

Technology in the classroom

[Education](#)



It's impossible then that the distraction of the new technology then functions to distract the students rather than facilitating their learning. In these instances, it's necessary for educators to develop clearly defined expectations for participation and even consider a rubric that outlines necessary and appropriate participation. Another issue concerns the ability of the students to access and learn the new technology or even the school to fund technological integration (Dede 2009). While teachers assume that most contemporary students have the aptitude for social networking platforms, not all students are as capable as others; in these instances, technology instruction must parallel the lesson, which can be a hindrance if drastic levels of differentiation prove necessary for the lesson plan.

2. Review the incentives that can be provided in a school for participating in staff development activities. Are the incentives intrinsic or extrinsic? Which do you think are the more effective?

While many educational researchers and teachers recognize that incentive systems need to be in place to encourage education professionals to integrate technology into the classroom environment, there has not been enough written on how to adequately structure these incentive programs. Currently, in most classroom environments the incentives are intrinsic as the benefits experienced are seen through the increased productivity of the learning experience, and the increased efficiency of lesson planning. Other proposed measures include extrinsic measures that grant teachers who effectively integrate technology access to funds that will allow them increased access to technology. Christian (2010) points out that in many instances funds from departments not utilizing technology can be collated and implemented in departments that are more proactive in their approach.

<https://assignbuster.com/technology-in-the-classroom/>

While implementing an incentive program that directly links reward with technology integration can be challenging can be next to impossible as the fluid and changing nature of technology is difficult to objectively quantify to specific educational tasks, an overarching policy of administrative officials to hire, support, and promote forward-thinking and technology savvy teachers is the greatest remedy in ensuring effective technology integration in schools.

3. Evaluate the computer culture that has evolved in your school. What factors do you feel have contributed to this culture?

The computer culture that has evolved in the school is such that every classroom is outfitted with a computer. While this has become a common practice in the public school system it is definitely a progressive development. ([http://www.nmc.org/pdf/Future-of-Higher-Ed-\(NMC\).pdf](http://www.nmc.org/pdf/Future-of-Higher-Ed-(NMC).pdf)) In other areas, powerpoint lectures have become an aspect of the scholastic environment that has evolved into a common occurrence. While YouTube videos are still prohibited on school computers, many teachers have taken the time to get videos approved, or in some instances even download them on their own and incorporate them into powerpoint lectures. The prohibitive nature of the secondary school environment has oftentimes resulted in the incorporation of such technology to be frowned upon. Ultimately, as an older generation of administrators retires and new technology has become to be viewed as a benefit to the classroom environment rather than a hindrance, fewer restrictions have been placed on teachers who seek to incorporate this technology into the classroom environment.