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Policy Brief

Part I:

Of Hattie's six factors of student achievement, the one that is most influenced by technology is the child. I decided to do Part II of this assignment first to help me organize my thoughts for Part I. Upon completion of Part II, I came to realize that every technology that I listed in the "Common Technologies" column will in some way - directly or indirectly influence the child. Children have an absorbent mind. Everything they are exposed to is in some way influential to them.

It's true that technology has become one of the many state standards that teachers are required to teach in most (if not all) states. Although it has made its way onto the curriculum maps, the other five factors are so heavily influenced by technology that I have to say that the curricula is the factor that is least influenced. I say this because technology is used in school to support and enhance the curriculum. The curriculum is not created to accommodate for technology.

The factor that offers the most promise from technology is the approach to teaching. Any technology that is offered at school for student use or accessible by the child from home or somewhere else outside of school would fall under this category. When used correctly, technology is very productive, efficient, informative, creative, and innovative tool. This factor is promising because when it is used for educational purposes, it has been proven to boost student performance. With technology, lesson's can be easily modified to meet the needs of individual children. Some computer programs will give a pretest and start each child where they need to start depending on what types of questions they did well on and which ones they need more practice with. They will also offer data reports in several forms - by student, by class, by grade level, by school, or even by district. This allows teachers more time to look at student data reports and plan lessons accordingly. According to Hattie, "The act of teaching requires deliberate interventions to ensure that there is cognitive change in the student: thus the key ingredients are awareness of the learning intentions, knowing when a student is successful in attaining those intentions, having sufficient understanding of the student's understanding as he or she comes to the task, and knowing enough about the content to provide meaningful and challenging experiences in some sort of progressive development". His statement completely supports my thoughts about the role of technology in the approach to teaching.

I am a very strong believer in the use of technology in education. Because of this, it's difficult for me to choose the factor that has the most problematic relationship with technology. As stated in the chart below, each of Hattie's six factors have some problematic symptoms but it seems that their benefits outweigh their drawbacks. If I had to choose one, I would choose the home as the most problematic relationship with technology because of the fact that not all homes offer the same tools. Some homes don't even have internet access at all. The other problem is that in many households today,

the children are more technology-literate than the adults. These children may not have as much monitoring and supervision as they should for this reason. In addition, when a child has a question about a homework assignment or class project and their parent is unable to help due to their lack of knowledge and experience working with technology. If a similar problem happened while the child was at school, this would not have been a problem.

Throughout my reading, I came to realize that each of the six factors work hand-in-hand. Each one feeds off the other. If one falls short, the others are affected by it. If one is very successful, the others feel its positive repercussions. It was very interesting to learn about the factors that influence student achievement in this organizational fashion. I plan to take what I have learned and keep it in mind when planning lessons that involve technology, reading data reports, emailing newsletters home, and when I take my students to the computer lab.

Part II:

Factor influencing student achievement	Common Technologies	Opportunities	Challenges
The child	computer iPad Smart Phone Wii / Xbox	The child is engaged and interested. The child stays up to date and is able to communicate and collaborate with others using a variety of online tools.	The child must know how to use the technology correctly, safely, responsibly and appropriately.
The home	computer iPad Wii / Xbox	When a child has support from home, technologies are used more appropriately. Parents can use technology to easily communicate with the school.	All households do not have the same technologies available. If the child is not supervised, the technology may be used inappropriately and can therefore be ineffective
The school	computer Smartboard document camera online tools (wiki's, youtube, United Streaming, etc.)	Students are supervised while collaborating, researching, and learning. Students are more engaged and interested in the lessons.	Some technology tools can be expensive. Old tools may be out of date or break down easily making them more of a burden than anything. If left unsupervised, students

			may try to use the internet inappropriately.
The curricula	Learning Management Systems United Streaming YouTube Computer Program Lessons /training/ practice (Successmaker, IPass, Reading Plus)	Students use a variety of tools in order to learn the curricula. Learning is more interactive and fun.	Technology seems to take the place of the teacher in many ways. The teacher is ultimately held accountable for her students even though many of their lessons are being taught by a computer program.
The teacher	Computer classroom website Smartboard document camera Online gradebook Online student progress tracking (Aimsweb, Dibbles)	Technology helps teach in a variety of styles. It is very efficient and helps keep track of student progress. Lessons can be saved, shared, tweaked, modified, and reused.	All teachers are not up to date with the new technologies made available to them at their school. Some teachers are not as willing to learn as others.
The approaches to teaching	Smartboards - interactive lessons Google Docs United Streaming YouTube Computer Program Lessons /training/ practice (Successmaker, IPass, Reading Plus)	Students have the chance to learn in a variety of ways. Lessons are easily modified to meet the needs of all children. Students enjoy working with technology.	When there are so many different ways to keep track of student progress, it may be difficult for the teacher to decide which to concentrate on. Often times, a school will adopt a computer program for one or two years and then decide to replace it with something else. This makes it difficult to track student progress from year to year.