

# IN TIME

Integrating New Technologies  
Into the Methods of Education

## IN TIME NEWSLETTER

### *Real Teachers, Real Students, Real Classrooms:* IN TIME Resources to Improve Student Learning

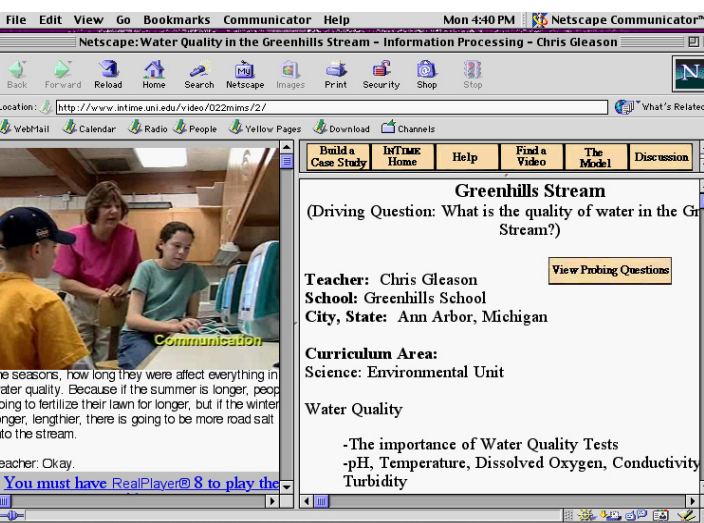
By Karla Krueger

If you are in search of **FREE** ideas for **improving student learning**, come see IN TIME's **growing** online database of nearly **600** video vignettes, ranging from **2 to 20** minutes in length, covering over **14** subject areas for **Pre-K through 12<sup>th</sup>** grades, and featuring over **60** different lessons.

IN TIME resources are useful for **(1) teacher educators** creating case studies, **(2) pre-service teachers** learning about effective pedagogical techniques, **(3) in-service teachers** searching for ideas and independent professional development, **(4) professional developers** seeking resources to demonstrate good teaching and technology integration, and **(5) administrators** developing teacher quality initiatives and mentoring programs.

The strength of the IN TIME project is the illustration of theory into practice. All video examples are supported by the *Technology as Facilitator of Quality Education Model (TFQE)* and all parts of this theoretical framework are illustrated in

**"The videos do not look staged. You can tell that these resources were created at a university."**



**Sample IN TIME Video Page: Teacher, Chris Gleason—"Water Quality in the Greenhills Stream."**

practical video vignettes of **real teachers, real students, and real classrooms.**

Project personnel analyze video footage and write narratives that connect the videos to theory. Having **9** variations of each activity allows the user to view the lessons through different **"lenses."** The various narratives connect the videos to the project's theoretical framework of current educational research and theory. The first **2** vignettes for each lesson include a teacher interview and a general overview of the activity.

The remaining examples describe how the teacher is demonstrating one of the **7** elements from the *TFQE Model*. Elements of quality education from the *TFQE Model* include 1) exemplary technology, 2) democracy in the classroom, 3) rich content, 4) information processing, 5) effective principles of learning, 6) teacher knowledge of content and students and 7) teacher behaviors such as classroom management and pedagogy.

Videos are taped in natural classrooms with **real teachers and real students.**  
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#### IN TIME Mission:

The mission of IN TIME is to help educators improve student learning at all levels (PK thru University work) and in all content areas. We work with PK thru 12th grade teachers and university faculty to accomplish this mission. We use contemporary technology, high quality conceptual models, online streaming videos, case studies and probing questions analysis to help educators learn the skills necessary for improving student learning. Our conceptual models include the latest research on the use of standards to improve learning as well as

(IN TIME Mission Continued, p. 3)

# INTIME Contact Information

**Dr. Thomas Switzer**  
Dean, COE  
PHONE: 319-273-2717  
FAX: 319-273-2607  
[thomas.switzer@uni.edu](mailto:thomas.switzer@uni.edu)

**Dr. William Callahan**  
Project Co-Director  
PHONE: 319-273-2719  
FAX: 319-273-6997  
[bill.callahan@uni.edu](mailto:bill.callahan@uni.edu)

**Ms. Karla Krueger**  
Project Co-Director  
PHONE: 319-273-7241  
FAX: 319-273-6997  
[karla.krueger@uni.edu](mailto:karla.krueger@uni.edu)

**Ms. Yana A. Cornish**  
Technical Director  
PHONE: 319-273-3064  
FAX: 319-273-6997  
[yana.cornish@uni.edu](mailto:yana.cornish@uni.edu)

**Ms. Doreen Hayek**  
Management Team  
PHONE: 319-273-7300  
FAX: 319-273-2917  
[doreen.hayek@uni.edu](mailto:doreen.hayek@uni.edu)

**Dr. Sharon Smaldino**  
Project Evaluator  
PHONE: 319-273-3250  
FAX: 319-273-5886  
[sharon.smaldino@uni.edu](mailto:sharon.smaldino@uni.edu)

**Project Technical Support**  
Technical Director  
PHONE: 319-273-6186  
[intimetech@uni.edu](mailto:intimetech@uni.edu)

## INTIME Resources (continued)

**Teachers are excited that they can observe other teachers' teaching practices as though they are a "fly on the wall" in that classroom.**

None of the videos are staged or scripted. One professor who has used the project website with methods classes for 2 years was impressed that "The videos do not look staged. You can tell that these resources were created at a university."

Once the activities have been taped by our 3-person camera crew, they are analyzed, condensed, reviewed, edited, encoded, transcribed, synchronized, and eventually streamed from a media server at the University of Northern Iowa.

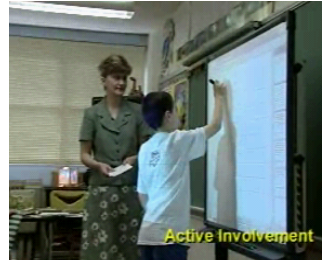
Each edited vignette shows effective uses of technology in addition to quality teaching. Technology trainers can show what it really looks like when a teacher integrates various technologies in a classroom, thereby filling the gap between learning a new technological tool and putting it into practice in schools.

Teachers are excited that they can observe other teachers' teaching practices as though they were a "fly on the wall" in that classroom. Seeing such a variety of instruction that illustrates teaching standards and the theories behind them helps teachers improve their own pedagogical techniques.

The video database is searchable at the project website by grade level, content area, and elements from the *TFQE model*. The videos are accompanied by a scrolling transcript, background information and lesson insights from the teacher, sets of probing questions for viewers, an online discussion forum, and a Case Study Builder feature. This feature enables educators to easily and efficiently make use of the resources as case studies assignments for

their education students.

The online videos can be viewed from your own computer desktop, or you can project them full screen when presenting them to others. All you need to view the videos online is the free downloadable version of RealPlayer. Instructions for downloading RealPlayer are on the INTIME website [www.intime.uni.edu](http://www.intime.uni.edu) under Help.



**Teacher, Laurie Sybert— "Dinosaurs" Video Lesson**

Come to the INTIME website to see a **second grade inclusion classroom** where the teacher uses the SMART Board, Internet research, PowerPoint, and a digital camera—all within the same activity to help students conduct research and communicate new information about dinosaurs in the "Dinosaurs" lesson.

Or if it is the **testing of water quality** using eMates and eProbes that interests you, come see seventh graders gathering data and analyzing it using Model Builder software in the "Water Quality in the Greenhills Stream" lesson.



**Teacher, Marlin Jeffers — "Learning to Play the Panpipes" Video Lesson**

And if you want to see a **music teacher** effectively use the Iowa Communications Network, a statewide, interactive telecommunications network, to video conference with experts on panpipes for the benefit of his students in learning about panpipes and Bolivian culture, then see the "Learning to Play the Panpipes" lesson on the INTIME site.

These and over 30 other lessons in math, science, language arts, social studies, music, foreign language, art, physical education, and industrial technology are featured in short video clips on the INTIME website. Please visit the site at [www.intime.uni.edu](http://www.intime.uni.edu). We are always interested in hearing from you. Please send feedback to [intime@uni.edu](mailto:intime@uni.edu).



**INTIME (Integrating New Technologies Into the Methods of Education) is a Catalyst grant for Preparing Tomorrow's Teachers to Use Technology (PT3) from the U.S. Department of Education to the University of Northern Iowa College of Education. INTIME offers a theoretical framework of robust education illustrated by online videos of PreK-12 teachers using technology in the classroom, teacher insights about each activity, case studies, and probing questions.**

## A Look at INTIME Demographics

By Meera Rajgopal

Since the establishment of the website on February 9, 2000, response to the site has been overwhelmingly positive. Many educators find this a useful resource and the site has grown in popularity in national and international locations and in various commercial domains.

Server reports compiled using Web-trends software show the 10 most active countries: United States, Canada, United Kingdom, Australia, Netherlands, Japan, Spain, Hong Kong, France, and Germany.

Between February, 2000, and February, 2002, the project website has received

**4,124,125 hits.** A ‘hit’ is a single action on the Web server as it appears in the log file. The volume of hits is an indicator of Web server traffic. Additionally, during the same time period, the site was **visited 114, 964 times.** A ‘visit’ is a number of times a visitor opens any INTIME page on the site.

**Top teacher videos watched:** Server reports show which videos are most frequently viewed (see table). Videos can be accessed by searching by grade level, content area, *TFQE Model* element, teacher name, and other areas on the website at [www.intime.uni.edu](http://www.intime.uni.edu)

Top Video Lessons Viewed	Grade Level and Content Area
1. “Brown Bear, Brown Bear, What do you see?” <a href="http://www.intime.uni.edu/lessons/023mile/0">http://www.intime.uni.edu/lessons/023mile/0</a>	Kindergarten Language Arts
2. “Graphing Linear Equations” <a href="http://www.intime.uni.edu/lessons/015mohs/0">http://www.intime.uni.edu/lessons/015mohs/0</a>	9th Grade Math
3. “Dinosaurs” <a href="http://www.intime.uni.edu/lessons/019mole/0">http://www.intime.uni.edu/lessons/019mole/0</a>	2nd Grade Inclusion Language Arts
4. “Harry Potter Research Project” <a href="http://www.intime.uni.edu/lessons/037iaue/0">http://www.intime.uni.edu/lessons/037iaue/0</a>	4-5th Grades Language Arts, Math
5. “Using Technology for Vocabulary Development, Reading Comprehension, and Word Identification” <a href="http://www.intime.uni.edu/video/038iaue/0/">http://www.intime.uni.edu/video/038iaue/0/</a>	4th Grade Inclusion Language Arts
6. “Assistive Technology in the Writing Process” <a href="http://www.intime.uni.edu/lessons/001iahs/0">http://www.intime.uni.edu/lessons/001iahs/0</a>	9-11th Grades Special Education Language Arts
7. “Imagination Express: Rain Forest” <a href="http://www.intime.uni.edu/lessons/013iaue/0">http://www.intime.uni.edu/lessons/013iaue/0</a>	4th Grade Special Education Language Arts, Science

## Uses of INTIME by Teacher Educators

INTIME teacher educators from five participating universities report that teacher preparation students really like using INTIME materials. In particular, they like to view videos of real teachers teaching real world projects and lessons. Here are some ideas from the faculty on how to use the INTIME website videos in teacher preparation classes to bring teaching to life for students.

- Show the teacher interview and lesson plan examples for teacher preparation students. These lesson plans are also a good resource for the beginning teachers.



- Ask methods students to critique INTIME videos from different content areas analyzing teaching style, questioning techniques, use of technology as a teacher aid, student behavior, learning, and motivation. Ask students if they would use similar strategies in their classrooms.

- Have students view an INTIME video. Follow this with class discussion on tenets of democracy. Have students view that video again using the democracy checklist to look for tenets of democracy. Assign students to write their reflections on the tenets of democracy observed in the video.



- Use “Giving ‘Em the Business” video to focus on the emotional health of

the classroom environment. Students view a segment (which can be projected on a SMARTBoard); and the class discusses the teacher/student characteristics that contributed to an emotionally healthy classroom environment. This video can also be used to show how health education can be integrated into other lessons (for example, a nutrition unit).



- Use INTIME videos to show current teachers how to modify curriculum for students with special needs. Users choose one of two pre-selected INTIME videos, and view the Activity Overview, Content, and Technology portions. They answer questions about each video and participate in an online discussion concerning the videos.

- Ask teacher education students to view videos from elementary grades for criteria designed by their methods instructor. Ask small groups of students to analyze the instruction in at least four videos based on the criteria and report their findings to the class. The students also critique the *TFQE Model* using the method instructor’s criteria.

- Have teacher education students select two videos for class projects to watch for

demonstrations of technology integration in the classroom that they could use in their own lesson plans.



LONGWOOD COLLEGE • Videotape each student teaching and have them evaluate their own teaching with the *TFQE Model* assessment tool.

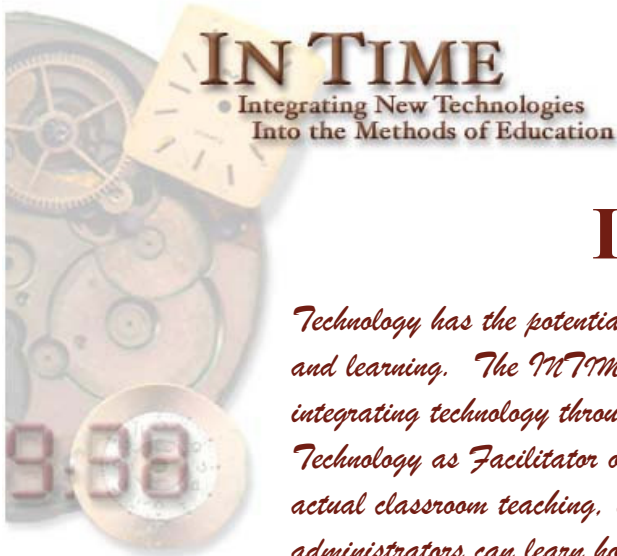
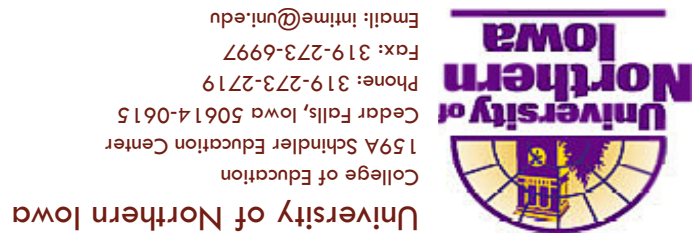
### INTIME Mission Cont’d

the most contemporary strategies available from cognitive psychology and learning research. Additional models are used to show educators how to support learning, including democracy in the classroom, information processing and in-depth analysis of teacher knowledge and behavior. Our mission is not to divide the work of the educator into small parts but rather to functionally view the complex system that promotes quality learning.

WE ARE ON THE WEB!  
<http://www.intime.uni.edu>



#### PARTNER UNIVERSITIES



## INTIME NEWSLETTER

*Technology has the potential to fundamentally alter how we think about the nature of teaching and learning. The INTIME project represents a major effort to assist teachers in integrating technology throughout the curriculum in various discipline areas. Through the Technology as Facilitator of Quality Education model and through the video vignettes of actual classroom teaching, methods professors, pre-service and in-service teachers and school administrators can learn how technology can be used effectively to facilitate multiple learning goals across the curriculum.*

*Thomas J. Switzer*

Thomas J. Switzer  
Dean, College of Education  
University of Northern Iowa

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