluate additional Web sites to answer their questions</li> <li>2.</li> <li>3.</li> </ol>
<p>I genuinely learn along with my students. I do not have a predetermined answer to the open-ended questions I pose to my students.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   ----- ----- ----- ----- -----   Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Encourage students to find and share interesting information with you</li> <li>2.</li> <li>3.</li> </ol>
<p>I see myself more as a guide or mentor, rather than a lecturer.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   ----- ----- ----- ----- -----   Never <span style="float: right;">Always</span> </p>	<ol style="list-style-type: none"> <li>1. Allow students to work through activities at their own pace</li> <li>2.</li> <li>3.</li> </ol>

3. Review your self-assessment and ideas for how *Technology Literacy* projects could help you support a student-centered classroom. In what ways could you foster an environment and provide appropriate scaffolding to move students to self-directed learners and you to a facilitator role? On the following lines, note your impressions and ideas.

Self-assessment notes: