

A Brief Philosophy of Educational Technology

468 Words

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**Introduction**

I believe that educational technology (ET) is about the relationships between people, knowledge, pedagogy and technology. The basis of my philosophy is the belief that education comes before technology (Strong, 2007). I believe educators should use technology as a tool to enhance learning and teaching. Chickering and Ehrmann (1996) suggest that technology should only be used after considering “the principles of good education” (Chickering & Gamson, 1987, p.3.). Educators can then decide if technology will help them achieve educational goals. I believe that everyone should know how to choose, use and evaluate technology instead of using technology simply to obtain knowledge. The following philosophy of ET outlines my purpose, values and theory.

**Purpose**

Educational technologists should become technologically literate which includes knowing how to use technology, understanding it, evaluating choices and then choosing technology. It also includes understanding the relationships between people, knowledge, pedagogy and technology. Educators should recognize the needs of instructors, students and stake holders, know how to teach content while also encouraging the creation of new knowledge, and define their personal pedagogy, educational goals and objectives. Therefore, I see educational technology as a tool to further education and as a process for creating new knowledge and new relationships. These concepts are based on my values of knowledge building, accessibility and education for all students.

**Values**

I value the ideas of lifelong learning, computer literacy, accessibility and knowledge creation. People need to be able to adapt to change by continuously learning and thinking critically about technology in order to function in today’s society. They need to use, understand, evaluate and choose technology that will positively impact their lives. Furthermore, people can create new knowledge using collaborative communication tools (Bates & Poole, p. 75).

**Theory**

Therefore, education should include active learning, interaction, communication, creation and collaboration (Chickering & Gamson, 1987, p.3). Active learning includes engaging learners in the knowledge process (Chickering & Ehrmann, 1996, p.3). Collaboration includes the coming together of many minds regardless of location, race or age to create new knowledge. It also includes the understanding that we are creating a new community with its own values, norms and roles. Instructors are both facilitators and creators of knowledge in these communities. Learners need critical thinking skills to understand, evaluate, and reflect on their technological choices.

**Conclusion**

Overall, I believe ET includes thinking critically about technology by understanding the relationships between pedagogy, knowledge, people and technology in order to choose the right technology for educational purposes. I started the MET program

with the idea that ET meant using technology to teach but I have realized that I need a more holistic approach that includes considering the social, anthropological, educational, and political implications of using technology in our world. Therefore, I will continually reflect on my philosophy as I gain new knowledge in the MET program.

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