Global Vision

During an ever evolving age of technology, some schools have started taking their minimal funding and rapidly purchasing different pieces of technology for student and staff use. Chromebook carts, ipads and technology 'toys' are things that schools invest in sometimes without fully looking into or understanding the ramifications of distributing so much technology within their buildings and communities. Schools are attempting to keep up with each other and with a widening digital divide. (Bowles, 2018) Looking ahead, districts and educators will need to strive for a future where they establish norms and infrastructure that support inquiry based learning for students, redesigned professional development for teachers to inform them on purposeful use and integration of technology in the educational experience and create forward thinking digital citizens.

We know that sometimes the journey and answer to solving a problem is more important than the solution to the problem itself. Technology is not a substitute for human interaction and the relationships developed between students and teachers. Schools need to switch their focus to inquiry based learning and teaching. Within this approach to learning, students' curiosity will drive their learning. (Wolpert-Gawron, 2016) They will be able to explore the basic tools of problem solving and skills associated with critical thinking through more "real world" scenarios and reflect on what they have learned while interacting with one another. Technology is a way to extend their learning, but within this infrastructure it is not the only absolute way to learn.

Teachers and administrators understand the need for technology, but also understand it should not come at the expense of learning, relationship building and human interaction for social and critical thinking skills. (Lynch, 2018) Schools need to find a balance for the relationship between technology, teaching and learning. For teachers to model appropriate use of technology, they need to plan lessons and strategies in their teaching that allow for this to happen. Teachers need to have newer, redesigned professional development opportunities to let them explore these ideas. With these new trainings, teachers can take the knowledge of their

content, knowledge of pedagogy and knowledge of technology to find the perfect balance of using all of them successfully together in the classroom. (Mishra & Koehler, 2006) The purpose of using the TPACK framework to provide more robust professional development opportunities for teachers is to assist them in finding the "how" and the "why" regarding technology integration.

As teachers, if we model appropriate and purposeful use of technology, we will be able to demonstrate to students how to be good digital citizens and use technology respectfully and responsibly with one another. Digital citizenship is more than just being smart about protecting passwords and pledging against cyberbullying. Students practicing inquiry based learning will be curious and learn to question, a valuable skill on the internet. Digital citizens need to be able to discern the validity of resources as they are researching information. (Krueger, 2020) They will need to learn about taking the respectful communication skills they have from face to face communication in class and transfer those to the internet to communicate with others that may think differently than them. (Davis, 2017) Students with these skills and approaching technology with the mindset of a respectful digital citizen will be much better equipped to take on the challenges of the future.

To get to this point successfully will take a significant shift in teaching mindset for teachers and slightly different approach to learning for students. Teachers need to help students develop their curiosity to satisfy the requirements for inquiry based learning. If students are used to instantaneous answers, suddenly having to work at thinking about something will be a big shift. However, we know that students who do not acquire critical thinking skills and problem solving abilities at school by working with others and practicing different communication skills will be at an extreme disadvantage for any post-secondary education experiences. Teachers will need to be open to newer ideas around teaching and pedagogy. "Best practice" does not require the use of technology, but if teachers are going to connect with technology and use it in their own classrooms and with students, they need to do it on their own terms. (Nagel, 2011) Developing engaging professional development opportunities for this is critical for teacher and

subsequently student success. Together, teachers and students will learn how to become digital learners. They will need to observe the use of technology and make informed decisions about how best to present themselves and their classrooms in a digital space.

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Part B.

	Vision	Skills	Incentives	Resources	Action Plan
Teachers	Teachers will shape digital citizens and curious learners through purposeful, integration of technology in the classroom and learning.	Teachers need to have technology integration abilities (TPACK skillset). They need to be aware of how to inspire curiosity for students through inquiry based learning.	Curious students can take the pressure of teachers to make learning more fun. Teachers will have more engaged students in their classrooms.	Teachers need professional development training focusing on inquiry based learning and/or technology. They need to be able to lean on a technology coach or curriculum coach for ideas and advice.	Teachers need to be trained. They need to be given time to reflect and practice with students in their class. These topics need to be revisited throughout the year.