

**Part I:**

This was a challenging assignment. I really had to sit and ponder on the requirements and my own personal teaching experience as well as re-read the Hattie piece many times.

**Which factor is the most influenced by technology?**

I'd have to say the child is the most influenced by technology. Nowadays, kids are so technology savvy, it's ridiculous. It's like they need it to survive. You don't see kids playing baseball outside or riding bikes. They are playing video games, texting, or listening to their I-Pod. I wasn't like this as a child. I really started to notice the influence of technology and the change in children when my brother was younger. Times have changed and children need to be constantly entertained and stimulated. Various technologies do just this. Kids are so easily influenced when it comes to the latest video game system, the newest laptop, the coolest cell phone etc. I also see this in my school. As I mentioned, I teach at the Academy for Business and Technology Elementary. We are fortunate to have many technologies available to us to incorporate into the classroom. Anything that involves the Promethean Board, the laptops, or the document camera seems to grab their attention more as apposed to just textbooks and paper materials. I use various technologies not only to enhance student learning but to grab their attention. Hattie mentioned that much of the time, students are physically present but psychologically absent in the classroom. Just like outside of school, if the classroom has the "cool" technology, students will be engaged because it will help foster involvement.

**Which factor is the least influenced by technology?**

Unfortunately, I feel the teacher is the least influenced by technology. Hattie stated that quality educators need to be open to new experiences. We received our Promethean Boards four years ago. I was completely excited about getting one and couldn't wait to learn how to use it. We had a handful on our staff that wanted nothing to do with the boards. They thought it was a distraction and wouldn't be effective. One even complained to me she didn't want to even turn it on because it would probably take forever. I pressed the "on" button for her and it turned on right away. Needless to say, she wasn't very excited. Some on staff still argue laptops are just toys for students and are a waste of time which is completely untrue. Our students use online programs such as Study Island and Raz-Kids and we have documented data of the assistance these types of programs provide for our students. Hattie also stated that quality educators seek feedback from students and want to learn from their students. Obviously the same educators in my building who are anti-technology aren't going to want to hear what "little kids" have to say. My kiddos amaze me daily with their opinions on various topics. They are a lot smarter than you think!

**Which factor has the most promise from technology?**

Teaching approaches have the most promise. With the integration of various technologies into the classroom the possibilities for quality instruction are endless! It allows the chance for critical reflection on lesson planning and instruction. It also provides the opportunity to examine classroom-based evidence and discuss with colleagues about teaching. All points were

mentioned by Hattie. Every Monday as a staff, we meet and reflect on what is going on in our worlds. Before we realize, it's like 5-6 o'clock. We bounce ideas off one another and share positive/negative experiences. By utilizing Promethean Boards, the document cameras, laptops, online programs etc, we have data and classroom evidence to drive our instruction and school goals.

**Which factor has the most problematic relationship with technology?**

Last week, a former teacher working with the Secretary of Education came to visit our staff to hear our “gripes” about education today. My principal told it like it is and said to him “Our school is full of kids with parents who just don’t care.” It is sad but true. Other teachers and schools drool when they hear about the technology that is available to teachers and students at ABTE. The majority of our parents don’t know that we use it (even though it’s made evident all the time) nor do they care. Just as long as their kids are in a school and it’s not DPS, our parents are satisfied. At home, our kids get the latest I-Pods, gaming systems, laptops etc. Most of my students have a flat screen in their bedrooms! They have things that I wish I could afford. I liked how Hattie described the home as a “toxic mix of harm and neglect with the respect to enhance learning.” This explains my kid’s home life perfectly.

**Part II:**

<b>Factor</b>	<b>Common Technologies</b>	<b>Opportunities</b>	<b>Challenges</b>
Child	Laptop Cart	Educational programs to supplement curriculum ex: Study Island, Glory Math, Raz-Kids.	Up-keep of laptops, number of laptops available.
Home	Computers	Access to online programs provided by the school, communication to teacher after hours.	Having students use the computers more for educational purposes rather than personal use.
School	School website	Communication to students, parents and the community.	Lack of computer/Internet access to our school population, large ELL population at our school.
Curricula	Promethean Board	Student interaction, videos, sound,	Teachers will use online videos in place of actual

		visual learners, special ed accommodation, saves on paper, engagement	instruction too often.
Teacher	Facebook	Communicate with teachers and parents, networking.	Bullying other staff members, slander (yes, this has happened where I work!)
Approaches to teaching	Data collecting programs	Provides staff with charts, graphs etc to show standard test scores, PBS, school benchmark progress.	Difficult to work with at times.