

Article Summary 1:

“Implications of Shifting Technology in Education” by Janet Holland and John Holland

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Holland and Holland’s article “Implications of Shifting Technology in Education” spends a very small amount of time questioning how the changes in today’s technology are affecting upcoming generations, spends the majority of the page describing the different types of technology that are taking over education today, and ends with a call to research. The article starts off by talking about “Instructional Gaps,” meaning, those basic skills that are left out as today’s focuses shift to the future. Some of the items Holland and Holland talk about are: knowing the difference between clockwise and counterclockwise, knowing how to dial a phone number, and knowing how to send an email. Some other items that came to mind while reading about this were: knowing how to tell time on a traditional clock, knowing how to tie shoes (side note on this, I admit I am guilty of still tying my shoes with the “bunny ears” my mom taught me with), and knowing how to play well-known childhood games like Hide-n-Seek or Red Rover. As our society learns more and more about the internet and its simplification possibilities, we turn to face it more and more, inevitably turning our backs on the “old way” of doing things.

The article then goes on to explore some of the changes in technology and what they mean for our society, starting with the loss of older technologies like watches, calculators, tapes, and even GPS units, which are still relatively well-known (I, myself sold my GPS just a few months ago and instead bought a car-mount so that I could use my cell phone). As we watch certain technologies fall from their pedestals, we have become enthralled in those that take their places; watches, calculators, any music storage device, GPS units, and more have all been replaced by the ever-popular smartphone; many households can vouch for the notion of a

laptop rather than a desktop computer, if not just a tablet (as they have become just as powerful as computers, in many cases); and as the trends go, a large percentage of the U.S. along would do anything to get their hands on just about anything made by Apple, simply because it's newer and more exciting than products by other companies. Our society is so captivated by technology and newness that we don't even notice the decline in so many things that, in their time, were considered to be genius inventions.

With that growth in technology comes experimentation and growth in educational practices. One of the most explored idea in education today is the idea of mobility. More and more schools are making an effort to have online programs, even at the elementary school level, and oftentimes they find ways to make the learning more effective out of the classroom than in. An example of this is my younger brother, a homeschooled sixth grader studying physics and chemistry rather than the typical earth science, in Georgia (one of the lowest ranking states for public school testing) nonetheless, and enjoying it.

The article also talks about different types of learning that are emerging like problem-based learning, inquiry learning, hands-on learning, creative learning, etc. Combining technology with these new learning and instruction methods opens doors for even more methods and technologies, hence the rapid growth we are experiencing today.

The article then ends with a call to action, implying the question of how we (Instructional Designers) can incorporate emerging technologies into our learning environments while losing the minimum amount of basic skills possible and still keeping a quality and up-to-date classroom. Often these things are hard to juggle, especially since our changing society is a very easily-bored and high-maintenance society. We need so much newness to keep us

entertained that without allowing older, basic skills to drop off the table we can lose some interest from our learners. Basic skills such as those described in the beginning of this paper: counterclockwise vs. clockwise, telling time, tying shoes, sending email, etc. are all still parts of everyday adult life, and if children don't learn these things in school, where will they learn them? How do we decide which things are least important to keep and which are necessities?

References

Holland, J. & Holland, J. (2014). Implications of Shifting Technology in Education. *TechTrends: Linking Research & Practice to Improve Learning*, 58.3, 16-25. DOI: 10.1007/s11528-0140748-3