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Blog #1

EDD 7914

**Benefits to Using Technology in Education**

The National School Board Association (2007) discovered that roughly 96% of learners ages 9-17 have experience using social networking tools, 50% use the tool to discuss certain school assignments and 60% are using the tool to discuss matters in education. Greenhow, Robelia, and Hughes (2009) led a qualitative, phenomenological study pinpointing the use of Web 2.0 technologies. Web 2.0 technologies are blogs, wikis, RSS news aggregators, online photograph websites, social bookmarking, and audio-video casting (Richardson, 2006).The study discovered that the implementation of Web 2.0 technologies enhanced learner involvement in the classroom (Mosley, 2012).

Kirby (2009) assessed a laptop initiative in New Brunswick. The initiative showed greater accessibility to information, increased attention to various styles of learning, the capacity for educators to develop specific and more efficient lesson plans, laptop transportability, and lastly, the conservation of paper (Mosley, 2012). Educator preparation (Greenhow et al., 2009) and learner preparation (Kirby, 2009) were aspects of studies that depicted benefits to using technology in the classroom (Mosley, 2012).

Using technology in the classroom is more about the instructional methods than it is about the technological tools. The methods in which technology is used and why an educator wishes to integrate technology into a certain lesson are central elements of instructional technology. Different instructional media can radically influence learning. According to Perrin (as cited in Pagan-Melendez, 2011), when used in combination with instructional methods and consideration of different learning styles, instructional technology can be a powerful tool delivering optimal instruction for each learning style.

The school district where I work is constantly encouraging teachers to discover innovative ways to integrate emerging technologies into our instruction. I can have seen a shift in levels of student engagement and participation in a lesson that uses an emerging technology (Facebook, Pinterest, blogs, and social bookmarking sites). More and more educators in my school are implementing a “Flipped Classroom” approach to instruction and have been very pleased with the results of this style of pedagogy; however, the teachers have expressed how time consuming it is to initially create the videos. Administrators at my job use GoogleDocs for the faculty to sign off on things and to take school-wide student and faculty polls of various topics throughout the school year.

I am very glad that I decided to earn my master’s degree in Instructional Technology and am even more excited about the degree I am currently earning, which is an EdD in Instructional Technology and Distance Education with a minor in curriculum development. I feel as though the skills I have learned and will continue to learn are timeless and will assist with keeping abreast of emerging technologies, as well as ways to continually keep my learners engaged in the classroom.

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