

Integration of Technology and Media Resources

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Introduction

The artifacts selected for this competency were chosen because they represent how technology was incorporated into my lesson plans. The video artifact was embedded into a flipchart, through *activeinspire*, on adding and subtracting decimals. The powerpoint included was part of a lesson on inferences. Both are representative of this competency because they show the integration of technology as a part of my educational process.

Rationale for Selection of Artifacts

The first artifact, the video, was selected because it shows the use of not only technology but also media. The video is a catchy song that gets stuck in one's head. It was embedded into a flipchart, which is another form of technology use. The video engages the students in a way that an ordinary lesson could not. It teaches the basics of adding and subtracting decimals in an entertaining and lasting way. In fact, the child of my cooperating teacher, who is in fifth grade, was in the room as we were planning the lesson and she began to sing along with the video. I believe that the integration of this media will result in long-term retention of the content.

The powerpoint included is part of a lesson on inferences. The powerpoint corresponds with a game. In this game, students come to the front, one at a time facing the class. Behind them, on the powerpoint is an adjective. The rest of the class will provide examples of when they or someone in general feels like that adjective. For example, when the slide says "Lucky" the students would say, "Some people feel this way when they win the lottery." This is an integration of technology that again helps the students engage and entertain students in a meaningful way.

Reflection on Theory and Practice

My first education course at Regent University was in technology. I am relatively inept when it comes to the use of technology, but since I started student teaching I have made a conscious effort to incorporate it into my lessons.

Technology is ever-changing. Constant upgrades and improvements to technology move the competitive market forward, which keeps consumers wanting to know more. This concept parallels the field of education, as [the] profession is one that is constantly evolving. It is necessary... to keep current on your understanding of how technology can contribute to the effectiveness of your instruction, as well as student engagement (Bigler, Doyle, Drosinos, 2014, p. 78)

The Promethean board has been around for a while now. Its use has changed even since I learned about it three years ago. A teacher can use it to go over homework, teach a lesson, show a video, play a game, and a myriad of other things. Though these could probably have been done when I first used one, the process is now smoother. There are fewer flaws, as with any improving technology. Each of my artifacts illustrate how technology and media can be utilized to engage students.

The video artifact included was made a while ago and has been used by fourth grade teachers since then, showing that it is timeless. The inference game using the powerpoint is yet again representative of a timeless activity. In the previous paragraph I discussed how technology is always changing, but there are some things that last. Though the execution of the "What word am I?" game is now done via powerpoint, I can say with relative certainty that activities similar to it

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have been done since the dawn of teaching. Technology eases the process of certain activities even though those activities have been around for a long time.

References

Bigler, P., Doyle, S., & Drosinos, K. (2014). *Teaching is Tough: A Practical Guide to Classroom Success*. Quicksburg, VA: Apple Ridge.