# DISCUSSION QUESTIONS

**TOPIC 1: As a teacher, how might I go about maintaining my personal competence in the newest Technology?**

**TOPIC 2: As a teacher, how might I deal with the potential for new technology to create challenges and disruptions?**

**TOPIC 3: As a teacher, how might I reply to individuals who suggest that technology is overused in schools in place of real experience?**

**TOPIC 4: As a teacher, how might I respond to persons who argue that the use of new technology is replacing previously important skills and values?**

## TOPIC 1: How is Competence in New Technology Maintained?

As part of your teacher-preparation program, you will receive considerable instruction related to incorporating the newest technologies into your routine instructional practices. Once you leave YSU, however, new technologies will continue to be developed. How should you best proceed to attain the knowledge in these new technologies so that they may be implemented with your own students?

Consider . . .

Learning on your own through personal study
Enrolling in classes at the local college or university
Taking inservice classes from the school district
Relying on the building technology coordinator
Other . . .

## TOPIC 2: Is New Technology Disrupting?

Some teachers are excited about new technologies' abilities to help learners. Others are confounded by classroom disruptions that occur when personnel pagers, cell phones, portable computers, and other technological devices interfere with the learning process. In the main, are benefits of newer technologies worth the problems that sometimes accompany them? Let's consider cell phones . . .

Consider what is gained from their use . . .
Consider what problems are generated . . .
Consider . . . .

## TOPIC 3: Is New Technology Overused?

Today's digital technologies make it possible for students to engage in simulated experiences of complex realities. Critic Bill Rukeyser points out that sometimes schools have taken advantage of these capabilities to substitute computer-based simulations for learning experiences that students could experience directly. For example, instead of having students do hands-on work in chemistry labs, some students simply use software to perform simulated versions of experiments. Rukeyser argues that discouraging students from directly interacting with the real world denies them valuable learning experiences. He claims that overuse of computers in schools substitutes artificial learning experiences for ones that have a stronger reality base.  Do you agree that computers are overused in schools?

       Why . . .

       Why Not . . .

## TOPIC 4: Does New Technology Replace Old Values?

The adoption of new technology/skills often raises questions with regard to current or previously valued technology/skills taught in schools.  For example, email written using a word processor vs. snail mail that is handwritten in cursive. What different educational values seem associated with both communication approaches?

       Only Snail Mail . . .

       Only Email . . .

       Both Snail Mail and Email . . .