In his article, “Too Dumb for Complex Texts?” Bauerlein claims the growing increase of the percentage of students who graduate from high school and are not prepared to enter college. The students are facing the challenge of being able to comprehend complex texts used at the college level. Bauerlein addresses the impact digital media activities have on the college readiness and reading ability of the students.

According to Bauerlein, the use of more technology in high school classrooms will not help students succeed in the area of reading. The use of digital texts such as blogs, wikis, multimedia assemblages help aid in causing students to become unable to grasp complex texts. The result of being so indulged into the media world leads to the decrease of the youths’ knowledge. This article supports my argument in that the world of technology cannot be avoided, so it is suggested to continue to experiment with educational technology to find the way to incorporate the right amount of technology into the classroom. Although technology is accepted, students should still be introduced to unwired learning with the use of complex printed matter.


In his article, “The Future of Computer Technology in K-12 Education,” Fredrick Bennett claims that education is based on the “luck of the draw.” In addition to being lucky, technology is making a powerful breakthrough in the education world. Bennett believes that few people want to admit that technology is not improving students’ learning so they have found reasons for the failure.

This article supports my argument in the sense that I believe with the proper incorporation of technology, the improvements can enormous. But until the finding of the best way to use technology in the classroom, there will be negative impacts for all those involved in the education world.


In her article “Engaging Students With Learning Differences Early On”, Betty Ann Bowser examines how one school is decreasing the rate at which students were dropping out of school. She finds the use of technology in a classroom containing students with special needs is helping the students make huge improvements in their work.
Bowser’s article supports my argument in that technology is helping students with disabilities become a part of their learning environment. Students who were struggling with basic skills that should be acquired by a certain grade level, are finding they can achieve the goals through the use of technology. The story of a second grade boy shows the impacts of technology. The young boy was having difficulty writing and processing work on the second grade level. Work before and after the implementation of technology is displayed, showing that the student is capable of achieving the goals with the service of technology.


In their article, “Assistive Technology: What Every School Leader Should Know,” Dyal, Bowden Carpenter, and James claim that for students with disabilities to succeed they will need services provided. In their article they review the topic of Assistive Technology and what role it plays in the learning process of a student with special needs.

The article supports my argument in agreeing that students with disabilities will benefit in the learning environment from different forms of Assistive Technology; “For many students with disabilities to be successful learners in the general education curriculum, they must receive supplemental aids and services” (556). The article provides useful information in supporting the idea of incorporating assistive technology into the classroom.


In her book, *Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning*, Gooden displays a collection of six stories from different elementary teachers about their vision of how to create exceptional educational opportunities for the students. Gooden introduces the reader to the school and the community it belongs to and shows how technology has impacted the people of the community.

Although I do not think I will include this in my final research, Gooden’s book was published in 1996 and shows how technology was of importance then and is continuing to have an impact on people, especially students in school today. Over ten years ago technology began entering schools, promoting a better education and as schools find the funding for the technology students today are being opened to a whole new way of learning.

In her article, “Is Technology Producing A Decline In Critical Thinking And Analysis?,” Patricia Greenfield claims that as technology begins to take over a large role in our lives, the skills to think critically and analyze are slipping away. She focuses on the fact that children today are not engaged in reading, and are likely to pick up a video game over a book for pleasure. This dilemma is showing as the decrease in reading is taking place, it is being replaced with visual medias both in and outside the classroom.

Greenfield’s emphasis on the lack of reading proves my side of the argument that technology is having negative impacts in the classroom, “Reading for pleasure, which has declined among young people in recent decades, enhances thinking and engages the imagination in a way that visual media such as video games and televisions do not” (1). If children are constantly replacing the act of reading with media technology, what will happen to our society?


In her book *Learning from Cyber-Savvy Students: How Internet-Age Kids Impact Classroom Teaching*, Hird claims students are becoming more and more knowledgeable about the Internet and how it works. She spent six months observing and interviewing thirty-four eighth grade students at Cityview School.

Although Hird’s book contained valuable information, after reviewing it I did not find much use to incorporate it into my final research project. One idea that stood out to me was the point she makes about students not being interested in the actual technology of the computer, but in what the computer lets them do. A student shares that it causes confusion when trying to understand the computing the computer does, she just enjoys taking part in the social aspect of the Internet.


In her article, “Empower Diverse Learners With Educational Technology and Digital Media,” argues twenty ways for teachers to use technology to empower their students. Kingsley main focus is to help teachers to become knowledgeable about technology to in return create lessons that incorporate technology. The use of technology also provides the teachers with access to help them personally design and locate content and materials that are useful in developing their lessons.

According to Kingsley, the incorporation of technology leads to “contexts for affirming diversity, facilitating problem solving and creativity, and enhancing student learning (52). Her advice for teachers on how to create opportunities for students to become involved and empowered depicts how important the use of technology can be. This article supports my argument in showing how technology benefits students with different backgrounds.
The use of technology opens new doors for students who struggle with the standard way of teaching.


In her book, *Learning Online: A Guide to Success in the Virtual Classroom*, she attempts to make the reader more accepting to technology. She opens her book with introducing technology as more than just a computer, which most people would not classify a magnifying glass as piece of technology. Lynch portrays both the up and down sides to involving technology in the classroom. For an example of the positive is the use of discussion boards and a downside could be how easy it is for students to plagiarize.

The book is more geared towards the use of technology used at the college level. As mentioned in the above paragraph, Lynch identifies a magnifying glass as a form of technology. This idea connects to my focus use of technology in assisting students with special needs. Although I would not use this particular book as a main source, Lynch provides great incite on the world of technology and how it is used in a college level classroom.


In his book *Technology Matters: Questions to Live With* Nye claims that technology is important because it is incapable of being separated from “being human.” Technology surrounds us on a daily basis and we make decisions using technology without realizing it. Nye addresses several questions throughout his book that may not have an answer to them but are ideas the world must interact with. For example, he asks, “Can we define ‘technology’? Does technology control us? Can we predict technology?”

Through reading Nye’s book I discovered the many ways he clearly defines technology. Before coming across his book I could not find a definition that I felt encompassed the true meaning of the word. Nye’s take that technology is a part of the human body made perfect sense to me, “Defining technology as inseparable from human evolution suggests that tools and machines are far more than objects whose meaning is revealed simply by their purposes” (2). With the help of Nye I was able to understand and share the knowledge I learned about the term, showing that technology is nothing without the human skills and requirements to make use of the tools.


In his article, “Teaching the iGeneration,” Rosen claims technology has its benefits as he focuses on those who create the iGeneration; individuals born after 1990. He discusses the use of digital technology, digital media, and the Internet used by children and teenagers in the twenty-first century. Rosen believes because the students are so
interested in technologies that why not use technology to help students focus on education. Teachers should not teach with technology but use the advantages of technology to help convey the content in a more powerful way for the students to understand.

Rosen’s article supports my argument in that students will benefit from schools using technology as an aid in learning. The students will become more willing to get involved in learning when they also have access to something that interests them. Rosen’s beliefs are opposite from Bauerlein, believing that we as teachers should incorporate what students love instead of trying to keep the focus off of technology. As teachers, we do not want to make learning something students hate, using tools to help engage students in the classroom is bound to increase students’ interest and participation.


In his article, “Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning,” Saljo claims technologies transform how we learn and how we interpret learning. He believes that the technology we encounter we take for granted as a way of interacting with the world.

I agree with Saljo’s argument that “human learning has always been a matter of investigating, and interacting with, technology and artefacts. To be a competent participant in many traditional activities has involved that mastery of a range of tools and instruments” (56). Through the investigation and interaction with technology, we would have not found ways to turn technology into they key for students with special needs to access the world of learning.


In chapter seven of her book Computers and Classroom Culture, Schofield argues that the use of computers in the classroom enhances students’ motivation and enjoyment. Students enjoy working with technology and in the end evidence proves students to be working harder and becoming more involved with learning when using computers.

A special education teacher shares that because he incorporated the use of computer programs when working with socially and emotionally disturbed students the students were less likely to skip class. Schofield looked at two different factors of why students were responding to the use of computer: 1. Students respond well to computers because they are relatively new in their school experience and 2. Students seem drawn to working on computers because computers introduce a variety into the school routine. The second factor proved to outweigh the first by displaying that students need diversity in their daily learning experiences. Along with improved student learning teachers are able to take on
the role of a guide instead of scholar. This shift in roles allows the students to learn from more hands on and personal experience with the guidance from their teacher.


In their book *Essentials of Educational Technology*, Schwartz and Beichner claim that technology, specifically the use of computers, both alters and improves the way society confronts a situation. Schwartz and Beichner describe how to integrate the use of technology into the classroom while directly focusing on social studies, science, math and reading and language arts. In each subject area activities and ideas are provided to help integrate technology into the content areas. The authors display both the positive and negative sides of the integration of technology leaving it up to the reader to make their own decision about the topic.

In creating my own argument on the topic of technology in the classroom Schwartz and Beichner offer ideas that support my claim that technology has both positive and negative impacts in the classroom. For example, the authors present the use of spreadsheets for teachers to create electronic gradebooks but at the risk of losing data; “If a teacher keeps her grades on a single hard disk drive and that hard disk drive fails, all of the grades will be lost and probably be unrecoverable. This would obviously be a disaster” (91). This negative impact of a system failing can be related to paper documents. What would happen if a paper gradebook was misplaced or damaged? The loss of an electronic gradebook is equal and as likely to happen as the loss of a paper gradebook. To protect you as a teacher is it easier to perform a daily backup of a computer or create a paper copy of all important documents. Either way of looking at the situation both paper based or technology based share the same amount of importance and can be as easily destroyed.


In her article, “Assistive Technology in the Classroom: Helping Challenged Kids Get the Most from Learning,” Sherril Steele-Carlin claims that all students are different and have different ways of learning. She provides brief information on what Assistive Technology is and some examples that may be seen in the classroom. She also gives a brief overview of what the downside to technology could be.

This article supports my argument that all children are different and everyone has their own way of learning that best suites them. Steele-Carlin’s opening line in her article is, “Students come in every shape, size, and type. They learn at different rates too” (1). I feel this is a very powerful and true statement that is supported with the use of technology.