

R.A.T. Question Guide

To begin the assessment process, the teacher asks questions about how the technology functioned regarding the themes of **Instruction**, **Student Learning**, and **Curriculum**. 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 or concepts
Interaction with students	Thinking process – mental process	Curricular experiences
Assessment of students	Knowledge Transfer	Curricular processes or procedures
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

You can use the dimensions described above to help ask yourself questions, such as the ones included below.

For **Instruction**, you might ask the following questions:

- Did the use of technology impact the role the teacher has in teaching the content and helping students learn? If yes, how so?
- Did the technology impact how students interacted with each other during learning and instructional activities? Describe.
- Did the technology change assessment practices (e.g., grading, instructor feedback, peer feedback, reporting, assessment materials), by either the teacher and/or the students?
- Did technology change the way(s) the instructor prepares for instruction (e.g., lesson planning, developing/refreshing knowledge of a topic or concept, activity development etc.)?
- Did technology play a role in the teacher's administrative tasks required by the school (e.g., student attendance, reporting, grading, IEPs)?

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For **Student Learning**, you might ask the following questions:

- Did the use of technology impact the nature of the learning activity or task(s) in which students engaged? If yes, how so?
- Did the technology impact how students mentally processed information to be learned? In what ways?
- Did the technology impact students’ 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 the technology play a role in student groupings for task activities?
- Did the technology impact students’ intrinsic or extrinsic motivation to learn?
- Did the technology impact students’ attitudes toward the content, the teacher, or the task(s)?

For **Curriculum**, you might ask the following questions:

- Did the technology impact the “curricular knowledge” (e.g., a concept that is part of a knowledge base related to a curricular area such as mathematics, language arts, foreign language, science) that the teacher intended to be gained, learned, or applied by the learner?
 - Does the technology broaden the “curricular knowledge” to be gained, learned, or applied? If so, how?

Finally, in the matrix below, note your evaluation by marking the box associated with R, A, or T for each assessment area of Instruction, Student Learning, and Curriculum.

	<u>I</u> nstruction	<u>S</u> tudent <u>L</u> earning	<u>C</u> urriculum
Replacement	With the addition of technology, dimensions of I, SL, and C remained exactly the same.		
Amplification	With the addition of technology, dimensions of I, SL, and C became more efficient, obtainable, quicker, etc.		
Transformation	With the addition of technology, dimensions of I, SL, and C were transformed in ways unattainable without the technology.		

