**Self-Assessment in Technology Education**

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I have no known conflict of interest to disclose.

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**Article 1: Making New Tech Tools Work for Your Classroom**

**Reference**

Nichols, H. (2023). Making new tech tools work for your classroom. *Eutopia*. <https://www.edutopia.org/article/make-digital-classroom-tools-work-for-you>

**Reason for Choosing Article**

The article (Nichols, 2023) used digital innovation to understand their students. I want to use modern tools to improve participation and strengthen learning. By teaching students how to use their phones or computer properly, I can show them how to manage time, focus, and have online integrity. I can show instructions differently and direct students on manipulating computer resources for a better experience.

**Concept Learned**

Using technical tools and their opportunities, I can rethink how to present the skills needed for learners to maximize their talents, values, and knowledge. For example, some students may benefit from auditory elements instead of the written word. Discussions and debates bring validity to answers, and their explanation allows them to explore materials creatively.

**How I Can Apply It**

While the children incorporate digital responsibility, learners can approach infinite information to increase interest and comprehension. By teaching media literacy, the student learns self-management and how to navigate with hard work. I encourage online responsibilities, yet I try different programs like Zoom and the chat box to extract ideas, have discussions, or switch my screen to demonstrate a project or highlight a resource. Using the students' strengths and interests, I would have them discover new perspectives and understanding through the chat box or other interactive programs. Finally, I want them to be alert, thinking, participating, and interested in the project.

**Article 2: 8 Strategies to Improve Participation in Your Virtual Classroom**

**Reference**

Minero, E. (2020). 8 Strategies to improve participation in your virtual classroom. *Eutopia*. [https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom](https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom%20)

**Reason for Choosing Article**

Educators use asynchronous and synchronous approaches to increase learner participation (Minero, 2020). Depending on the student, the child may be reluctant to contribute for various reasons. Digital forums can make communication even more challenging for the student to know when to add something and for the teacher to assess a child's needs successfully. I want to use several ways to keep the learner alert and interested.

**Concept Learned**

The two concepts presented were synchronous and asynchronous strategies. Synchronous discussions mirror the traditional classroom environment where asynchronous pre-made videos are efficient for the child with low bandwidth, time restrictions, or uncomfortable online engagement. By having some discussions peer lead, educators can oversee the process. Using the two blended techniques, I can monitor the groups, help those who are uncertain, and summarize points that need clarification.

**How I Can Apply It**

Minero (2020) listed many programs for online participation. Although I have yet to work with all of them, I have worked with Seesaw, which combines these applications. Using whatever school programs, I would combine the strategies to have them discover resources, encourage discussion, use educational games, promote virtual acceptance and new ideas, and present videos for each experience.

**Article 3: A 5-Step Guide to Making Your Own Instructional Videos**

**Reference**

Farah, K., & Barnett, R. (2019). A 5-step guide to making your own instructional videos. *Eutopia*. <https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos>

**Reason for Choosing Article**

The Modern Classrooms Project (Farah & Barnett, 2019) empowers teachers to develop their blended learning classroom by multiplying themselves. By having pre-recorded video, I would allow students to work at their own pace. Meanwhile, I can observe the classroom, guide students, and answer questions for enhanced understanding.

**Concept Learned**

Their video hints (Farah & Barnett, 2019) give insight into time length, visual cues, highlighted information, and a single-task focus. All these strategies direct the attention of the student. Having many short, concise recordings is better than one long video. With digital editing, I do not have to be pressured to do it correctly the first time. Lastly, I was reminded to be myself.

**How I Can Apply It**

I can use questions dispersed throughout the video to bring interaction and concentration. I need to be compelling and concise. I provide a paper copy or worksheet to accompany the presentation. Key ideas or terms are available so they can take notes or use the information for discussions. Having clear points stated or illustrated, I can quickly feature, give examples, and move through the task.

**References**

Farah, K., & Barnett, R. (2019). A 5-step guide to making your own instructional videos. *Eutopia*. <https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos>

Minero, E. (2020). 8 Strategies to improve participation in your virtual classroom. *Eutopia*. <https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom>

Nichols, H. (2023). Making new tech tools work for your classroom. *Eutopia*. <https://www.edutopia.org/article/make-digital-classroom-tools-work-for-you>