**Part I:**

Upon reading a piece from John Hattie’s *Visible Learning*(Hattie,2008), I learned about six categories that he believes are the major influences on student achievement. These categories were as follows: the child, the home, the school, the curricula, the teacher and the approaches to teaching. While all these categories are subjected to aid the progress of student achievement, there are still other factors that can vary all the outcomes. With that being said, I found that comparing the categories were very difficult. However, after creating a few fabricated scenarios, I was able to better understand which category I believed was most influenced by technology and which was the least influenced.

With the role of technology today in the average persons life, I would say that the child is the most influenced by it. There are six year-olds with cellphones, ten year-olds with iPads and toddlers with toys more advanced than we could’ve ever imagined. Children now are so much more tech-savvy and so are the school districts. Most children are exposed to technological devices in school in order to enhance their learning and engage them to promote higher-level thinking. Several times within his piece, Hattie mentions that even though students are physically present, they are psychologically not there. This is why technology in the classroom is so important because it facilitates interactive learning, which engages the mind of every student.

Unfortunately I believe that the curricula are the least influenced by technology. While there are many teachers that do not incorporate technology into their lessons, there is no curriculum that is enforcing such things. The curriculum needs to be updated with objectives, goals and standards that reflect on technology and teacher understanding of technology. Hattie talked about how there needs to be programs to teach these skills in order to increase engagement in the curriculum. It is important that the curriculum demonstrates such strategies and skills because it is a guide to teachers, administration and student learning.

I believe the approaches to teaching offer the most promise from technology because teachers are always trying to find new ways to help their student understand a subject. Teachers can use many different technology devices and equipment to evaluate learning, generate feedback, general practice, model or explain concept and more. There are also multiple instructional strategies that teachers can use that incorporating technology in order to engage their students. Each approach to teaching that uses technology is something that cannot only enhance interactive learning and student engagement but it can help identify the best instructional methods as well.

Hattie had said, “what SOME teachers do matters,”(Hattie, 2008). Unfortunately, I do agree with this and must say that I believe the teacher has the most problematic relationship with technology. Not every teacher is influenced by technology and not every teacher is willing to learn. Most teachers like their traditional methods; as they are comfortable with what they are currently doing and do not wish to make a transition. Some teachers blame it on the lack of time or money available to purchase or learn about technology in the classroom. However, if the teacher is willing to learn new methods and discover new things, they would be able to enhance both student engagement and student learning with the use of technology in the classroom.

**Part II:**

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| **Factor Influencing Student Achievement** | **Common Technologies** | **Opportunities** | **Challenges** |
| **The Child** | Computer, Internet, Video Games, iOS Devices, TV | The child often understands the use of technology through their own exploration, therefore self-learning through games, research and watching movies is possible. The child is engaged and interested when learning through technology. | Not all children have access to these technology devices or have the opportunity to explore these devices on their own. |
| **The Home** | Computer, Internet, Video Games, iOS Devices, TV, Camera | Parent’s who use technology and support it within the classroom, will provide it in the home. This will provide students with access to complete homework and projects at home. | Not all home environments have access to these technology devices and those that do, do not always use them for educational purposes. |
| **The School** | Computer, Internet, TV, SmartBoard, Projectors | Use technology devices to enhance student engagement and improve student learning. The school can share ideas with teachers and other professionals and conduct trainings on technology devices. | Funding is not always adequate enough to obtain all these technology devices. Teachers are not always willing to take the time to learn how to use new devices in their classroom. |
| **The Curricula** | Computer, Books, Internet | Create an updated curriculum with more project-based learning that has multiple technology devices used to reach standards and goals. | State standards that may require certain amount of time focused on state exams or other subjects. |
| **The Teacher** | Computer, Internet, TV, SmartBoard, Projectors, Educational Software | Teachers that are interested in learning new methods of instruction through technology can incorporate them into their daily lessons. They can also attend professional development days or trainings to improve their knowledge on educational technology. | Some teachers are not willing to learn new instructional methods, therefore inhibiting interactive learning and higher-level thinking. |
| **The Approaches to Teaching** | Computer, Internet, TV, SmartBoard, Projectors, Educational Software | Teachers can collaborate to enhance each other’s knowledge on how to incorporate instructional methods using technology into the classroom. Teachers that want to learn about new technologies can enhance engagement and student interaction in the classroom. | Some teachers do not want to take the time to learn about new technology devices for the classroom. Some schools may not have enough funding to provide professional development or new technology. |

**Part III:**

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| **Factor influencing student achievement** | **Common Technology** | **Effects With** | **Effects Of** | **Effects Through** |
| **The Child** | TV | Increased concentration occurs in a child when they are focusing on the TV. | The child will have improved vocabulary and verbal skills when interacting with others. | The child could have access to media in different languages, movies that interest them and capable of being more aware of current events. |
| **The Home** | Computer | Improved spelling and reading skills through typing, researching and panning of information | Knowledge of computer basics will increase. | Being able to use and understand computer software such as Microsoft Office programs. |
| **The School** | SmartBoard | Students improve skills such as writing because they are writing on the SmartBoard | Students can learn how to use the SmartBoard. They can write on it, erase, highlight and click on answers during interactive lessons | Over time, the school will administer more interactive and engaging lessons through the capabilities of the SmartBoard software. They can highlight and capture certain slides for notes for the students to have later with specific notes tailored for each class. |
| **The Curricula** | Internet | Learning more information through the unlimited resources on the World Wide Web. | Use the internet for more research opportunities that can be used for projects and presentations. | Understanding the importance of credible resources and scholarly resources. |
| **The Teacher** | Personal Responders | The teacher would learn more information based on feedback | Be able to focus on struggling students and their weaknesses based on instant feedback | Constant feedback will help the teacher reflect on student improvement and adjust instructional methods to better accommodate struggling students. |
| **The Approaches to Teaching** | iPad | Using the iPad to enhance instructional methods | Learning the multi-functions of an iPad and how it can be used in the classroom. | Create more engaging and interactive lessons. |

**References:**

**Hattie, John. “Visible Learning.” *The Argument* (2008): Web. 15 Jan. 2013.**