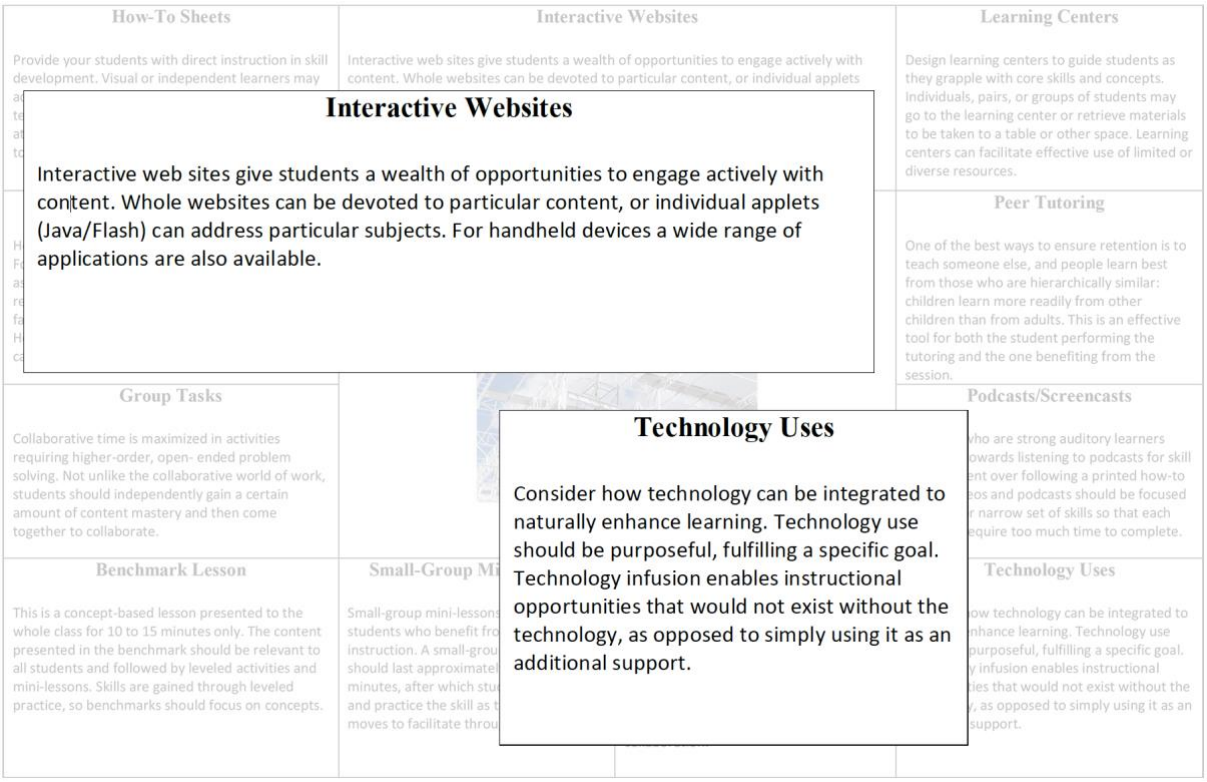
Designing an Equitable Learning Environment: The Technology Lens

The *scaffold for learning* is an important component of the *authentic learning unit*. The teacher uses the *scaffold for learning* as a tool for planning differentiated opportunities for students to learn and practice content. For this reflection, we will zoom into the 'Interactive Websites' and 'Technology Uses' boxes within the *scaffold for learning*.



"Ensuring equity for all should include efficacy for all … we owe it to our students to provide them with an education that ensures they live their lives as efficacious human beings through the design of equitable learning environments." Dr. Nancy Sulla, *What Do Equity and Efficacy Have in Common*

In a student-driven learning environment, teachers are tasked with designing differentiated opportunities for students to learn and practice content. Within that design comes the integration of technology use. When we think about equitable access to learning, we should consider how the use of technology can enhance this for **all** of our students.

Take time to reflect on the following:

1. Students access to materials.
    a. What percentage of your students have access to technology outside of school?
    b. What percentage of your students have access to WIFI enabled devices outside of school?
    c. Are the technology use activities you designed accessible to all of your students at any time they need?
    d. What is the plan for your students who don't have technology or internet access outside of school?

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2. Individual learning path (one of the ten principles of the *Learner-Active, Technology-Infused Classroom*).
    a. How is technology being leveraged to transform students' learning experiences?
    b. How is technology being used the extend the curriculum so that students are exposed to a diversity of experiences, scenarios and representations?
    c. How are the learning needs of each student being met through the integration of technology?
3. Using technology to make data-informed instructional decisions.
    a. What data are you collecting from activities that students are engaged in?
    b. How are you using the social and academic data to make instructional decisions (design of new learning activities, *small-group mini-lessons*, problem-based tasks, etc.)?
    c. What are you learning about your students as they engage with various learning activities? How are you using this information to plan for your diverse learners to ensure all are considered?

As you design learning experiences for your student-driven classroom, consider the questions above and how you can leverage them in order to provide ALL of your students an equitable learning environment.

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