Kevin Paquette

EDEC 262-002

Ravinder Gill

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In-Class Content Response II

1. **What are the new technological skills you learned this semester and how will you use them in your future classroom?**

I already had a basic knowledge about many of the websites and software we discussed. For example, I had already used Audacity and GIMP when I was younger, and knew a little bit about coding. This being said, however, I did learn how to use Canva and Bubbl.us, and learnt about websites to introduce some more complicated topics (such as coding) to students in an understandable way over the course of the semester.

This course allowed me to further develop my knowledge of what I knew and pushed me to apply my technological knowledge to new software such as Screencast-O-Matic. With Audacity, I learnt about various features I did not know about previously, such as the "silence audio" and "envelope" tools, or the "generate silence" button; understanding these features was crucial to my success in making my own podcasts for the course. In GIMP, I learnt not only that you can add text (to make a meme, for example), but that you can make the text a layer of its own and include various other layers to make it look the best that you can. As a pre-service math teacher, Screencast-O-Matic was particularly interesting to me because of its easy-to-use screen and audio recording capabilities. In the age of technology where students always look for videos to explain a topic if they are confused, I can use this software to record myself writing on my screen to either re-explain a concept or go over an example for my students to watch when they want/need to.

Other ways to incorporate technology that we learnt about in my own classroom include having students use Bubbl.us to create a concept map of a certain topic (this can be used to see how well students understand that topic), creating a podcast to summarize a project (using either Audacity or another app), and using Canva to create an infographic relating a mathematical concept to an idea of their choosing (this shows the cross-curricular aspect of math, one which is often overlooked by students).

2. **What could be the possible challenges you may face in terms of integrating these learned tools in your future classroom?**

The first challenge that stands out to me in terms of integrating technology in the classroom is the accessibility of technology to students. The ideal situation would be having a one-to-one classroom (i.e. one device for every student), but this is not always possible. A simple solution to this: share the devices! But this, too, leads to some challenges. If the device belongs to a student, they may not be willing to share it with others. If the device belongs to the school (not the student), sharing can still be an issue because some students may take longer than others to complete a certain task;

do you have them go first and make everyone else wait or do you leave them to the end and risk them not being able to finish? There are pros and cons to both scenarios.

A second challenge is that of prior technological knowledge. When should teachers start to teach their students about technology and integrate it into their classrooms? How do we know what students know or don't know from home life or prior grades? By the time students reach high school (where I hope to teach), they will most likely have had at least an introduction to technology. But this cannot be assumed in the lower high school grades; it is possible that there are students who attended less fortunate elementary schools where technology was not accessible. We also cannot assume that students have technology at home; some students are more fortunate than others in terms of accessibility to technology.

In addition to these challenges, teachers always ask themselves how much "old school" teaching (i.e. teacher stands at the board and lectures) is required to get through the material on time? It is wonderful to have these tools to use and to think about how to incorporate them into my classroom, but I must acknowledge the fact that there is not always enough time to have a technological activity for every single lesson. I will try my very best to include it where it is possible, but the reality is that there are exams at the end of the year and students must have covered a certain amount of content to be prepared to continue into the next year of their studies.

3. How does Neil Selwyn's video relate to your learning experiences of EDEC 262?

Neil Selwyn based his talk on the idea of change, saying that everyone is at the conference because they want to bring change by integrating technology in schools. This made me think about why we study Media, Technology and Education as part of our B.Ed. Prior to this class, I believed that the only *good* use of technology in the math class was Desmos (the online graphing software). I have, thanks to this class, realized that there is so much more potential. As I explained above, there are many ways to incorporate technology into assignments or projects for a math class. In terms of integrating technology into the classroom experience (i.e. during class time), I have realized that technological activities are indeed possible (again, I mentioned this above).

In short, I believe that this course has allowed me to change my own mentality about integrating technology in the math class. While some teachers may be against this change, it is for the best and must start somewhere. As future teachers, we all have an idea of how we want education to be and how we want to change it. As Neil Selwyn says, we are all here for change, and EDEC 262 has helped me start to accomplish this.