**Reflection on the Integration of Technology in Teaching and Learning**

Name

Institution

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In the modern world, characterized by an increased adoption of technology use, the education has made remarkable efforts in joining the global pace in technology use. Teachers and all other stakeholders in the school systems continue to figure out the possible means of integrating technology-based methods of instructions. These efforts have been in recognition of the immense contribution of technology to the understanding of various concepts in schools, through an enhanced sense of learning and research (Pitler, Hubbell & Kuhn, 2012). The use of technology-based methods of instruction do not only create a culture of active learning, but also facilitates individual learning and growth, peer collaboration through group discussions, and prepares students for a real world experience after in their future lives. This discussion is a reflection on how the new and revised assignments reflect greater technology use in learning and problem solving, as well as how they prepare students to gain the 21st-Century learning skills.

Unlike the initial lesson plan, in which the teacher guided the learners through a process of re-reading their textbooks to find the answers to the predetermined questions, the revised lesson plan makes it easier to find answers through the scanned books available on the interactive projector. The process of exploring the book in greater details by reading and re-reading is often cumbersome and needs prolonged guidance by the teacher in finding the answers. However, the interactive platform, which contains all the books in a scanned form makes it easier for the learners to work in teacher-led groups in finding answers to the predetermined questions. Furthermore, the revised platform also gives all the students an opportunity to learn and grasp basic concepts together, owing to the interactive nature of the learning platform (Pitler, Hubbell & Kuhn, 2012).

Moreover, the assessment method in the revised lesson platform involves the teacher evaluating what students read, using the technology-enhanced approaches. This approach creates a sense of commitment among the learners to invest their time in practicing to master the use of technology-based learning methods. For example, students tend to take a chance to learn how to access and utilize the scanned materials as they search for answers to the predetermined questions. There is a resulting spirit of competition among the learners, as they strive to achieve excellence in the use of technology-based methods of learning. In addition to the ease with which students can access the answers to their questions, the use of the interactive projector also makes it easy to save work for future reference from the SMART Notebook (Stanley & In Thornbury, 2013).

Learning in the 21st Century ought to recognize and utilize the enormous potential of technology to engage learners in creative and critical thinking tasks and projects. However, the process of integrating the use of technology in achieving the objectives of learning in the 21st century depend on the role of the teacher. Teachers have a pivotal role in developing learning objectives that would impart high-order thinking skills through technology-based instruction. Even though there are statistical facts about the benefits of integrating technology into the lesson planning and teaching, there are more advantages experienced by both students and teachers, which often remain undocumented. Stakeholders, including parents, teachers, policy makers in the education sector, as well as respective governments, should invest in the process of integrating technology-based teaching and learning. It contributes to the wholesome development of the knowledge and skills required in the 21st century.

References

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Stanley, G., & In Thornbury, S. (2013). *Language learning with technology: Ideas for integrating technology in the language classroom*.