



Take a Ride Through Judy Pogue's Technology Portfolio

**“A teacher affects eternity; he can never tell,
where his influence stops.”**

by Henry B. Adams

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“Teachers Open the Pathway to Learning”
by Judy Pogue



ISTE/NCATE Educational Technology Foundation Standard

1.1.1. Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.

- 1. Self-rating:** 4
- 2. Reflection:** I believe I have successfully demonstrated my ability to use a variety of software packages by using different types of applications required for word processing, such as Apple Works and Word. I have also used CD-ROM software such as Encarta and other electronic encyclopedias.
- 3. Artifacts:** Journals, resume, notes on adaptive devices, personal philosophy on technology use, personal portfolio, and the multimedia electronic encyclopedia review.
- 4. Future Goals:** I plan to continue to practice using Apple Works in order to fine tune my ability to use this program so that I can master this area. I have recently purchased the Apple Works 5 software so that I can practice with this program. I would also like to familiarize myself more with the different types of peripheral devices by either taking more technology classes or by practicing with the devices in the computer lab at UAA.

1.1.2 Use terminology related to computers and technology appropriately in written and oral communications.

A. Self-rating: 3

B. Reflection: I believe that I have demonstrated my ability to use terminology related to computers and technology both in written and oral communication by participating in class discussions using correct terminology and by successfully completing a data base, listing technology terms and their definitions. I have also completed several word processing artifacts that required the correct use of terms relating to technology.

C. Artifacts: journals, assessment checklist, pre-assessment of ISTE/NCATE Educational Technology Foundation Standards, data base on technology terms and their definitions, a trouble shooting chart for troubleshooting classroom computers and peripherals, a word processed document on adaptive devices for special needs, evaluation of educational software.

D. Future Goals: While I feel that I have made progress in my knowledge of the terminology related to computers and technology, I still need to work on understanding more of the computer terms. I plan to further my knowledge in this area by helping to process portfolios in a school setting. I believe the more exposure to technology and computer terms the more confident I will become using the correct terminology when speaking with others about this area.

1.1.3 describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.

A. Self-rating: 2

B. Reflection: While I have worked with various aspects of a multimedia computer system, I do not feel that I have enough hands on experience to accurately troubleshoot a problem. I am familiar with the help menu that the computer provides which often helps me to troubleshoot a problem. I also use a lot of trial and error approaches that sometimes help me to find a solution to a particular problem.

C. Artifacts: trouble-shooting problems in inspiration.

D. Future Goals: I plan to continue to use a multimedia computer system to produce materials for future method classes and for home projects, along with producing documents for my husband's interconnect, telecommunications company. I believe that the more familiar I become with the equipment the better I will become at using troubleshooting techniques.

1.1.4 Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.

A. Self-rating: 2

B. Reflection: Though I was able to complete the graphic related assignments that pertained to importing pictures via peripheral devices, I do not feel that I had enough hands on time to be able to successfully complete these tasks in the future with out help.

C. Artifacts: scanned picture, digital camera picture, and quick cam picture.

D. Future Goals: I hope to be able to get a little more hands on practice with the scanner, the digital camera, and the quick cam peripherals. Either by helping with these types of activities in the schools or by continuing to take computer classes, I hope to get more practice with these devices. I would also like to purchase a scanner in the near future.

1.1.5 Demonstrate knowledge of uses of computers and technology in business, industry, and society.

A. Self-rating: 4

B. Reflection: I believe that I have demonstrated the knowledge of various uses of computer and technology in business, industry, and society by the notes that I took from my technology book. I also demonstrated this knowledge by surfing the net to find out information for a particular subject matter, such as evaluating software (Software itself is an example of technology in industry.). The fact that we have educational technology standards for teachers indicates the importance of technology in the teaching field. I also have a clearer picture of the scope of technology. It not only applies to computers, but it also applies to any type of application that bridges theory and practical use – in other words it puts theory into practical use.

C. Artifacts: journals, personal philosophy of technology use, personal evaluation of ISTE/NCATE standards, evaluations of educational software, personal spreadsheets, and presentation overhead slides.

D. Future Goals: I will continue to explore the technology for use in a classroom setting and my personal life. I am continually finding that technology is in every aspect of what I do, read, and hear.

1.2.1 Use productivity tools for word processing, database management, and spreadsheet applications.

A. Self-rating: 3

B. Reflection: I feel that I am able to demonstrate the use of productivity tools by the documents I have produced in word processing, student databases, and spreadsheets. I feel confident that I would know how to use these applications again. I am not proficient in all of these tools, but I know enough to do simple applications. I also feel that I became more proficient in the Macintosh programs by using these applications.

C. Artifacts: word processing material, student databases, classroom spreadsheet, and sample grade book.

D. Future Goals: I would like to know more about the electronic grade book. I feel that this is an extremely useful tool for a classroom teacher. I am hoping that some of my other methods will give me more exposure to this application.

1.2.2 Apply productivity tools for creating multimedia presentations.

A. Self-rating: 3

B. Reflection: I feel that I have demonstrated the ability to apply productivity tools to create multimedia presentations by using HyperStudio; AppleWorks word processing, spreadsheets, databases; inspiration; and clip art in various programs. I used some of this information to produce a slide show presentation for my assessment class. I am not proficient with inspiration and HyperStudio, though I know more now than I did when I started my technology class.

C. Artifacts: an instructional HyperStudio stack, slide show classroom presentation, troubleshooting in inspiration, personal electronic portfolio.

D. Future Goals: I would like to learn more about how to use a slide show presentation that is displayed on an overhead with computer assisted frame changes. I hope to learn more about this area by either taking another technology class or asking a classmate how to use this application. I also plan to continue to use these productivity tools in future presentations and in the classroom.

1.2.3 Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

A. Self-rating: 3

B. Reflection: I feel that I already knew how to use both E-mail and the Internet before I came to this technology class. Therefore, I did not expand my knowledge a great deal in this area. I did get more practice on searching for things on the net, so that I am more familiar with more educational sites. I did not get chance to find out any more about ICQ or real time chat types of communication, or distance education.

C. Artifacts: E-mail to the professor, Internet research for software, journal.

D. Future Goals: I would like to learn more about the telecommunications field and how this information applies to the teaching profession. I plan on finding out more about this information by helping my husband in his interconnect, telecommunications company.

1.2.4 Use computers to support problem solving, data collection, information management, communications, presentations, and decision making.

A. Self-rating: 3

B. Reflection: I have already had some practice with these areas before taking this technology class. However, the extra practice in these skills gave me a better understanding of the programs that are out there. I also became more proficient in using the Macintosh. I am not as comfortable in the area of problem solving.

C. Artifacts: inspirations troubleshooting guide, E-mail to professor, student databases, classroom spreadsheets, educational slide show, HyperStudio, technology terms database.

D. Projection: While I am now more familiar with the Macintosh, I still plan to practice more with this computer system. I believe that with more practice I will be able to troubleshoot more effectively when problems arise. My goal is mastery of the Macintosh system so that I can apply this knowledge in a classroom setting, in order to help me manage my material, lesson plans, grades, student data, and classroom supplies.

1.2.5 Demonstrate awareness of resources for adaptive assistive devices for student with special needs.

A. Self-rating: 3

B. Reflection: Since I had no exposure to adaptive assistive devices before this class, I feel that I have learned a great deal from the SESA field trip. However, I do not feel that I am comfortable in this area, only comfortable in demonstrating that I am aware of the resource. There is a lot to learn about assistive devices, and one field trip and some information in our book is not enough to feel like I know this area. I now know that SESA is a source of information that I may need to call on if I want to know more information about this area in order to help a student.

C. Artifacts: journal entry about SESA field trip and Internet resources.

D. Future Goals: I would like to know more information about what the school district does to provide assistive devices to special needs students. I hope to be able to obtain this information through some of my method courses.

1.2.6 Demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.

A. Self-rating: 3

B. Reflection: I feel that I am aware of the equity, ethics, legal, and human issues concerning the use of computers and technology. Through discussions in class I realize that every student regardless of race, gender, or ethnic background should have the same opportunity to learn about and use computers. Also, that you do not put children's pictures on the Internet. And if the teacher is going to include a picture of a child in a permanent document, then permission from the parent must be obtained. I also know that if you are going to use references from the Internet or software material then you should cite the work. I don't think I have mastered this area, but I am certainly aware of some of the potential issues.

C. Artifacts: reviewing curriculum material on multimedia encyclopedia.

D. Future Goals: I plan on checking on the Internet about some of the laws that govern the use of technology in the classroom. I would also like to find out the district's policies on Internet use.

1.2.7 Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.

A. Self-rating: 3

B. Reflection: I feel that I am able to identify and relate technology resources to help facilitate the learning process. Both our text and our discussions in class have identified several technology resources: ERIC, software selection sites, ask Jeeves, Kathy Schrock, and clearing house site. Our text also listed several other types of technology sources that can facilitate the learning process.

C. Artifacts: evaluating software package, journal entries

D. Future Goals: I plan on spending more time browsing through the sites I have mentioned above so that I can become more familiar with them. I also plan on incorporating other types of technology in my methods presentations.

1.2.8 Observe demonstrations or uses of broadcast instruction, audio/video conferencing, and other distant learning applications.

A. Self-rating: 2

B. Reflection: I know little in this subject area. I am aware that there are telecourses that is available through the college. I have also seen some of the courses on TV. However, I do not have enough information to feel comfortable in this area. While I read the information in the text, I do not feel I would be able to use this as a resource in my classroom. I would have no idea how to go about getting these sources set up in the classroom. However, feel that these applications can be used as another avenue for presenting information to the students.

C. Artifacts: journal entries

D. Future Goals: I would like to find out more information about how to apply broadcasting instruction, and audio/video conferencing in a classroom setting. I would like to visit the King Career Ctr. to see how they are using this technology in their classrooms.

1.3.1 Explore, evaluate, and use computer/technology resources including applications, tools, educational software and associated documentation.

A. Self-rating: 3

B. Reflection: While I do not think I have mastered this area, I do feel like I have a good foundation in exploring, evaluating, and using computer/technology resources. Through various Internet searches and evaluation of software, I have a better understanding of this area. I do not feel like I know how to explore all the resources and applications that are available, but I know how to get started in the search of materials.

C. Artifacts: review multimedia encyclopedias, review and evaluate educational software, reviews and evaluate CD-ROM books, journal entries.

D. Future Goals: I will continue to explore and evaluate educational resources for future use in the classroom. I plan on setting up a database with this information so that I can easily access the information when I need it for a specific subject area.

1.3.2 Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

A. Self-rating: 3

B. Reflection: I feel that the current instructional principles for applying technology in the classroom are to make it meaningful to the students and to tie it into the curriculum. I believe the text talked about this subject in length. There are many areas in which technology can be used to help assess a student's performance. I do not believe I have mastered this area, as I still have a lot of information to gather about current technology research. I believe this is an ongoing process and I am not sure that anyone "masters" all the information because it is changing so rapidly.

C. Artifacts: personal philosophy on the use of technology in education, ISTE/NCATE personal evaluations, journal entries.

D. Future Goals: I would like to know more information about the type of research that has recently been done to substantiate the use of computers in the classroom at the elementary level. I am not sure how to go about finding out this information other than starting an Internet search or looking up some references that our text mentions.

1.3.3 Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

A. Self-rating: 3

B. Reflection: I feel that I have demonstrated that I can design, deliver, and assess student learning activities that integrate technology. By using HyperStudio and slide show software I was able to create an activity that could be a useful tool to teach a diverse student learning population. I do not feel that I have mastered this area because I am still learning about the different types of software that are available in this area. However, I do feel that I could design a “living” book with HyperStudio that could help a slow reader practice on his/her reading. I could also design a simple learning station that could facilitate different learning levels.

C. Artifacts: slide show presentation, HyperStudio stack supporting an instructional unit, journal entries.

D. Future Goals: I would like to find out more about how to assess students via the computer. I know that there are some drawbacks to this type of assessment, but I would like to be able to do more research in this area.

1.3.4 Design student learning activities that foster equitable, ethical, and legal use of technology by students.

A. Self-rating: 3

B. Reflection: I feel that I have had practice in designing a learning activity that fosters equitable, ethical, and legal use of technology by students. I do not feel proficient in this area, but I do feel like I have had enough exposure through this class and others that I could design some appropriate learning activities.

C. Artifacts: HyperStudio stack, slide show, CD-ROM book evaluation, and encyclopedia review.

D. Future Goals: I hope to have more exposure to ideas of student learning activities that fosters equitable, ethical, and legal uses through my upcoming methods courses.

1.3.5 Practice responsible, ethical and legal use of technology, information, and software resources.

A. Self-rating: 3

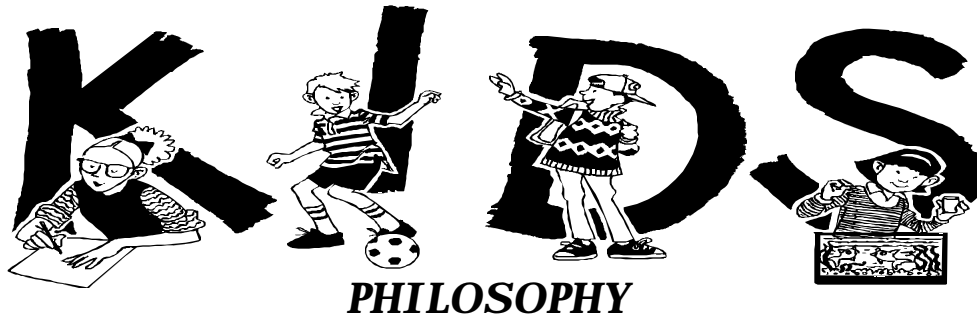
B. Reflection: I believe that I can practice responsible, ethical, and legal uses of technology sources. This idea was touched on during class discussions, and I realize that the same laws that govern copyright material also apply to technology resources. I do not know all there is to know about his subject, so I don't feel I have mastered this area.

C. Artifacts: personal philosophy statement, personal philosophy of technology use.

D. Future Goals: I would like to know more about the districts policies in this area. Through volunteering in the schools and observations in the classroom I think I will get a better understanding of this practice.

The University of Alaska Teacher Performance Assessment Guide as adopted and revised from the Alaska State Teacher Performance Standards 6/16/97

<http://www.uaa.alaska.edu/ed/ed320/teacherstandards.html>



(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances (Expected teacher behaviors)

- (A) Engages in thoughtful and critical examination of the teacher's practice with others.**
- (B) Demonstrates consistency between a teacher's beliefs and the teacher's practice.**

Strategies for collecting evidence:

Through out my education courses I am require to develop my teaching philosophy. Because each of these courses require a different aspect of my philosophy, I plan to consolidate these ideas when I finish my degree in order to reflect my total philosophy on education. I will also be able to pull in some of my lesson plans to reinforce my ideas on my teaching practices.

LEARNING THEORY AND PRACTICE

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice

| Performances (Expected teacher behaviors) |
|---|
| (A) Accurately identifies and teaches to the developmental abilities of students. (B) Applies learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style. |

Strategies for collecting evidence:

I plan to use the lesson plans that I develop and collect during my college education to reflect the differences in student learning abilities. I will also develop a reflective statement on how I plan to accommodate these differences in my classroom based on my experience working with children and on my observations of different classrooms.

DIVERSITY

(3) A teacher teaches students with respect for their individual and cultural characteristics.

| Performances (Expected teacher behaviors) |
|--|
| <p>(A) Incorporates characteristics of the student's and local community culture into instructional strategies that support student learning.</p> <p>(B) Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students.</p> <p>(C) Appropriately applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues to the selection of instructional strategies, materials, and resources.</p> <p>Affirms the dignity and worth of all students by fostering principles of equity and diversity.</p> |

Strategies for collecting evidence:

I believe that I would use a bibliography of the different types of books that I would use in my classroom to reflect cultural diversity. I could scan the book covers and make a collage depicting various cultures. I could also use a couple of lesson plans that I developed on Alaskan history to portray my knowledge of Alaska. I could also take a digital picture of the Alaskan history display developed during my assessments class to indicate my understanding of Alaskan history and Alaskan culture.

CONTENT

(4) A teacher knows the teacher's content area and how to teach it.

| Performances (Expected teacher behaviors) |
|--|
| <p>(A) Demonstrates knowledge of the academic structure of the teacher's content area, its tools of inquiry, and central concepts and connections to other domains of knowledge.</p> <p>(B) Identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning of students in the subject, and applying appropriate strategies, including collaborating with others, to facilitate student's development.</p> <p>(C) Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapts and applies these strategies within the instructional context.</p> <p>(D) Connects content area to other content areas, and to practical situations encountered outside the school</p> <p>(E) Stays current in the teacher's content area and demonstrates its relationship with the application to classroom activities, life, work and community.</p> <p>Communicates accurately the skills and core concepts related to the academic areas.</p> <p>Displays enthusiasm for the content.</p> |

Strategies for collecting evidence:

I would use a cross section of a variety of lesson plans to indicate my knowledge of the content area. I would also be able to display a thematic unit to show my ability to connect other subject areas. My portfolio display will present my enthusiasm by the type of graphics and displays I use. I could even have a hyperlink a slide show that presented different types of strategies that I would use in a classroom setting.

INSTRUCTION AND ASSESSMENT

(5) A teacher facilitates, monitors, and assesses student learning.

| Performances (Expected teacher behaviors) |
|--|
| <p>(A) Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.</p> <p>(B) Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards.</p> <p>(C) Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning, and that assists students, parents, administrators, and other appropriate audiences.</p> <p>(D) Reflects on information gained from assessments and adjusts teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.</p> |

Strategies for collecting evidence:

I would use a reflective statement developed in my assessment class to indicate the different types of assessment strategies I would use in the classroom. I could use a couple of lesson plans to indicate the different types of assessments I would use in a lesson. I would also link my lesson plans to the student performance standards.

LEARNING ENVIRONMENT

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

| Performances (Expected teacher behaviors) |
|---|
| <p>(A) Creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.</p> <p>(B) Communicates high standards for student performance and clear expectations of what students will learn.</p> <p>(C) Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.</p> <p>(D) Assists students in understanding their roles in sharing responsibility for their learning.</p> <p>Establishes clear standards of student conduct and monitors student behavior.</p> |

Strategies for collecting evidence:

I would include a philosophy statement generated from my classroom management class to indicate my management techniques. I could also include a brief video clip of my classroom techniques during my student teaching. I could place an artifact of a particular management practice I would use – such as a helper board, a consequence board etc. or I could take a picture of the board and place it in the portfolio.

FAMILY AND COMMUNITY INVOLVEMENT

(7) A teacher works as a partner with parents, families and with the community.

| Performances (Expected teacher behaviors) |
|---|
| <p>(A) Promotes and maintains regular and meaningful communications between the classroom and student families.</p> <p>(B) Works with parents and families to support and promote student learning.</p> <p>(C) Participates in school wide efforts to communicate with the broader community and involve parents and families in student learning.</p> <p>(D) Connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community.</p> <p>(E) Involves parents in setting and monitoring student learning goals</p> |

Strategies for collecting evidence:

This is an area that I feel very strongly about, so I would stress this in my portfolio. I would have a copy of a letter that I would send home to the parents the first day of school. This letter would include opportunities to volunteer in the class, explain my policies, and welcome parents to share in the education of their child, etc. I would also include a copy of a newsletter that the students would be taking home on a weekly basis.

PROFESSIONAL GROWTH

(8) A teacher participates in and contributes to the teaching profession.

| Performances (Expected teacher behaviors) |
|---|
| <p>(A) Maintains a high standard of professional ethics.</p> <p>(B) Maintains and updates both knowledge of the teacher's content area(s) and best teaching practices.</p> <p>(C) Engages in instructional development activities to improve the quality of classroom, school, or district programs.</p> <p>(D) Communicates, works cooperatively, and develops professional relationships with colleagues. Maintains professional development.</p> |

Strategies for collecting evidence:

I could include any teacher or professor endorsements that I had in this area. I could also list any type of activities that I was involved in that improved the quality of the classroom, school, or district programs. Pictures of any of these types of activities would work well too. I could include artifacts that I have developed for teachers over the years that they have used to enhance their teaching lesson.

INSTRUCTIONAL TECHNOLOGY

(9-ASD) A teacher uses instructional technology as a tool to enhance student learning.

| Performances (Expected teacher behaviors) |
|--|
| (A) Integrates Technology into Classroom Curriculum |
| (B) Has basic technology literacy about how to set-up & use computer hardware and operating system. |
| (C) Uses basic productivity tool software Word Processing Database Spreadsheet Graphics |
| (D) Has basic familiarity with telecommunications and networking |
| (E) Uses a variety of multimedia applications and hardware, and able to develop sequential (slide show) and non-sequential (hypermedia) multimedia projects |

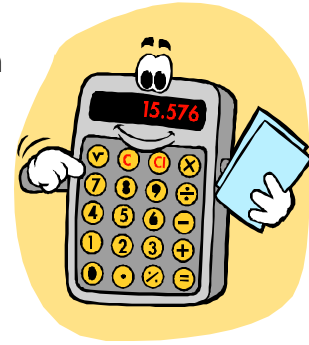
Strategies for collecting evidence:

I could include a copy of the list of artifacts that I have developed in my technology portfolio to demonstrate my knowledge and performance of the ISTE/NCATE standards. I could also include my philosophy statement on technology. I could link a slide show presentation or a hypermedia project to my portfolio. Including lesson plans that integrated technology into the classroom would be another way of my use of instructional technology.



The use of technology in education has been instrumental in enhancing the quality of education that we give our students, as well as assist teachers in their instructional process.

The field of technology and the role it plays in education has greatly changed the vocation of today's educators.



The quality of education we give our students has been a national concern since the writing of *A Nation at Risk*, in 1983, setting off an educational reform movement that has swept the country. Along with this movement came the wave of advanced technology that infiltrated the American school systems. It is this technology that has been instrumental in changing the quality of today's education. I believe that using technology as a tool to enhance the instructional design so that students will be motivated to learn, has a powerful impact on the learning process. Using a variety of these tools such as CD-ROMS, distance conferencing, E-mail, and Internet are just some of the ways that can help the students to become better learners. By utilizing the various avenues of technology, I can be more responsive to my students' diverse learning styles and levels of learning. I can also seek out different adaptive or assistive devices to help the students with special needs to become an active learner and participator in his/her own education (<http://www.sesa.org/sesa/agency/at/at.html>). While I believe that technology greatly contributes to students' education, I do believe that it is a tool for learning and should not

be the thrust of education in the early years of learning. I believe that elementary age students in the primary grades need to possess the basic skills in reading, writing, and math before they are introduced to the technology tools such as calculators and computer word processing software. (I am referring to the average student, not to a special needs student.) I believe that technology, just like other subject areas, should have a purpose not just used as a means of reward for the students. Clearly technology has greatly impacted almost every facet of student learning today.

Educators of today can benefit from the use of technology in the classroom. Not only can it be an essential management tool, but a teaching tool, as well as a learning tool.



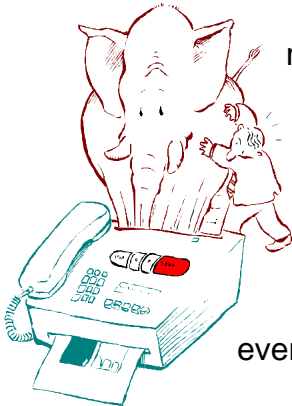
I believe that a personal computer for the classroom teacher is an essential item to help lighten the paper trail load. The use of computers to manage student grades, student information, and instructional material benefits the teacher's overall performance in the classroom. It enables the teacher to focus on the teaching aspect of a subject area, rather than spending the time in managing the paperwork. With the development of the personal computer and use of other advanced types of technology, teachers have a great deal of resources at their fingertips that they can tap into in order to help their students become better learners. I believe that by using a variety these technology tools teachers can draw their students into the learning process, becoming more than just a facilitator but an active participant in the student's education. As an educator, I feel that it is my responsibility to provide a climate that encourages the students to want to learn, and I believe that in many instances technology provides this type of climate. I think that teachers should regard technology as a useful tool, not as a means to

keep the students busy. Technology can be integrated throughout the instructional process in a meaningful way that assists not hinders student progress.

The educator's role today has been greatly impacted by the advancement of technology in the educational field. The focus of teacher training seems to be on how to use the technology, rather than how to integrate it into the classroom. While I believe that in the future integration of technology into the teaching process will play a bigger role, I don't believe that funding for these uses will be as readily available.



Therefore, teachers are faced with the challenge of learning about various technology tools that they may never be able to utilize in the classroom. I believe that teachers have a



responsibility to learn what they can about the ever-changing world of technology. This responsibility shifts the role of an educator from a teacher to a learner. Teachers' roles have also changed from teaching to a group of students to having the ability to include every student in every activity with the help of the advanced technology today. It is apparent to me that technology in education has forever changed the way of student learning

and teacher instruction. I believe that we are in a amazing transformation of education, that allows the teacher to play a key role in unlocking a child's mind to the wonders of learning that can help them be successful in life.

