



*How your  
reflections  
inspired me!*

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EC& I 833

Evolution of Educational Technology

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Summer 2021

# *Arkin Kauf's Reflection on Assessment Technologies*

- “I believe that each student learns in a unique way and through establishing rapport with the student, the educator finds authentic ways in which assessment can be practiced so that they student can experience success through demonstrating growth” (Kauf, 2021).





*I commit to...*

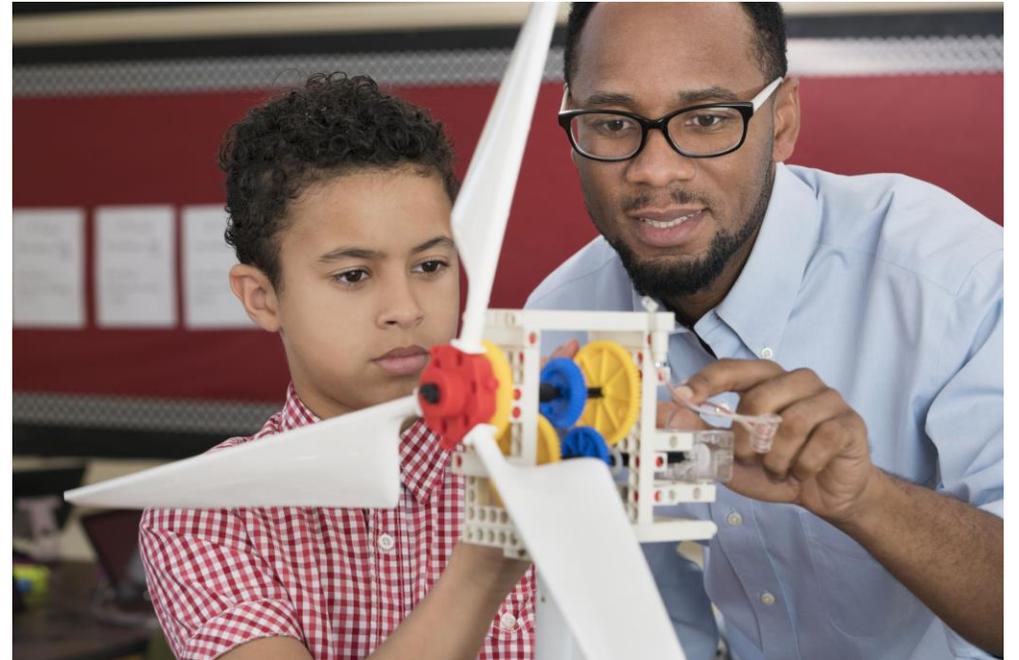
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## ***I Commit to...***

- After reflecting on this week's readings, Arkin's reflection I commit to not only diversifying my learning and assessment technologies, but to be purposeful with it. I want to collect data of what learning theories I am utilizing, the assessment strategy that aligns with it and to gather data on when students thrive and show room for growth. Thus, when assigning inquiry assignments, I have data to let students know where their strengths lie, and providing opportunities for students to work on an area that has room for growth. By providing structure for students to both thrive and grow I can be purposeful with the use of learning and technology to aid the entire student.

## ***Kelly Ziegler's Reflection on Assistive Technology***

- Kelly pointed out: it's important to have students at the forefront of learning and teaching, and that we need to do a better job of incorporating assistive technologies and teaching methods not only for the students with exceptionalities but for all of our students.



A serene landscape featuring a calm lake in the foreground, reflecting the sky and surrounding mountains. The sky is a mix of soft pinks, purples, and blues, suggesting a sunset or sunrise. The mountains are dark and silhouetted against the lighter sky, with some mist or low clouds hanging in the valleys. The overall mood is peaceful and contemplative.

*I commit to...*

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# ***I Commit to...***

- I commit to utilizing diverse Assistive Technologies and a Universal Design framework and incorporating
  - Multiple modes of representation that gives learners a variety of ways to acquire information and build knowledge;
  - Multiple means of student action and expression that provide learners alternatives for demonstrating what they have learned; and
  - Multiple modes of student engagement that tap into learners' interests, challenge them appropriately

# ***Janeen Clark's Reflection on Productivity Suites***

- Janeen stated the importance of being mindful of how Productivity Suites during Online Learning provides space to interact with students. She states that "I'm faster because I can type my feedback right on the Google Doc. Google extensions such as Mote have allowed me to actually speak my feedback so I'm giving more formative and summative feedback, and kids are hearing it the way I want it to be heard. Because of these tools I can see the keystroke by keystroke of my students' work. I can see the way they think and the way they process their information in a way that I never could before these collaborative types of tools existed. This unprecedented insight into students' learning process can be such a valuable element of formative assessment. It allows me to assess and diagnose issues and plan specific lessons to target those issues — so helpful!" (Clark, 2021).





*I commit to...*

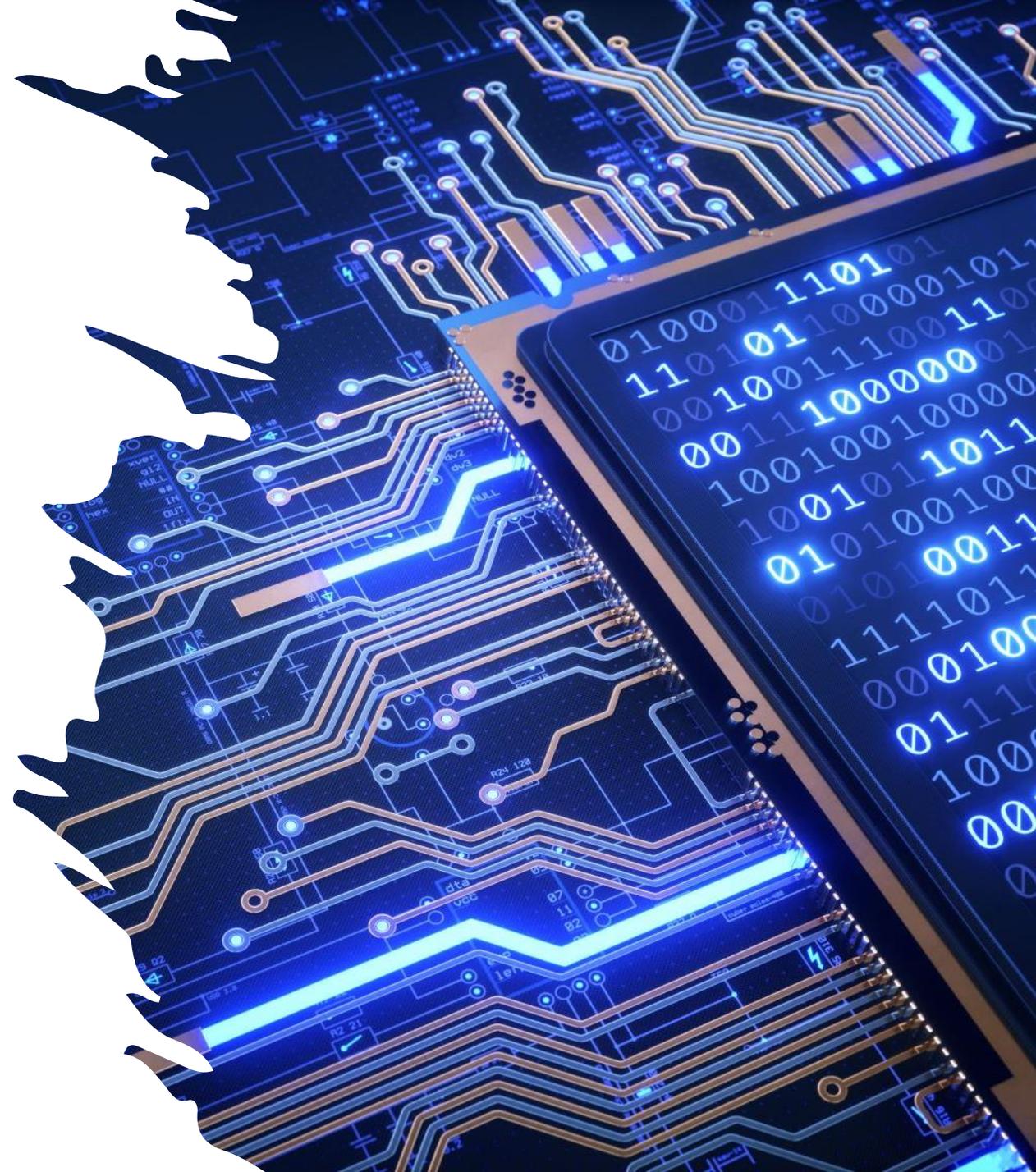
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# *I Commit to...*

- Upon reflection on this topic, the readings and the insights from my peers and professor I commit to decolonizing and de-centering dominant discourses in my spaces by providing choice, integrating modern technology, being mindful of incorporating culturally appropriate technology that gives space, place and choice for students. I intend to consider as Valcaroz articulately states in the article Anti-oppressive pedagogies in online learning: a critical Review: “ensure [my] theoretical frameworks have clear and purposeful connections to pedagogical decision-making and to make those connections known through the inclusion of reflexive practice descriptions. (Valcaros, 2020, pg. 357)

# *Daniel Odenaal's Reflection on Evolution of the Web*

- “I don't think you'll still find a teacher that upholds the essentialist perspective in their classroom, it doesn't really make sense to uphold that perspective in a world where our knowledge is fluid and challenged. Web 3.0 is an entity that embodies an evolutionary step in humanity's stance about knowledge: it is an interconnective experience that coalesces perspectives into a deep representation of humanity – the constructivist, connectivism, and social constructivist. Gerstein summarizes this role concisely: “Education 3.0 is self-determined, interest-based learning where problem-solving, innovation, and creativity drive education” (p. 90).





*I commit to...*

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## ***I Commit to...***

- Paralleling the evolution of the web, I have seen a personal evolution in my teaching. I started relying primarily on Behaviorist methods, I have evolved into predominately utilizing constructivist and connection and I have had snippets of utilizing connectivism approaches and Web 3.0. I personally commit to utilizing all versions of Web in my space, because as I have stated throughout- diversity gives space and place for all students to thrive and grow.

# ***Song to the theme of the Big Bang Theory***

- YouTube was having some issues with me using the song in my video, so here are the lyrics sung to the Big Bang theory. Perhaps it's best you did not hear my singing voice. I have been called the Song Bird of my generation... but that is just because I call myself that :)

Our whole universe was a tableless-less state,

Then 24 hundred years ago, a man watched his shadow and said, wait

Knowledge began to rule, the dogs began to drool

The internet developed tools

We built Web 1.0 (and integrated 2.0)

Online, remote, productivity, unravelling the mysteries

That all started with the internet! Hey!