

Appendix D
Guiding Questions for the Design of Modeled Learning Experiences

1. Contextual and Content-Specific Design	
	Do you showcase your content area expertise in your design of technology integration learning experiences?
	Do you consider the access and availability of technology in your teacher preparation program and field placements? Do you select devices and programs accessible in the field?
	Are you aware of PK-12 teachers' technology integration approaches in the field? Do you make connections to those approaches?
2. Personalized, Research-Based, and Equitable Design	
	Does your design of the learning experiences align with theory and practice?
	Have you considered the developmental factors of teacher candidates when sequencing activities?
	Do you provide teacher candidates with rich opportunities for their teacher identity construction?
	Does your design consider and incorporate diversity?
3. Explicit and Sustained Modeling Design	
	Do you model a variety of technologies?
	Do you explicitly model the utility value of technologies (technology being deployed to engage students in active learning that allows them to construct knowledge)?
	Do you explicitly explain and show the connections to theory?
	Do you explicitly model content-specific technology integration examples and applications?

	Do you explicitly provide cognitive modeling of the decision-making/pedagogical reasoning of technology integration in the field considering contextual factors?
	Do you emphasize the student-centered benefits of technology integration?
	Do you explicitly model multiple aspects of technology in teaching and learning?
	Do you explicitly model technology integration in a social context?
	Is your modeling sustained over time and discipline?
	Do you provide teacher candidates opportunities to critically review and assess relevant resources, curricula, or lesson examples?
	Do you design collaborative activities for the peer-to-peer, candidate-to-teacher educator, and preservice-to-inservice teachers' interactions?
4. Authentic, Hands-On Design	
	Do you provide teacher candidates with authentic, hands-on learning by designing projects focusing on technology integration?
	Do you offer teacher candidates explicit evaluation criteria for technology integration in assignments and field experiences?
	Do you offer teacher candidates ample opportunities for ongoing discussion, reflection, and feedback?
	Do you give teacher candidates opportunities to revise and refine their designs?
	Do you recommend teacher candidates share their projects with others?
	Do you give teacher candidates sustained encouragement?
	Do you celebrate the learning with stakeholders?

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