

# Using technology with classroom instruction that works

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Using Technology with room Instruction that Works A. The Professional Development Activity This report is based on the professional development activity which has been focused on participating in an online workshop. I selected this particular professional development activity for participating in an online workshop. I have selected this particular activity area to enhance the efficiency of educational process and to increase student learning and engagement by incorporating various relevant technological aspects. In the present day context, technology has become an essential part of the modern educational system which offers various types of benefits to learners belonging to different doctrines and aiming at different professional arenas (Pitler, 2012). The major advantages of technology in the educational sector can be characterized into various factors which are significantly focused towards enhancing learners' skills in different dimensions (Garet, Porter, Desimone, Birman & Yoon, 2001). In relation to the aforementioned factors, the professional development activity in this report fits the self-directed model which enables teachers to choose their own effective professional development activities (Cercione, 2008). The benefits of this model can be identified from the perspective of Cercione (2008). For instance, self-directed professional learning model significantly help professionals to enhance their learning skills through continuous discussions held online, may be through forums or chat-rooms regarding various concerns. The informal vision in the professional development model also provides enormous support of finding experienced and highly skilled colleagues through the use of internet disregarding the challenges of geographical divergences and thereby giving a wider scope to the learners in obtaining adequate knowledge in the

concerned subject area (Cercone, 2008). Moreover, the model attempts to render ample cooperation for the teachers to develop their lesson plans as well as subject areas more effectively. Therefore, it can be stated that the self-directed professional development model plays an effective role in terms of developing the teaching approach of the professionals within the educational environment.

**B. The Professional Development Activity in Context**

Self-directed professional development model can be considered as one of the major learning models which ensure to acquire adequate learning process without any support from the peers and professors. The model provides effective educational support for the professionals to achieve independent learning through designing an exceptional method of gathering knowledge from various external sources. Moreover, self-directed professional learning model also ensures to address various educational challenges through sharing materials and information among experienced individuals from different locations. Based on this context, the self-directed professional development model can be regarded as an imperative approach for the teachers in order to build and develop their skills and competences to provide adequate educational support to the respective learners (Joyce & Calhoun, 2010). As per my understanding, the same learning process can be generated through the Standardized Teacher Professional Development (STPD) model as well. The model incorporates technology based educational system which enables teachers to develop their ideas of disseminating knowledge as well as other instructional techniques. In this model the learners or the students are enabled to use computer for their education assistance in performing researches and assimilating information from the

global platform to enhance their learning. This model also emphasizes on the use of Multi-media software and other audio and/or video technologies in the educational program are conducted in order to strengthen and enhance the fundamental skills of the students for their educational programs (Pitler, 2013). References Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. *AACE Journal*, 16(2), 137-159. Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F. & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal* 38(4), pp. 915-945. Pitler, H. (2012). *Using Technology with Classroom Instruction that Works*. Retrieved from [http://groups.ascd.org/resource/documents/122463-Using-Technology-with-CITW\\_handouts\\_8-7-12.pdf](http://groups.ascd.org/resource/documents/122463-Using-Technology-with-CITW_handouts_8-7-12.pdf) Pitler, H. (2013). *Using technology with classroom instruction that works*. Retrieved from <http://www.ascd.org/professional-development/webinars/howard-pitler-webinar.aspx>