

MODEL RESPONSE
WEEK 1 DISCUSSION

Robin Bolle - Week 1 Discussion

COLLAPSE
Top of Form

Discussion 1 - How access to hardware, software and other resources affect the use of technology in a small rural northern California school.

I would like to discuss how access to hardware, software and other resources affect the use of technology in a small school and district facing declining enrollment and funding. Ironically, there are no problems in the funding and purchasing of resources in this school. Every student (23 total) in the jr/sr school has a laptop and Chromebook. All the 9th-12th grade students also have Ipads. Sadly, these products are rarely used for their intended purpose. The problems arise in the resources available to adequately implement, monitor and maintain the technology program.

The limit is time for teachers to learn the educational programs to be implemented, the instructional programs to offer to the students, how to recognize and monitor the use of inappropriate programs and how to maintain the whole operating system. I agree that "successful technology programs hinge on well-trained, motivated teachers". (Roblyer and Doering, 2013, page 65) but this teacher needs the time and on-going support group to keep their knowledge and programs up to date. This is often a problem in a small rural school district with facilities separated by at least 50 miles and the nearest training facilities at least a two-hour drive, one way.

According to the text, "technology changes too rapidly for schools to expect that one-time purchase of equipment on software will suffice." (Roblyer and Doering, 2013, page 65). The uses for the already purchased technology change so rapidly the teachers have a hard time keeping up with monitoring the products. The students seem to learn the technology "misuses" far quicker than the staff's ability to recognize it. On-going resources are needed to keep teacher and staff up to date on new uses of old technology as well as new technology available.

The resources for the maintenance of the operating system seems to be the biggest barrier for the access of technology in this school. The students all have the equipment, the teachers are ready to implement their new curriculum and the system is down. The system tech is more than a hour's drive away, the power is out in the town fairly often, and the u-verse system is dependent on the local telephone company. Those laptops, Chromebooks and Ipads are often idle or so frustrating that they get set aside.

Reference

Roblyer, M.D. and Doering, A.H. (2013) *Intergrating Educational Technology into Teaching* (6th edition) Boston. Pearson Education, Inc.

Bottom of Form