**Personal Philosophy in Technology Education**

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**Technology Education Personal Philosophy**

 A teacher's technological purpose in the classroom is to promote student engagement with their needs for an optimal learnin. Thus, technology is a vital tool for the instructor's methods and essential for students’ social, behavioral, and problem-solving skills (Hughes & Roblyer, 2023). Digital usage allows the learner to be guided through simulations, reinforcement situations, sensory perceptions, and multimedia learning tasks while allowing the teacher to assess and personalize each pupil’s informational skills and understanding. Christian educators' godly wisdom guides their classes through moral and appropriate behavior (King et al., 2022). Hence, technology becomes a part of the classroom environment, organizational practices, and learning activities.

**Teacher’s Technology Impact and Obligations**

 An educator is responsible for bringing their best strategies to their students. By empowering the parents, digital formats also allow for in-school and home support through formats like Google Classroom. The teacher can work with the family to troubleshoot specific learner needs with school and home interactions (Fitzgerald, 2017). Teachers' strategies incorporate digital citizenship, accessibility, proficiency, and relevance to supplement teaching. Blending interactions online provides resources such as ebooks, self-paced work, syncing with formats for group work, art critiques, and discussions which bring individual (RubinTeam, 2022, September 2). Not only do lesson plans include standardized material, but they also provide additional online ways to connect relevance and students' interests to the information. Using videos, downloadable and uploadable podcasts are available for teachers to supplement lessons (Tam, 2012). Visual, virtual, and abstract concepts can be manipulated, provide feedback, drills, practice, and any other means to help transfer short-term memory into long-term memory (Hughes & Roblyer, 2023).

**Biblical Reasons for Technology**

Each Christian educator pursues the best way to Glorify God in their actions and teaching. Having ways to show their relationship with God, technological demonstrations, and stewardship enforce digital citizenship, discernment, and appropriate student behavior (Fitzgerald, 2017). Instructors who use the internet should also keep their learners safe from harm. For example, in John 17:15-18 (*New Kings James Version Bible*, 1982), “I do not pray that You should take them out of the world, but that You should keep them from the evil one." This passage reveals that educators expose their learners to digital literacy, and privacy. After a teacher has evaluated, justified, and posted an online, the students should read laterally to quickly scan the site and critically evaluate the website themselves (Hughes & Roblyer, 2023).

 In Romans 12:6 (*New Kings James Version Bible*, 1982), the bible states, "Having gifts differing according to the grace that is given to us, let us use them: if prophecy, let us prophesy in proportion to our faith." The internet provides knowledge to supplement the teacher so that the they do not have to be a master of everything (Hughes & Roblyer, 2023). Podcasts provide gifts given to a person who is sharing them globally.

In Luke 2:46 (*New Kings James Version Bible*, 1982), “Now so it was that after three days they found Him in the temple, sitting in the midst of the teachers, both listening to them and asking them questions” exemplifies that technology can bring students many teachers to listen, question, and absorb knowledge in a new online setting. The teacher should instruct the students to be aware of terms and assignment content (Hughes & Roblyer, 2023). By participating in demonstrated-led teacher instructions, the learners attentively be responsible for their tasks.

**Digital Approach Method**

Teachers work within a specific parameter to find the best outlets and digital resources. In False Pass, Alaska, teacher Megan Gatlin uses Emerge curriculum in her one-room rural classroom (RubinTeam, 2022, September 2). The Emerge lessons for her middle school and high students demonstrate and instruct students for future college and career skills. This system allows the student to learn networking concepts at a self-paced level. Visual Thinking Strategies (VTS) provides virtual art museum tours that examine art, such as paintings, to enhance scientific and art processes (Kelly-Hedrick et al., 2022). The intense looking at a painting, x-ray, or a cell under a telescope can be honed by discussing art paintings. Teacher-made mini-lectures or demonstration podcasts (Tam, 2012) duplicate the teacher. In turn, this video gives the student a learning pace, with the instructor individualizing attention to those in need. Art teachers can demonstrate techniques for the students to watch and rewatch content for self-directed work (Wang, 2017). Thus, digital accessibility gives teachers tools for their students to get the most out of any subject or concept.

**Conclusion**

Technology is a tool for the teacher to bring behavioral, social, understanding, and interaction to students' knowledge. Christian values mirror positive behavioral characteristics. With online access, the world has multiple teachers, virtual realities, places to visit, and infinite ways to learn and explore. Interdisciplinary concepts bring new meaning to the standard classes.

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