**Personal Philosophy**

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I have no known conflict of interest to disclose.

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**Purpose of Technology in Education**

Technology is used in the classroom for various reasons. Teachers can differentiate instruction to meet the individual needs of students, students can demonstrate their knowledge and understanding in unique ways, and students and teachers can communicate and collaborate with technology (Roblyer & Hughes, 2019). Technology is also used for data collection in education. Records like grades, attendance, and IEPs can also be kept and shared with educational technology. Instruction can be enhanced through technology as well. Students can learn content and skills through web-based research, games, tutorials, videos, presentations, and more because of educational technology.

 The language students speak today is technology (TEDx Talks, 2015). Students today only know a world of technology and information available at their fingertips. With this immediate access, students must be informed and educated on the lasting effects technology use can have on their lives and the skills they will need for their future. Teachers do have an obligation to include technology in their curriculum and instruction. If teachers are preparing students for the real-world, students need to know how to communicate, collaborate, and create using technology. When eventually entering the workforce, students can benefit from understanding various technology resources and tools. Employers also use social media in some way. Negative digital footprints can greatly impact a student’s future. Teachers need to educate students on digital literacy and digital citizenship (Roblyer & Hughes, 2019). Modeling positive ways to use technology is a great starting point.

 Educational technology can have great impacts on student learning. However, to achieve these great impacts, teachers need to use technology in a purposeful way (TEDx Talks, 2015). When technology is used simply for the sake of using it, it is rather wasteful. Technology should be used if it helps transform either learning or teaching; sometimes both. Teachers can provide students with authentic learning opportunities that develop their skills in a purposeful way. If students have multiple means of representation, expression, and engagement, students will be more likely to meet learning goals (Roblyer & Hughes, 2019). Teachers are able to meet students’ individual needs by providing instruction through means that interest them. Students can then engage with the content or skills, leading eventually to their individual demonstration of their knowledge. Students may obtain, engage, and demonstrate information differently, but learning goals should still be met through these various means.

**Biblical Defense**

 1 Corinthians 12:21 (*New International Version*) reads, “The eye cannot say to the hand, ‘I don’t need you!’ And the head cannot say to the feet, ‘I don’t need you!’” Nowadays, technology and education go hand-in-hand. Teachers, students, administrators, curriculum creators, secretaries, counselors, and so on use technology every day. If people in these roles were instructed not to use technology for a day, things would fall apart. Technology, when used correctly, enhances education. Teachers would struggle to meet the needs of every individual without technology. Some parts of educational technology may be taken for granted, but they can serve a critical role in instruction and ability to function; without one, we suffer.

 Teachers should share a responsibility for educating students on the proper ways to use technology. Matthew 28:19 (*New International Version)* states, “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.” Teachers have the ability and the platform to educate students about technology and prepare them for real-world application. While students use technology every day, teachers can provide opportunities that show students technology’s lasting impact on their lives and how to use technology to their advantage for future success. If teachers take these opportunities daily, students will ideally have exposure to this information, influence, and model behavior for at least one-hundred and eighty days and that is just one school year.

 As Proverbs 22:6 (*New International Version*) reads, “Start children off on the way they should go, and even when they are old they will not turn from it.” When messages are conveyed to students daily, they remember. If students receive information regarding technology from an early age, that information will be engrained in them. Opportunities to use various devices and software at an early age will help students when they are older. Students can expand upon their skills and knowledge. If students received proper education regarding technology, imagine the technological strengths and confidence students would possess beyond the classroom.

**Impact on Teaching**

 My students use or are exposed to technology every day, especially this year. While they either use or are exposed to technology, I do not use technology just to use it. Purposeful planning and consideration goes into my technology use. When designing lessons, I carefully consider how I am using or asking my students to use technology. There are endless applications and programs out there, but each has their own purpose. If I want my students to collaborate, I could use a Google Doc. If I want my students to recall definitions, I could use Blooket. Focusing on the learning goals is critical when planning.

 I also strive to provide students with skills and opportunities they may need or encounter for following grades and beyond the classroom. Teaching students to interact with the text using Google comments or Kami is a great way. Students can peer review classmates’ work and leave comments and feedback then respond to one another; a skill necessary in high school, college, and the career field. I also stress that what is posted is never truly deleted. I try to educate them on digital citizenship. Through my technology use, documentation, and communication, I model digital responsibility, which my students observe.

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