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Activity 2.0

Student motivation is a difficult subject to discuss without passion. One assumption that I have about

student motivation is that students who have less access to technology outside of the classroom, find it more

motivating to use the technology in the classroom. I have found in my teaching that my students are highly

motivated by using technology. They often find it fun and are excited to use this. The students, who tend to be

most excited about the idea of using technology in the classroom, tend to be those that cannot use it otherwise.

Another assumption that I have about technology and student motivation is that it is like anything else, a tool. If

it is over used, then it will lack motivation. I have found this to be the case for my students with the use of

clickers. At first, they were very excited and wanted to use them every day. As we continued to use them, I

found my students less excited to use them. I found myself using them less frequently and in different ways in

order to continue to allow for my students to find the clickers reinforcing and motivating. My last assumption I

have about students in regards to motivation and technology is that it is not a motivation if it is just a different

way to present the same "boring" information. Students in the current time are used to instant information,

presented in visually appealing and interactive ways. They play video games that allow for constant action.

With that being said, if I just provide my students with a computer and ask them to write a paper, that is no

more exciting and motivating to them than handing them a piece of paper and a pencil. I have not changed the

task, just the means in which they have to complete the task. Now if I used the variety of programs out there,

such as Fractured Fairy Tale™ the students would be able to retell a fairy tale in a different way using an

interactive program. This activity may be more motivating and allow for the stimulation the students desire and

therefore increase motivation.

Technology for teachers has been an extremely positive tool as well as a fear for some teachers. In

regards to motivation, technology has allowed teacher to create their own lessons and post them to websites that

allow the sharing of information easier. It also allows for a teacher to acquire ideas much quicker and find

resources that were not otherwise known. An assumption that I have about teacher motivation and technology

is that most teachers have the desire to integrate technology into their curriculum but have a great fear. I, being the technology instructor in my building, have seen this first hand. Many teachers fear that though technology appears fun and they would love to use it, they are not always sure how to integrate this technology into the classroom, and therefore do not use it at all. In addition, I believe that teachers tend to be motivated by anything that makes things easier. I have found that teachers tend to avoid technology if they believe that something might be more difficult. I have seen this with lesson plans. There are a large number of lesson plan software out there, and yet, most teachers continue to use their traditional plan books when writing down their lessons.

Technology in the classroom can be an amazing tool for both teaching and learning. Students can experience things they otherwise could not because of technology. One assumption I have about effectiveness through the use of technology is that it does not make learning more or less effective solely based off of using technology. What I mean by this is that just because you integrated technology into a lesson does not make your lesson or information better delivered and ensures learning. In order to ensure learning, a teacher must effectively deliver the information and effectively integrate the technology and therefore the information is learned. If one aspect is missed, the use of the technology is not necessary. Another assumption that I have is that most teachers believe that just because they use technology, presenting information on a PowerPoint, they are enhancing students learning. This, as we have learned, is not true. Although a PowerPoint can be more interesting to look at in compared to an overhead projector, this does not increase the students learning nor do students enjoy it more. The only person interacting with the technology is the teacher, and this is not beneficial for students.

Through my experiences in education, though very short, I have had wonderful administrators. My building Principals have been very motivated by technology and find it to be an integral part of education. They believe that in order to educate children, we need to not only teach them how to read and write, but also how to be 21st century learners, using technology in every way they can. With that being said, I believe that most Principals are also this way and believe that they look to technology to support education practices. One assumption I have is that administrator's purchase and support technology for education, but do not always

understand the complications that go along with integrating technology into the classroom. I find this often with my current Principal. We have multiple sets of mobile labs within our building. They are a great frustration to teacher because they often do not allow students to log on, the batteries do not last very long, and our severs cannot handle a large capacity of streaming or use. When teachers plan a lesson using the computers, they often have to plan a side lesson, in case something does not work, which tends to be the case. My Principal is extremely excited about technology and is often looking for the teachers to be integrating the technology into their classrooms when he does walk-throughs, but does not understand the frustrations we, as teachers, experience when we plan to use the technology. Another assumption I have is that administrators do not always know what teachers desire to have in regards to technology. Often, teachers look to use certain technologies, but Principals do not seek teacher input before investing their money in technology for the building. A teacher may desire to have a specific type of technology and have done a great deal of research for the product. I believe that the Principals, do not always seek teacher input and then purchase items based off of what they believe would be beneficial, and then become frustrated when teachers are unwilling or unknowledgeable about the material and therefore do not utilize it to the best of their abilities.

Technology in education can be a great motivation and asset in the classroom. Both teachers and students have a wide variety of tools at their fingertips that they can use for learning. There are an ever growing number of resources out there that allow students to travel around the world without leaving their seats. Technology is evolving so quickly and must be an integrated part of education in order to allow for our students success outside of the classroom. Students must be fluent when it comes to knowledge of technology and have basic skills that were not required by past generations. Teachers and administrators alike must be willing to continue to search out technology, integrate technology and use technology to both teach and learn. We all must have technology in our lives in order to allow for both the learning of skills as well as technology itself. I believe that there are many positive assumptions out there about technology in education as well as some negatives, but there is one thing for sure, it is necessary.