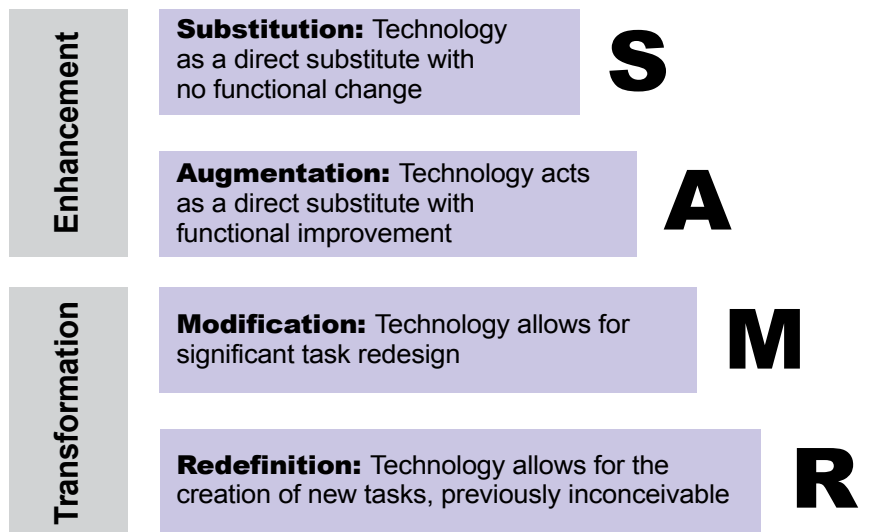


Integrating technology – what to consider

As there are many options for teachers when it comes to technology, it can be overwhelming. Ensuring FSL teachers have access to both technology and the opportunities for professional learning and training is key. A powerful tool to reflect on the degree of technology integration in the classroom is the [SAMR](#) model developed in 2010, and still relevant today, by Ruben Puentedura. This model provides four tiers in order of complexity and transformation of technology use in the classroom. The SAMR framework supports educators in understanding how technology supports student learning. Teachers are encouraged to explore multiple tiers as appropriate.



Dr. Ruben Puentedura

WHAT'S MY ROLE?

School administrators will want to investigate this model as it applies to FSL instruction. To assist teachers with selecting the most appropriate tool

to maximize student learning, professional learning and ongoing dialogue are critical to long-term success. Understanding this model can also help school administrators in observing how technology is being utilized to enhance student achievement. In addition, school administrators can learn more about the [Virtual Learning Environment \(VLE\)](#) provided by the Ministry of Education at no cost to Ontario publicly funded school boards. The platform includes a digital portfolio tool, assignments, rubrics, parent supports, lessons linked to curriculum expectations and much more.

Good technology integration isn't about using the fanciest tool; it's about being aware of the range of options and picking the right strategy—or strategies—for the lesson at hand.

A Powerful Model for Understanding Good Tech Integration Youki Teradad [powerful-model-understanding-good-tech-integration](#)



One article to read, one quote to consider, one link to click...

1. Innovations From the COVID-19 Pandemic: Online Learning Strategies This article focuses on innovations and successful teaching outcomes from the pandemic while learning about the challenges that teachers have faced. [Innovations From the COVID-19 Pandemic: Online](#) Dr. Roswita Dressler and Rochelle Guida.
2. “When teaching FSL online, research has revealed an even greater need for clear communication of instructions, expectations and routine. ... Students (and parents) may need extra support to understand the topic, assignments, assessments and the resources associated with a lesson. This also includes reminders about virtual resources (e.g., dictionaries) and general language learning strategies that students need to succeed (e.g., what to do if they are struggling with a word or phrase).” Advocacy Brief-Online Language Education, Smith, Arnott, Canadian Parents for French p. 4.
3. IDELLO- A free website/account for all teachers in Ontario that contains a rich resource library organized by CEFR level. [idello.org/en](#)