Technology in education

America and many other countries have experienced a technology boom over the last century; unfortunately, much of this boom has not reached the classrooms of many schools today. In response to this, a growing number of stakeholders now call for teachers to use technology In the classroom, an idea that teachers should embrace.

While research shows that technology can play a ITIL role in the classroom, the teacher must take advantage of the technology in appropriate ways. By doing this, an educator creates a classroom that demands respect from stakeholders, fosters a learning environment for students and prepares students for future success. By failing to do this, an educator creates an environment that makes learning a near impossibility. According to Lodestone and Stuntman (2006), the lack of well-equipped technology stands as a barrier to Innovative learning in many schools.

Lodestone and Stuntman argue that while many politicians and educators claim they want to build a immunity of constant learners, they do not put the necessary tools in place to achieve this. The authors find this amazing In world where people can " Google" nearly anything to learn about It. In Dalton, the authors fear that even though geographical technology exists, students do not receive adequate training in life long learning will occur, teachers must create a classroom environment that encourages the use of technology, while providing students with the fundamental skills and knowledge necessary for success.

In many ways, this challenge resembles a balancing act that may prove difficult (Lodestone & Stuntman, 2006). John Win (2003), a Lieutenant

Colonel in the United States Army and an assistant professor in the United States Military Academy, found that technology such as Powering benefits students in all courses, especially the social sciences, if the teacher uses the technology in the correct manner. Win encouraged teachers to create slides that challenge and engage students in the classroom. Win said technology will only be beneficial if it is presented in a manner that stimulates thought.

Win (2003) warned that too many teachers do not know how to effectively use Powering technology in their classroom. When this situation occurs, teachers, instead of fostering learning and development, actually start to stunt the two. According to Win, several things may cause this to happen in many ways: wordy slides, boring backgrounds, and useless information to name a few. In these instances, teachers may feel that they are benefiting their students, but in actuality they hurt their students.

While Win mentioned ways overzealous teachers may hurt their students, Amy Paw (2002) warned teachers against becoming lazy and attempting to use technology to replace their teaching. She did not feel that teachers should abandon technology, but she believed teachers should use technology to teach in new ways. She gave examples such as presenting artwork to students through slides as a way to replicate some learning experiences which may be impossible to reproduce otherwise. In her courses at a seminary, Paw takes advantage of technology to design lesson and save them for future occasions.

She argued that teachers should take advantage of this aspect of technology to save time in creating the lesson, allowing teachers more time to research

and prepare for the lesson at hand. When a cheer implements technology in this manner, the classroom experience enriches the student. In the end, however, research shows that technology cannot replace strong teaching in the classroom. Paul Witt (2004) conducted research about the impact of technology on teacher respect and students' expectations of learning.

Witt found that introducing a secondary website to a course does not increase teacher respect or improve students' expectations of learning. Witt said this attitude may occur because of several factors: limited Internet access, slow download times, or the perception that more work is being created for the student. While many authors based their findings on a college classroom, the message holds great significance for grade school teachers. Many people view college students as people who want to learn new information, but this does not always hold true when discussing students in grade school.

If some college students have problems with technology being used in the classroom, It Just proves more evident that grade school teachers must find ways to address this issue with their students. Today, technology allows for students in social studies courses to be engaged by music, taste and smell foods or drinks, and hold objects from around the world. The movement pushing for the use of technology in the classroom is a step in the right direction to create the appropriate learning environment for the future.

However, educators must be willing to take this movement to a new level, and in the process, be willing to increase their workload in some ways. Teachers must learn how to use technology, in an effective manner, and

they must successfully sell their students on its use in the classroom. While teachers do this, they must always remain an effective teacher for every student.