OD1 Reflection

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I welcomed this assignment, because during the past year most of my “reading” has been for learning “how to’s” to implement in my instructional technology program. This assignment has allowed me to look at issues in this field from an educational, professional standpoint. It has given me data and credible sources to “back up” what I am doing, and to consider other pedagogical practices.

In the article I read *Integrated Instruction: Multiple Intelligences and Technology* by Ian J. McCoog, the author discusses the importance of matching technology with students’ strengths. He states that “technology integration is not only changing the way we think but also the way we teach” (2007, p. 25). Reading this article affirmed that all students learn differently and should be allowed to learn the content in the manner best suited for them. In the elementary level of education, many teachers have specialized plans for individual students. The new attraction is infusing it with technology. That is what the article is about. It also sparked my interest further into wanting to know more about differentiated learning, so that I can better integrate.

*Technology Integration Practice as a Function of Pedagogical Expertise* by Melissa E. Pierson was another article that intrigued me. It forced me to examine my staff and assess problems that have occurred during the past school year. Many of the “experienced” teachers have been more resistant to using and implementing technology into their lessons. The veteran teachers that have not resisted are far more successful in achieving curricular goals than the less experienced teachers. It will be interesting to see in ten years how the “technology natives” will teach when they get more experience in the classroom.

*Be the technology: A developmental model for evaluating technology integration* by Steven C Mills and Robert C Tincher was a study that examined the levels of current technology use by teachers. This would be an interesting study to do in my school. In retrospect, I wish I had done it at the beginning of last year when we opened the new school with an enormous amount of technology. It would be exciting to see the advancement to now. I also think it would make the teachers aware of the different levels of technology use. Many teachers feel that just using the student computers (for games and word processing) are effective methods of integration. If they assessed themselves with a rubric that explained various form of technology integration, then they would be aware of ways to progress to higher levels.

*Improving the Student Experience:\_How can the Library Help?* by J. Sykes interested me, because my master’s degree is in Media. Though I am not in agreement with eating and drinking in the library, I do agree that our students today multitask. My 14 year-old daughter is evidence of that phenomenon. The statement about “pushing” information out to students is apropos in light of the way Senator O’bama announced his running mate using text messaging this past week. I do believe there will always be a need for a library. They may look different, but will always have the purpose of delivery of information and hopefully the enjoyment of reading.

References

McCoog, I.J., (2007). Integrated instruction: Multiple intelligences and technology. *Clearing House, 81*(1), 25-28.