Reflection Prompt: How the artifacts in your pre-competencies verification reflect your technology use as an educator? In light of your learning about TPACK, identify areas of improvement needed

Description

Key activities under the module 2 included the description of technology usage; article and video reviews on TPACK; and completion of the pre-competencies verification form. These fundamental tasks constituted an avenue for one to reflect on the extent and effective way of technology usage in the teaching and the learning processes. More so, those tasks have provided the framework to measure one's prior knowledge and responsibilities against a generally specified standards.

Impact

The pre-competencies verification assessment as completed, for me, signals the need to invest both time and significant efforts in the area of technology usage. I have been exposed to, and applied technology in my instructional business over the years, yet, little did I pause to ask if my efforts actually meet standards. On the issue of promoting student learning and creativity, much of my efforts were focused on face-to-face instructional activities, and when it entails technology, the springboard have been almost the sole forum for digital instructional discussions. Videos, audios, and other forms of learning materials are organized and provided for students to reflect on as ways of enhancing their creativity. However, per the NETS-T standards, those efforts are short of, for instance, engaging students to explore real world situations, developing conceptual understanding and thinking, and promoting digital citizenship and responsibilities. The wiki space and the springboard that have been utilized to promote a conducive learning environment; enhancing students' curiosities; and offer the best assessment of students' progress are inadequate per the standard criteria.

Just as the pre-competencies verification assessment, the introduction of TPACK has impacted significantly in regards to my future outlook. I have come to realize that technology usage must seek to enhance goals and objectives of learning rather than a showcase of modernity. Reviewing the article authored by Harris and Hofer (2009), I have become aware of the inherent challenges or dangers of being excessively "technocentric" as a teacher. Per my understanding, the TPACK, especially as demonstrated in the video posted on the springboard, seeks to avert the tendency of teachers falling into the trap of overly concentrating on technology at the neglect of pedagogy and content knowledge.

 For most part, my efforts at introducing technology in my teaching profession have rather been just becoming familiar or conversant with the use of technology without necessarily looking at whether such technology conveys the content to the students, and offers the best opportunity for students to become creative in their learning process as effective as expected. I have somehow envisaged that the use technology is meant to make the work of a teacher easy. The discussion from the video as well as the article have made me revise my position.

Intent

Critically assessing my current competencies and adherences to the requisite standards, my position is that the fundamental solution to the identified shortfalls rests in professional growth and leadership development. I strongly believe that such effort would not only keep me abreast with time, but would also enhance my capacity to be ethically responsible and focus more on pedagogy, content knowledge, and the key contextual variables in the teaching and learning process.