

BOOK REVIEW

TECHNOLOGY INTEGRATION AND HIGH POSSIBILITY CLASSROOMS: BUILDING FROM TPACK

Written by Jane HUNTER

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This book consists of 8 chapters, appeals teachers who want to understand technology integration to education and how it looks like in action in classrooms. High Possibility Classrooms (HPC) models are examined by case studies in different educational settings.

In Introduction, the author explains reason for writing this book, origins of HPC, difficulty of technology integration in education, and suggestions for future.

In chapter 1, the author provides a broad overview of research in technology integration and sociopolitical education environment in Australia, USA, United Kingdom, Singapore and South Korea. In Australia education policy agendas are determined at the national level, but administered on a state or territory. In the USA, recent curriculum development, classroom practices and school education reform determine technology policy agendas. In the UK, as a government agency, British Educational Communications and Technology Agency (BECTA) supports technology integration in the country. Singapore has implemented technology in its education system by three-step Masterplan since 1997. In South Korea, technology integration movement was initiated in the 1980s, and was ultimately implemented in an initiative called the Plan for the Renovation of Education 5.31 which is proposed by the Education Renovation Committee in 1995.

Chapter 2 examines the frameworks of Technological Pedagogical Content Knowledge (TPACK) which was developed by Mishra and Koehler in 2006 and Substitution, Augmentation, Modification, and Redefinition (SAMR) which was developed by Ruben Puentedura in 2006, and how they complement a new model of technology integration. High Possibility Classrooms are developed out of research in particular teachers' classrooms. The model with its five conceptions (theory, creativity, public learning, life preparation, and contextual accommodations), 22 themes of pedagogical strategies and student learning processes specifies a group of teachers Action Knowledge.

In Chapter 3, the first case study is introduced. It is Gabby, the early year's teacher whose focus is making learning public through giving students opportunities for performance. She uses active engagement to promote better quality outcomes and encourages the continuous co-creation of products, peer support, modeled and guided practice where there is attention to differentiation and negotiation of learning. Gabby's classroom is spacious, colorful and child centered where play and fun are central.

The second case study is presented in Chapter 4. This is Gina's classroom. She teaches her own class, and supports teachers across the school district to integrate technology more effectively. Reliance is placed on theory built from constructivist learning principles and she emphasizes establishing a questioning culture among students. She fosters creativity in her own practice, as well as the students, by making handmade picture books to spark their learning interests and to give them opportunities to create products, like films and animations, to demonstrate powerful learning. Learning communities and real-word applications are central in Gina's classroom.

In chapter 5, Nina's classroom in the middle school features a one-to-one laptop program where the teacher's praxis used Project-based learning in a scaffold called QUEST. Nina relentlessly probes and questions students while they are learning. Values of joy, celebration and preparation for life were evident and such values are congruent with understanding more deeply what creativity can mean in learning. Nina calls for a redefinition of the "game of education" in schools. According to Nina, technology integration was happen if teachers immerse themselves in the context.

In Chapter 6, Kitty's classroom is presented. It is located in a high school. It is highly useful too, and it is her Visual Arts background that fostered students' sense of the aesthetic when they made their learning public using technology. The main conceptions in Kitty's classroom are flexibility, experiential learning, creativity, preparation for a life of learning, and whole school culture. Kitty prepared students for life, and technology integration was central to achieving that education goal.

In Chapter 7, the author brings together the global contexts for technology integration in schools in countries like Australia, USA, UK and Singapore and South Korea. She explains how educators can use the model High Possibility Classrooms (HPC) in practice. Each of the conceptions of theory, creativity, public learning, life preparation and contextual accommodation are detailed alongside the 22 underpinning themes of pedagogical strategies and student learning process. According to the author dynamic relationships exist between technology, pedagogy and context.

In the final Chapter 8, it is discussed how HPC must be used to shape learning and teaching right now. The case studies of classrooms like those of Gabby, Gina, Nina and Kitty draw attention to important promises and the future for technology integration to "re-tool education in schools". Theory, creativity, making learning public, life preparation, and contextual accommodations are key concept in technology integration in classrooms.

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