

### **Assignment 1 Discussion - New Technologies**

Discuss the reasons why it takes so long for new technologies to be integrated into classroom practices. Give an example and support your reasoning.

From my teaching experience, the reasons it took me long to start integrating new technologies in my classroom was fear, inexperience, isolation, peer pressure, and lack of leadership. The fear of inadequacy is the most influential hindrance I have experienced for integrating technology in my classroom since today's students are more knowledgeable about technology than their teachers. My perception that teachers should know everything and not look foolish in front of their students hindered several times my decision to use technology. There is also the fear of losing control over the learning process and relinquish my well crafted and passionate lectures about a subject area that I enjoy teaching. The thought of giving up the empowering feeling to be considered an excellent lecturer in exchange for technology that takes away the focus from the teacher; it has played a significant factor for delaying my decision for the integration.

There were many instances when I considered new technologies to be useful to improve my classroom practices. However, my inexperience with the technologies meant spending considerable amount of time learning how to use it and finding its potential benefits, which I usually do not have due to my typical heavy teaching course loads. When I integrated technology in my classroom, unfortunately, I did it mostly in isolation, on my own initiative and determination with no collaboration with other colleagues who I could share my experiences and receive feedback. And when I have shared my experiences with colleagues, most do not share the same enthusiasm and beliefs that I have on how technology could enhance teaching and learning. I often get discouraging comments that emphasizes how the education my colleagues and I received was better than what our students are receiving now and without technology.

Finally, I considered the absence of leadership on educational technology issues as the most determinant factor for the delay integrating technology. I have received support from school administrators with my initiatives to integrate technology in my classroom practices. However, when only a minority of the faculty members integrates technology into their practices, many questions and doubts arises about how committed the administration is embracing technology to improve classroom practices for the whole school. Doubts lead to hesitation for trying new ideas.

Overcoming each of these challenges has been difficult and I am still struggling with them. I must infer that other teachers have similar challenges and experiences as I do. Developing innovative and effective classroom practices by integrating technology takes considerable time, effort and determination to prevail over long established ways of thinking and attitudes about what teaching and learning should be. McCain and Jukes (2001) stated that technology force us to change and challenge our comfort levels; therefore, until we let go our old mind sets, integrating technology will continue taking long to happen.

**References:**

McCain, T., & Jukes, I. (2001). *Windows on the future: Education in the age of technology*. Thousand Oaks, CA: Corwin Press, Inc.