EDUC 201 Reflection Paper

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**What?**

Education 201 was a vast course, and there was plenty of new material and projects to navigate each week. I began the course a little nervous about integrating technology in the classroom. I was a paraprofessional in a preschool before transferring to ISU.

Administration wanted not only the teachers, but the aides to use technology and lead classroom zoom sessions during the pandemic. Using technology was frustrating for me and the teachers I worked with. I did not feel very capable of using it and using it in a meaningful way.

I knew getting literate in technology would help me advance in my professional career, so I put all my effort into learning content for 201 each week. The first thing I remember Dr. Crawford say was to always have a backup plan. I always kept that in mind throughout the semester and I know it will come useful when I step foot in the classroom again. Highlights for me in the semester included coding, using technology in social studies and science and screen casting! I also really loved using story jumper to create digital stories.

I will take some time to talk about coding first. At first, if I’m being honest, I was nervous about this part of the class. However, after trying the Hour of code before coming to lab, I felt more prepared and open to teaching It someday in my own classroom. When we had coding in lab, I got to see for myself how fun and engaging it can be. I was surprised how they had developmentally appropriate activities for every age. As an ECE major, before lab I thought “why are we learning this Dr. Crawford? No, way can Kindergarteners do something like this! Oh boy, was I wrong! I learned a new skill to teach young minds. I learned that coding can be like a game, teach math standards and even science!

Coding encourages students to have a growth mindset and when the plan does not work, they must think critically and try again. I especially loved the Bee bots! The concept we learned in lab of using a coordinate grid to teach Kindergarteners to try to escape a fire was amazing to me. I will be using hour of code, and bee bots in my own classroom. I’m also excited to see what my future students will be able to create with scratch.

Using technology in social studies and science was also an enjoyable part of the course for me. I loved science growing up. I don’t remember a lot of science in Elementary school. I want to make sure that my students do remember these subjects. I want to create unique and fun experiences using the technologies we learned about in class. In one of my projects for lab, I had a lot of fun creating a thing link to teach second grade about different types of occupations.

There are so many ways to present information to students now. I want to make content engaging, fun and easy to navigate. The days of reading a textbook and just writing on a worksheet after reading are done! Speaking of reading, I am excited to introduce stroyjumper one day for students.

I love literacy! I love the room for creativity, and I love that each student will come out with their own unique product that will deepen their understanding of content standards. Overall, this course was very enjoyable for me, but I did have some aspects where I need to grow and develop even after the course is over.

I was a little nervous about making a math lesson, math is not my favorite subject by far. I know though that I will have students that LOVE math, and as a teacher it isn’t fair of me to keep them from engaging in enriching math content. I will continue to learn ways to make teaching math standards effective and fun for all learners.

I also found learning about SAMR and TPACK difficult to navigate at first. I eventually got the hang of it but learning how to apply TPACK into a well written lesson plan was a little challenging for me. My lesson plan for this class is only the 3rd one I have written so far, so I must admit that I tried my best with it. I know there is so much more you can learn, and there just is not enough time to cover it all. What we did cover though really has had a positive effect on my development toward being a proficient preservice teacher in the field of technology.

**So what?**

Education 201 has really made me comfortable with trying out new technologies in my own classroom. Every week when we learned something new, I would think about what ways I could use it for myself. What I realized is that content in all subjects can tie together in one project. You can learn science and math in one lesson. For example, preschoolers can have a bubble activity where they blow bubbles, the teacher takes photos of the bubbles and then answer questions about them as a group.

The technology in this case, the photographs can capture time to make longer observations. You can ask students about Geometry, “what shapes do you see in the bubbles, clusters or patterns”? What colors do you see in the bubbles? You can think talk about refraction of light that creates the rainbow color that they see.

This course taught me that having technology in the room is simply not enough. You must have a plan and a role for technology in your teaching. Anyone can just hand a student a Chromebook or an iPad, but it is what you intend to do with it that really makes a difference. I also enjoyed learning about information literacy in the course.

I learned when we looked through websites in lab, that some of them look real to children. We might know the difference between real and fake information, but we should never assume our students will. We must help teach our students how safely and effectively search for relevant information.

When planning future lessons, I will ask myself each time, does the technology engage students? Are students on task, are they any more motivated to complete work? What does the technology bring to the lesson that regular methods do not? Are the tools I am using making learning easier? Does the lesson give students the desire to extend what they did in their free time? Will this gauge further interest in my students? These are just a few, of the many questions I will ask myself when trying to integrate the Triple E Framework into my lesson planning.

**Now what?**

Technology is now a must for me in my future classroom. I will use Quiver, Thinglink, Scratch, Bee bots, Stop Motion Animation and Osmo in my classroom. I want to use Bee bots to teach my students mapping coordinates and sequencing. Kindergarteners need to scaffold skills in sequencing to be successful in learning math. Counting, simple addition and subtraction are dependent on understanding sequences. I also want to use Osmo tangram in my own classroom to work on math skills such as shapes, patterns, and geometrical concepts.

I want to learn more about what I can do with coding in my classroom. I will try out different lesson plans and modify my own ideas to find what works and teaches content standards. I want to make sure that I pick developmentally appropriate technologies for younger students. I want to teach Kindergarten and I know they have short attention spans, so I must make the most of my time. I must make sure that I am not making the lesson too long or overcomplicate the instructions. I will keep on working in this area, with time and experience, I feel I can get this.

**ITSE Standards**

Making projects in lab, really helped me develop an understanding of following ITSE Standards for educators. My greeting card in my portfolio helped me understand standard 2.5a Designer. As an Educator, I will need to use technology to create, adapt, and personalize students learning experiences to foster independent learning and accommodate for different needs.

Using scratch, you can design anything, with infinite possibilities to what can be created. Designing a greeting card, is student focused. It takes the control out of the teachers’ hands and gives students the ability to create their own work. I do not need to dictate every project, or simply have the class make a craft that I direct them to make simply because it is “cute”. I enable students to make meaningful projects that they can be proud of.

I learned quickly when I began my ECE coursework that young students do best when they have opportunities to construct their own learning. Standard 2.6 A Facilitator gives students this opportunity. The standard states that the educator takes this role to foster a culture in which students take ownership of their own learning and desired outcomes. During the time we did literacy in the course, I saw how I can give students resources like story jumper, so they can create their own stories. I learned that reading can be more than just doing read alouds, or just writing a short story.

I also become familiar with Standard 2.A Analyst. The teacher must provide alternative ways for students to demonstrate competency and reflect in their learning while using technology. I was able to create a screen casted math lesson. I made the math in an engaging and new way that young students could understand.

Instead of plain paper and numbers in a set. I showed students how to count using animated arrays of cartoons, by crossing off each one as I counted. Another alternative way I can work on math and literacy with my students to have to play on Splash learn. Splash learn has many developmentally appropriate reading and math games that students will love. I want to make learning in my classroom as fun as possible, I feel students learn they most when they have fun. It aligns with my beliefs in Early Childhood Education that play is children’s work. Play is learning, and essential for children’s development.

Another standard I feel comfortable with is 2.B A Citizen. Educators must create a culture that promotes curiosity, and critical examining of online resources to foster media literacy and virtual fluency. During our information literacy week, I kept in mind that I can give my students better search engines than just google. I can make research for my students safe, and I also can teach my students how to decipher real information vs fake. I can help students improve in research skills and teach them how to use key words to bring up the most relevant information in search engines.

The last standard I want to highlight is 2.4c Collaborator. In this standard teachers use collaborative tools to expand student’s real world learning and experiences by engaging with experts locally and globally. During lecture time I learned about a great way I can use this in the classroom. When we explored social studies standards, one that caught my attention was teaching first grade about why everyone has different occupations in the community.

You could have a career day in the classroom and have students on a zoom call where they can “interview” adults in different occupations in the community and understand the impact of their work. I think collaborating with others, is a great learning method no matter how young or old your students are.

**Work Cited**

International Society for Technology in Education. (n.d.). *ISTE Standards: Educators | ISTE*. Https://Www.Iste.Org/. https://www.iste.org/standards/iste-standards-for-teachers