

My Vision for Technology

Joseph Boateng

The emergence of modern technology in education is phenomenal. However, without the proper insight and planning its application in teaching and learning cannot yield the expected outcomes (Kay, 2006). Setting a clear and achievable vision remains a critical component of effective planning to integrate and apply technology in education (Vanderlinde & van Braak, 2013).

The following outline highlights the key components of my vision for technology in education, as a lead. This vision is framed under the mission to utilize technology to create different teaching and learning platforms to enhance students' knowledge acquisition and to build their competencies to become productive members of society.

In this respect I seek to create;

1. Instructional digital platform for students to interact with their peers and to share ideas and information. Such interactive platforms could facilitate sharing of experience and perspectives. Moreover, students can share knowledge regarding the various technological tools that they are familiar with their colleagues. The University of Akron Springboard offers such platform, and per my experience, it is very effective and has potential for future online teaching and learning.
2. Instructional digital platform with links that provide specific course information and materials necessary to enhance teaching and learning.
3. Instructional digital platform that can allow the traditional face-to-face teacher and student interactions when necessary.
4. Instructional digital platform that accentuates ethical use of technology in teaching and learning. The issue of ethics, particularly privacy, copyright, and accessibility, remain central to the pundits of modern technology in education (Lin, 2007).
5. An avenues to facilitate orientation and skill training for instructors
6. Instructional digital platform that allows teachers to provide feedback to students and allow students to monitor their progress.
7. Instructional digital platform that is dynamic and embraces best practices elsewhere.

References

Vanderlinde, R., & van Braak, J. (2013). Technology planning in schools: An integrated research-based model. *British Journal of Educational Technology*, 44(1), E14-E17.

Kay, R. H. (2006). Evaluating strategies used to incorporate technology into preservice education: A review of the literature. *Journal of research on technology in education*, 38(4), 383-408

Lin, H. (2007). The ethics of instructional technology: Issues and coping strategies experienced by professional technologists in design and training situations in higher education. *Educational Technology Research and Development*, 55(5), 411-437.