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Technology Integration in Elementary English Language Arts

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Technology Integration in Elementary English Language Arts

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Research Question

How do online writing platforms affect student achievement of learning goals in English Language Arts?

Literature Review

- Information and communication technology (ICT) is on the brink of becoming highly incorporated into education (Livingstone, 2012).
- Students see benefits of technology as access to information and communication and the negatives as wasting time (Daghan, 2017).
- Assessing technology integration is a balance between mastery of the technology, mastery of ELA skills, and students' opinion (Parvin & Salam, 2015).
- ICT implementation and use can be understood by both teacher and students, but technological issues can still occur. This leads to frustration and mistrust in technology (Nair, Tay, & Koh, 2013).

Methodology

- Participants were 29 fourth-grade students in rural Illinois who used computers for ELA at least two times per week.
- The data set collected was comprised of field notes, anecdotal records, lesson plans, and student work samples centered around student interaction with Google Docs.
- Key research terms to know for this study information and communication technology, elementary, English Language Arts (ELA).
- Data was analyzed using the framework and technique outlined by Ryan and Bernard (2003).

Observations of Student Growth

Field Note	Progress in Technology			Progress in ELA		
	Positive	Neutral	Negative	Positive	Neutral	Negative
1	Green				Blue	
2	Green				Blue	
4	Green			Green		
5			Red		Blue	
7			Red		Blue	
8			Red			Red
9	Green			Green		
10		Blue			Blue	
12	Green			Green		
13			Red		Blue	
19	Green			Green		
20			Red		Blue	

Figure 1. Implications of students' relationship with technology is both positive and negative. For students who have success in technology integration, a positive growth in ELA standards can be seen, while students who struggle with technology integration either have no growth or progress downwards.

Results and Data Analysis

- Documented progress of three students shows growth in different areas related to ELA and online platforms for each: mastery of the platform, mastery of ELA skills, a combination of both.
- As seen in Figure 1, data collected shows a variety of instances where students struggles with technology did positively impact ELA goals, while successes with technology did.
- Students showed interest in different and creative uses of technology, but became frustrated and discouraged when they encountered technological based issues.

Conclusion

- Online writing platforms can a helpful tool to teach students ELA skills, but a mastery of the platform must take place before students can develop ELA skills within the platform.
- Technology is not accessible to all students, thus teachers must remain flexible to modify and make technology accessible or find a different strategy to teach the same skills.
- For ICT to be truly efficient and impactful for learning goals, it is critical for teachers to evaluate its success for each class, lesson, and student, and decide if it is the right approach to use.