

Research paper about technology in education

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Purpose of the study about technology in education

The purpose of the 1: 1 technology initiative assessment is to assess the experiences of teachers while implementing the 1: 1 computer technology in learning. The study examines the correlation and differences that exist before, during, and after the system is implemented. For the research to achieve the designated primary purpose small rural school in South Eastern, Michigan has been selected. The effectiveness of the study depends on the choice of school, which must be adopting the 1: 1 laptop initiative. The theoretical background of the study affirms the existence of challenges and benefits associated with the implementation of technology-based programs in schools. A succinct understanding of the dimensions of the challenges is essential for change implementation. The setting of sustainable measures to enhance the effectiveness of the education system depends on an informed assessment of the phenomena that have cropped when programs such as the 1: 1 technology initiative are adopted in schools (Dezuanni & Woods, 2014). The study seeks to present the experiences of the teachers in the selected school based on their perception and views regarding the two distinct periods in teaching. The focus of the study will be the changes and improvements in the classroom setting.

Therefore, the research assesses the impacts of the 1: 1 technology program on the skills on a high school teacher. The researcher evaluates the how the instructors perceive their competence comparatively before and after the incorporation of the initiative. Traits and tools play a critical in learning and are influenced by the resources used including technology. The research includes the impact of 1: 1 technology initiative on the traits of teachers as <https://assignbuster.com/research-paper-about-technology-in-education/>

well as the tools used within the classroom environment. Moreover, to determine the changes on the experiences of teachers before and after the 1: 1 laptop program for learners, the research assesses how the students and educators utilize technology. The consideration of usability enables the research to determine whether the nature of technology application in learning correlates qualitatively to the shifts in experiences. Finally, the effect of 1: 1 technology implementation on the teaching process is critical to the purpose of the study. Therefore, the research examines the initial and the current methodology-based process of teaching to draw a comparison and contrast with the objective of determining a correlation to the experiences of teachers. At the end of the study, it will be clear how the current experiences of instructors in the selected school compare with the period before the implementation of the 1: 1 technology learning.

Significant of the study on technology in education

The study examines several factors relating to the implementation of the 1: 1 technology program in a rural school in South Eastern, Michigan in line with the experiences of teachers purposively selected as the representative of the targeted population. The qualitative evaluation of the impact of the approach to learning will create a clear understanding of how the introduction of a new dimension to technology relates to skills, traits, and tools used by a high school teacher. Such knowledge is essential in planning for the training of the instructors, recruitment, and retention of skills among teachers, and transformation of the classroom approach to enhance instruction delivery (Klieger, Ben-Hur, & Bar-Yossef, 2009).

Moreover, the results emanating from the evaluation of how instructors and students utilize technology will be important in measuring the success of the project in high schools. The research questions entail the qualitative analysis of how the learners and instructors use the 1: 1 technology to achieve the education objective unique to a high school level. The national planning of such a program is based on several performance indicators and the sectoral objectives. The monitoring and evaluation of the initiative depend on the findings of this and other similar studies, which is the baseline for decision making. Furthermore, the assessment of the impact of 1: 1 laptop system of learning will enable the stakeholders to understand the effectiveness and appropriateness of the initiative. The understanding of the effects will ensure that the authority makes necessary adjustments in line with the resources and the environment to guarantee that the likely targets are achieved (Barron et al., 2008). Although the study sample is relatively small as well as the method of sampling lacks generalizability, the findings of the research are critical to the selected school and other institutions sharing similar characteristics in line with the classroom environment and learning resources.

Conclusion

In conclusion, the Michigan's Freedom to Learn 1: 1 wireless laptop program is an essential implementation in the education system. The initiative was established because of the need to enhance the level of motivation and attendance among schoolchildren. With the onset of the plan, higher achievements in learning, change in teaching styles, and excellent collaboration between instructors and students were part of the success

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indicators associated with the short-term and long-term benefits.

Nevertheless, the initiative has altered the experiences of the teachers in a classroom environment, which is the focus of this study. The research investigates the impacts of the program on the skills, traits, and tools of an instructor in a rural high school in South Eastern, Michigan. Moreover, the focus of the study includes the assessment of how learners and teachers utilize technology to enhance learning experiences. Furthermore, the study involves the evaluation of the effects of the implementation on the teaching process of the school. The results of the research are essential in transforming the classroom experiences to depict more sustainability and efficiency when compared to pre-implementation period, as well as the contributing towards the changes that will enhance the experiences of teachers.

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