

**Total: 46/48**

**Adjustment for late posts N/A**

**Required follow-up #1: Complete**

**Required follow-up #2: Complete**

**Post 1 Assessment**

**Post content/quality: 7/7**

**Language: 1/2**

**Outside Reference: 1/1 In-class References: 2/2**

**Citation: 1/1**

**Late Deductions: N/A**

**Total: 11/12**

The first post for Module 2 was an overview of the technologies that were used in my educational career over the years. This post received many responses that included useful application resources and also explained the importance of technology evolution. I included a question at the end of the post that was an extension of the role educational technologies plays in evolution. I explained how my professors/teachers used applications such as PowerPoint to share knowledge which is similar to today and how Zoom or virtual meetings was not an option at the time I was in school. Moving forward, adding information in regards to the affordances specific digital applications offer, will be provide my colleagues with useful information to give context to that source. Explaining the features of different web applications will be helpful to share because it can help guide instructional practices. The outside resource from Sprenger and Schwaninger (2021) was important because it further explained how applications such as PowerPoint assist in best pedagogical practices, which was a key highlight that Maloy et. al., (2021) shared about enhancing teacher practices. (1 point was received for language because of a grammatical error that was written in the post)

**Commented [JV1]:** This is great to see.

**Commented [JV2]:** Continue to ask extension questions.

**Commented [JV3]:** I returned this point. Just watch the grammar.

**Post 2 Assessment**

**Post content/quality: 7/7 Language: 2/2**

**Outside Reference: 1/1 In-class References: 2/2 Citation: 1/1**

**Late Deductions: N/A**

**Total: 12/12**

For my second post on this module, I responded to a question that was posted by my colleague. My comment spoke to how teachers' interest and competence plays a role in how technology is utilized in a classroom, which related to the module goal to understand how to use 21<sup>st</sup> century technology as a teacher. This post was reflective of the knowledge in this module by incorporating an outside resource the emphasizes the impact professional development has on teachers by providing teachers with the background knowledge to effectively implement digital platforms into a classroom. This post was supported by Maloy et al., (2021) by sharing how a teacher's experiences with technology influences the classroom structure.

**Commented [JV4]:** Excellent. Continue creating follow-up posts like this.

### **Post 3 Assessment**

**Post content/quality: 7/7 Language: 2/2**

**Outside Reference: x/1 In-class References: 1/2 Citation: 1/1**

**Late Deductions: N/A**

**Total: 11/12**

The learning goal for Module 3 can be explained as exploring different technologies to enhance the learning environment and overall experience. This post explores both the pros and cons of technology integration in a classroom by also reviewing the findings of an outside resource case study. This study reflects how technology usage in preschool impacts social development (Peas, 2019). My colleagues commented on the post by sharing the challenges that introducing digital devices has on a classroom which provided me with additional challenges to keep in mind when introducing different digital programs.

Learning about digital citizenship was extremely important because it introduced me to terminology that I now use with my classmates. When speaking to my classes, I refer to my students as digital citizens which empowers them to continue to stay on task and demonstrate integrity when they are on electronic devices. Being that this terminology was a concept I learned during class and I had seen the impact it had on my live classrooms, it would have been important to add this in my post. Sharing my success stories with my colleagues in the future can encourage them to use the knowledge we learn in class to implement in their daily practices. This post could have including more information from Herold (2017) as it spoke to the negatives of technology usage because of the digital divide due to economic disparities.

### **Post 4 Assessment**

**Post content/quality: 7/7 Language: 2/2**

**Outside Reference: 1/1 In-class References: 2/2 Citation: 1/1**

**Late Deductions: N/A**

**Total: 12/12**

This response post was insightful because its shared research from Lee & Griffin (2021) in regard to UDL practices. This post highlights the impact UDL practices have on classroom instruction. I incorporated real life practices that are helpful in both low-tech and high-tech learning environments in order to support students. Incorporating real life practices that are supported by research, empower educators to use certain exercises if another teacher is experiencing success. This post explains the academic impact multimodal learning has on the classroom culture but did not expand on the social/emotional supports that UDL practices has on student learning. Including social and emotional supports for students as it relates to multimodal learning devices and UDL practices will be impactful to incorporate in future post because it highlights the need for social emotional instructional practices also.

**Original Post**

### **Post 1: Technology over the Years, Module 2, Feb 1, 2022, 10:14**

During my undergraduate studies at Temple University, one of my professors used PowerPoint slides that was accessed on the laptop to regularly to assist with lectures. Maloy et. al (2021), states that “teachers are motivated to use technology because it can enhance two major aspects of their daily work in schools and classrooms: 1) instructional practices and 2) administrative/professional activities” (p.27). My professor made each PowerPoint presentation available on BlackBoard after the lecture which was helpful for students to review the information in class. According to Sprenger and Schwaninger (2021) “technology is increasingly being used in classrooms to assist lecturers in achieving various pedagogical goals” (p.1). Technologies that were not included were Zoom or virtual meetings to hold office hours or meet with groups. One technology that my course could have used was digital textbooks. Many of my classes required very heavy textbooks that students had to carry from class to class. Having digital textbooks would have benefitted my educational experience in my undergraduate studies because it would have been easier and faster to access my textbooks alongside saving money. In some instances, digital textbooks also include additional affordances that can make it easier to review the required readings.

*Question: Why do you think it's important to continuously evolve technologies in a classroom?*

#### **Reference**

- Maloy, R. W., Verock-O'Loughlin, R. E., Edwards, S. A., and Woolf, B.P. (2021). *Transforming Learning with New Technologies*. Pearson Education. ISBN: 9780135773024
- Sprenger, & Schwaninger, A. (2021). Technology acceptance of four digital learning technologies (classroom response system, classroom chat, e-lectures, and mobile virtual reality) after three months' usage. *International Journal of Educational Technology in Higher Education*, 18(1), 1–17. <https://doi.org/10.1186/s41239-021-00243-4>

### **Post 2: Technology Utilization in my High School Response**

Module , Feb 5, 2022, 4:38 PM

Hello Jade,

You made interesting points about how the usage of technology in a class does not necessarily suggest that there will be high student engagement or low engagement.

**Response to question: Why do you think some teachers choose to heavily incorporate Technology in their classrooms and others seem to use it sparingly?**

Simply, I think teachers incorporate technology more in some classrooms than others because of familiarity and interest. If teachers are familiar with using technology, they can effectively incorporate specific applications in their lessons if they notice that it is effectively increasing student engagement and participation. In research from Retelsdorf et al. (2010), “the more teachers strove to learn and develop professional competence, the more they reported using mastery instructional practices (p. 42).” Instructional practices such as implementing technology into a curriculum can be dependent on how teacher’s themselves experience success with using that particular technology. As technology advances both experienced and beginner teachers have more variety of technology applications that they would like to implement in the classroom (Maloy et al., 2021). If teachers are familiar and demonstrate their desired level of competency with using technology in their classrooms, they will be more inclined to use technology to support student learning.

**References:**

1. Maloy, R. W., Verock-O’Loughlin, R. E., Edwards, S. A., and Woolf, B.P. (2021). *Transforming Learning with New Technologies*. Pearson Education. ISBN: 9780135773024
2. Retelsdorf, J., Butler, R., Streblov, L., & Schiefele, U. (2010). Teachers’ goal orientations for teaching: Associations with instructional practices, interest in teaching, and burnout. *Learning and Instruction*, 20(1), 30–46.  
<https://doi.org/10.1016/j.learninstruc.2009.01.001>

Post 3: **Digital Inequalities: Solution-Oriented Mindset**

**Module 3, Feb 17, 2022, 10:44am**

**Can digital technologies improve every part of the job of teaching in positive and productive ways? When might technology be unhelpful or even counterproductive?**

Digital technologies can improve every part of the job of teaching in positive and productive ways by providing diversity in one's approach to pedagogy. In teacher professional development trainings, curriculum design, daily lesson plans, student creativity in assignments and more, technology can help improve school systems by making information more accessible. Having additional resources to advance pedagogical practices benefits the job of teaching as a whole and evolves how teachers and students approach education. Digital technologies also provide differentiation methods such as motion picture, gamification and more to learning by offering additional learning tools which help a teacher's pre- and post-planning for lessons (Maloy et al., 2021). Digital scaffolding in lesson plans has the ability to increase student engagement and academic progress because the teacher can help close learning gaps for students by assigning targeted activities.

Technology can also be counterproductive because it introduces a new set of challenges. Aside from day-to-day technical challenges like charging devices or computer malfunctions, technologies can also present distractions. In multimodal learning environments students are presented with different technologies that can be distracting in the classroom (Maloy et al., 2021). Classroom management techniques have to be developed to ensure students are on task. In a study by Peas (2019), the findings suggest that preschoolers lacked social skills due to minimal interactions with their classmates because of technology usage. In teaching, it is important to provide students with group assignments when technologies are incorporated into lessons because it can be unhelpful if students are not interacting with their peers because they are independently working on digital devices. A balance of using technologies in a classroom is essential because too much technology can limit social skills, critical thinking skills and more (Peas, 2019). When drafting lesson plans, it is important to consider how often technology is used depending on the grade you teach. The result of this study makes me consider how often technologies are used in lower grades and what impact this can have on student social and emotional development.

**Question: Did you experience any new challenges when digital devices for students were introduced to your classrooms?**

References:

Maloy, R. W., Verock-O'Loughlin, R. E., Edwards, S. A., and Woolf, B.P. (2021). *Transforming Learning with New Technologies*. Pearson Education. ISBN: 9780135773024

Peas. (2019). *Positive and Negative Influences of Technology in Early Childhood Classrooms: A Qualitative Study*. ProQuest Dissertations Publishing

Post 4: **Appropriate Use of Technology - Structure & Organization Response**  
Module 4, Feb 19, 2022 9:27pm

Post 3: **Digital Inequalities: Solution-Oriented Mindset**

### Module 3, Feb 17, 2022, 10:44am

Hello Tera,

Your post was very insightful and your analogy of “baking a cake” compared to student learning styles speaks to the importance of lesson differentiation and universal design for learning practices. UDL framework prioritizes every student despite their academic achievement level. Below is my response to your question.

**Question: At your school/campus, have you received any training in Universal Design for Learning? If so, how have you incorporated this in your instruction?**

Response: At my school network we received an introductory training in Universal Design for Learning. This professional development training highlighted the importance of scaffolding and suggested other support routines that are beneficial to meet the needs of an entire classroom. Often times I find that my colleagues and I discuss information regarding our emerging (lower) performing students so much so that teaching practices that can be additionally helpful to moderate performance students are overlooked. After that training, I incorporated more classroom procedures and routines that were able to reach every learner in my classroom. In my science lessons, most of my emerging or lower performing scholars would annotate science questions for deeper understanding of the question and for my higher performing students that technique was not emphasized upon until I realized they can both benefit from this test taking strategy, even if they show proficiency on most of the exams.

According to new research, UDL practices show effectiveness in both low-tech and high-tech settings (Lee & Griffin, 2021). For example, when students are reading text online or they receive a physical handout of a reading, as teachers it's still beneficial to scaffold the text for all students despite if it's online or offline. This can be demonstrated by bolding or highlighting specific vocabulary words etc., to assist student thinking by using the UDL framework to support all learners. Moreover, technology provides multimodal learning practices that help students receive information that is structured and can meet their learning needs even more than classroom settings that do not intergrate technology (Maloy et al., 2021).

#### References:

Lee, A., & Griffin, C. C. (2021). Exploring online learning modules for teaching universal

design for learning (UDL): preservice teachers' lesson plan development and

implementation. *Journal of Education for Teaching*, 47(3), 411–

425. <https://doi.org/10.1080/02607476.2021.1884494>

Maloy, R. W., Verock-O'Loughlin, R. E., Edwards, S. A., and Woolf, B.P. (2021). *Transforming Learning with New Technologies*. Pearson Education. ISBN: 9780135773024