

I had an interesting conversation with students regarding the use of technology in schools and if students feel school's have an antiquated approach to integrating technology in education, and the students didn't feel this was the case..I asked them if they felt having the use of smartphones or I pads at their fingertips would better facilitate learning and they said yes, but there is too strong a desire to use the phone/ Ipad as a distraction. My thought was how I love when I say to my students, "you need a visual aid," and they whip out their phones (against school policy to even have them during the day), look up the image, and say, "Miss O'Donnell, I just emailed you my visual aid, can we print it now?" Unfortunately, we cannot trust our students to use their smart technology appropriately and that makes me sad. Why is there this disconnect between teacher and student (and teacher and administration often, too)--this "otherness" -- that breeds mistrust? What are ways that could bridge the relationship closer so that when a teacher says, "Please use the technology responsibly during class time," they will? No technology contract or honor code would be strong enough to resist the temptation and compulsion to use one's phone/ Ipad out of conduct. It is so easy to take a picture of a test and text it out to the world, video a teacher and post it to the web, become distracted by Facebook or texting with friends, watch TV or videos, or read the chapter on Spark Notes right before the test, or..who knows what else! Sometimes I feel as if I have no idea how my teenage students use the internet; as digital natives, their approach to technology is often very different from my own. Most of my students do everything online in their native language as well, and the internet experience is totally different than my American ways and websites. We have firewalls and censorship for students and teachers and that just makes everyone frustrated. Just as Elizabeth Delacruz (2009, p. 10) cites in her article, "From Bricks and Mortar to the Public Sphere in Cyberspace: Creating a Culture of Caring on the Digital Global Commons," "poor school technology infrastructures and restrictive school policies truncate and confine teachers' classroom technology practices" (Zhou, Pugh, Sheldon, & Byers, 2002). There is a lot working against the hybridizing of contemporary technology into the classroom.

Although I would like to add some computers to my classroom so that students could learn and utilize the Adobe Suite in my classes, have the ease of finding visual aids, and have access to scanning and printing (all things my school doesn't allow me to do ☐), I think I am satisfied with the level of technology in my classroom and I am comfortable with not having the responsibility of teaching curriculum in regards to how to utilize social media. Of course, it is mandatory for our students to take computer and technology classes so they learn programs like Word, Excel, and Power Point, and I feel it is essential for school curriculum to address typing skills and teach how to utilize technology in regards to learning, processing, and producing information. I also think, though, that most technology skills are socialized and not necessary to teach in school. I do feel that my hand eye coordination skills and typing skills were facilitated by my frequent Nintendo playing as a kid, but I don't feel that I needed to develop those skills through having that opportunity in school. I did love when it was my turn to play "Number Munchers" or "Oregon Trail" on the classroom's only computer in

elementary school, and the days in middle school when we would go to the computer lab and practice our typing (via game play as well), or design projects on Hyper Card, and eventually Power Point, and I consider the early days of learning how to use a computer as incredibly invaluable. With that said, there needs to be a balance with the utilization of technology in school curriculum and traditional learning and instructional methods. We need to still teach our students the importance of patience, time investment, coping mechanisms for dealing with difficult problems, and the value of eye to eye/ face to face discourse. Kids today spend a lot of time “plugged in” during the day, and we still need to teach our students the importance and skills of functioning as an individual and social member of society being “unplugged.” Otherwise, they are going to become more apathetic, distracted, fickle, and impatient than they already are..I love technology and utilize it every day, but too much of anything, like sugar, can lead to addictions and tooth decay..

So, I guess from all the readings I did this week, probably the teaching tool regarding technology in art education that seems detrimental to me the most is providing our students with the skills of visual literacy. I feel that the issues discussed by Ching-Chiu Lin, in her chapter, “Beyond Visual Literacy Competencies: Teaching and Learning Art with Technology in the Global Age,” discuss an extremely pertinent issue and skill set that our “digital native” students need to learn. As educators, we always teach “don’t believe everything that you read,” and we need to teach our students how to analyze and synthesize information and imagery created digitally so that they are actively involved in the observation and learning processes and are not easily manipulated or persuaded. As an educator, I am more concerned with, “the need to emphasize the processes and contexts of learning instead of focusing so heavily on particular predictable results,” (p. 202). In regards to teaching and implementing technology in the classroom and school curriculum, beyond the education and skill sets we are already providing our students, I feel it is our responsibility to teach students how to be fluent in visual communication, both reading and speaking, in order to be successful and educated global citizens.