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Curriculum Teaching and Technology

Dr. Walrod

**Blog 4: Future of Technology in Education**

In 10 years I see innovative technologies taking on an even more substantial role in a school’s curriculum. Engaging a new generation of learners has become a challenge for many educators. Cornelius (2011) claimed that students are failing to trust that content taught in school has any significance for their future. “Technology will continue to grow, expand, and be extremely impactful in all people’s lives” (Pattee, 2012, p.24). In schools, technology is rapidly becoming and will continue to become an essential aspect of instruction. The hope of instructional technologies is that these instruments will enhance student engagement, learning, and thinking (Pattee, 2012).

In the future, I see technology being implemented into the curriculum in a variety of different ways than it is in the present day. In 10 years, I envision my classroom with a 1-1 student-to-tablet ratio. There will no longer be an issue of missing pencils because students will no longer be using pencil and paper, but instead will be completing all class notes, homework, and assessments on their personal tablets. I am hoping in the future to have students use technology to record all their work and have the ability to send a copy of their notes, homework, and assessments electronically to their teacher via a tablet or another technological device. The device used will permit note taking and perhaps audio recording for students to ask any questions that they faced while completing homework assignments.

I have tried to integrate the use of educational applications on mobile devices in my classroom; however, the “new wing” in my building where I teach all my classes has very poor service so students are rarely able to access mathematical applications that I have found on smart phones. I see mobile learning being an integral aspect of education in the future. The amount of educational applications that smart phones have to offer is substantial and has the potential to impact levels of student engagement immensely. In addition, I see hard copies of textbooks phasing out (already happening) and online versions of textbooks accessible in class via tablets (or another device) to be the new wave of accessing class resources. Even after I have earned my doctoral degree in Instructional Technology and Distance Education with a concentration in Curriculum Development, I plan to continue my research in the area of instructional technology. More specifically, I plan to stay current with educational uses of emerging technologies and how to use these technologies effectively in my instruction.

According to Hutinger (n.d.), Moore’s law suggests that the handling power and speed of any electronic calculating tool will double every 18 months. In addition, the cost of the tool will decrease by about 35% a year relative to the power. “If this continues to be true, researchers will have an abundance of exciting new tools to use as they study the curriculum and children of the future” (Hutinger, n.d., para. 2). Hutinger claimed that futurists and education reformers claim that in order for change to take place we need new schools. Lastly, it is not only essential that we do things differently, but we need to do new things and do them fast. In closing, Hutinger asserted, “One of the most critical needs at present is that of finding new ways to connect learners and teachers with the results, implications, and procedures of educational research” (para. 14).

**References**

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