MODULE 3: Intentional Technology-Integrated Pedagogy
STORYBOARD

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Legend:
Text in blue is platform text that should remain as is.
MAX VIDEO RUNTIME: 15 mins (2000 words)

INTRODUCTION: current word count: 327 | approximate run time: 2.5 minutes
WHAT Chapter: current word count: 496 | approximate run time: 3.8 minutes
WHY Chapter: current word count: 328 | approximate run time: 2.5 minutes
HOW Chapter: current word count: 347 | approximate run time: 2.7 minutes

TOTAL: current word count: 1498 | approximate run time: 11.5 minutes

For reference, the learning platform link is: https://www.academicinnovationmodules.com/

Note on the process for gathering content:

- A modified process will be used for M3: the learning content will be primarily delivered through voice-over to ensure the core content is conveyed effectively, while subject matter experts will be interviewed to provide their unique perspective, examples/anecdotes, and substance for extended interviews.
- However, it would be helpful to highlight any parts of the learning content that you think could be helpfully delivered by a specific SME or SME type (e.g. faculty member, teaching/learning support staff, etc.)

JUMP TO

LANDING PAGE FOR ALL MODULES

Section	Content
Platform Landing Page	**Creating Cutting-Edge Learning Experiences** A series of professional development modules on innovative academic approaches **Earn your module badges** **To start a module click a badge below** 1. **Evaluating Competencies** 2. **The Potential of Micro-Credentials** 3. **Intentional Technology-Integrated Pedagogy**

	4. **Coming soon** 5. **Coming soon** 6. **Coming soon**

WELCOME

Section	Content
About this module	**Welcome to** Intentional Technology-Integrated Pedagogy This module is designed to provide educators with a deeper understanding of the evolving concerns and potential future-states related to the use of technology in education. As you work your way through the material, here are a few things to keep in mind: **Navigation**: Use the module breakdown on the left side to navigate at your own pace. **Earn Your Badge**: Complete short pre- and post-module surveys, watch four video lessons, check off all Key Take-aways, complete the Check Your Knowledge activities, and complete one Practice assignment. Altogether, this should take you 60 - 90 mins. **Download Your Toolkit**: A Module Toolkit will be available to download at the end of the learning experience. This includes your Reflection responses, a glossary of key terms, transcripts of core video material, key take-aways from each chapter and all additional resources. **Go Further:** Explore extended interviews and links to useful resources in multiple formats. Use the space provided for your Reflection responses to jot down questions and new ideas to take to your teaching and learning community.

Learning objectives	**Module Learning Objectives & Outcomes** Pedagogy has always evolved in tandem with technology, whether that technology was a chalkboard, fountain pen, calculator, camera, or wireless digital device. Technological inventions have directly and steadily shaped the physical spaces in which we teach and the tools and methods we've employed to communicate, cooperate, and build community. The potential of enhancing teaching and learning through the integration of technology is both exciting and overwhelming. In a world of ever-expanding classifications like flipped, blended, hybrid or HyFlex modes of course delivery, and the introduction of generative AI into the mix, while many instructors are confident and capable of using different tools, others are struggling to find the support necessary to mitigate their fears or manage their skills gaps in a rapidly changing digital context. This module will offer you an overview of current and possible future-states of technology-integrated education, and provide practical templates for you to consider to more confidently design, develop and deliver an intentional integrated technology-enhanced learning experience. At the end of this module, you will be able to address these questions: 1. **What** are some of the different ways technology is being employed in higher education? 2. **What** are some of the key considerations that need to be made when integrating technology into a teaching and learning experience? 3. **Why** is technology so feared and/or revered in education? 4. **How** might technology-enhanced education continue to evolve in the future? 5. **How** can you, as an instructor, more practically and purposefully integrate technology within your learning design?
Platform - Pre-module assessment	**Your current knowledge**

	We'd like to ask you a few questions about your current knowledge on this topic. It will give us a deeper understanding of our learning audience and help you track your own learning. Your answers will be collected anonymously. You must complete all required* questions/fields to earn your badge. Rate how confident you currently feel in the following areas - *Rating from 1 (not confident) to 5 (very confident)* - I understand what it means to intentionally integrate technology in education. - I can identify key considerations that need to be made when integrating technology into a teaching and learning experience. - I am able to employ a thoughtful process when it comes to using technology in my teaching and learning practice. - I feel capable of purposefully integrating technology into my learning designs.

INTRODUCTION

Section	Content
Reading lesson **Introducing intentional technology-integrated pedagogy**	Pedagogy, commonly understood as the theory and practice of teaching and learning, and technology have always been inextricably linked. However, the shift from analog mechanisms (e.g., the slide-ruler) to digital devices (e.g., the computer) has seen a steady rise in both interest and use of technology in education. This exponential growth of the digital era has followed similar trends in their adoption within the sector - first being banned, to being tacitly tolerated within certain educational contexts, to becoming increasingly more mandated/ubiquitous, to finally getting replaced by the next "new" technology. Reactions to new generations of technologies have historically included resistance to adoption; for example, some schools opposed the move from fountain to ballpoint pens. It is also worth noting that, often, early phases of human adoption of new technologies are to replace known technologies in similar applications, before inspiring new approaches to their use (e.g., the first motion pictures were recorded theatrical plays). Technologies used in education have often followed this same pattern, like

Section	Content
	an instructor using an online learning management system to deliver the same style of content they have been using in an in-person lecture.
Video - [Introduction]	*Today, we are facing an era of terminology overload in education.* **Brad** (00:12:50)**:** I see phrases like high flex, blended, hybrid,.. And it can be confusing not only for the instructors, but the students *Instead of pitching ready-made solutions, or distinct design models, we created this module for those who want to explore the emerging world of intentional technology-integrated pedagogy* **Andre** (08:18)**:** it's very much what the phrase describes, which is an approach to pedagogy, to developing programs and courses that takes a more intentional as opposed to a more reactive approach in terms of their design and delivery. And I would imagine in this day and age when the suite of opportunities for technology integrated teaching and learning are really exploding in many ways it's an opportunity to be thinking on the front end in a little more sort of disciplined way about how exactly a program or course or other sort of instructional products would be developed. *The seeds this module seeks to plant will need to be developed and nurtured in each educational institution as a cooperative initiative between academic and technological colleagues.* *And the concepts and frameworks we are going to examine are not mandates, but launching points for building individual and communal efforts to solidify evidence-based practices and holistic solutions to the integration of technology into pedagogy.* **Rachel** (09:38): I think that the core aspects of teaching are still the same. We're still trying to get key pieces of content to our learners in ways that make sense to them and are understandable to them. But the number of ways that we have at our fingertips to be able to do that has expanded so rapidly

Section	Content
	Nidhi (52:52): But technology has changed the design, delivery and integration process of how we approach our lesson planning or designing of content or our classes, how we design our courses, our programs. **Manzi** (30:30): So the integration of technology has allowed for greater flexibility and access in the learning process, but it also requires a great investment of time and energy because it's up to you to figure out how to make it work for you. *In this module, we explore the potential benefits and pain points of technology-integrated pedagogies, consider specific digital inventions that have impacted both the physical and online learning spaces, and discuss the tools and mechanisms that both you and your students are using along the way.*
Key take-aways	**Key take-aways** In this section of the module you'll find a summary of key points covered in the preceding material. This might include key insights, recommendations, and even next steps. Review each key take-away and if you feel that you recall that information, mark it as complete by clicking on the check-box. Re-read the material or re-watch the video as many times as needed to ensure you can acknowledge each key take-away. **1. The Evolution of Pedagogy and Technology** From chalk or overhead transparencies to PowerPoint presentations; from synchronous in-person classes to flexible access; from raising hands to anonymous online polling - pedagogy and technology have always been inextricably linked, the shift from analog mechanisms (e.g., the slide-ruler) to digital devices (e.g., the computer) in recent decades has seen an incredible rise in both interest and use of technology in education. ☐ Technology and education have long been linked,, from tools such as chalk or overhead transparencies to modern digital devices. Recent digital advances are sparking significant interest in greater use of technology in teaching and learning. **2. Sparking Continued Conversations**

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	This module serves as a starting point for those who seek to explore and chart the emerging world of a new system of education. The seeds this module plants need to be developed and nurtured in the context of each educational institution and its community as a truly co-operative endeavour. ☐ The concepts and frameworks we are going to examine are not positioned as mandates for how to use technology in education, but as launching points for building individual and communal efforts to solidify evidence-based practices and build holistic solutions. **3. Intentional Technology-Integrated Pedagogy** Intentional technology-integrated pedagogy is not merely a continuation of the classical trend of parallel - and largely reactive - developments of pedagogy and technology, but a radically new phenomenon that focuses on the purposeful, proactive, and creative fusion of the two. It is not a reaction to new or popular trends, but the alignment of technologies, whatever those may be, to well-established and well-understood principles of teaching and learning in higher education. ☐ Intentional technology-integrated pedagogy aims to leverage technology proactively to delivery quality teaching and learning.

Section	Content
Check your knowledge	**Knowledge check** The video and reading material covered a number of key concepts relevant to Intentional Technology-Integrated Pedagogy. Check your understanding by completing this knowledge check. Feel free to re-watch the video, re-read the material, or review the key take-aways if you get stuck. *You must complete all knowledge checks in order to earn your badge.* Fact or Fiction: 1. Emergent technologies can inspire new approaches to pedagogy. (Fact) *Feedback (max 60 words)*: Integrating available technologies to enhance teaching and learning is longstanding. By incorporating new tools, whether they were pens, paper, overhead projectors or wireless digital devices, instructors could explore new and interesting ways to provide students with opportunities to interact with them, their content, and each other as peers. 2. All technology is digital and/or wireless. (Fiction) *Feedback (max 60 words)*: Often we conflate 'technology' with 'new technology'. However, analog technological advancements such as chalk-based blackboards were essential innovations that allowed for new iterations like whiteboards and smartboards to emerge. 3. Pedagogy and technology are inextricably linked. (Fact) *Feedback (max 60 words)*: Pedagogy has always evolved in tandem with technology, whether that technology was a chalkboard, fountain pen, calculator, camera, or wireless digital device. Technological inventions have directly and steadily shaped the physical spaces in which we teach and the tools and methods we've employed to communicate, cooperate, and build community. 4. New technology is often feared at first. (Fact)

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	Feedback (max 60 words): Emergent technology often challenges existing teaching and learning approaches. For example, the inclusion of WiFi in classrooms was initially seen by some as a distraction to learning, but less than 20 years later, it is accepted as a technological advancement that can also support connection and community building. 5. Intentional technology-integrated pedagogy is typically reactive. (Fiction) *Feedback (max 60 words)*: Many instructors have been asked to integrate technology in their courses as a reaction to external conditions (e.g., the pandemic or social trends), but intentional technology-integrated pedagogy asks an instructor to engage in a purposeful process of informed decision-making, making the concept much more proactive than reactive.
Reflection	**Reflection** Reflection plays a crucial role in deepening our understanding and consolidating knowledge. Dedicating time to reflect on what you have learned so far will provide valuable insights and maximize the overall impact of this learning experience. Take some time to reflect on what you have learned in this chapter. Use the following reflection prompts or write your own freeform reflections! Your response will be available in your Toolkit at the end of the module. Prompts: 1. During your time in school as a student, what do you remember about the introduction of new technologies? What technologies were in use at the time? What were the attitudes, issues, or questions educators and students seemed to have? 2. What are the first technologies you experimented with in your teaching practice? 3. How has your own attitude toward technology in education evolved in recent years?

CHAPTER 1: WHAT

Section	Content
Learning Objectives	**Learning Objectives** In this first chapter, the focus will be on exploring different ways to engage in an intentional design and development process, no matter where you, as an instructor, may be starting from. By the end of this chapter learners will be able to: 1. Identify various entry points for the design of intentional technology-enhanced pedagogy. 2. Articulate the role that various education components (e.g., curriculum and assessment) play in the intentional design process.
Video - [What is intentional technology-integrated pedagogy?]	*Technology can be integrated into different parts of your course design and in different ways.* **Rachel** (00:24:09): So when you're looking at integrating technology into your pedagogy, ~~t~~one way could be that you choose to revamp your curriculum from scratch and figure out where can we get the technology into the different aspects of the course. *That can be challenging given today's workloads and time restraints, so perhaps iterative development is better.* **Nidhi** (00:10:03): one of the ways that I often like to go is not necessarily starting from scratch. I think there's a lot of great used examples out there, and I think tapping into that is a smart thing to do. We want to be more efficient. …. So that iterative process is something that I am a big fan of because every time you have an idea, you implement something.

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	Andre (00:32:49):.... the iterative aspect comes in where you're learning as you go and you're able to make changes and where you have agility in terms of the use of your technology tools, you can make those tweaks along the way to be able to best achieve those learning outcomes you set out at the front end. *As you integrate technology into your pedagogy, it can also be useful to think about the role it can play within each of the three main development categories of teaching and learning - curriculum, instruction and assessment.* *First,* **Curriculum:** *how can technology help to build more connections between learners and the content? Is there a way to provide easier, more streamlined navigation through that content?* Second, **instruction:** *Can technology help to build more connections between learners, educators and peers? Is there a way to use technology to help connect students to their personal contexts or communities? How can technology help to make content more relevant to real-world experiences?* **Rachel** (00:25:19): it can help us to share our information in multiple different ways. It could be a PowerPoint or a PDF, it could have voiceover, it could be a video, and technology can really easily facilitate moving from one of those to the next so that our students have different ways to engage with the material *And finally* **Assessmen**t: *how can technology help learners to more effectively and efficiently demonstrate the connections they have made, the knowledge they have acquired and the skills they have developed during this learning experience?* *Whether you are looking at the design of a course in its entirety or wanting to adapt components of an existing learning experience, just remember to focus on the intention. What has worked in the past? What is not working now? How can the integration of technology improve future experiences? And how can focusing on curriculum, instruction, and assessment help guide you? No matter your starting point, the desired destination is a high-quality teaching and learning experience for all.*

<table>
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<tr><td></td><td></td></tr>
<tr><td>Reading lesson
What is intentional technology-integrated pedagogy</td><td>
Starting Fresh vs Redesign:

Integrating new technologies will require some learning curve on your part, as well as that of your students. For this reason, it is worth considering the resources (time, support, etc.) needed to change key course components. If possible, re-considering the entirety of your course is advisable to ensure cohesion in the integration of new ways of teaching and learning. However, sometimes, it may be best to adopt new technologies iteratively, over a number of course deliveries. This approach allows for intentional and graduated integration of technology.

Regardless of the approach you are taking to integrate new approaches and educational technology into a learning experience (starting from scratch or iterative development), you will need to consider the three main development categories (Curriiculum, Instruction, Assessment)

<table>
<tr><td>Development Category</td><td>Key Considerations</td></tr>
<tr><td>Curriculum</td><td>How can technology help to build more connections between my learners and the content?
Is there a way to provide easier, more streamlined navigation pathways through that content?
Can I expand the level of cultural representation and diversity of voice within my content with the help of technology?</td></tr>
<tr><td>Instruction</td><td>How can technology help to build more connections between my learners and myself as an instructor, and themselves as peers?
Is there a way to use technology to help connect students to their personal contexts or home communities?
How can technology help to make content more relevant to real-world experiences?</td></tr>
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<tr><th>Section</th><th>Content</th></tr>
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<tr><td>Assessment</td><td>How can technology help learners to more effectively and efficiently demonstrate the connections they have made, knowledge they have acquired, and skills they have developed during this learning experience?</td></tr>
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<tr><td>Key take-aways</td><td>

Key take-aways

In this section of the module you'll find a summary of key points covered in the preceding material. This might include key insights, recommendations, and even next steps. Review each key take-away and if you feel that you recall that information, mark it as complete by clicking on the check-box.

Re-read the material or re-watch the video as many times as needed to ensure you can acknowledge each key take-away.

1. Starting from Scratch

You could start from scratch - generating brand new course designs or redesigning a course you have previously taught, but in a way that allows you to re-examine the course as a whole, from the ground up. While not always feasible given today's time and workload constraints, this kind of investment can help you fully examine the role technology can play within each of the three main categories of the teaching and learning process: curriculum, instruction, and assessment.

- ☐ While not always feasible, brand new course design or comprehensive redesign offers opportunities to fully explore how to incorporate technology across curriculum, instruction, and assessment.

2. Iterative Development

You could experiment with iterative development - integrating technology in new or novel ways within a course you have or are currently teaching. This process of experimentation might be fueled by your interest in a particular new technology or the fact that you have been inspired to reconsider certain pedagogical structures. Another reason you might choose to iterate elements of an existing course is to address a problem or issue that has arisen. Lower student engagement, for example, or the need to provide greater levels of access or flexibility to students.
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Section	Content
	☐ Iterative development is a targeted approach to incorporating technology in education, whether it serves to integrate a specific new technology of interest in learning, or to address a challenge, such as low student engagement. **3. The Intentional Approach** Whether you are looking at the design of a course in its entirety or wanting to adapt individual components of an existing learning experience, you will want to focus on the intention. What has worked in the past, what is not working now, and how can the integration of technology purposefully improve future experiences? No matter your starting point, the desired destination is a high-quality teaching and learning experience for all. ☐ It's important to prioritize intention when designing or adapting courses. Taking into account past successes and current challenges while focusing on the improvement your changes actually add to your course can help you purposefully integrate technology into learning experiences.
Check your knowledge	**Knowledge check** The video and reading material covered a number of key concepts relevant to Intentional Technology-Integrated Pedagogy. Check your understanding by completing this knowledge check. Feel free to re-watch the video, re-read the material, or review the key take-aways if you get stuck. *You must complete all knowledge checks in order to earn your badge.* Fill in the blanks: 1. Starting from scratch can require a big _____ (investment) of resources. *Feedback (max 60 words)*: Integrating new technologies will require some learning curve on your part, as well as that of your students. For this reason, it is worth considering the resources (time, support, etc.) needed to change key course components. 2. _____ (Iterative) development looks at adapting smaller chunks of your course.

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	Feedback (max 60 words): When you aren't able to re-consider the entirety of your course, iterative development allows you to review, revise, and enhance specific elements for a targeted purpose and desired impact. 3. The three development categories to consider within a teaching and learning experience are _____ (curriculum), instruction, and _____ (assessment). *Feedback (max 60 words)*: Curriculum, instruction, and assessment are three core educational pillars that need to be accounted for in the process of intentional technology-integrated pedagogy. 4. Designing a course from _____ (scratch) can help to create more cohesion in the integration of _____ (technology) in that design. *Feedback (max 60 words)*: If possible, re-considering the entirety of your course is advisable to ensure cohesion in the integration of new ways of teaching and learning across the categories of curriculum, instruction and assessment. 5. No matter your starting point, integrating technology is always _____ (intentional). *Feedback (max 60 words)*: Incorporating new approaches to teaching and learning that integrate emerging technologies is an investment of resources that, to be done efficiently and effectively, requires a dedicated process of informed decision-making.
Reflection	**Reflection** Reflection plays a crucial role in deepening our understanding and consolidating knowledge. Dedicating time to reflect on what you have learned so far will provide valuable insights and maximize the overall impact of this learning experience. Take some time to reflect on what you have learned in this chapter. Use the following reflection prompts or write your own freeform reflections! Your response will be available in your Toolkit at the end of the module. Prompts: 1. Which do you feel is right for you right now, starting from scratch or iterating? Why?

Section	Content
	2. What have you tried/experimented with when it comes to integrating technology into the structure of your curriculum? 3. How have you integrated technology to alter/enhance the assessment process?
Extended interviews	**Extended interviews** Here you will find extended interview video content, featuring more in-depth conversations with experts in the field. These videos provide unique insights into the topics discussed, and offer valuable perspectives that can deepen your understanding of the subject matter. **[Provide topics and 2- 3 associated questions to ask the experts during the interviews. Watching this content will not be required for the learner to earn their badge.]** **To be finalized once videos are complete**

CHAPTER 2: WHY

Section	Content
Learning objectives	**Learning Objectives** In this second chapter, the focus will be on the reasons why engaging in intentional technology-integrated pedagogy brings value to the learner, you (the educator), and helps prepare future graduates forthe labour market. By the end of this chapter learners will be able to: 1. Understand how intentional technology-integrated pedagogy can help to build essential competencies for our current digital reality.

Section	Content
	2. Connect Universal Design for Learning principles to a process of intentional technology integration.
Reading lesson **Why engage in intentional technology-integrated pedagogy?, Reading lesson]**	Whether you're looking to start (re)designing a course from scratch or adapt certain components of an existing course, there are many different reasons why you would be motivated to enter into the process of intentional technology integration. You might be a little bored with your existing design and looking to experiment with something new, or you might have come across a particularly interesting piece of technology that you would like to see incorporated within your learning experience. Regardless of your motivation, you want to support the success of your students and might pursue intentional technology-integrated pedagogy to increase engagement or achievement levels. You might also be motivated by curiosity, a desire to engage with the evolution of education as lifelong learners, or you're interested in how to use technology more intentionally. There are also social trends that contribute to the interest in technology-integrated pedagogy. For example, leveraging technology to reduce student travel to campus as an opportunity to contribute to climate sustainability. As many great thinkers have articulated, you can't solve problems using the same kind of thinking that created them, so in a world where we are facing complex social, political, economic and environmental challenges, our systems of education need to evolve to help develop the capacities that can help us navigate this newly digitally disrupted world.
Video - [Why engage in intentional technology-integrated pedagogy?]	*Designing course experiences with intentional technology-integrated pedagogy has the potential to provide students with teaching and learning experiences that are more reflective of their day-to-day ~~digital~~ reality.* **Manzi** (00:49:02): I think with instructors using technology within their teaching processes, I think that reflects the day-to-day reality, because the world is just moving towards technology and everything is just becoming more automated. So it's only right that learning and teaching also moves in that direction because by not doing that, we are not actually serving ourselves as learners and as lifelong learners.

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	And while there may be fear around emergent trends in technology like AI, as instructors, you have the opportunity to build knowledge and skills that improve efficiency in a new digital reality. **Brad** (00:54:34): Things like prompt engineering, those who can leverage and harness some of these new capabilities are going to find themselves differentiated from their colleagues who don't have those skills and abilities *And to design more flexible and accessible ways of learning for students* **Andre** …. But then at the same time, on the pedagogical side, there's huge potential there in terms of using it as an enabler of more personalized learning experiences for students, which is something that we've been hearing from students. *In line with the principles of Universal Design for Learning (UDL), the intentional integration of technology can support the creation of flexible learning environments and accommodate individual learning differences.* **Rachel** (00:40:22): When I think about Universal Design for Learning, I usually think about it in terms of multiple means of representation, of engagement, and of expression. And I think technology can help us in all three of those aspects. So it can help us to share our information in multiple different ways. … It can also be specifically different ways to engage during the material.

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	Rachel (00:41:22): But one thing that's really great about using technology is we can usually facilitate anonymous styles of learning as well. So my students who don't like to speak in class will often tell me that they will always participate in an online activity because nobody knows what they said or if they were right or wrong and they feel more comfortable. So there's different ways that they can engage during the lesson. And multiple means of expression allows them to show their learning in different ways. *The goal is not to build rigid, static structures that limit a learner's or your ability, as an instructor, to adapt, but to more proactively plan for and design dynamic, agile learning systems that remain open to the integration of, emerging technologies as they become relevant to changing student needs or specific pedagogical objectives.*
Key take-aways	**Key take-aways** In this section of the module you'll find a summary of key points covered in the preceding material. This might include key insights, recommendations, and even next steps. Review each key take-away and if you feel that you recall that information, mark it as complete by clicking on the check-box. Re-read the material or re-watch the video as many times as needed to ensure you can acknowledge each key take-away. **1. What's Your Entry Point?** There are many different reasons why you as an instructor would be motivated to enter into the process of intentional technology integration. For example, solving an educational challenge that has arisen in previous iterations of the course, being a little bored with your existing design and looking to experiment, wanting to test out a particularly interesting piece of technology or developing as a lifelong learner. ☐ Reflecting on why you, as an instructor, are drawn to intentional technology integration is a critical first step. **2. Building Essential Competencies** Engaging in intentional design processes around technological integration can help you as an instructor and your institution be more proactive in building essential knowledge and skill assets associated with the new reality students are living, targeting explicit technical capacities, leveraging technology to offer more flexible micro-credentials, or evaluate other in-demand competencies such as leadership and innovation.

Section	Content
	☐ Intentional technological integration in learning experiences can support students in building essential competencies both inside and outside of the classroom. **3. Universal Design for Learning** In line with the principles of Universal Design for Learning (UDL), intentional technology integration supports the development of flexible learning environments that can accommodate individual learning differences. The goal is not to build rigid, static structures that limit one's ability to adapt, but to more proactively design dynamic, agile learning systems that remain open to emerging technologies as they become relevant to changing student needs or specific pedagogical objectives. ☐ Intentional and purposeful technology integration supports the development of flexible learning environments and is in alignment with the principles of Universal Design for Learning.
Check your knowledge	**Knowledge check** The video and reading material covered a number of key concepts relevant to Intentional Technology-Integrated Pedagogy. Check your understanding by completing this knowledge check. Feel free to re-watch the video, re-read the material, or review the key take-aways if you get stuck. *You must complete all knowledge checks in order to earn your badge.* Multiple choice: 1. What phrase best describes the world we live in today? a) Peacefully coexisting **b) Facing complex challenges (correct)** c) The same world as yesterday d) All of the above *Feedback (max 60 words):* As a society, we are facing complex challenges that require a shift in the way we are designing and delivering education. 2. What might be classified as an in-demand competency in today's world? a) Communication

Section	Content
	b) Critical Thinking c) Technical Aptitude d) **All of the above (correct)** *Feedback (max 60 words):* Emphasizing the development of technical aptitudes and transferable skills such as critical thinking and communication in higher education can help society to better address these complex challenges. 3. How is intentional technology-integrated pedagogy in-line with UDL? a) They both are new, flash-in-the-pan trends. b) **They both support the creation of flexible learning environments. (correct)** c) They both take lots of time and money to embody. d) All of the above *Feedback (max 60 words):* Employing principles such as those covered in the Universal Design for Learning, can provide an inclusive framework that allows for accessible and flexible learning strategies for a wide range of learners.
Reflection	**Reflection** Reflection plays a crucial role in deepening our understanding and consolidating knowledge. Dedicating time to reflect on what you have learned so far will provide valuable insights and maximize the overall impact of this learning experience. Take some time to reflect on what you have learned in this chapter. Use the following reflection prompts or write your own freeform reflections! Your response will be available in your Toolkit at the end of the module. Prompts: 1. What is currently motivating you to intentionally integrate technology into your course? 2. What do you think are the most important skills for students to learn given the new, more digital and disrupted reality they are facing, and why?

Section	Content
	3. Do you think it's possible to design a course that is more flexible and easily updated based on changing needs and/or technology? Why or why not? How might you start?
Extended interviews	**Extended interviews** Here you will find extended interview video content, featuring more in-depth conversations with experts in the field. These videos provide unique insights into the topics discussed, and offer valuable perspectives that can deepen your understanding of the subject matter. [Provide topics and 2 - 3 associated questions to ask the experts during the interviews. Watching this content will not be required for the learner to earn their badge.] **To be finalized once videos are complete**

CHAPTER 3: HOW

Section	Content
Learning objectives	**Learning Objectives** In this final chapter, we put knowledge into action. Here, you will have the opportunity to reflect on key considerations in the intentional process of building technology-integrated designs. By the end of this chapter learners will be able to: 1. Identify various approaches to incorporating UDL principles in technology-enhanced educational settings. 2. Engage with a Process Map template that can serve to start essential conversations and/or make informed decisions.

Section	Content
Reading lesson **How to intentionally create technology-integrated pedagogy?**	When making intentional decisions, there are many different methods one could employ. While this chapter of the course will take you through a Process Map approach, there are also other tried, tested, and true formats for contemplating the purpose and proposed outcomes of integrating technology within an educational setting. Some of you might use the Viability, Feasibility, and Desirability Venn Diagram that asks one to consider the middle ground between the types of changes people might want or need, the potential value in making changes to meet those needs and the resources that could be available (or not) to makethose changes a reality. You could also use a goal-setting structure like SMART, that walks you through the drafting of targeted parameters for your technology integration that can be **S**pecific, **M**easurable**, A**chievable**, R**elevant, and **T**ime-Bound. While employing a structured approach to decision-making is critical, feel free to choose the approach that makes the most sense for your home context.
Video - [How to intentionally create technology-integrated pedagogy?]	*When designing a course with technology in mind, consider the Universal Design for Learning principles as part of your design process* **Andre** (00:28:44): we've known in cognitive science that people learn in very different ways. So it's sort of perplexing that we've stuck with models that have sought to teach people through the very same common and traditional delivery models. And so a lot of these technologies offer us opportunities to start to shift that. *The UDL principles can help create dynamic and agile learning systems which can remain open to the integration of other emerging technologies. Examples of these principles include: giving learners multiple parallel ways to interact with and acquire information, resources, and knowledge, offering alternatives for visuals that are cross-cultural, activating links between existing versus new knowledge, and giving learners multiple parallel ways to demonstrate their mastery of both knowledge and skills.* *General UDL considerations speak to the need for pedagogy and technology to be flexible, and to provide learners with opportunities to make informed, independent choices, which help them build autonomy.*

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	Manzi (00:30:01): the integration of technology has allowed for greater flexibility and access in the learning process, but it also requires a great investment of time and energy because it's up to you to figure out how to make it work for you. *When examining the role technology can play in embodying UDL principles within each of the three main development categories of a teaching and learning experience - curriculum, instruction, and assessment - practical templates can serve as a helpful guide when it comes to thinking through this often overwhelming process. So, we've put together a Process Map for you that addresses each of the following key considerations.* ☑ 1. Educational Objectives: Have a specific educational objective you want to achieve. ☑ 2. Entry Point: Understand your entry point / intrinsic motivation for doing this work. ☑ 3. Course Context: Consider the details of your particular course experience. ☑ 4. Value Level: Articulate the value proposition for the changes you want to make. ☑ 5. Technical Plan: Outline what you are technically going to do and why. ☑ 6. Instructional Outcomes: List your tangible curricular, pedagogical, and/or assessment changes. ☑ 7. Achievement Outcomes: Communicate the tangible (knowledge and/or skills-oriented) learner outcomes. ☑ 8. Resource Analysis: What will you need to make this plan a reality? ☑ 9. Resource Plan: Identify your current resources, how you will allocate those resources and/or fill gaps. ☑ 10. Support Plan: Recruit the support you will need to implement the desired changes and meet goals. ☑ 11. Measurement Plan: Ensure the results are measurable and you are gathering feedback on the changes.

Section	Content
Key Take-aways	**Key Take-aways** In this section of the module you'll find a summary of key points covered in the preceding material. This might include key insights, recommendations, and even next steps. Review each key take-away and if you feel that you recall that information, mark it as complete by clicking on the check-box. Re-read the material or re-watch the video as many times as needed to ensure you can acknowledge each key take-away. **1. Intentional Processes** When making intentional decisions, there are many different methods one could employ. While this chapter of the course will take you through a Process Map approach, there are also other tried-tested and true formats for contemplating the purpose and proposed outcomes of integrating technology within an educational setting. While employing a structured approach to decision-making is critical, feel free to choose the approach that makes the most sense for your home context. ☐ There are many tried and tested approaches to intentional, structured, decision-making. Choose the model that is best suited to your situation. **2. UDL in Practice** Considering the Universal Design for Learning (UDL) principles as you design a course can help to ensure you are improving and optimizing the teaching and learning experience for all people. The UDL principles can also contribute to creating dynamic technology-integrated pedagogies and agile learning systems which remain open to the integration of other emerging technologies as they become relevant to changing student needs or specific pedagogical objectives. UDL considerations speak to the need for pedagogy and technology to be flexible, to provide learners with the opportunity to make informed choices helping them build autonomy, and challenging their thinking in the cultivation of executive functioning skills like self-regulation, persistence, and reflective practice. ☐ The Universal Design for Learning (UDL) principles are helpful to optimize learning for all and can also help in the creation of flexible technology-integrated pedagogies. **3. The Process Map**

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	Practical templates can serve as an essential starting point when it comes to thinking through an often overwhelming process like integrating technology with intention into your course designs. They can help to structure the chaos of your thinking in order to start making informed decisions! ☐ A template, which can be used in multiple contexts, helps to provide structure to the process of integrating technology with intention in your course designs.
Check your knowledge	**Knowledge check** The video and reading material covered a number of key concepts relevant to Intentional Technology-Integrated Pedagogy. Check your understanding by completing this knowledge check. Feel free to re-watch the video, re-read the material, or review the key take-aways if you get stuck. *You must complete all knowledge checks in order to earn your badge.* Select the most relevant questions to consider for intentional technology-integrated pedagogy. (Select all that apply). *Feedback (max 40 words)* What's the coolest new tech trend? **What needs am I trying to meet, and why? (correct)** How can I include tons of videos? **How will I measure results? (correct)** **What specific changes will I be making to my curriculum? (correct)** What will my colleagues think of me? **Who can I ask for support from when needed? (correct)** How can I integrate technology without changing my course at all? What is the most impressive piece of technology that I can get? **Do I have time/energy to do this work? (correct)**

Section	Content
Practice Using the Process Map	**Practice Using the Process Map** *Consider the following instructional scenarios and complete the Process Map for the intentional technology-integrated pedagogy.* THIS IS A DISCOVERY EXERCISE! ● Think of these scenarios as common collegial archetypes. ● Identify the nature of the challenge that this instructor is facing. ● Identify their instructional goals and potential access to resources. ● How would you employ these resources to realize these objectives? ● How are you going to advise this colleague using the Process Map? **Scenario #1 : First time teaching course** **Start Page: It's time to apply your knowledge! You will listen to a specific scenario faced by an instructor and fill out the Process Map for intentional technology-integrated pedagogy from their perspective.** **Use the next and back buttons below to navigate this activity.** **Listen Page: Listen to the instructor explain their situation.** **Scenario background:** In this scenario, the instructor is teaching a large enrollment 1st year course with 150-250 students and they are teaching it for the first time. They have a clear vision and very few resources but full school support. They are creating intentional technology-integrated pedagogy from scratch. *I'm so excited to finally have my first full-year course in the Faculty I've been trying to teach in for years... Education! I've got a large-enrollment, first year course in the Pre-Service Teacher Education program all about how to use Technology effectively in the classroom.*

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	The department heads understand that things are changing so fast, so as long as I stay true to the original learning objectives, I have free reign to change the course delivery structure! *While I have been teaching with technology for decades, I feel a lot of pressure to get things right, this being my first course - I really want to impress my colleagues with a new way to approach the course design.* *I also really want to impress the students! I want to include cutting-edge technologies and discuss their practical applications in education, but I'm worried about issues of accessibility, and the high rate of turnover in the tech sector - things go out of date so fast!* *While the Faculty supports my desire to be innovative, they don't have any money or tech support they can really offer me, so I need to be cautious of what I include.* *I should probably take some time to consider my intentions before jumping into my course design.* **Scenario #2: Experienced teacher** In this scenario, the instructor is teaching a college cooking/ hospitality course with 35 - 45 students. They have taught this course for many years and although they have a clear vision and full school support, they have very few resources. They are creating intentional technology-integrated pedagogy using iterative development. *I am excited to teach The Cuisines of Europe course for the 6th year in a row. It is a 2nd semester course where we discuss the unique attributes of European food, within historical and cultural contexts and then prepare sample dishes using traditional techniques.The resources (tools, foods, safety practices) and physical lab are oriented to the practical skills components, which are the primary focus.The course uses a specialized lab with demonstration tables and lots of rooms for practice cooking.*

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	The students seem excited about and are clearly developing the hands-on skills required for the course. Attendance is good and the students are engaged. I am happy with the practical component and see no need to change anything at this point. *However, another key component of the course is for the students to grasp the socio-political-cultural context associated with the cuisines we prepare. This, in my opinion, is a bit of a disaster. I find that most students don't complete all the required pre-readings/video resources before coming to class and I find that frustrating. I have tried to hold class discussions about the readings at the start of every class, but the physical space makes that difficult,with the acoustics of the room, and all the equipment that blocks clear views of student groups, and the lack of seating in the lab. ARRGH!* *How can I better use technology to get students to interact with the cultural / historical content in my course, in a way that I can be sure they have done it!?* **Scenario #3: Experienced teacher** In this scenario, the instructor is teaching a small enrollment 2nd-3rd year course with 50-60 students. Although they have taught this course for many years, they have an unclear vision. In addition to that, they have access to some limited resources and lack school support. They are creating intentional technology-integrated pedagogy from scratch. *I'm scratching my head, to be honest. I don't know if I'm coming or going?* *So… I've been teaching this college course for something like 8 years now. Adult training and development in a business context: some adult pedagogy mixed with a pile of human resources management. It's normally taken in the second or third year of the program so it's not like a huge class. Fifty, maybe sixty students at most? Assessment is the usual: a mid-term and a final, written on paper. Problem is, I have no idea if it will work online?*

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	Now, I've got some stuff from the publisher – presentation decks, test banks, a few summary sheets, the usual stuff – but it looks like they were all developed for in-class teaching. I'm not even sure I can share any of that with my students, right? Electronically, I mean. *And the college isn't helpful either. They told me to 'put the course online', created a shell for it in their LMS, sent me a hoard of compliance and policy documents, then clammed up like bad seafood. They say they can offer me nothing in free resources, nobody can tell me what visuals to use, or even if I can use my own old materials. The coordinator suggests one course structure to you, IT shows you another, but they can't even agree between themselves what they want. I have 21 days to do it, and no idea where to begin.* **Scenario #4: Retired teacher** In this scenario, the instructor is coming back to teaching after a lengthy absense, They are teaching a large enrollment 1st year course with 150-250 students. Although they have taught this course for before, they haven't in awhile and have an unclear vision. They do have access to quite a few resources but lack school support. They are creating intentional technology-integrated pedagogy using iterative development. *I have been asked to step in to cover an in-person course for one year, for a colleague on sabbatical. I actually designed this course originally about 10 years ago, but it has been about 7 years since I handed it over. 'Engineering for Life' is designed for 150-200 BSc students NOT in the Engineering program.* *I just took a look at the course outline and was stunned to realise it has not changed since I taught it. Right now, this survey course covers modules on different Engineering disciplines (civil, mechanical, computer, etc.). When I reviewed the material, I found it quite technical and theoretical, and am unsure whether it is at all inspirational. I doubt it.* *I don't have much time to devote to re-designing the course, nor is it worth much effort given I will not be teaching this again. Having said that, I would like to make the course more inspirational. I'd like to build in video demonstrations and guest speakers from around the country to bring to life the various disciplines of engineering*

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	and to demonstrate the big picture of the role of engineering in today's and tomorrow's world. The lectures are well-established and well-timed, so I don't have much wiggle room during class time. *The TA that I am working with has TA'ed this course before (and will likely do so again in the future). They agree that the course could use more inspirational content and are happy to devote some time to this before the course begins. I have assigned them 10 hours of their TA time to help the re-design effort, which also means less of their time during the semester.* *How can I use technology to re-invigorate this course, without investing too many resources?* **Scenario #5: First time teaching course** In this scenario, the instructor is teaching a smaller graduate class of 30-40 students and they are teaching it for the first time. They have a clear vision and access to quite a few resources as well as full school support. They are creating intentional technology-integrated pedagogy with iterative development. *This is happening to me right now, as a matter of fact. I've just got a contract with Guesswhich University. They asked me to teach a graduate course in strategic business management online. Never taught it before, ever in my whole life.* *The last few semesters, class sizes have been like 30 or 40 students, or so I have been told. We've got an awesome textbook, with tons of freebies from the publisher. Really useful stuff: PPT decks, assignment templates, group exercises, question and answer sheets, the whole nine yard. All authorized for free online use, can you believe that? I mean to share with the students.* *Anyway, thing is, the program coordinator wants this to be something 'special'. They want me to take everything we've had from before, all the stuff that worked, integrate them with some new resources, refresh the content, then turn the whole course into something realistic. Not like lectures, but a lifelike experience of some sort. Kind of like an interactive simulation or roleplay or strategic adventure, I guess?*

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	The instructional designer at Learning Services also offered me some help for the next few weeks, and gave me access to their multimedia bank and the folks who built it. It's a bit embarrassing, really: everybody is so kind and supportive, I have all the resources I need – but I have no idea what to start with? I mean, how do you take lecture-oriented content and make it into an adventure? *Questions for the Process Map Template for Intentional Technology-Integrated Pedagogy:* 1. **EDUCATIONAL OBJECTIVE(S)**: What is the problem(s) you are trying to solve or desired academic aim(s) (e.g., increase student engagement, improve student access, update the course content, integrate competency-based evaluations…)? 2. **ENTRY POINT:** What is your personal motivation for this work (e.g., boredom, intellectual curiosity, professional development, faculty-level recognition…)? 3. **COURSE CONTEXT:** Consider the details of your particular course experience (e.g., course year, class size, prior subject matter expertise of students, motivations and backgrounds of students, follow-on courses and outcomes…)? 4. **VALUE LEVEL:** How important is it (to you, your students and/or your school) to solve this problem or meet these academic aims (e.g., urgent, moderately imperative, important yet not an imminent priority…)? 5. **TECHNICAL PLAN:** What specific technical additions or modifications will you make to meet your educational objective(s) (e.g., add multimodal representations of content, use new LMS format to provide more choices in navigating content, embed links to free software that helps to gamify learning…)? 6. **INSTRUCTIONAL OUTCOME(S)**: Clearly identify the resulting curricular, pedagogical, and/or assessment changes that will result from this integration (e.g., modularized curriculum pathways, tangible experiential learning options within each unit, increased level of choice for the submission format of assessments…).

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	7. **ACHIEVEMENT OUTCOME(S)**: What technical and/or other knowledge and skill outcomes do you anticipate for students with the integration of technology (e.g., sourcing reliable online resources, synthesizing data, graphic design for persuasive communication…)? 8. **RESOURCE ANALYSIS**: What will you need to make these changes? What time, money, energy investments would be required of you, your students, and/or school (e.g., software licenses, more time to complete and mark certain assessments, access to central support services…)? 9. **RESOURCE PLAN**: How will you make use of what's available and/or fill in the gaps (e.g., leveraging what already have/do first, building off of existing content, capacity building TAs to support marking…)? 10. **SUPPORT PLAN**: Who will you ask when you have a question or need feedback (e.g, colleagues operating in these spaces, personal support at home or with friends when things are hard, central support service staff…)? 11. **MEASUREMENT PLAN:** How will you ensure the actions have met your objectives (e.g., Define specific success criteria, conduct intake / exit interviews, run diagnostic and summative assessments of the experience…)? *Once you have answered the questions in the Process Map and made the decision to move forward, it is time to speak with your colleagues in teaching, learning and technology to make decisions about which technologies are already available, and how best to integrate them into your course, as well as ways to determine their effectiveness and efficiency once employed.* Sample Solutions
Reflection	**Reflection** Reflection plays a crucial role in deepening our understanding and consolidating knowledge. Dedicating time to reflect on what you have learned so far will provide valuable insights and maximize the overall impact of this learning experience.

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	Take some time to reflect on what you have learned in this chapter. Use the following reflection prompts or write your own freeform reflections! Your response will be available in your Toolkit at the end of the module. Prompts: 1. Who is a person that you could show your completed Process Map to in order to start a discussion about how you are approaching the intentional integration of technology? How might you start that conversation? 2. What are the instructional problems that you've been facing lately that you feel technology could help you to address? How? 3. What are some of the typical questions you encounter from colleagues and/or from students when it comes to integrating technology in your courses? How might what you've learned in this course impact your answer to those questions?
Extended interviews	**Extended interviews** **Here you will find extended interview video content, featuring more in-depth conversations with experts in the field. These videos provide unique insights into the topics discussed, and offer valuable perspectives that can deepen your understanding of the subject matter.** **[Provide topics and 2 - 3 associated questions to ask the experts during the interviews. Watching this content will not be required for the learner to earn their badge.]** **To be finalized once videos are complete**

WRAP-UP

Item / Title / Timing	Content
Summary [text]	**Summary** There is not one “right way” to integrate technology into your course, but with an intentional process and continued discussion around resources and support at your home institutions, we want to encourage critical reflection and community-building around the pre-existing and ever-expanding connections between technology and pedagogy in higher education. In an era of terminology overload, from the flipped classroom to hybrid, blended or HyFlex modes of delivery, this course can serve as a starting point to continue to explore and chart the emerging world of a new system of education. Intentional technology-integrated pedagogy is not merely a continuation of the classical trend of parallel - and largely reactive - developments of pedagogy and technology, but a radically new approach that focuses on the purposeful, proactive, and creative fusion of the two. The seeds this module plants need to be developed and nurtured in the context of each educational institution and its community as a truly co-operative endeavour. <u>Remember, the key considerations remain:</u> **Curricular**: *How can the integration of technology support WHAT I teach?* *Prompting questions:* ● To build more connections between my learners and the content? ● To provide easier, more streamlined navigation pathways through that content? ● To expand the level of diverse cultural representation and voice within my content? ● To create more modularized curricular pathways through my content that allows for more student flexibility, choice, and autonomy? ● To include the exploration of more direct technical skills sets in my curriculum? **Instructional**: *How can the integration of technology support HOW I teach?*

	Prompting questions: ● To build more connections between my learners and myself as an instructor, as well as themselves as peers? ● To connect students to their personal contexts or home communities? ● To make content more relevant to real-world experiences? ● To create a learning experience that is more dynamic and engaging for learners? ● To include activities that enable the development of transferable skills like communication and critical thinking? **Evaluative**: How can the integration of technology support measures of success / the WHY? *Prompting questions:* ● To more effectively and efficiently demonstrate the connections they have made within the body of content covered? ● To exhibit and highlight technical and/or transferable skills they have developed during this learning experience? ● To provide more opportunities for students to choose the assessment format that helps them best demonstrate their learning? ● To ensure that the inclusion of these technologies has indeed helped me to meet my overarching educational objectives?

Additional resources	**Continue learning with these resources** In addition to the materials included in this module, we have compiled a list of additional resources that you may find useful. These resources have been curated to provide you with further insights, examples, and practical applications related to Intentional Technology-Integrated Pedagogy. We encourage you to explore these resources and use them to deepen your understanding. Source Material: Introduction Title: Going Remote Website Author: York University Teaching Commons Year of publication: Ongoing Link: Going Remote Website Description This site provides a wealth of resources related to designing and delivering technology-enhanced courses in higher education, particularly focused on meeting diverse student needs. Title: Technology-Entangled Pedagogy Author: Tim Fawns Year of publication: 2022 Link: https://link.springer.com/article/10.1007/s42438-022-00302-7 Description In this paper, Fawns presents a model of entangled pedagogy that encapsulates the mutual shaping of technology, teaching methods, purposes, values and context. Entangled pedagogy is collective, and agency is negotiated between teachers, students and other stakeholders. Source Material: Chapter 1 - WHAT Title: Blended Teaching: A Guide for Applying Flexible Practices during COVID-19 Author: Paul R. MacPherson Institute for Leadership; Innovation and Excellence in Teaching. Year of publication: 2021 Link: https://ecampusontario.pressbooks.pub/blendedflexibleteaching/ Description: In order to help guide your decision about offering a course in-person, or in another format, we offer this guidebook outlining considerations, practices, advice and examples to help you plan for a blended course delivery.

	Title: Course Planning Guide Author: York University Teaching Commons Year of publication: 2022 Link: Course Planning Tools Description Planning your course gains special importance in a remote or online environment where adjustments to structure, content, and instructions can be challenging to make due to the asynchronous nature of the medium. This can be alleviated by carefully planning how you will introduce and reinforce your content and associated learning outcomes. Source Material: Chapter 2 - WHY Title: Teaching in a Digital Age: Guidelines for Designing Teaching & Learning (3rd Edition) Author: A.W. (Tony) Bates Year of publication: 2022 Link: https://pressbooks.bccampus.ca/teachinginadigitalagev3m/ Description: The book examines the underlying principles that guide effective teaching in an age when all of us, and in particular the students we are teaching, are using technology. A framework for making decisions about your teaching is provided, while understanding that every subject is different, and every instructor has something unique and special to bring to their teaching. Title: Universal Design for Learning Guidelines Author: Center for Applied Special Technology (CAST) Year of publication: 2023 Link: UDL Guidelines Description Share: The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Source Material: Chapter 3 - HOW

	Title: UDL Graphic Organizer Author: Center for Applied Special Technology (CAST) Year of publication: 2023 Link: UDL Graphic Organizer (pdf) Description: This is a tangible reference tool that can be used in the practical design and development phases of a course to ensure that UDL principles have been considered effectively. Title: Course Conversion Template Author: York University Teaching Commons Year of publication: 2021 Link: Course Conversion Template (pdf) Description This template was designed to assist instructors as they develop their course conversion plan for transitions specifically between in-class to more remote teaching and learning designs.
Post-module assessment	**Your current knowledge and feedback opportunity** You answered a few questions at the outset of this experience. Take some time now to review the questions and answer them again. Upon submission, you will be able to see how your level of confidence has changed after having completed the module. - I understand the different ways technology is being employed in education. - I can identify key considerations that need to be made when integrating technology into a teaching and learning experience. - I am able to employ a thoughtful process when it comes to using technology in my teaching and learning practice. - I feel capable of purposefully integrating technology into my learning designs. **We would like to take some time to ask you a few questions about the learning experience.** Rate the extent to which you agree or disagree with these statements: - I would recommend this course to my colleagues - I will implement what I've learned in this course in my current role

	- The video content effectively communicated the key learning objectives and concepts **Select all that apply:** Which of the following strategies in the platform did you find particularly useful to help you learn? Video segments, key take-aways recalling key points, knowledge checks, reflection activity, bonus extended interviews, select links to supplementary resources/references, downloadable toolkit, the combination of the above strategies **Provide your responses in the text fields below:** What other learning strategies would you like to see in such a learning platform? What other assessment strategies would you like to see in such a learning platform? What other professional development topics would you like to explore? What did you like the most about this learning platform? (e.g. navigation, visual design, a specific feature, etc.) What could be improved about this learning platform? (e.g. navigation, visual design, a specific feature, etc.) Please leave any additional comments or feedback:
Module toolkit	**Get your toolkit** What's in your toolkit? ● Full module glossary of key terms ● Your reflection responses (go back and make edits to your responses now before downloading) ● Transcripts of core video material ● Key take-aways from each chapter ● Key Considerations ● Process Map template ● All additional resources
Get your badge	**Get Your Badge** **Congratulations you've earned your Intentional Technology-Integrated Pedagogy badge!** Share your accomplishment! Integrating technology intentionally into your courses requires practice and reflection. We need to share and

	discuss our approaches to leveraging technology to enhance our curriculum, instruction, and assessments. Share your digital badge and spread the word about this free, open source module!