

R.A.T. Guide for Teachers

This guide helps you, the teacher, self-assess your use of technology in particular lessons of interest. The answers to these questions will assist you in determining if the technology is replacing, amplifying, or transforming your lesson.

Listed below are the three educational themes of interest (**Instruction, Student Learning, and Curriculum**) with explanatory dimensions listed below each theme. By yourself or in coordination with others in your school or district, you can add other important dimensions related to instruction, learning and curriculum in a new table specialized for your school/district.*

Table 1: Dimensions of Educational Themes

Dimensions of Instructional Methods	Dimensions of Student Learning Processes	Dimensions of Curriculum Goals
Teacher's role in instruction	Learning Activity/task	"Curricular Knowledge" to be gained, learned, or applied by student
Interaction with students	Thinking process – mental process	"Curricular Experience/Process" to be gained, learned, or applied by student
Assessment of students	Knowledge Transfer	
Instructional Preparation	Task milieu (individual, small group, whole-class, others)	
Administrative tasks related to Instruction (e.g., grading)	Student Motivation	
	Student Attitudes	
<i>Add Your Own or School/District-specific Dimensions Below*</i>		
School/district-specific Dimensions*	School/district-specific Dimensions	School/district-specific Dimensions
School/district-specific Dimensions	School/district-specific Dimensions	School/district-specific Dimensions

After you have a chart of dimensions related to Instruction, Student Learning, and Curriculum, you can ask and answer a series of questions (see next page for suggestions) related to those dimensions in order to gain a better understanding of how technology plays a role in a specific lesson, task, or unit. You will want to write down the answers to these questions so that you can consult them again in the next phase of the R.A.T. analysis. You should create questions for the specific dimensions you added to the table above.

Questions Related to *Instruction*

- Describe the teacher's role in the instruction (e.g., lecture, informal guidance, etc.). Does technology play a role in the teacher's instructional roles? If so, describe.
- How does the teacher interact with students (e.g., Q&A, discussion, minimal, student-led activities etc.)? Does technology play a role in how this teacher interacts with students? If so, please describe.
- What kinds of assessments is the teacher using during instruction to gauge progress? Does technology play a role in this assessment? If so, describe.
- What processes and strategies does the teacher engage in to prepare for instruction (e.g., use a textbook, develop new materials, borrow materials from colleagues etc.)? Does technology play a role in such instructional preparation? If so, describe.
- Did the teacher engage in any administrative tasks related to instruction of this lesson (e.g., taking attendance, marking grades, accommodating Individual Education Plans (IEPs) or other special needs etc.)? Does technology play a role in this administrative work? If so, describe.

Questions Related to *Student Learning*

- What is the nature of the learning activity or task(s) in which students engaged? *[Describe]* If the use of technology was involved in the learning activity/tasks, describe its role.
- How do students mentally process information to be learned in this lesson/task? *[Describe]* Did technology impact this mental processing in any way? If so, describe.
- Do students build a capacity to transfer their learning and knowledge to other situations that are dissimilar from what they did in class but require application of the same knowledge? Did any use of technology play a role in developing this capacity? If so, describe.
- How are student groupings identified for task activities? Does technology play a role in student groupings? If so, describe.
- What are students' intrinsic or extrinsic motivations to learn in this lesson/task? Does use of technology impact students' motivation? If so, describe.
- What are students' attitudes toward the content, the teacher, or the task(s)? Does use of technology impact students' attitudes? If so, please describe.

Questions Related to *Curriculum*

- For students completing this lesson or task, what curricular objectives, knowledge, or standards would they meet, develop, or accomplish? *[Describe. It may be helpful to consult national standards for your subject area, such as NCTM for mathematics or NCTE for English and/or consult your state curricular standards for your subject area and grade level.]* Did technology used in this lesson play a role in these objectives, knowledge, or standards (e.g., no role, peripheral role, intimate role)?
- For students completing this lesson or task, what curricular experience or process was to be gained, learned or applied by students? *[Describe. For example, while students in a science class may be learning a particular scientific concept, such as ecosystems, they also may be simultaneously engaging in a process or experience specific to the discipline such as scientific reasoning or scientific inquiry or data collection in the field.]* Did technology used in this lesson play a role in students' curricular experience or process? If so, describe.