

documentation of Emilee's beginning and ending progress (at least as far as this project or case study is concerned) towards reaching said goals. She has made significant progress due to our intervention and the integration of technology.

There are a couple things in our final project that according to our initial inquiry plan should have occurred, but did not. According to our original inquiry plan Emilee should have been able to read, and arrange written days of the week in order. However, early on we decided to modify our inquiry plan to verbally recite, in order, the days of the week. This goal has been reached, with verbal prompts, which is a little short of the goal seeing as Emilee cannot complete the task of reciting the days of the week in order completely independently yet. Another thing that should have happened according to our initial plan is the use of some technologies, such as voicethread. Early on we changed the technologies that we were going to be using. We followed our revised plan quite well, all in all, the only thing a little short of our revised plan is the aforementioned lack of complete independence of completing the days of the week.

We, initially made some basic assumptions, of what Emilee could do and learn and how she could learn it. As we actually worked we had to revise our initial thoughts and make a plan more suited to truly help Emilee complete the learning task set up in her IEP.

Our group both collaborated and divided tasks. Sylvia did most of the technology development, Elaine did the hands on teaching and implementing of the technology since Emilee is in her classroom. Steph and I did the brunt of the wiki & presentation work.

Previously our group work was described. We were very efficient when we did meet to plan, and we were all hard and dedicated workers. One thing we would (or at least I think all of us feel this way) do differently is start the whole process of planning, preparing, and etc. earlier on, so we could make more headway, and feel more confident and prepared.

All in all our instructional decisions about strategies and technologies were appropriate and suitable for the need they fulfilled. Through our methods we were able to teach Emilee more effectively the days of the week, furthering her progress in the curriculum by advancing in her IEP goals. Furthermore we attempted to use the TPCK framework and the four principles of effective technology integration to guide our decision making in our case study, which made the likelihood that our decisions were more appropriate and suitable for Emilee and her needs.

Reflection

This project has affected our work in that it has given us practical hands on experience with integrating the content of what we are teaching, our pedagogy, and technology to make an effective and valuable learning environment for students. Furthermore, it has made us all more confident in integrating technology into our classrooms. Furthermore, we got to firsthand experience collaborating with others in helping to meet the needs of a student.

Emilee was also affected by this case study. Not only did she progress in her IEP goals, but she also got to experience how fun the learning process can be. She learned more quickly and effectively, and she enjoyed herself in the process, due to the effective integration of technology.

In the future we would likely take more complete data to back up the effectiveness (or ineffectiveness) of our project. Also we would start planning and implementing our learning activities earlier on in order to have a head start in ironing out any kinks that find their way into the process, for there are always kinks to iron out. If any students read about our project and decide to implement something similar, they should remember to consider spatial issues, and whether or not this intervention will be distracting to other students in the classroom.

Throughout the entire project the use of technology has been integral to the learning process. We used the four principles of effective technology integration to guide our choices so that our technology added to the richness of the learning experience rather than detracted from it. We made sure that Emilee and her learning needs were the focal point of our project, rather than the technology, and that the learning needs were made easier (perhaps even possible) because of the use of technology. All things considered our experience with integrating technology was meaningful and added to, not detracted from, Emilee's learning.