



From retelling to synthesis. Great technology work needs to be more than just restating what other people have said. It should include the opportunity to take those facts and repurpose/mash up/pull together the themes and threads to create something new. If you adopt this path, you're automatically blowing the "give a topic and three bullet points" approach out of the water.

From decontextualized to authentic. By "decontextualized," I mean work that seems to be in isolation from real life and real audiences, needs, interests, and goals. By authentic, I mean work that matters and resonates to someone: the student or the audience, and that is represented with authentic media.

From teacher-directed to student-centered. Rigorous student projects have the student in the driver's seat, not the teacher. That means that the format of the project does not necessarily follow the teacher's formula.

From automated to informed (value-added). I liberally borrow "informed" from Zuboff's 1985 *In the Age of the Smart Machine*. Zuboff points out that when once-human processes are replaced by mechanical/digital ones, they can do more than automate repetitive tasks. They can *informate*, or gather additional data that can be turned into useful information. When, for example, grocery stores went from having a cashier key in each price to scanning the UPC code, that level of automation enabled grocery stores to gather data about who was buying what and with what frequency. That data could be turned into useful information: who buys both yogurt *and* KitKat bars? How low is our milk inventory? Similarly, in education, I see a lot of automation happening in K-12. For example, : we used to gather isolated facts and put them on a poster board; now we gather isolated facts and put them in Glogster. Is there a real change in cognitive processes? Not really.

Finally, as my former student teacher and colleague Raya Samet points out, "we swim in the pool of content." Which means that no matter how amazing it is that the kids made a Glogster full of videos of people waving and saying, "Happy Valentine's Day," it's irrelevant if Valentine's Day (or waving, for that matter) isn't part of the curriculum or content to be covered.