



Incorporating Digital Technologies in the Classroom

Jodie M. Sandel, OTDS, OTR
Baylor University

Setting and Background	Literature Review	Results
<p>The practice setting for this project is an academic setting with participants from the Allied Health and Nursing Programs. A total of 14 participants participated in the session. The program was offered as synchronous session in a computer lab on the property. Educators were encouraged to bring their smartphones, tablets or any other device with video and audio capabilities to complete the interactive activities.</p>	<ul style="list-style-type: none"> • Students are tech-savvy learners who have been immersed and raised in a digital world where the current education system is struggling to keep up (Bennett and Matont, 2010). • Cooperation, companionship, and collaborative activities are what students seek in the classroom (Jones, 2015). Research indicates that digital tools in the classroom awards educators the opportunity to provide individualized learning by meeting each student at their level, providing intervention or challenge as needed (Hawthorn, 2017). • In digital learning environments, educators can ensure that students participate in the course content through online learning communities, synchronous and asynchronous discussion, and a variety of online collaboration methods that encourages student participation and communication with their course, the educator and their peers in a variety of ways (Linder, 2017). 	<ul style="list-style-type: none"> • 86% of participants strongly agreed after taking this course they will utilize digital platforms as an assignment in a course • 86% of participants strongly agreed they obtained the required skill for creating a digital platform based assignment • 93% of participants strongly agreed that the course met their objectives
<p>PICO Question</p>		<p>Summary</p>
<p>Does utilizing internet-based digital technology in the classroom provide for better student participation and communication?</p>		<p>Technology has changed significantly and due to the advances in technology, it is necessary for educators to learn along with the students they are serving (Hawthorn, 2017). In order to deliver technology assisted educational practices (Donlan and Alpert, 2017), educators must first develop and enhance their own competencies in digital learning (Stewart, 2017). As educators add assignments incorporating more digital technology they begin to see that student's participation and communication increases as well as new opportunities and innovation in teaching (Barnard et al., 2018).</p>
<p>Significance</p>	<p>Methods</p>	
<p>The significance of this project is to develop a faculty development program to improve integration of technology in the classroom. These sessions with assist educators in keeping up with the flood of technology driven students. As educators we have an obligation to deliver the best service to meet the needs of the students. The integration of digital technology in the classroom research shows that digital technology facilitates better quality of learning, carryover, generalization, and improvement in critical and analytical skills. Using digital technology enhances the learner's needs while still addressing learning goals and outcomes.</p>	<p>The doctoral capstone project is a qualitative descriptive design program. The initial session is targeted to one group of participants for an interactive faculty development training session on digital technologies. Implementation of the project occurred during a 1 ½ hour session with 14 participants from the Allied Health and Nursing Departments at Laredo College.</p>	
<p>References</p>	<p>References</p>	<p>References</p>

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