

So, first and foremost, teachers must relinquish at least some of their authority, especially intellectual. If teachers determine what is important for students to know, how they should know it, and how they should learn it, then students cannot become intentional, constructive learners. They aren't allowed. In those classroom contexts, there is no reason for students to make sense of the world—only to comprehend the teacher's understanding of it. We believe that the students' task should not be to understand the world as the teacher does. Rather, students should construct their own meaning for the world. If they do, then the teachers' roles shift from dispensing knowledge to helping learners construct more viable conceptions of the world. We said earlier that we believe that not all meaning is created equally. So the teacher needs to help students to discover what the larger community of scholars regards as meaningful concepts and to evaluate their own beliefs and understandings in terms of those standards. Science teachers should help students comprehend the beliefs of the scientific community. Social studies teachers should examine with their students the values and beliefs that societies have constructed. In this role, the teacher is not the arbiter of knowledge but rather is a coach that helps students to engage in a larger community of scholars.

Teachers must also relinquish some of their authority in their management of learning. They cannot control all of the learning activities in the classroom. If teachers determine not only what is important for students to know, but how they should learn it, then students cannot be self-regulated learners. They aren't allowed.

Finally, teachers must gain some familiarity with the technology. They must gain skills and fluency with the technology. However, they will be unsuccessful in helping students to learn *with* technology if they learn about the technologies in order to function as the expert. Rather, they should learn to coach the learning of technology skills. In many instances, teachers will be learning with the students. We have worked in many school situations where the students were constantly pushing our understanding of the technology. Often, we were barely keeping ahead of the students. They can and will learn *with* technologies, with or without the help of the teacher. That does not mean that as a teacher, you can abdicate any responsibility for learning the technologies. Rather, teachers should try not to be the expert all of the time.

These implications are very problematic for teachers. They require that teachers assume new roles with different beliefs than they have traditionally pursued. Most teachers in most schools will find these implications challenging. We believe that the results will justify the risks. And just as teachers must assume new roles, learning *with* technology requires that students also assume new roles.

Implications for Students

If teachers relinquish authority, learners must assume it. Learners must develop skills in articulating, reflecting on, and evaluating what they know; setting goals for themselves (determining what is important to know) and regulating their