Using Technology to Enhance a Literacy Curriculum: Literacy in a Science Context

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Abstract This poster session will display a technology-enhanced human physiology curriculum for inclusive upper-elementary classrooms. The display will include portions of the curriculum, work sheets, assessments and a demonstration of the MBL equipment.

This poster session involves a display of Literacy in a Science Context, a curriculum published by ASCD and developed at TERC in Cambridge, MA. The curriculum was based on federally-funded research with special and regular education teachers who were trained to use a technology-based human physiology curriculum to improve the literacy skills of students, particularly, students with learning disabilities.

The curriculum guides students’ use of microcomputer-based labs (MBL) and telecommunications for collecting data on, and conducting investigations about, the human body. Students collaborate to collect, make sense of, and report on real-time data about the functioning of their own bodies; they talk, read, and write about their science activities. The curriculum includes lessons on data analysis, to establish a firm foundation for the understanding and analysis of the human physiology data that is collected. Many of the activities involve students working with technology tools in collaborative groups to enhance learning and communication skills. Sample activities of how technology was integrated into a curriculum and examples of the technology that was used in the curriculum will be displayed.