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Pairing Technology with Effective Literacy Strategies

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Statement of Overall Goal:

Over the course of the semester, I hoped to strengthen the connections between three areas of my personal knowledge base: educational pedagogy, English content, and technology. I sought to connect these three areas in order to better support, inspire, and engage future students. Also, after noticing a disconnect between technology and task in my pre-student teaching observations, I wanted to create a helpful and easily digestible guide for teachers to learn about technology available to them in order bridge the connection between technology and task. Based on research, personal experience as a student teacher, and surveys given to students and teachers, my honors project was born. I was successful in connecting the three aforementioned areas and have thus reached a new level of understanding in these three areas. This level of understanding was useful in my student teaching experience as I was able to support, inspire, and engage students with purposeful technology usage. Further, I was able to create the most useful part of my larger vision- an index of applications and tools for teachers and students to utilize to enhance learning.

Context of the Index of Applications:

My larger product goal was not possible to complete within this semester due to other coursework and the demands of student teaching in two placements. I originally wanted to create an academic journal length piece connecting Bloom's Taxonomy, the SAMR model for technology integration, the results of my student and teacher surveys, and the 7 effective comprehension strategies with my target audience being teachers in need of supports for integrating technology purposefully into their classroom. This piece would be enhanced by an index of applications and tools teachers could learn more about and even try in their classrooms as soon as the next day. However, I was able research, organize, and create the most practical component of my product—the index of applications. I chose to complete this component because of its freestanding ability. On its own, the index of applications stands as a reference guide teachers can access which provide a number of 'takeaway' ideas and products to start using in their lives and in their classrooms as soon as the next day.

I originally planned on creating this piece on a Word document and just including text about the applications I had discovered. After starting to type the document, I realized I was doing a disservice to the applications and to my project as a whole by reducing it to paragraphs written on a page. So, I decided to create a website using one of the tools I discovered throughout my project, a website called Weebly. I divided my research findings into a few broad categories: note taking applications, student engagement tools, a simple mind map tool, applications for creating content, and resources teachers can utilize to help create a classroom on the cloud. Overall, I am very proud of this piece. Please visit <http://indexofapps.weebly.com> to learn more.