

eTeachables: Supporting Transformational Practices in Classroom Instruction

Executive Summary
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Sublime Learning prepared this research paper to provide educators with evidence that supports the need to understand and practice the effective use of technology to improve student learning. Currently teachers struggle to integrate technology into instruction, and yet they are being asked to take a lead role to ensure technology is leveraged in ways that improve student learning.

Three areas define this problem:

- **Educators face the challenge of teaching in a digital world**
We live in a digital world that requires a new set of skills for both students and teachers.
- **Few learning opportunities exist to integrate technology into classroom instruction**
Teachers need multiple opportunities, over time, to learn and then apply what they learn in their classrooms to embed new practices.
- **Educators have limited access to models, examples and resources that support effective teaching strategies**
The challenge is to overcome the tendency to use technology to replicate current classroom practice, and instead to use technology to transform the thinking and learning that happens in the classroom.

If teachers need to change their teaching practices to meet the demands of the 21st century and if technology is to be the catalyst for this change, then professional development using technology must change as well. This includes the type, duration, focus, and intent of the professional development.

Technology tools, when embedded in research-driven instruction, sound pedagogy, and differentiated teaching, have the power to transform learning and learners. With this in mind, Sublime Learning created eTeachables. The use of eTeachables is supported by a wide variety of evidence-based practices and expert knowledge. Over 30 studies have been identified to show the importance of the following areas:

- **Job-Embedded Professional Learning**
Effective professional development needs to be: ongoing and cyclical, connected to daily practices, flexible, and "just-in-time."
- **Intersection of Technology, Pedagogy, and Content (TPACK)**
TPACK, the integration of technology, pedagogy, and content knowledge, when applied to technology related professional development, helps keep the focus on teaching and learning.
- **Pedagogical Practices for The 21st Century Classroom**
These practices include the development of higher order thinking skills, research based instructional strategies, and differentiated instruction, among others.

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