



PHILOSOPHY OF INSTRUCTIONAL TECHNOLOGY

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Philosophy of Instructional Technology

In today's society, it is important that teachers foster a philosophy of instructional technology that aligns with the ever-changing world of technological advancement, the diversity of student populations, and the required state mandated learning outcomes in school districts. The philosophy of instructional technology must address the individual students, their innate abilities and their potential to learn. A philosophy of instructional technology must also promote the transfer of knowledge from teacher to student in various ways thereby influencing the student competency. It is essential that teacher create levels of awareness with the learning process for the students that they may encounter in their classrooms. A philosophy of instructional technology must effectively promote the students to adopt a worldview that strengthens their ability to grow and develop as great thinkers. It is most important that teachers have a personalized philosophy of instructional technology that acknowledges student diversity and allows for creative expression. A teacher's philosophy of instructional technology must advocate for equality on behalf of each of their students. The philosophy of instructional technology must also impart a system of values to impart to the students that helps to construct a well-rounded learner. Making teaching and learning meaningful in this new century means that the teacher must focus on the planning of lessons that blend effective styles and techniques of teaching. This also means that teachers must focus on instruction and selection of the appropriate approach to use that delivers intended objectives in a manner that conveys understanding and comprehension. Knowledge is also a key component in the teaching profession. Application of knowledge assists in classroom instruction by setting examples for student learners. With knowledge, a teacher can inspire students in a way whereby students will seek understanding for themselves. Transferring knowledge in a classroom serves as an essential part of the learning process. So, teachers in the

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21st century must have a pedagogy equipped with all the TPACK components. TPACK consists of the intersecting of the teacher's knowledge of curriculum content, pedagogies, and technologies. In this 21st century, all teachers must be careful not to get caught up in technocentric practices. It states in, *Instructional Planning Activity Types as Vehicles for Curriculum-Based TPACK Development*, by Judi Harris and Mark Hofer, that "educational technology selections are not made until curriculum-based learning goals and activity designs are finalized."¹ Technology should complement the lesson.

With the ever-changing technological advancements that exist, it is important for students to have access to tools that will enrich their learning experience. In the face of great diversity, students must be able to access all that is available for their usage. Teachers should incorporate the ISTE National Educational Technology Standards for Teachers into the lesson planning process. In Chapter 3 of the *ISTE's Technology Facilitation and Leadership Standards* book, it states that, "for technology to be effectively integrated into the curriculum--and ultimately the classroom—local school boards, administrators, teachers, and parents must know the student technology standards in the state curricula, and school districts must fully implement them." According to the TF/TL Standard III, it states that, "without curricular alignment, grade-specific benchmarks, and assessment practices, teachers may be unwilling or unable to integrate technology into instruction, or be able to meet needs and interest of digital-age learners."² Teachers must incorporate technology tools to engage students' creativity. They must develop media rich learning experiences and assessments. Using computer assisted instruction, web based technology, and electronic resources are ways student learning can be improved. "The

¹ Harris, J., Hofer, M. (2009). *Instructional Planning Activity Types as Vehicles for Curriculum-Based TPACK Development*. Virginia: SITE, 3.

² Williamson, J., & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able to Do*. Washington, DC: ISTE, 62.

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multimodal affordances that technologies provide through access, scaffolding, remediation, acceleration, and differentiation can reinforce equity and inclusivity, considering diversity and exceptionality among students.”³ Teachers must blend classroom instruction with knowledge of technological resources to help students develop critical thinking skills and apply what they have learned outside of the traditional classroom environment.

The importance of diversity is a major part of the education process. Students come from all walks of life and from different socioeconomic status. Each student is valuable and the diversity of students is welcoming to a classroom environment. Each student deserves an opportunity to learn in every school. The students have different educational needs and one may differ from another. Teachers must also keep in mind that children in the 21st century are very diverse and may have different learning styles, so differentiated instruction is the key. It is also good to incorporate many teaching styles into one’s pedagogy and repertoire. Teachers must be sensitive to the differing cultural qualities and utilize and embrace them to create an atmosphere that is conducive to learning for all students. Teachers must focus on the development of culturally appropriate lessons that allow students to exchange information about other cultures.

The importance of ethics is at the substance of the learning process. Ethics, as a system of morals and values, is important for educators in regard to teachers teaching life lessons. Ethics in teaching is valuable as it sets the example for student learners. Teaching students’ ethical values gives the students the insight necessary to make good decisions and have a sense of decency and morality. As technology is rapidly changing in this 21st century, it is the teachers job, to inform students of the laws surrounding the social, ethical, legal, equity, and human issues regarding

³ Herring, M.C., Koehler, M.J., & Mishra, P. (2016). *Handbook of Technological Pedagogical Content Knowledge (TPCK): for Educators*. New York: Routledge, 20.

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technology use in the classroom. A teacher must thoroughly explain digital equity to students, to prevent copyright infringement, indecency, and other illegal actions.

In today's society, a teacher must embody the core components of the knowledge, technology, diversity and ethics in order to be effective in the classroom. A teacher must have knowledge, understand the usefulness of technology, promote good ethics within their students and embrace the diversity that exists in the student population. "Today's teachers must be responsible for providing a learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities through effective infusion of relevant content with up-to-date and emerging tools and resources."⁴ Pertaining assessment and evaluation, effective teacher feedback and student-involved assessment helps students to manage their own learning. By teachers providing rubrics, students know what is expected and how the assignment will be graded. Teachers that provide examples and samples, are also doing students a big favor, because they can be used as a guide or stencil. "When popular devices used by young people are included in the classroom, students are more motivated to work than if these technologies are not used."⁵ A teacher's philosophy of Instructional Technology in the 21st century, needs to cater to today's children, and to the fast and changing pace of this society.

⁴ ISTE. (2008). *Nets for Teachers*. Washington, DC: ISTE, 4.

⁵ ISTE. (2013). *ISTE Standards for Coaches*. Washington, DC: ISTE, 16.

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