Educational Technology: A Review of the Integration, Resources, and Effectiveness of Technology in K-12 Classrooms

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Abstract

There is no questioning that the way people live, interact, communicate, and conduct business is undergoing a profound, rapid change. This change is often referred to as the "digital revolution," which is the advancement of technology from analog, electronic and mechanical tools to the digital tools available today. Moreover, technology has begun to change education, affecting how students acquire the skill sets needed to prepare for college and a career and how educators integrate digital technological instructional strategies to teach. Numerous studies have been published discussing the barriers of integrating technology, the estimated amount of investment that is needed in order to fully support educational technology, and, of course, the effectiveness of technology in the classroom. As such, this article presents a critical review of the transitions that technology integration has made over the years; the amount of resources and funding that has been allocated to immerse school with technology; and the conflicting results presented on effectiveness of using is technology in education. Through synthesis of selected themes, we found a plethora of technological instructional strategies being used to integrate technology into K-12 classrooms. Also, though there have been large investments made to integrate technology into K-12 classrooms to equip students with the skills needed to prepare for college and a career, the practical use of this investment has not been impressive. Lastly, several meta-analyses showed promising results of effectiveness of technology in the classroom. However, several inherent methodological and study design issues dampen the amount of variance that technology accounts for.

Keywords: K-12, digital learning, devices, one-to-one, technology, literature review

Introduction

The digital revolution has changed the way that people obtain information. There is more information than any one person could ever acquire available at one's fingertips via the Internet. Although disparities in technology access still exist today, the vast majority of students in the United States are able to

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    Educational Technology Ann D. Thompson,Michael R. Simonson,Constance P. Hargrave,1991   *Educational Technology Beyond Content* Brad Hokanson,Gregory Clinton,Andrew A. Tawfik,Amy Grincewicz,Matthew Schmidt,2020-04-09 This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology AECT Consisting of twenty four chapters including an introduction and conclusion it argues that informational content should not be the main element of education and that to provide more for learners it is necessary to go beyond content and address other skills and capabilities It also discusses the false premise that learning is complete when the information is known not when learners seek more their own directions answers and ideas The authors assert that the ability to synthesize solve problems and generate ideas is not based on specific content although education often focuses solely on teaching content Further they state that content can be separated from the learning process and that instructional design and educational technology must be about the skills habits and beliefs to be learned   **Handbook of Special Education** James M. Kauffman,Daniel P. Hallahan,2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education   *The Theory of Educational Technology* Rupert Wegerif,Louis Major,2023-12-22 Educational technology is controversial some see it as essential to providing free global learning others view it as a dangerous distraction that undermines good education In both instances most theories that have previously been applied to educational technology do not account for the

distinctive nature and vast potential of technology This book addresses this issue exploring how education has been bound up with technology from the beginning and recognising that educational aims have already been shaped by technologies Offering a dialogic theory of educational technology Rupert Wegerif and Louis Major respond to contemporary challenges to education within this book including but not limited to climate change misinformation on the internet and the impact of Artificial Intelligence Chapters introduce discuss and contextualise key theories and illustrate through case studies their uses within a diverse range of educational contexts spanning from primary education to adult lifelong learning Each chapter also concludes with a short summary demonstrating how these theories translate to practical implications for design A fascinating response to current developments in educational technology this is a crucial read for all involved in creating researching or making decisions about the use of technologies within educational contexts **Quarterly Review of Distance Education** Michael Simonson,Anymir Orellana,2023-12-01 The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles research briefs reviews and editorials dealing with the theories research and practices of distance education The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors The Quarterly Review publishes full length manuscripts as well as research briefs editorials reviews of programs and scholarly works and columns The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group **The Learning Return on Our Educational Technology Investment** ,2002 *Multidisciplinary Methods in Educational Technology Research and Development* Justus J. Randolph,2008 Over the past thirty years there has been much dialogue and debate about the conduct of educational technology research and development In this brief volume the author helps clarify that dialogue by theoretically and empirically charting the research methods used in the field and provides much practical information on how to conduct educational technology research Within this text readers can expect to find answers to the following questions a What are the methodological factors that need to be taken into consideration when designing and conducting educational technology research b What types of research questions do educational technology researchers tend to ask c How do educational technology researchers tend to conduct research d What approaches do they use What variables do they examine What types of measures do they use How do they report their research d How can the state of educational technology research be improved In addition to answering the questions above the author a research methodologist provides practical information on how to conduct educational technology research from formulating research questions to collecting and analyzing data to writing up the research reports in each of the major quantitative and qualitative traditions Unlike other books of this kind the author addresses some of research approaches used less commonly in educational technology research but which nonetheless have much potential for creating new insights about educational phenomena approaches such as single

participant research quantitative content analysis ethnography narrative research phenomenology and others Multidisciplinary Methods in Educational Technology Research and Development is an excellent text for educational technology research methods courses a useful guide for those conducting or supervising research and a rich source of empirical information on the art and science of educational technology research Key Questions in Educational Technology Methods Choice are appended Contains 13 figures and 13 tables This publication was produced by the HAMK University of Applied Sciences **Final Report...educational Specifications for a Comprehensive Elementary Teacher Education Program, University of Toledo, Toledo, Ohio** United States. Education Office,1968 *Proceedings of the Focus Conference (TFC 2024)* Manyane Makua,Mariam Akinlolu,Phiwayinkosi Gumede,Mashango Sithole,Cebo Nyondo,Ntombikhona Nene,Mandlenkosi Mhlongo,2024-12-31 This is an open access book The Teaching and Learning Development Centre TLDC at Mangosuthu University of Technology MUT invites you to the 11th Focus Conference scheduled for 14 to 16 August 2024 at Southern Sun Elangeni Hotel Durban South Africa The theme of the Conference Three Decades of Democracy reflecting on Higher Education Achievements Challenges Impact and the Future is aptly aligned with South Africa s 30 years of democracy celebration The Conference brings together leading scholars academics policymakers and practitioners in the higher education and TVET sectors to share their research and express their perspectives concerning the Conference theme and sub themes **The Routledge International Handbook of Higher Education** Malcolm Tight,Ka Ho Mok,Jeroen Huisman,Christopher Morphew,2009-06-03 This volume is a detailed and up to date reference work providing an authoritative overview of the main issues in higher education around the world today Consisting of newly commissioned chapters and impressive journal articles it surveys the state of the discipline and includes the examination and discussion of emerging controversial and cutting edge areas **Advanced Educational Technology: Research Issues and Future Potential** Thomas T. Liao,2012-12-06 As we approach the 21st century the need to better link research findings and practical applications of advanced educational technologies AET continues to be a priority During the five year NATO Special Programme on AET many advanced study institutes and research workshops focused on building bridges between researchers in and users of educational technology The organizing committee of the final capstone workshop which took place in September 1993 also chose to focus on this theme Three position papers written by members of the AET advisory committee provided the background and platform for the two day workshop that was designed to provide guidelines for future AET research and implementation projects Nicolas Balacheff kicked off the workshop with a philosophical review of the research issues and future research agendas Herman Bouma and his colleagues at the Institute for Perception Research discussed implementation issues and problems of technology transfer from research laboratories to educational product development *Proceedings of the 23rd European Conference on e-Learning* Fernando Moriera, **Learning and Teaching Early Math** Douglas H. Clements,Julie Sarama,2009-04-01 In this important new book for pre and in service

teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers become more effective professionals By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children In straightforward no nonsense language this book summarizes what is known about how children learn mathematics and how to build on what they know to realize more effective teaching practice It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals   <u>Teaching Karate Online</u> Shawn Armstrong,2025-04-08 Chapter 1 Understanding Kenpo Karate This chapter introduces the fundamentals of Kenpo Karate exploring its history philosophy and techniques It emphasizes the importance of understanding the martial art s principles to effectively teach it online Key aspects include the significance of discipline respect and the mental and physical benefits that come from practicing Kenpo Chapter 2 Setting Up an Online Karate Teaching Environment Here the focus shifts to creating a conducive online teaching space It covers essential tools and technologies needed for effective instruction such as video conferencing platforms and digital resources The chapter also discusses how to design a virtual dojo that fosters engagement and learning including considerations for lighting background and equipment Chapter 3 Curriculum Development for Online Kenpo Karate Classes This chapter delves into crafting a comprehensive curriculum tailored for online learning It outlines strategies for structuring classes incorporating various skill levels and integrating both physical techniques and theoretical knowledge The importance of setting clear learning objectives and adapting traditional practices for an online format is highlighted Chapter 4 Engaging Kenpo Karate Students in an Online Format Engagement strategies are at the forefront of this chapter It discusses methods to keep students motivated and involved during virtual classes such as interactive exercises gamification techniques and personalized feedback The chapter also emphasizes building a community among students to enhance their learning experience Chapter 5 Marketing Your Online Kenpo Karate Classes This chapter provides insights into effectively promoting online Kenpo classes It covers various marketing strategies including social media outreach creating an appealing website and leveraging testimonials from students The importance of understanding target demographics and tailoring marketing messages to reach potential students is also discussed Chapter 6 Overcoming Challenges in Teaching Kenpo Karate Online The final chapter addresses common obstacles faced by instructors in the online teaching landscape It offers solutions for technical issues maintaining student discipline remotely and ensuring safety during practice Additionally it discusses the need for continuous adaptation and improvement in teaching methods to meet evolving student needs Overall this guide serves as a comprehensive resource for martial arts instructors looking to transition to or enhance their online teaching of Kenpo Karate providing practical advice on all aspects from curriculum development to student engagement and marketing strategies   **Bridging Global Divides for Transnational Higher Education in the**

AI Era Naseer, Fawad,Yu, Cheryl,Dulloo, Rhytheema,Abdul Kader Jilani, Munshi Muhammad,Shaheen, Momina,2024-11-15 Artificial intelligence AI serves as a transformative force in bridging global divides within transnational higher education by reimagining access and engagement across diverse cultural landscapes By harnessing AI s capabilities to analyze and adapt educational content institutions can create inclusive learning environments that resonate with students unique cultural and contextual realities In this way AI not only enhances the quality of education but also cultivates a global academic ecosystem characterized by shared understanding and mutual growth Bridging Global Divides for Transnational Higher Education in the AI Era examines the transformative role of AI in reshaping education across borders It presents insights from leading academicians and practitioners who explore AI s potential to enhance educational methodologies address administrative challenges and promote inclusivity within transnational higher education Covering topics such as augmented reality AR financial stress and task based learning this book is an excellent resource for educators policymakers administrators researchers academicians and more **Examining AI Disruption in Educational Settings: Challenges and Opportunities** Kessinger, Michael W.,Nelson, Gera S.,Lennex, Lesia,Nettleton, Kimberely Fletcher,2025-05-21 The role of AI in education is slowly growing As a new technology its uses and capabilities have not been fully realized or understood AI provides many opportunities as well as challenges for supporting students teachers and skills development However from higher education faculty to preschool teachers the ways in which AI can support planning research and student learning are not fully understood When harnessed effectively AI has important implications for overcoming global concerns and increasing educational equality Examining AI Disruption in Educational Settings Challenges and Opportunities provides practical researched examples of how AI has been applied in educational settings It examines current AI policies and considers the ways in which education may change with the use of AI Covering topics such as field experience preparation critical thinking skills and global education patterns this book is an excellent resource for pre service teachers in service teachers higher education faculty technologists professionals researchers scholars academicians and more Annual Review of Nursing Education, Volume 1, 2003 Marilyn H. Oermann, PhD, RN, FAAN,2003-02-24 Interested in the latest trends in nursing education written by the nurse educators pioneering these innovations Then welcome to the first volume of the Annual Review of Nursing Education This Review focuses on these innovative practices of teaching It describes educational strategies you can adapt to your own settings and is written for educators in associate baccalaureate and graduate nursing programs staff development and continuing education The goal of the Review is to keep educators updated on recent innovations in nursing education across all settings Educational Technology Program and Project Evaluation J. Michael Spector,Allan H.K. Yuen,2016-03-31 Educational Technology Program and Project Evaluation is a unique comprehensive guide to the formative and summative evaluation of programs projects products practices and policies involving educational technology Written for both beginning and experienced evaluators the book utilizes an integrative systems based approach

its practical emphasis on logic models and theories of change will help readers navigate their own evaluation processes to improve interventions and conduct meaningful educational research Key features include evidence based guidelines for constructing and conducting evaluations practical exercises to support the development of knowledge skills and program evaluation portfolios a variety of interdisciplinary case studies references and links to pertinent research and resources Using the TELL ASK SHOW DO model first introduced in this series Educational Technology Program and Project Evaluation provides comprehensive coverage of the concepts goals design implementation and critical questions imperative to successful technology enhanced evaluation **Technological Transformation: A Key Catalyst for Sustainable Business Development** Dr. Amthul Azeez,Dr. M. Hameedunissa,Dr. D. Ayub Khan Dawood,Dr. B. Nimalathasan,2025-01-21 It is our pleasure to present the proceedings of the 2 nd International Conference on Technological Transformation A Key Catalyst for Sustainable Business Development that was held on 21st January 2025 at Justice Basheer Ahmed Sayeed College for Women Autonomous Chennai Department of Commerce in association with School of Social Sciences And Humanities B S Abdur Rahman Crescent Institute of Science And Technology Vandalur Chennai This conference provided a platform for researchers academicians professionals and industrialist from various fields to come together and share their research findings innovative ideas and rich experiences The theme of the conference was Sustainable Entrepreneurship Economic Development Sustainability Operations Logistics Sustainable Value Chain Optimization Human Resource Management Social Sciences Marketing Dynamics Finance Artificial Intelligence CSR and Online presentations on various topics of relevance which attracted a diverse range of research papers presentations and active participations The conference was a great success and we received an overwhelming response from participants from across the globe The conference proceedings contain papers that have been thoroughly reviewed by a panel of experts in respective fields These papers have undergone a rigorous peerreview process to ensure their quality and relevance to the conference theme The proceedings cover a wide range of topics including commerce other fields The papers presented in these proceedings reflect the latest developments and advancements in the relevant field which provided valuable insights and offer practical solutions to real world problems The proceedings also serve as an excellent reference for researchers scholars and practitioners who are interested in pursuing further research in the relevant areas We would like to express our gratitude to the conference organizers the keynote speakers the panelists and all the participants who contributed to the success of this International conference We would also like to thank the reviewers for their meticulous work and dedication to ensure the quality of the papers included in these proceedings Lastly we hope that these proceedings will serve as a valuable resource for researchers scholars and industrialist in the entire relevant field and inspire further research and collaboration among the global academic community

Artificial Intelligence Implementation in Education Processes Dina Darwish,2025-02-09 Currently numerous issues for enhancing teaching and learning remain unaddressed Educators pursue technology driven methods that are secure efficient

and scalable to meet these aims Educators naturally question whether the swift technological advancements in daily life could be beneficial Similar to everyone else educators utilise AI driven services in their daily routines including voice assistants in their residences tools for grammar correction sentence completion and essay writing as well as automated travel planning applications on their mobile devices A multitude of educators is currently investigating freshly emerging AI tools Educators recognise the potential of AI driven technologies such as speech recognition to enhance support for students with disabilities multilingual learners and others who could gain from increased adaptability and personalisation in educational digital tools They are investigating how AI can facilitate the composition or enhancement of lessons along with their methodology for sourcing selecting and modifying materials for instructional usage Educators are cognisant of emerging threats Beneficial and potent functionalities may potentially provide novel data privacy and security vulnerabilities Educators acknowledge that AI can autonomously generate output that is unsuitable or erroneous They are apprehensive that the associations or automations generated by AI may exacerbate undesirable biases Although it appeared to have appeared out of nowhere artificial intelligence AI was really created over a period of many years just like so many other technologies that have had a significant impact on the world In today s world artificial intelligence is pervasive and has the potential to revolutionize education By employing AI educators are able to personalize learning experiences to meet the specific requirements of each student so making education more efficient and interesting In addition technologies that are enabled by artificial intelligence help with administrative work which streamlines operations and frees up teachers to concentrate on teaching Educators and school administrators are currently utilizing tools driven by artificial intelligence and applications dependent on AI in the field of education The benefits of AI in education include fostering innovation condensing current materials among others The following section will explore the advantages and disadvantages of AI in educational institutions emphasising its potential to transform the learning environment Here is a concise overview of some benefits of using AI in education It can be utilised to customise education AI can assist in customising content to meet the specific needs and learning styles of individual students utilising AI driven analytics that provide insights into student performance and learning trends Thus AI enhances student engagement and motivation It can furnish students with prompt feedback AI provides students with immediate and comprehensive feedback on their assignments enabling them to identify their strengths and faults This feedback improves comprehension and educational results guiding teachers on future course priorities It can be utilised to generate and enhance content AI powered platforms enable the creation of lessons activities evaluations discussion prompts and presentations by inputting a brief prompt including keywords It may yield more inclusive instruction AI possesses robust technologies that provide previously unattainable resources accessible to students with unique needs Technological tools providing text to speech visual recognition speech recognition and additional functionalities can assist educators in modifying resources to ensure equitable learning opportunities for all students It can facilitate

enhanced access to resources Educators can utilise numerous AI driven tools to improve and augment classroom learning Examples include Canva Magic Write which assists in brainstorming outlining and lesson planning Curipod which allows educators to swiftly develop interactive lessons Eduaide offering over 100 resource types for the creation of high quality instructional materials and Quizizz utilised for designing quizzes that generate personalised learning pathways based on individual student responses It can enhance the comprehensibility of abstract concepts Image generating AI systems like Picsart and Visme can transform intricate concepts into more accessible content It can be utilised to manage administrative responsibilities AI can be utilised to optimise administrative functions including grading scheduling parent communication and student record management This enables educators to focus on your primary expertise teaching It provides increased direct engagement with kids and ensures that no individual is overlooked It can cultivate critical thinking The emergence and increasing application of AI in educational settings prompts discussions about critical thinking and ethical implications Students exhibit a natural curiosity in AI The profound talks may aid in their growth and development as thinkers and learners The Obstacles and Constraints of Artificial Intelligence in Education Despite the numerous benefits that AI presents to educators learners and administrators it also poses certain obstacles and disadvantages The subsequent list enumerates prevalent concerns that affect educators Concerns Regarding Privacy and Security Privacy hazards have been a worry since the inception of AI Individuals are apprehensive regarding the collection and utilisation of their personal data as well as their awareness and control over its application Numerous individuals express apprehensions over the security of their data storage and its protection against potential breaches Additional concerns encompass the exposure of private and sensitive information to unauthorised individuals the propagation of incorrect or misleading information and the growing accessibility of personal data by others Generally dangers are associated with data collecting data processing data distribution and intrusion into an individual s personal space choices or actions Possible Bias in AI Algorithms Research indicates considerable bias in GPT generative pre trained transformers e g ChatGPT towards non native English speakers One study indicates that more than fifty percent of non native English writing samples were erroneously categorised as AI generated but the classification accuracy for native English speakers was practically flawless A contributing factor to the issue is that GPT detectors are designed to identify text that is more literary and intricate as being more human Consequently authors who do not employ such terminology are more prone to being classified as utilising AI generated content and may be unfairly marked for AI plagiarism Students who do not speak English may be unjustly accused of academic dishonesty thus jeopardising their educational trajectory and harming their mental well being In evaluating non native English speakers it is advisable to refrain from utilising GPT detectors as assessment instruments until these detectors undergo a more thorough study They can be utilised more securely as educational tools assisting students in enhancing their writing skills Decreased Human Engagement Increasing dependence on AI may diminish teacher student interactions and connections so

undermining the social emotional dimensions of learning If those encounters decline pupils social skills and interpersonal development would be adversely affected Educators must recognise and address the social and emotional needs of their students Conversely automating administrative activities like lesson planning grading and managing student data should liberate instructors time allowing them to cultivate relationships with students and enhance their social and emotional development This practice has demonstrated numerous advantages such as improved academic performance and increased college enrolment rates A recent survey indicated that merely 22 percent of students an unprecedented low believe their professors endeavour to comprehend their lives beyond the classroom Educational institutions can leverage AI to enhance the interactions between educators and learners but they must exert deliberate effort to do this It is a critical aspect to monitor and manage well Significant Implementation Expenses The expense of AI in education might significantly fluctuate based on the intended applications by educational institutions Basic generative AI systems for lesson preparation can be as inexpensive as 25 per month whereas more extensive adaptive learning systems may cost tens of thousands of dollars Implementing these extensive systems is similarly costly and exceeds the resources of numerous schools particularly those in underprivileged neighbourhoods Additionally there are continuous expenses associated with system maintenance updates and staff training for effective utilisation Scholarly Malfeasance Cheating and plagiarism are as noted primary worries with AI expressed by educators The utilisation of AI for completing assignments examinations or composing papers is inequitable to students who adhere to academic integrity and it diminishes the educational experience for those who engage in dishonest practices If students resort to cheating and shortcuts in their education what type of citizens will they become upon completion of their studies Protocols must be established to guarantee that AI is not employed unethically Uncertainty and Erroneous Data Artificial intelligence is contingent upon the quality of its underlying algorithms If the underlying data is flawed or prejudiced the resultant information will also be flawed or prejudiced Students must have the ability to assess and critically analyse the material they encounter rather than merely accepting it at face value A plethora of instructional resources is available online to assist them in their endeavour Generative AI provides educators learners and administrators with potent tools that can be effectively utilised in the educational sector Comprehending the advantages and disadvantages of artificial intelligence in education is essential for the proper utilisation of these tools Investigating the impact of AI on education both advantageous and detrimental assists administrators in formulating policies that improve student learning while mitigating possible disadvantages It can optimise administrative duties allowing teachers to allocate more time to foster relationships and enhance students social and emotional skills customise learning experiences based on individual needs and learning styles and enhance accessibility for students with disabilities It assists researchers in gathering and analysing data to improve curriculum efficacy and identify areas for enhancement while providing a diverse array of educational tools and platforms for students and educators alike However it also has its drawbacks Issues regarding AI in

education encompass privacy and security concerns algorithmic bias that may influence educational results the risk of excessive dependence on technology detracting from teacher student interactions and the financial implications of deploying and sustaining AI technologies in educational institutions Moreover technology may be employed unethically in the absence of robust protections and monitoring systems and its information is only as comprehensive and precisely representative as its algorithms permit Educators and administrators must evaluate the advantages and disadvantages of AI in education as they consider its application for themselves and their pupils By evaluating the advantages and disadvantages of AI in the classroom educators can guarantee that AI s incorporation facilitates significant learning experiences This book gives a solid foundation on using AI in education for people interested in knowing more information about this topic and discusses several topics related to using AI in education

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