Summer Winrotte
EDCI 564: Discussion Question – Week 1

Initial Question: What is your initial ideal of technology for education?

Even though I know how to and enjoy sewing, I have never had a desire to knit or crochet. However, there was (and still is) a revival of knitting and crocheting a few years ago, and my interest was stoked. Someone had told me about "arm knitting". I assumed it was similar to 'finger' knitting, but was not entirely sure. I went to Walmart, bought some yarn, and decided to teach myself how to 'arm' knit. How did I learn to 'arm' knit? Well, I went to YouTube of course! The video I watched was about 15 minutes in length. The video showed the process of knitting a scarf on an arm. The woman who was speaking in the video was also visually showing the steps on her own arm. Two perspectives/camera angles were used. I really enjoyed learning to knit from the video. I was able to stop and revisit any particular section as needed. I still have the video URL saved so that I can go back to it the next time I want to 'arm' knit a scarf. In this case, because I did not personally know someone who knew how to 'arm' knit a scarf, I had no other way to learn to 'arm' knit. The educational video was ***necessary*** in this instance. Generally, in K-12 education, there are multiple ways in which to something though multiple tools, some utilizing technology while others do not. In a very broad sense (strictly speaking about K-12 traditional classroom settings), if the lesson is not enhanced when infusing a lesson/instruction with technology, then it is not necessary to the lesson; however, if the lesson is enhanced, then technology then it is necessary.

I enjoyed reading the article by Watson, Watson, and Reigeluth. Many portions of the article resonated with me, as I have had some experience, even if rather limited, with each of the types of recent dominant learning technologies. I can remember incorporating the LMS (or really CMS) Edmodo to my high school math classes eight years ago. I had some success and decided to introduce it to my department head and building administrator. It was not highly received at the time, and eventually, the Edmodo platform was blocked entirely. Since then, I have had many forays into various CMS, LMS, Los, and OERs. The feature that I find most appealing about any technology resource is the ability for students to have some personal choice in how and through what manner they garner instruction and skills. This past year I tested a personal learning model in which my students systematically, at their own pace, worked through units of material to gain mastery of the grade 7 and grade 8 Indiana math standards. The model that I followed had ***some*** of the same characteristics as Watson, Watson, and Reigeluth's (2013) PIES "vision for transformative technology (p. 6). What I quickly found out is that there are SO many variables to the k-12 learning process and environment (both tech and non-tech variables) that allowing a student to "work at her appropriate level and pace based on her actual existing skills and knowledge" was a pie-in-the-sky dream (Watson, Watson, & Reigeluth, 2013, p. 6). Currently my most valued, and ideal, piece of classroom use technology is audio/visual instruction. Supplementing and augmenting classroom instruction with audio/video instruction or resources helps the learner be intentional and individually focused in their learning process.

Watson, W. R., Watson, S. L., & Reigeluth, C. M. (2013). Education 3.0: Breaking the Mold with Technology. *Interactive Learning Environments*, http://dx.doi.org/10.1080/10494820.2013.764322