

Goal Nine: Educational Technology

“Goal 9: Educators use technology effectively, creatively, and wisely in their practice.”~ UAS School of Education

I have chosen the [electoral college lesson](#) that I created and taught during my student teaching practicum to demonstrate my proficiency in the use of educational technology. This interactive lesson entailed students using dice to come up with vote tallies for two separate candidates. Each student had a worksheet with two states and their allotted electoral college votes. Once students knew which electoral votes went to which candidate, they reported their results to me. I created an interactive pie chart for this lesson and I projected it onto the whiteboard so that the class could see the results as they came in. Everyone counted their votes at different paces so this was a lot like election night; watching the totals change and tracking the winner. Posting the results on the board and having the pie chart change as information was added gave my students the immediate gratification that their generation relies on (Palfrey, John, & Gasser, 2010). The use of this technology for this lesson created a great deal of excitement and engagement while helping to solidify the concept of the lesson through the use of the interactive visual aid (Tomlinson, 2005).

I also used technology in my student teaching for SEL lessons, spelling practice, and reading lessons. I used YouTube© videos to teach growth mindset, character, and science. I used [SpellingCity.com](#)© so students could access their spelling list, play spelling practice games, and take their test at the end of the week. I used audio versions of our class reading selections to help auditory learners to listen and read along (Tomlinson, 2005).

In my current practice I use the aforementioned technologies but additionally, I use chrome books for students to access Lexia©, participate in listen to reading activities (e.g. StorylineOnline©), and to access the Reach for Reading© curriculum resources when we do literacy rotations. I use MindYeti.com© to practice mindfulness with my students as well as GoNoodle.com© to engage students in movement breaks. I use TedEd.com© and BrainPOP.com© during snack breaks or as a hook for lessons. I also use the video introductions to new sections in our GoMath!© curriculum to pre-teach new concepts. My students are technology savvy and are used to visual/video information. Using these online resources meets my students where they are in terms of technology and it increases engagement (Palfrey, John, & Gasser, 2010; Tapscott, 2008).

While I ensure an effective and efficient use of technology in my practice, it is important to understand my students' background so that I utilize neither too much, nor too little screen time for my students (Jensen, 2013). Depending on the socioeconomic status of my students, they will either have plenty of access to technology and not require as much in my classroom; or, they will not have enough access and will rely on access at school to bridge the digital divide (Huffman, 2018; Jensen, 2013). I get to know my students so that I can adjust accordingly.

As much as technology is a great supplemental tool in my classroom, I make sure to also foster an appreciation for organic experiences such as face to face interaction; and reading from a book with paper pages. This diversity in teaching resources will help achieve my goal of churning out well-rounded citizens.

References

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