Jennifer Corrigan

Blog Posting #5

EDD 7914

**Issues with Technology in Education**

Administrators are continuously pushing teachers to integrate more technology into their instruction. The writer has recently pondered why certain teachers are eager to adopt emerging technologies into their pedagogy and others want nothing to do with the hype over technology adoption. Why are some educators eager to implement forms of technology into their teaching and others are completely opposed to the idea? Is it an issue of digital immigrant versus digital native? Or perhaps the benefits to technology integration have not been made apparent to those in opposition to the idea? This is an issue that needs immediate attention if we are going to create instruction that adequately prepares digital learners for college and their future careers in today’s digital age.

An ongoing concern is the variation in rates of technology adoption. Kennedy (2013) stated how there are discrepancies in implementation of emerging and interactive technologies in education. Schools must provide resources that enable a smooth shift toward integrating technology into instruction, as well as effective professional development training in order for teachers to become well-informed on all uses of technology (Kennedy, 2013). Providing educators with technology is not good enough. What purpose does technology serve if teachers have no idea how to effectively implement the technology into their instruction? For example, all teachers at the writer’s school were given Google Chromebooks this past spring and were expected to immediately start using the Chromebooks with their students; however, 2 of the 3 professional development training session were cancelled. It is a farfetched idea to expect all teachers to conduct research on their own and figure out beneficial uses of the technology. This is where valuable technology professional development training comes into play. It is imperative that schools research the most trained professionals in the area of technology implementation if they expect teachers to adopt the technologies they are presented with successfully. Schools must make technology training a top priority if they expect teachers to use the technology well.

A considerable amount of technical training and support is essential to successfully integrate instructional technologies into ones pedagogy (Kennedy, 2013). In addition, a school may face a variety of challenges in terms of teacher technology adoption: (1) poor computer skills, (2) software and hardware availability, (3) restricted time to attend technology support workshops, and lastly, (4) school funding for technologies (Kennedy, 2013; Kenney, Banerjee, & Newcombe, 2010). Another deterrent to successful technology implementation are poor teacher preparation programs. Investigating these obstacles will help with determining why certain schools are failing to create technologically sound learning environments (Bloodman, 2014).Some educators may find it particularly challenging to stay current with innovative technologies.

**References**

Bloodman, S. L. (2014). *Teachers' perceptions of technology integration in a unified school district.*(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (No. 1513556951).

Kennedy, L. C. (2013). *Exploring the adoption of instructional technologies: The mainstream faculty perspective.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (No. 1449375344)

Kenney, J. L., Banerjee, P., & Newcombe, E. (2010). Developing and sustaining positive change in faculty technology skills: Lessons learned from an innovative faculty development initiative. *International Journal of Technology in Teaching and* *Learning, 6(2),* 89-102.