Tasha Brown 8/26/2025

(EDLD-5317Collaborate Discussion 1 - Publishing or Perish: Let's Thrive Together! "Fall 2025 Resources Digital Environments Due Date: 08/31/25

Group Members Candace Johnson, Curtis Lee, Tasha Brown and Mike M and Tumeshia Hassel.

TASHA BROWN 8/26/25 12:45AM

Why do you want to publish an article? What are your main goals (e.g., sharing research, building your academic profile, contributing to your field)?

♡ 1 💬 5

> **Tumeshia Hassel** 8/27/25 5:21PM
> I believe it is essential for me to be published within an academic publishing circle as an aspiring instructional leader. Having my work featured in an academic journal could significantly contribute to my growth as an educator. I want the opportunity to expand my knowledge base, and conducting the research necessary to write and publish an article will facilitate this process. Not only will this experience enhance my skills as an educational leader, but it will also benefit my classroom practice. Writing for a publication allows educators to reflect on their teaching methods and develop valuable research skills. (Stefan, Rather, Zuhal, Okan, 2015)

> **Candace Johnson** 8/29/25 12:34AM
> Based on Dr. Tilisa Thibodeaux's guide, I want to publish an article to contribute meaningfully to the field of education by sharing innovative ideas, research findings, and practical strategies that can enhance teaching and learning. Publishing allows educators to influence practices, inspire peers, and engage in scholarly dialogue that drives the profession forward. My main goals in publishing are to share original research that can inform educational practices, build my academic profile as a thought leader in the field, and provide insights that advance the collective knowledge base. Ultimately, the process of publication is not just about showcasing my work, but also about engaging with the broader educational community to foster growth and innovation. Reference: **Thibodeaux, T.** (n.d.). *Publishing*. Learner's Mindset. Retrieved August 28, 2025, from https://tilisathibodeaux.com/wordpress/?page_id=841

> **Candace Johnson** 8/29/25 1:17AM
> @tumeshia I really agree with your perspective on the importance of being published as an instructional leader. Publication not only strengthens your credibility but also creates opportunities to share ideas that can shape educational practice beyond your own classroom. I like how you highlighted that the process of researching and writing for a journal benefits both leadership skills and classroom practice, it shows that publishing is not just about recognition, but also about growth and reflection. I also believe that the act of writing for publication challenges us to critically examine our methods and connect them to broader research, which ultimately makes us stronger educators and leaders.

> **Tasha Brown** 8/29/25 1:57AM
> Candace Johnson yes, wasn't Tumeshia Hasselspot on! I never thought about the impact a publication would have as an instructional leader. I love the perspective because it shows that academic publishing is not just about sharing knowledge, but also about personal and professional development. In your journey, starting with a clear selection of a topic that aligns with your educational interests and the journal's audience is crucial, as discussed in the "Writing a Review Article" guide, which emphasizes defining purpose and audience (Agarwal, 2014).

> **Courtney Elmore** 9/1/25 2:03AM

Publishing – Learner's Mindset.....

As I progress in my master's program, I view publishing as an opportunity to share my personal experience and provide insights to the broader field of Education. One goal of publishing is to highlight practical strategies and research findings in Education that support both teachers and students, particularly in areas such as instructional technology, special populations, leadership, and supporting diverse learners. Publishing will allow me to build credibility as a professional while also helping others learn from the successes and challenges I have faced throughout my educational journey. Teachers gain a sense of achievement by theorising personal experience (Wong, 2014).

TASHA BROWN 8/26/25 12:45AM

What fears or challenges might prevent someone from pursuing publication, and how can they be addressed?

♡ 1 💬 5

Mikey 8/26/25 6:22PM

Fear of rejection is a big one. Inexperience with acedemic writing. Effort and Time requirements. Reccomend start small, seek mentorship, and peer feedback. FOLLOW GUIDELINES. View rejection as a learning opp, ugggghh. I suck at that.

Tumeshia Hassel 8/27/25 5:24PM

When it comes to change and challenges, things can feel intimidating. I have several fears about writing for an academic publication. First and foremost, I have never done it before, so I will need to conduct extensive research on my topic as well as learn how to write for this specific field. I'm nervous about whether my article will even get published, which makes the task feel daunting and a bit discouraging. While I have started researching this area, it is still very new to me. I am discovering that it's not just the quantity of published articles that matters, but also the quality of the research. This adds another layer of challenge, as I want to ensure I am sharing high-quality work.

Candace Johnson 8/29/25 12:36AM

Despite knowing the benefits of publishing, I have to admit that fear and uncertainty can feel intimidating. I worry about rejection, question whether my work is strong enough, and sometimes feel unsure about where to even start in the publication process. I've realized that these challenges can be overcome by seeking feedback from trusted colleagues, starting with smaller or regional journals to gain experience, and reminding myself that the peer-review process is meant to help me improve my work, not criticize me personally.

Tasha Brown 8/29/25 2:10AM

Candace Johnson that's my biggest "thorn in my side" the fear of rejection. When looking into the syllabus and I seeing that we would be required too not only just look at the basic guidelines of publication but actually dive so deep that we submit our own, I became excited. When I saw that there was a chance the publication could be rejected, and the numerous guidelines I thought "what if I put all of this time and effort in, and it gets rejected". I'm seeking daily to overcome the negative internal talk by reminding myself that I'm at least capable of trying my best, the rest will fall into place even if eventually.

Michael Mills 8/29/25 8:24PM

https://www.thegrowthmindarc.com/what-i-m-reading

TASHA BROWN 8/26/25 12:45AM

What are the first steps to take when considering publishing an article in a journal?

How do I choose my topic?

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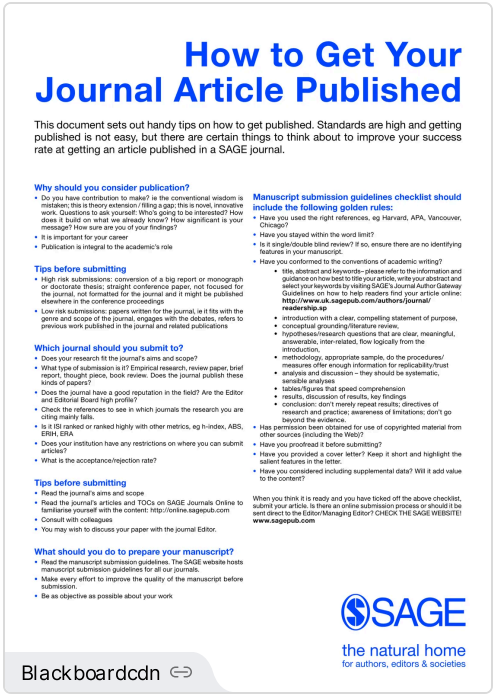
Mikey 8/26/25 6:11PM

Identify your purpose, whaqt is your why? Share practical class strategies? Contribute research to your field? Build your acedemic profile? Purpose will guide topic selection.

Tasha Brown 8/29/25 2:19AM

I agree Mikey. When considering publishing an article in a journal include clarifying the purpose of your research and identifying the appropriate journal that matches your topic and intended audience. According to Taylor and Francis (2025), authors should thoroughly review the journal's aims, scope, and submission guidelines before drafting their manuscript. Ensuring that the article aligns with these requirements, as well as preparing a strong abstract and clear argument, are critical in avoiding early rejection. It is important to conduct a careful literature review to position the



article within existing scholarship and highlight how it contributes something new (Taylor & Francis, 2025).

Candace Johnson 8/31/25 3:16AM
@Mikey I really like how you framed this around identifying your purpose and "your why." That step is so important because it gives direction and clarity to the entire publishing process. Whether the goal is to share practical classroom strategies, contribute original research, or strengthen an academic profile, having a clear purpose ensures the topic stays focused and meaningful. I also agree that purpose directly guides topic selection, which helps narrow ideas down to what will be most impactful for both the writer and the intended audience.

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TASHA BROWN 8/26/25 12:46AM

How do I choose the right journal for my article?

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Mikey 8/26/25 6:07PM
Look for journals that publish articles related to education, STEM, or vocational/technical education.

Candace Johnson 8/31/25 3:26AM
This part has been a bit tricky for me. I've been working to understand and identify the best journal for my article. Often, once I learn more about a journal's focus, I realize it's not the right fit for my work. I'm still in the process of finding the journal that aligns best with my article.

Publish with Elsevier: Step by step

TASHA BROWN 8/26/25 12:46AM

What steps are involved in submitting an article to a journal? Are there common pitfalls to avoid?

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Mikey 8/26/25 6:16PM
1) Prep manuscript. 2) Include required docs, (cover lett, abstract, keywords). 3) Submit via the journals online system or email. 4) Respond to peer review. 5) Finalize and approve proofs for publication. *Pitfalls*, PROOFREAD-FOREMAT-SUBMISSION GUIDELINES-IGNORING FEEDBACK

Tasha Brown 8/29/25 2:16AM
The first steps to take when considering publishing an article in a journal include clarifying the purpose of your research and identifying the appropriate journal that matches your topic and intended audience. According to Taylor and Francis (2025), authors should thoroughly review the journal's aims, scope, and submission guidelines before drafting their manuscript. Ensuring that the article aligns with these requirements, as well as preparing a strong abstract and clear argument, are critical in avoiding early rejection. It is important to conduct a careful literature review to position the article within existing scholarship and highlight how it contributes something new (Taylor & Francis, 2025).

Candace Johnson 8/29/25 11:12PM
@Tasha Brown You make an excellent point about the importance of clarifying the purpose of your research before beginning the publication process. I agree that matching the article with the right journal and carefully reviewing its aims and submission guidelines is critical—this step alone can save time and reduce the likelihood of early rejection. I also like that you emphasized the role of the literature review, since positioning our work within existing scholarship not only strengthens the argument but also highlights the originality of the contribution. Your response reminds me that publishing is not just about writing a paper, but about engaging thoughtfully with an academic community.

TASHA BROWN 8/26/25 12:46AM

What are the benefits of publishing in a peer-reviewed journal?

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Mikey 8/26/25 6:19PM
Credibility and Validation, your work is vetted by experts which implies reliablility. Networking opps. Contributing to the field.

Tumeshia Hassel 8/27/25 5:53PM
In my opinion, publishing in a peer-reviewed journal offers significant benefits, including personal growth and enhanced professional credibility. As educators, it is essential for us to continually develop, and publishing in such journals provides valuable opportunities for this growth. Additionally, it allows for constructive feedback and fosters collaboration with others in the field.

Tasha Brown 8/29/25 1:53AM

Mikey, thank you. Your emphasis on the credibility and validation provided by peer-reviewed journals aligns with the inherent goals of academic publishing. These journals not only serve as a quality filter through expert vetting but also offer networking opportunities that can further enhance one's academic profile, as noted in my discussion about the benefits of publishing (Elsevier, 2025). I understand your fear and how the fear of rejection can make us feel. The fear of rejection could deter authors from pursuing this path, a challenge that can be mitigated by thoroughly tailoring submissions to the journal's audience and guidelines, as suggested by Taylor & Francis (Taylor & Francis Author Services, 2025).

Candace Johnson 8/29/25 11:13PM

@Mikey I completely agree with your points about credibility, validation, and the value of networking. Having your work vetted by experts not only adds reliability but also builds confidence in your findings and ideas. I think the networking opportunities that come with publishing are often overlooked, yet they can open doors to collaboration and continued growth. Most importantly, contributing to the field ensures that our research and experiences make a lasting impact, helping others while also advancing our own professional practice.

TASHA BROWN 8/26/25 12:46AM

What are the benefits and challenges of publishing in open-access journals?

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Tumeshia Hassel 8/27/25 5:54PM

Publishing in Open Access journals offers several benefits, including increased visibility and improved accessibility. Because these journals do not impose the same financial or legal barriers as traditional ones, a wider audience can read the articles, enhancing the author's visibility. Additionally, this means that more people can access your published work. However, with this greater accessibility comes the potential for more criticism. If you find it difficult to handle such feedback, it could be discouraging for you.

Tasha Brown 8/29/25 1:48AM

Tumeshia Hassel I absolutely agree, and your ending makes me reflect back on a growth mindset. The open-access journal model provides opportunities and challenges in the area of educational technology, as well as in general publishing. The EdTech Journals listing justifies the pros of open-access model, availability and accessibility of publications, enhancement of visibility for research articles (EdTech Journals, 2025). Publication fees may still pose a challenge. The guideline by Agarwal for composing a review article pinpoints key components of data evaluation and organization that fulfill the standard, which relates to both open-access and conventional journal publishing (Agarwal, 2014).

Candace Johnson 8/31/25 3:23AM

@Tasha Brown I really like how you tied this back to a growth mindset, because it reminds us that both the opportunities and challenges of publishing are part of the learning process. You made a great point about open-access journals enhancing visibility and accessibility. It's encouraging to know that research can reach a wider audience through this model. At the same time, I agree that publication fees can be a real barrier, especially for educators or researchers without institutional funding. I also appreciate your mention of Agarwal's guidelines for review articles; it's a helpful reminder that regardless of the publishing model, maintaining strong organization and careful evaluation of data is essential to meeting scholarly standards.

Curtis,Jr Lee 8/31/25 8:02PM

Open access journals, specifically in education, provide significant benefits by making research widely accessible to scholars, practitioners, and the public without barriers. This increased visibility can lead to greater collaboration and a stronger impact on both academic and professional practice. Open access also supports equity by ensuring that valuable knowledge is available to institutions and individuals regardless of their resources. Additionally, faculty may face difficulties in aligning open access publishing with tenure and promotion expectations if certain journals are not as highly recognized within their field. Despite these challenges, the potential for open access to democratize knowledge and foster innovation makes it an important development in higher education research.

Tasha Brown 8/31/25 11:42PM

Curtis,Jr Lee I think your perspective captures both the opportunities and complexities of open access publishing very well.I really appreciate the points you raised about open access journals. I agree that their role in democratizing knowledge is especially valuable in education, where equitable access to research can directly influence classroom practices and student outcomes. Your mention of the challenges with tenure and promotion also stood out to me, it highlights the tension between valuing accessibility and adhering to traditional measures.

TASHA BROWN 8/27/25 1:51PM

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> **Curtis,Jr Lee** 8/31/25 7:51PM
> Hi Tasha, Thank you for including this reference. I was having somewhat of a difficult time figuring out my "why" and "how" with my article. This was a great blueprint for getting started with the publication steps.

> **Tasha Brown** 8/31/25 11:35PM
> Curtis,Jr Leel'm so glad you found the reference helpful! I completely agree that the publication process can feel overwhelming at first, especially when trying to clarify the "why" and "how" behind our articles. Having a blueprint makes it easier to see the bigger picture and break it down into manageable steps. I also appreciated how the resource outlined the stages of choosing a journal, preparing a strong manuscript, and navigating peer review, it really gives us a roadmap to follow. You're definitely on the right track, and I'm looking forward to seeing how your article develops! go Curtis!

How to Publish a Journal Article (Insider Tips)

Tasha Brown 8/26/2025

Collaborative Discussion2 - "Tech Trailblazers: Charting the Course of Innovation Due 09/07/25

Group Members Candace Johnson, Curtis Lee, Tasha Brown and Mike M and Tumeshia Hassel.

TASHA BROWN 8/26/25 2:42PM

What are the challenges in implementation?

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Tumeshia Hassel 9/2/25 7:15PM

Implementing new technologies in schools can be challenging for a couple of reasons. Firstly, many schools may find it difficult to justify the cost of these resources, especially when they are struggling to provide basic materials like textbooks for their students. Additionally, the location of some schools can present obstacles. Schools in rural or low-income areas often lack the necessary infrastructure to effectively adopt and utilize these technologies.

Tasha Brown 9/4/25 4:40AM

There are three major things that I feel impact implementation. Absolutely #1. Equity and Access! Students in Title 1 schools often face barriers to reliable technology and internet (Reich et al., 2016).
#2 Teacher Readiness, Without strong professional learning, educators may underuse or misuse digital tools (Darling-Hammond et al., 2017) and #3 Cost! Emerging technologies like VR can be expensive and hard to sustain.

Candace Johnson 9/5/25 1:59AM

@Tasha Brown I completely agree with your three points. Equity and access are foundational, without addressing that first, it doesn't matter how innovative the technology is because students won't benefit from it equally. Teacher readiness is also critical, since even the best tools can fall flat without proper training and support. Finally, cost is a very real challenge, especially when budgets are already stretched thin. I think schools have to be strategic, focusing on technologies that offer the most impact for the widest group of students while ensuring that professional development and equitable access are prioritized alongside the tools themselves.

Curtis,Jr Lee 9/7/25 2:04PM

You all made excellent points about fairness, how ready teachers are, and cost. Studies show that technology can make success differences bigger instead of smaller if everyone doesn't have the same access to it. Teacher preparation is also important; tools only work when instructors are trained and confident enough to utilize them well.

You also made valid points when you spoke about cost and infrastructure. Some researchers call them first-order constraints (such as financing and access) and second-order barriers (like teacher beliefs and integration). If they aim for long-term success, they must address both issues. In rural or low-income locations, problems like not having enough internet connectivity or IT help might make it much harder to adopt new technology.

This makes me think: how can schools build plans that take into account both short-term needs (like funding and infrastructure) and long-term needs (like teacher capacity, equity, and continuous support)?

Tasha Brown 9/7/25 11:44PM

Curtis,Jr Lee That's such an important point. I think schools can start by creating a layered planning approach that balances immediate challenges with future growth. Schools might prioritize funding allocation and infrastructure upgrades to ensure students and teachers have access to essential tools. At the same time, the long-term plan should focus on building teacher capacity through professional learning, promoting equity in access to resources, and designing systems of ongoing support rather than one-time fixes.
One strategy could be to use data-driven decision-making tracking current needs while also setting measurable goals for teacher development and equity.

Michael Mills 9/11/25 2:04PM

https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

Michael Mills 9/12/25 2:19PM

https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

TASHA BROWN 8/26/25 2:42PM

What are some emerging technologies, and how will they assist students?

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The Future of Learning | Sugata Mitra | TEDxNewcastle

> **Tumeshia Hassel** 9/2/25 7:14PM
> Some of the emerging technologies that I have noticed include artificial intel
> growing and being increasingly used in schools. So far, AI has had a positive
> particularly in terms of personalized learning. Another exciting emerging tech
> This approach allows educators to engage students through the enjoyment o
> learn while they play. It has proven effective in increasing students' interest i
> both of these technologies are still relatively new and have not been impleme
> hold significant potential for enhancing education.

> **Tasha Brown** 9/4/25 4:32AM
> There was a multitude of resources that are emerging for students, but two c
> Artificial Intelligence and VR/AR. Artificial Intelligence (AI) has been used as a
> that personalize content and feedback for individual learners, helping them progress at their own pace
> (TEDx Talks, 2018).
> Virtual and Augmented Reality (VR/AR) makes things more abstract in content such as simulating
> science experiments or exploring historical events (University of the People, 2020).

> **Candace Johnson** 9/5/25 4:32PM
> Emerging technologies are reshaping education by making learning more personalized, engaging, and accessible. Artificial Intelligence (AI) adapts lessons to student needs, providing support or enrichment as needed. Virtual and Augmented Reality bring abstract concepts to life, while mobile learning apps allow students to learn anytime and anywhere. Assistive tools like speech-to-text and captioning remove barriers for students with learning differences. Collaboration platforms such as Google Workspace foster teamwork, and learning analytics help teachers target support. Gamification boosts motivation through interactive challenges, and smart devices expand hands-on learning. Together, these tools prepare students with the skills they need for success in the 21st century.

> **Curtis,Jr Lee** 9/7/25 2:13PM
> Ladies y'all have both made strong points about how new tools are changing the way schools work. To review, AI and games are two tools that can help with personalization and support. It has been found that students are more likely to stay interested and work hard when the information is relevant to them or is given in a fun, game-like way. Even in my job as a health and physical education teacher and coach, I've been using engaging apps like (NFL Play 60 and Quaver) to help my kids learn setting goals and keep the class moving along to where all students become successful.
>
> I also like what you said about technologies that help people and tools like VR/AR, mobile apps, and more. These help people understand things that are hard or vague better and let more people see them. There isn't a single way that these new ideas will change the way we learn. Instead, they all change it to be more open, student-centered, and skill-based.
>
> Still, an important question is how schools can make sure that everyone can use the cool new tools, that teachers know how to use them, and that the tech will last. Without these helpers, even the best tools can fail. That makes me wonder: what new tool do you think will make a difference in the long run, and how can all of the kids be helped to use it?

> **Michael Mills** 9/11/25 2:04PM
> https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

> **Michael Mills** 9/12/25 2:19PM
> https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

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TASHA BROWN 8/26/25 2:43PM

How can we integrate digital tools to encourage peer-to-peer learning and collaborative problem-solving?

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> **Tumeshia Hassel** 9/2/25 7:24PM
> Learning management systems such as Google Classroom and Canva are excellent tools for promoting peer-to-peer learning and collaborative problem-solving. These digital platforms facilitate student interaction within structured groups, making it easier to assign collaborative projects. Additionally, they provide effective avenues for peer feedback.

Michael Mills 9/5/25 4:11PM
When I think about theory-to-practice, I position myself as someone who values constructivist approaches, where students learn best by doing and by applying knowledge in meaningful ways.

Roblyer, M. D., Hughes, J. E., & Heafner, T. L. (2025). *Integrating educational technology into teaching* (9th ed.). Pearson.
Reply text editor

Candace Johnson 9/5/25 4:39PM
Since I teach virtually, digital tools are especially powerful for encouraging peer-to-peer learning and collaborative problem-solving. Platforms like Google Workspace, Microsoft Teams, and Padlet allow students to co-create documents, presentations, or digital boards in real time, fostering teamwork and accountability even when they are not in the same physical space. Gamified platforms like Kahoot! and Wayground (formally Quizizz) in team mode promote collaboration while making problem-solving fun. For group projects, tools like Canva, Trello, or Slack help students plan, organize, and manage roles effectively in an online environment. Breakout rooms in Zoom or similar platforms also provide structured spaces for small-group collaboration. Finally, peer feedback tools, such as Google Classroom comments, give students a chance to critique and improve one another's work. By designing purposeful activities with these tools, virtual classrooms can become vibrant spaces where students learn with and from each other.

Curtis,Jr Lee 9/7/25 2:30PM
I like how you all highlighted the value of using digital tools on purpose to work together in an authentic manner. For organizing group work and getting useful comments from others, learning management systems like Google Classroom and creative design platforms like Canva are great choices. When used with innovative methods, these tools transform students from passive consumers of information to learners who take ownership of their own learning.
The fact that real-time teamwork tools like Google Workspace, Teams, and Padlet were mentioned stands out. These not only help students learn how to work together, but they also look like the kinds of tools they will use in college and the job. Incorporating game-like tools like Kahoot! or Quizizz to team mode makes it more fun and low-stakes for everyone to work together to solve problems.
As a teacher who uses technology a lot, I've found that these tools really shine when we use them to make games that require students to work together. For example, giving students job duties for project-based learning makes sure that everyone is responsible and builds 21st-century skills like flexibility, leadership, and communication. Students are capable of working together to talk in smaller, more focused groups using multiple response strategies.
Going forward, we may want to think about :How can we make sure that digital collaboration does more than just finish tasks? How can it encourage deeper critical thought, creativity, and problem-solving among peers?

Courtney Olbert 9/8/25 4:53AM
@Mike, I use the same approach within my own classroom. This approach is so powerful because it allows students to engage actively with the material, while making learning meaningful and engaging. Students can apply knowledge in real-world or hands-on contexts, and they often develop deeper understanding and critical thinking skills. Do you have any favorite activities or projects that incorporate this approach?

Michael Mills 9/11/25 2:00PM
https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

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TASHA BROWN 8/26/25 2:43PM

How can we effectively balance traditional teaching methods with digital tools to create a more engaging learning experience?

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Michael Mills 9/5/25 4:11PM
My rationale for using technology in the classroom is that it allows students to connect abstract concepts to real-world applications and gives them tools they'll actually use in their future careers. At the same time, I recognize that not all technology use is effective—if it's just replacing traditional worksheets with digital ones, we're missing the point.
I believe teachers play a critical role in guiding how technology is used by setting clear learning goals and ensuring that digital tools foster authentic engagement rather than distraction.

Roblyer, M. D., Hughes, J. E., & Heafner, T. L. (2025). *Integrating educational technology into teaching* (9th ed.). Pearson.
Reply text editor

Candace Johnson 9/5/25 4:41PM
@Michael I completely agree with your perspective! Technology should go beyond digitizing old practices and instead open doors for deeper learning. When students use digital tools to collaborate, problem-solve, or create something meaningful, they begin to see how their learning connects to real-world skills and future opportunities. As you mentioned, the teacher's role is key, without intentional planning, technology can easily become more of a distraction than a support. Setting clear goals and choosing tools that truly enhance engagement ensures that tech use is purposeful and impactful for students.

Michael Mills 9/5/25 5:05PM
As a former biology teacher and now a Construction Technology teacher, I've seen how emerging technologies transform hands-on learning. Tools like 3D modeling, virtual simulations, and digital measurement software allow students to plan and test projects virtually before building physically. For example, virtual stair layout simulations help students practice dimensions and safety, reducing errors in real-world construction.
Challenges include equitable access to technology, teacher training, and balancing digital tools with hands-on instruction. To evaluate effectiveness, I focus on whether students understand concepts better, collaborate effectively, and complete projects successfully (Ertmer & Ottenbreit-Leftwich, 2013). Peer-to-peer learning is encouraged when students share virtual designs, troubleshoot, and give feedback before physical implementation.

Balancing traditional instruction with technology is key. While hands-on work remains essential, digital tools provide previews, guided practice, and immediate feedback, enhancing engagement and competence. AI can further personalize instruction and track progress, but ethical concerns such as data privacy and equitable access must be addressed (Luckin et al., 2016).
For my publication, I plan to focus on integrating emerging technology in vocational/STEM classrooms, showing how these tools improve learning, collaboration, and engagement. This aligns with my innovation initiative of using digital tools in Construction Technology to enhance problem-solving, teamwork, and student outcomes.

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Curtis,Jr Lee 9/7/25 2:40PM

You are exactly right when you say that technology works best when it encourages genuine interaction rather than just replacement. For instance, in physical education, students can relate exercise principles to their personal health data through the use of heart rate monitors or fitness monitoring applications, and they can enhance their skills by using video analysis tools that provide real-time feedback. According to research, children not only relate abstract concepts to practical situations but also acquire employable abilities for their future employment when teachers use technology for collaboration, problem-solving, and creation (Roblyer, Hughes, & Heafner, 2025). While traditional approaches—like teaching movement skills directly—remain crucial, digital tools enhance learning by making it more engaging, customized, and significant. The key to striking a balance is making sure each technique is applied with an aim to enhance comprehension rather than merely digitize current procedures.

Candace Johnson 9/7/25 11:30PM

@Mike Mills Your perspective really highlights the power of blending hands-on learning with emerging technologies. I like how you show practical applications, such as stair layout simulations, that reduce errors while deepening understanding. Your focus on collaboration, peer-to-peer learning, and balancing traditional instruction with digital tools is so important, especially in vocational and STEM settings. I also appreciate that you acknowledge challenges like equity, training, and ethical concerns, since addressing those will be key to scaling innovation effectively. Your publication idea sounds both timely and impactful!

Michael Mills 9/12/25 2:21PM

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TASHA BROWN 8/26/25 2:42PM

What criteria should we use to evaluate the effectiveness of a digital tool in enhancing student learning outcomes?

♡ 0 💬 4

Tumeshia Hassel 9/2/25 7:20PM

Two crucial criteria for evaluating the effectiveness of a digital tool are its alignment with learning objectives and its ability to engage students. If the tool does not align with educational standards, it may fail to meet students' needs. Additionally, if it does not capture students' attention and keep them engaged long enough to benefit from it, the tool can be quite ineffective.

Candace Johnson 9/6/25 11:03PM

@Tumeshia Hassel Absolutely! Alignment with learning objectives ensures that technology serves a purposeful role rather than being a distraction, while engagement keeps students motivated and active in their learning. A tool that meets both criteria can enhance understanding, support skill mastery, and make learning more meaningful and memorable.

Michael Mills 9/11/25 2:00PM

https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

Michael Mills 9/12/25 2:19PM

https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

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TASHA BROWN 8/26/25 2:44PM

What are you considering for your publication topic?

♡ 0 💬 5

> **Tumeshia Hassel** 9/2/25 7:17PM
> The publication topic, I am considering exploring is how AI can be utilized fo
> instruction, particularly in the context of personalized learning. I believe that
> tool for differentiation, helping educators meet the diverse needs of each stu

> **Tasha Brown** 9/4/25 4:38AM
> Tumeshia Hassel Your topic is good and incredibly interesting, I love it. My t
> empowering Title 1 educators through equitable access to digital tools and s
> learning, directly tied to my BrownSatisACTion innovation plan.

> **Candace Johnson** 9/5/25 1:54AM
> The topic of my article centers on the impact of virtual learning on special ed
> explores how online learning environments influence student engagement, a
> access to instructional strategies that support success. With the recent pass
> school districts to operate virtual schools, this article also highlights how o
> as the model for the bill and what the experience has revealed since its imple
> both the benefits and challenges, the article seeks to provide insight into ho
> outcomes for students with disabilities and what practices are most effective

> **Michael Mills** 9/8/25 6:27PM
> I am considering publishing around my innovation plan, *Beyond Procedures: Building Conceptual Understanding in Secondary Math*. My focus will be on how professional learning can help teachers move beyond procedural teaching and foster deeper mathematical understanding in students. This topic reflects both my leadership vision and my commitment to service, as sharing my work can support other educators who are striving for the same instructional shift

> **Michael Mills** 9/11/25 1:59PM
> https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

Search Results

TASHA BROWN 8/26/25 2:44PM

What options are you considering for where to submit?

♡ 0 💬 5

> **Tasha Brown** 9/6/25 8:06PM
> I am considering a range of publication options to share my work. EdTech Journals offers broad open-access reach, making it an effective outlet for reaching diverse educators (EdTech Journals, n.d.). Similarly, the CITE Journal provides a peer-reviewed, research-focused audience that would strengthen the academic credibility of my work (CITE Journal, n.d.). Edutopia serves as a practitioner-based platform, sharing practical examples and insights that are widely accessed by classroom teachers and school leaders (Edutopia, n.d.).all of these are great ways to utilize publishing a work.

> **Candace Johnson** 9/6/25 11:05PM
> @Tasha Brown Exactly! Each platform serves a distinct purpose: EdTech Journals for broad accessibility, CITE Journal for scholarly credibility, and Edutopia for practical impact in classrooms. Using a mix of these outlets can maximize both the reach and influence of your work, connecting with researchers and practitioners alike.

> **Michael Mills** 9/8/25 4:50PM
> For my publication option, I am using my own digital platform — **thegrowthmindarc.com**. It serves as both an e-portfolio and a professional website where I can share my journey, reflections, and resources. This space allows me to publish authentically while also making my work accessible to colleagues, mentors, and future educational leaders. By publishing here, I model open, growth-oriented leadership and provide a service to others who may benefit from my experiences.

> **Michael Mills** 9/11/25 1:59PM
> https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

> **Michael Mills** 9/12/25 2:20PM
> https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

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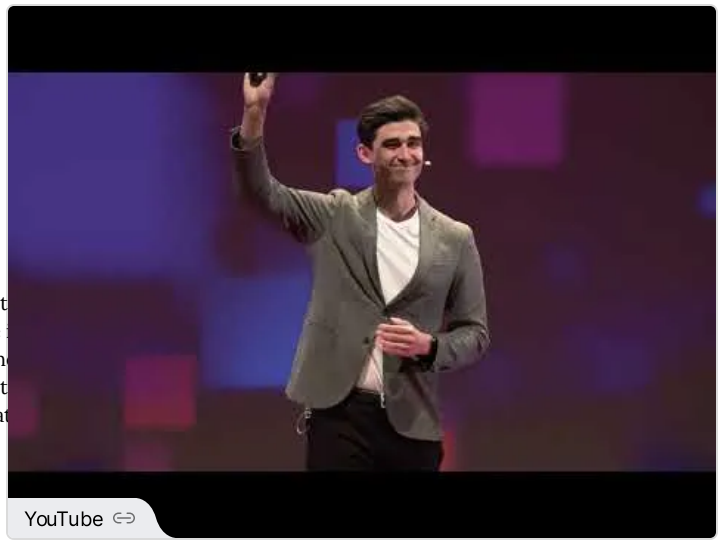
TASHA BROWN 8/26/25 2:43PM



The VR Dilemma: How AR and VR redefine our reality | Philipp Sostmann | TEDxLausanne

What are the ethical concerns associated with AI in education?

♡ 0 ◯ 11

Tumeshia Hassel 9/2/25 7:26PM
One ethical concern I have about AI is its potential to negatively impact the t
relationship. While AI is an incredible tool that can automate tasks, I believe
human interaction and the essential emotional and social support that teach
economic standpoint, it may seem tempting to replace a teacher with AI, but
technology could undermine the important teacher-student relationship that
social skills in the classroom.

Tasha Brown 9/4/25 4:35AM
Privacy risks with student data collection were a big one.
Bias in algorithms that may reinforce inequities and
Equity concerns if AI tools are not accessible to all schools and overreliance that could undermine the human relationships central to learning (TED, 2017).

Candace Johnson 9/5/25 1:58AM
@Tumeshia You make an excellent point. AI can certainly help streamline tasks and support learning, but it cannot replace the human connection teachers bring to the classroom. Students need empathy, encouragement, and real relationships to grow both academically and socially, something AI simply cannot replicate. I think the key is finding a balance where AI is used as a supportive tool to enhance instruction, not replace it. That way, teachers can focus more on the meaningful interactions that build trust, motivation, and social development in students.

Michael Mills 9/5/25 4:11PM
Ethical considerations, especially with AI, mean being transparent about data use, protecting student privacy, and making sure access is equitable. Ultimately, I see technology as a way to expand learning opportunities and build critical thinking, but only when it's paired with intentional teaching and leadership that keeps student growth at the center.

Roblyer, M. D., Hughes, J. E., & Heafner, T. L. (2025). *Integrating educational technology into teaching* (9th ed.). Pearson.
Reply text editor

Tumeshia Hassel 9/5/25 8:25PM
@ Micheal Mills, I believe you're correct that data transparency is an important ethical consideration when it comes to AI. I also appreciate your point about technology being a means to enhance learning opportunities and foster critical thinking. With responsible AI, I think both of these goals can be successfully achieved.

Curtis,Jr Lee 9/7/25 2:54PM
From my perspective as a Health and physical educator there are many ethical concerns when it comes to the potential risks with equity, bias, privacy, and teacher-student interactions when using AI. I absolutely agree that while AI is strong, it cannot replace the social growth, drive, and trust that stem from genuine interactions between people. AI tools such as motion-analysis applications or fitness trackers, for instance, can measure form, heart rate, or steps during physical education and health activities. Given that this data can help direct instruction, a teacher is still needed to analyze the findings, support students, and encourage collaboration or adaptive abilities that AI just cannot develop.

When health-related data is gathered, privacy also becomes a significant concern. If not protected, sensitive data—like a student's physical performance, fitness levels, or even injuries—could be abused. Similarly, if AI systems are developed without taking into account a range of body shapes, skill levels, or cultural variations in physical exercise, algorithmic bias may manifest. Another layer of worry is equity: underfunded schools might not have access to these resources, which could increase the disparity in health and wellness between students in areas with and without enough resources.

In the end, balance is necessary. Tasks like activity tracking and progress report generation should be made easier by AI so that educators may spend more time mentoring, fostering relationships, and assisting students' social and emotional development. AI can improve health and physical education when used responsibly, but it should never try to take the place of humans, who are essential to effective learning.

This brings up a interesting question: How can educational institutions guarantee that AI tools are applied in ways that preserve equity and privacy while optimizing their educational advantages for both the teacher and the learner?

Tasha Brown 9/8/25 1:47AM
Curtis,Jr Lee Great Point! That's such an important point. I think schools can start by creating a layered planning approach that balances immediate challenges with future growth. In the short term, schools might prioritize funding allocation and infrastructure upgrades to ensure students and teachers have access to essential tools.

Michael Mills 9/8/25 4:55PM
That is a great question Curtis. I make my students write daily. I give them the text which amounts to 'I feel, I am, etc, as it related to the work we will do that day. If it is not legible, they get a zero, spelling - points, on and on. Then they write on line. It not only works, it works great and teaches them accountability with their writing skills. I tell them about a former principal who could not write clearly and how the teachers and staff ridiculed him for it. It works.

Michael Mills 9/8/25 6:25PM
The ethical concern with AI is not whether it exists in education, but how it is used. When treated as a tool, AI can support deeper learning and efficiency. However, if learners use it as a crutch, it risks undermining critical thinking and authentic growth. Ultimately, misuse tends to reveal itself over time, as shallow understanding cannot sustain long-term success.

Michael Mills 9/11/25 1:59PM
https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

Michael Mills 9/12/25 2:21PM
https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

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TASHA BROWN 8/26/25 2:44PM

What is the connection to your innovation plan or initiative?

♡ 0 ◯ 6

Candace Johnson 9/5/25 1:55AM
My previous initiative, Bear Camp, and my current focus on special education students in virtual school are connected through the shared goal of improving academic outcomes. Bear Camp targeted STAAR performance for all students by providing accelerated instruction and focused review. Similarly, my work with special education students in virtual school aims to support learning, engagement, and achievement, though now with a focus on meeting the unique needs of students with disabilities. Both initiatives emphasize the importance of tailored instruction, targeted interventions, and strategies that help students succeed academically, showing a consistent commitment to enhancing student outcomes regardless of the learning environment.

Tumeshia Hassel 9/5/25 8:23PM
@Candace Johnson, both your previous initiative, Bear Camp, and your current focus on special education students in virtual schools sound intriguing. I love the concept of Bear Camp targeting star performance for all students. I'm also impressed that it offered accelerated instruction along with a focused review. You're absolutely right about the importance of tailored instruction and targeted intervention in both approaches.

Tasha Brown 9/6/25 8:13PM
Candace Johnson I love that you are focusing your work on the special education department. I love hat approach centers on the impact of AI and its replacement on teachersI am considering a range of publication options to share my work. This directly ties to the BrownSatisACTion innovation plan, which emphasizes closing the digital divide in Title 1 schools. By sharing strategies through these publication platforms, my goal is to highlight how professional learning, and digital advocacy can empower teachers to become adaptive, data-informed, and tech-integrated leaders.

Michael Mills 9/8/25 4:50PM
This choice also connects directly to my innovation plan, *Beyond Procedures: Building Conceptual Understanding in Secondary Math*. Through my site, I can document implementation, share professional learning resources, and reflect on the successes and challenges of transforming math instruction. In doing so, I not only strengthen my own leadership practice but also contribute to the broader educational community by providing practical strategies and insights that others can adapt to their own contexts.
Discussion Prompt: What platforms or outlets do you see as most effective for sharing your own professional journey, and how do you think publishing can serve as a form of leadership in education?

Michael Mills 9/11/25 1:59PM
https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

Michael Mills 9/12/25 2:19PM
https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

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TASHA BROWN 9/3/25 9:09PM

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> Tasha Brown 9/8/25 4:35AM
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> Michael Mills 9/8/25 4:51PM
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> Michael Mills 9/11/25 1:59PM
> https://docs.google.com/document/d/1km9w4XdU63hRVVVgBZvzi8hSONn6IsUHp_vlhzZbW_g/edit?usp=sharing

> Michael Mills 9/12/25 2:20PM
> https://docs.google.com/document/d/1VusgPfdBHrOijmIaTF4npzLHoznnKBxleZm6TlJDUMM/edit?usp=sharing

Tasha Brown 9/02/2025

Collaborative Discussion3 "Wired for Learning: A Digital Manifesto"Fall 2025 Resources Digital Environments (EDLD-5317 Due 09/07/25

Group Members Candace Johnson, Curtis Lee, Tasha Brown. Mike M and Tumeshia Hassel.

TASHA BROWN 9/2/25 12:19PM

Required Readings for Discussion3:

Week 3
Integrating Educational Technology into Teaching – Chapter 2 Theory into Practice: Educational Processes for Transformative Technology Integration

0 1

> **Michael Mills** 9/12/25 6:01PM
> The chapter really drove home for me that integrating technology isn't about adding gadgets or apps to lessons, but about reshaping the learning process itself. When technology is used transformatively, it shifts the focus from teacher delivery to student engagement, collaboration, and problem-solving. I especially connected with the idea that technology should "disappear" into the background — when it's integrated well, students aren't focused on the tool, they're focused on creating, questioning, and making meaning.
> For me, this ties directly into my own practice. I've seen how tools like collaborative documents or digital portfolios don't just make work easier — they actually open the door for students to own their learning, reflect, and connect with peers. That's when technology feels less like an add-on and more like a true catalyst for transformation.

TASHA BROWN 9/2/25 11:58AM

What strategies can teachers use to ensure technology is used effectively in the classroom? What role do you believe teachers should play in mediating technology use?

0 6

> **Candace Johnson** 9/5/25 4:50PM
> Teachers play a critical role in ensuring that technology is used effectively in the classroom. Research shows that technology integration is most successful when it is connected to clear instructional goals rather than used for its own sake (Roblyer & Hughes, 2019). Effective strategies include using tutorials and adaptive software to address individual learning needs, incorporating games or practice tools to build fluency, and providing self-paced resources like podcasts and videos to support flexible learning (Roblyer & Hughes, 2019). Teachers can also foster higher-order thinking by using simulations, concept mapping, and collaborative digital tools that promote problem solving and group cooperation (Roblyer & Hughes, 2019).
> Beyond selecting tools, teachers serve as mediators of purposeful technology use. They scaffold learning so students can connect digital activities to real-world contexts, model responsible digital citizenship, and ensure equity by choosing culturally responsive content (Roblyer & Hughes, 2019). In this way, teachers guide students to become not only more efficient learners but also thoughtful and ethical participants in digital spaces.

> **Tumeshia Hassel** 9/7/25 12:35AM
> I completely agree with you, Candace Johnson, that teachers need to do more than just select tools. They must act as mediators of technology in a purposeful way. As you mentioned, scaffolding learning can help connect digital activities to real-world content. Additionally, it's crucial for teachers to ensure equity in the classroom. This approach is the only way for learners to become efficient and to develop as thoughtful and ethical participants when using digital resources.

> **Curtis,Jr Lee** 9/7/25 3:29PM
> As an innovative physical education and health educator implementing technology, I see technology not only as an additional resource, but as an amplifier for augmenting student engagement, individualized learning, and the application of real-world skills. In physical education and health, efficacious strategies incorporate the utilization of wearable technology, fitness applications, and interactive simulations to monitor progress, visualize data, and establish personalized objectives. Heart rate monitors and step trackers enable students to assess their fitness levels and modify their activities accordingly, while digital platforms promote collaborative goal-setting and peer feedback beyond the classroom.
>
> Educators serve as essential facilitators in this process. In the process of choosing suitable tools, we enhance student learning by linking digital experiences to concrete health outcomes, like the implications of nutrition, physical activity, and mental well-being. We model appropriate and secure technology usage, educate students in ethical analysis of data, and guarantee equitable access to devices and resources for all learners. Integrating diverse information and adaptive tools enables individualized help while promoting cooperation, problem-solving, and critical thinking.
> When strategically integrated, technology enhances learning, cultivates critical thinking, and enables students to become reflective, ethical participants capable of applying digital experiences to healthier, more active lifestyles (Roblyer & Hughes, 2019).

> **Candace Johnson** 9/7/25 11:25PM
> @Curtis Lee I really like how you highlight technology as an *amplifier* for engagement and real-world skill building. The use of wearables and fitness apps not only personalizes learning but also helps students make tangible connections between data and their health. Your emphasis on the educator's

role, modeling safe use, ensuring equity, and guiding ethical data analysis is so important. This balanced approach shows how technology can drive both accountability and authentic, lifelong learning (Roblyer & Hughes, 2019).

Courtney Olbert 9/8/25 3:57AM

Curtis, I agree with the point you made about the Educator's role in modeling responsible and ethical tech use. It is not enough to hand our students tools; we must guide them in interpreting their data, setting realistic goals, and ensuring that equity in access is essential. That ties nicely into broader conversations about digital citizenship and critical health literacy. In P.E., through the use of platforms like Blooket or even fitness challenges, physical activity can be turned ty into something interactive and fun, while still reinforcing long-term healthy habits.

Michael Mills 9/12/25 6:08PM

Teachers can ensure technology is used effectively by aligning tools directly with learning objectives, keeping the focus on student outcomes rather than the novelty of the tool. Strategies like modeling digital citizenship, setting clear expectations for tech use, and using formative assessments to monitor learning help keep technology purposeful. Teachers also need to scaffold — showing students not just how to use the tool, but why it matters for their learning.
I believe teachers play the role of **mediators and guides**. Instead of letting technology drive instruction, teachers should frame tech as a catalyst that supports collaboration, problem-solving, and creativity. When teachers intentionally curate and mediate digital tools, technology disappears into the learning environment and the focus remains on meaningful engagement and growth.

TASHA BROWN 9/2/25 11:59AM

What is your rationale for the use of technology in your classroom/at your campus?

♡ 0 ◯ 5

Tasha Brown 9/6/25 4:38AM

My rationale for integrating technology is to create equitable access to deeper learning opportunities. In many schools, especially at Title 1 campuses. students face a digital divide that limits their ability to engage with tools essential for college and career readiness. By strategically embedding technology, educators can bridge gaps, personalize instruction, and promote student agency in their learning journeys (Thibodeaux, n.d.; Edutopia, 2023).

Candace Johnson 9/6/25 9:38PM

My rationale for using technology at my campus is that it expands access to learning and makes instruction more engaging and personalized. In a virtual school setting, technology is not just a supplement but the foundation of how students connect with teachers, peers, and content. When used purposefully, digital tools allow us to meet students at their individual levels through adaptive programs, foster collaboration through shared online platforms, and make abstract concepts more concrete with simulations and interactive media (Roblyer & Hughes, 2019).
At the same time, I believe technology should not replace strong pedagogy, it should enhance it. My role is to guide students in using technology responsibly and effectively, ensuring that digital tools are culturally responsive, equitable, and aligned to clear learning goals (Roblyer & Hughes, 2019). In this way, technology becomes more than a delivery system; it becomes a bridge to deeper learning, critical thinking, and real-world application.

Tumeshia Hassel 9/7/25 12:16AM

Tasha Brown, as you said, your rationale for integrating technology is to create equitable access to deeper learning opportunities, which really resonated with me. At my current campus, the reasoning behind the use of technology is straightforward. Our administrators believe that providing the best technologies can enhance our students' educational experiences. However, the demographics of our campus reveal a diverse population, consisting of 54% Hispanic, 38% African American, and 8% from other backgrounds. Unfortunately, we do not always have access to the necessary technological resources.
Our school has a strong bilingual program, thanks to the Hispanic population, which does provide us with some additional resources to support the implementation of technology. However, this remains a challenge of access and equity. Even though our administrators are enthusiastic about integrating technology, it is not always available due to the lack of resources.

Curtis,Jr Lee 9/7/25 3:47PM

In my Physical Education and Health classroom, technology functions as an extension to pedagogy rather than a substitute. Integrating digital tools, including fitness trackers, interactive movement platforms, and health-monitoring applications, allows for personalized instruction, that promotes student ownership, and extends the students learning beyond the gym environment. In many Title I settings, technology mitigates inequities by providing students with access to experiences and data-driven feedback that might have been inaccessible show growth.

Access that is equitable continues to become a significant challenge on many campuses across our nation. Tools need to be carefully selected and culturally diverse, aligning with defined learning objectives and enhancing effective instructional practices without separating from them. Technology transforms the ordinary delivery system to an engine for deeper learning, analytical innovative thinking, and genuine student engagement. This allows the classroom to become a space that encourages students to take responsibility for their health, wellness, and lifelong educational goals.

Candace Johnson 9/7/25 11:22PM

@Curtis Lee Well said! I like how you frame technology as an *extension* of pedagogy rather than a replacement. Your examples show how tools like fitness trackers and health apps can personalize learning and give students ownership over their wellness. I also appreciate your point about equity. Selecting culturally relevant tools that align with objectives is key to ensuring access and meaningful engagement for all students. Your approach clearly supports both lifelong skills and deeper learning.

TASHA BROWN 9/2/25 11:58AM

In what ways can digital tools support or hinder student engagement? How can we design online learning experiences that promote authentic engagement?

♡ 0 ◯ 5

Tasha Brown 9/6/25 4:34AM

Digital tools can both enhance and hinder engagement. When used thoughtfully, they can immerse students in authentic simulations, global collaborations, and interactive problem solving. However, without intentional design, technology risks becoming a distraction or superficial add-on. To promote authentic engagement, online and blended experiences should be student-centered, inquiry-based, and connected to meaningful real-world applications (Edutopia, 2023). We can design online learning experiences that promote authentic engagement by strategies include setting clear learning goals before selecting tools, modeling, differentiating access to support diverse learners, and fostering collaboration.

Candace Johnson 9/6/25 9:51PM

@Tasha Brown I agree with your point that technology can either enhance or hinder engagement depending on how it's used. Starting with clear learning goals and choosing tools that support collaboration and differentiation is key. As Edutopia (2023) notes, technology should allow students to "construct, collaborate, and create," not just consume. Your reminder about keeping experiences inquiry-based and connected to the real world really captures what makes digital learning meaningful.

Tumeshia Hassel 9/7/25 12:26AM

@Candace Johnson you make a good point and choosing tools that support collaboration and making differentiation a priority. I think you are spot on because I believe digital tools can hinder a student's engagement if they lose the student-centered aspect of learning, such as collaboration. Most technologies, except digital games, are primarily designed to promote interaction and collaboration among users (Schindler, L. 2017). However, when students focus solely on mundane tasks like completing digital worksheets, they become passive users. In contrast, activities involving peer collaboration, coding, and immersive simulations encourage students to be more active participants. It is these types of digital tools that enhance student engagement rather than diminish it.

Curtis,Jr Lee 9/7/25 3:17PM

I think that digital tools can either enhance learning or foster superficial involvement, contingent upon their integration. The revolutionary potential of technology resides in its capacity to transition learning from passive consumption to active knowledge construction. In designing online learning experiences, we must deliberately incorporate chances for students to explore, implement, and contemplate, ensuring that technology functions as a conduit for higher-order thinking rather than a diversion.Utilizing collaborative platforms enables students to co-create knowledge in real time, while adaptive tools can tailor learning routes to accommodate varied demands. Simultaneously, situating tasks in genuine, real-world contexts sustains student motivation and demonstrates the significance of their efforts beyond the classroom. This equilibrium—among deliberate design, intentional tool selection, and genuine application—transforms digital engagement from fleeting curiosity into enduring learning.

Michael Mills 9/12/25 6:03PM

Digital tools can be powerful in boosting student engagement when they promote interaction, creativity, and choice. For example, collaborative platforms, gamified learning apps, or multimedia tools can make lessons more interactive and allow students to take more ownership of their learning. On the other hand, technology can also hinder engagement if it becomes a distraction, feels disconnected from the learning goals, or overwhelms students with too many options. The key seems to be intentional use — making sure the tool enhances the learning experience rather than competing with it.

TASHA BROWN 9/2/25 11:58AM

What is right/wrong with education and what would you do to enhance/fix it?

♡ 0 ◯ 6

Tasha Brown 9/6/25 2:01AM

This question is a good one! to me Education is rich with educators and innovative practices, but it often struggles with equity, engagement, and adaptability. My innovation plan largely focuses on inequity within education. Too often, schools operate under rigid system and there are needed improvements. To enhance education, greater investment in professional learning, equitable funding for technology, and flexible curriculum models that prioritize creativity, critical thinking, and collaboration is needed (CITE Journal, 2022).

Candace Johnson 9/6/25 9:58PM

What I love about education today is the push toward equity and the use of technology to open new doors for students. But I think we still lean too much on standardized testing and one-size-fits-all methods that don't prepare students for real life. If I could change one thing, it would be to make learning more student-centered, focused on curiosity, collaboration, and real-world problem-solving, while giving teachers the support they need to bring that vision to life.

Tumeshia Hassel 9/7/25 12:21AM

@Candace Johnson, I totally agree with you on the one-size-fits-all approach, and it doesn't really prepare students for real life. However, I believe the American education system is complex, with both strengths and weaknesses that significantly impact student development and the nation's academic standards. Many schools struggle with quality and access, leading to a gap in resources and opportunities. Although the No Child Left Behind Act has shaped the education landscape in the United States, it has done little to improve the competitiveness of American schools on a global scale. In fact, many public and private American schools perform poorly compared to their international counterparts (Sharma, 2025). Addressing these challenges may require a complete overhaul of the system, necessitating a bipartisan effort.

Curtis,Jr Lee 9/7/25 4:15PM

I agree with Ms. Johnson's observation that technology in education is an essential driver for growth and opportunity. In my district they created initiatives such as the NES performance-based pay system to provide teachers with a structured approach, transforming lesson planning from an individual endeavor into a collaborative and dynamic process. This initiative provides students with access to literacy, practical life skills, and digital fluency—essential tools for integrating learning and effectively engaging with the contemporary world. However, these tools are not a full solution,

because if the student doesn't grow now, it directly affects the teacher's salary. In the lack of targeted support for educators, enhanced training in professional development, and equitable access, technology could compound existing disparities instead of alleviating them. Just as we recognize that a child's education is not a one-size-fits-all approach, we should apply the same principle to educators.

From a physical education and health perspective, the integration of technology with human expertise and interactive in-person training presents significant transformative potential. Tools such as fitness platforms, data-driven wellness tracking, and collaborative health projects can enhance engagement and promote lifelong learning. To improve education, I propose coaching models that empower teachers as confident architects of their lessons, flexible educational programs that inspire innovative thinking and problem-solving, and equitable access to technology to ensure all students and educators can succeed. Student growth is anticipated; it should be reflected in the investment made in the professionals who guide them.

Candace Johnson 9/7/25 11:27PM

@Tumeshia Hassel, I agree with your perspective, the one-size-fits-all model overlooks the diverse needs of learners, and equity gaps remain a major barrier. You're right that legislation like NCLB shifted accountability, but didn't necessarily elevate global competitiveness. A true transformation will likely require systemic change, rooted in equitable access, innovative teaching practices, and bipartisan commitment to long-term reform.

Michael Mills 9/12/25 6:13PM

One thing that is right with education is the growing recognition that learning must be student-centered, collaborative, and connected to real-world skills. Many schools are moving away from rote memorization and toward critical thinking, creativity, and problem-solving. Technology has played a major role in opening up these opportunities by giving students access to resources, global perspectives, and interactive ways to learn.
On the other hand, what's wrong is that technology is often unevenly implemented. Too often, it is treated as an add-on or used superficially, rather than being integrated meaningfully into instruction. This creates inequities between classrooms and campuses, where some students gain authentic digital learning experiences and others do not.
To enhance and fix this, I would focus on **intentional integration of technology**. Teachers need ongoing professional learning, not just on how to use tools, but on how to align them with pedagogy and student outcomes. I would also emphasize building systems where technology enhances equity — ensuring every student has access, support, and the digital literacy needed to thrive. Being proactive in this ever-growing tech landscape means treating technology as a catalyst for transformation, not as a replacement for good teaching.

TASHA BROWN 9/2/25 12:20PM

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Tasha Brown 9/6/25 4:37AM

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TASHA BROWN 9/2/25 11:58AM

Summarize how you position yourself in terms of theory-into-practice and why?

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Tasha Brown 9/6/25 1:58AM

in terms of Theory into practice I position myself as a constructivist with a strong leaning toward connectivism, because I believe that learning is most meaningful when students actively construct knowledge and make authentic connections across digital networks. Roblyer and Hughes (2019) emphasized that theory should not remain abstract; but must guide practical decisions about instructional design, tools, and student interaction. For me, this means choosing technology and fostering inquiry, collaboration, and real-world problem solving.

Candace Johnson 9/6/25 10:03PM

I position myself between directed and social constructivist approaches. I use structured tools like tutorials and adaptive programs to build foundational skills, while also engaging students in inquiry, collaboration, and culturally responsive digital projects (Roblyer & Hughes, 2019). This balance supports skill mastery and accountability, while fostering creativity, problem solving, and real-world application, allowing students to transfer learning beyond the classroom.

Tumeshia Hassel 9/7/25 12:07AM

@Candace Johnson I can totally understand where you're coming from as for me in terms of theory into practice, I can see myself on both ends of the spectrum. I value directed instruction because I believe it provides the foundation of skills. (Roblyer &Hughes, 2019) However, as students develop their skills, I can see where a social constructivist approach would be best for learning. Today's social constructivist approach focuses on having students use data-gathering tools because they're designed to build upon a student's background, giving students a more realistic, Hands-On experience rather than just receiving it passively. (Roblyer &Hughes, 2019)

Curtis,Jr Lee 9/7/25 5:03PM

Connectivism and social constructivism closely align with my approach. As an educator focused on implementing technology, I build environments where students actively engage with digital tools to explore, experiment, and internalize concepts in physical and health education. Technology is utilized not just as a resource, but as a means for tailored and experiential learning opportunities. Currently I'm assisting students and staff in enhancing their digital literacy, accessing a variety of perspectives, and collaboratively building knowledge in real time. This method not only enhances immediate learning results but also cultivates the essential skills required for continuous learning in a digitally interconnected world. (Roblyer &Hughes, 2019)

Michael Mills 9/12/25 6:07PM

I position myself in the theory-into-practice framework as someone who uses technology not just as a supplement, but as an essential bridge to ensure equity and access. In my CTE classroom, I maintain six computers — five desktops plus my own — so that if students forget or break their laptops, they can still participate fully. This reflects my belief, grounded in constructivist theory, that learning must be active and inclusive, and that barriers to access should never limit engagement. My background teaching anatomy and physiology helped me learn how to integrate technology in meaningful ways, and I now use those practices to make sure students experience consistent, high-quality learning opportunities, regardless of the device in their hands.

Tasha Brown 9/12/2025

Collaborative Discussion4 - "Digital Synergy: Building Together in Virtual Spaces" Due 09/21/25

Group Members Candace Johnson, Curtis Lee, Tasha Brown. Mike M and Tumeshia Hassel.

TASHA BROWN 9/12/25 11:23PM

How do audio and visual elements enhance the storytelling aspect of media projects?

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Tumeshia Hassel 9/16/25 7:49PM

Audio and visual elements play a crucial role in illustrating real-life examples of concepts (Hughes & Roblyer, 2023). They enhance storytelling by amplifying the impact of visual media, making them essential for the classroom. Researchers agree that filmmaking, which incorporates both audio and visual elements, engages students in collaborative multimodal literacy practices (Hughes & Roblyer, 2023). When combined with media projects, filmmaking can help students develop a new understanding and raise awareness of real-life issues, serving as a form of video pedagogy (Hughes & Roblyer, 2023).

Mike M-01 9/17/25 6:53PM

Audio and visual elements are powerful tools that transform media projects from simple information-sharing into immersive storytelling experiences.
Visual elements—such as images, video clips, animations, and graphics—help create context and convey meaning beyond words. They allow viewers to see characters, settings, and emotions, which strengthens narrative clarity and emotional connection. For example, a student presentation on career pathways becomes much more engaging when it includes visuals of real workplaces or student-created infographics.
Audio elements—such as voice, music, and sound effects—add another layer of depth. Narration can guide the audience through the story, music can set the tone and mood, and sound effects can highlight key moments or transitions. These auditory cues not only hold attention but also help reinforce memory and comprehension, since people retain information better when it's paired with sound and visuals together.
When combined, audio and visual elements create a **multi-sensory experience** that mirrors real-world communication. They allow students to go beyond "telling" a story to actually "showing and performing" it. This increases authenticity, fosters creativity, and helps learners reach diverse audiences in ways that text alone cannot achieve.

Candace Johnson 9/18/25 2:15AM

Tumeshia Hassel- You made some excellent points about the power of combining audio and visual elements in the classroom. I especially agree with your note on filmmaking as a form of video pedagogy; it pushes students to not just consume content but also create and communicate meaning collaboratively. This aligns with research showing that multimodal projects strengthen both critical thinking and communication skills while giving students authentic ways to engage with real-world issues.
I'd also add that audio/visual storytelling taps into multiple learning modalities, which can be especially beneficial for English learners and students with different learning needs. When students create media, they move beyond passive learning into ownership of their voice and perspective. That kind of engagement often carries over into deeper reflection and richer classroom discussions.
Your post makes me think about how we could expand filmmaking into cross-curricular projects, like using documentaries to explore social studies topics or creating digital storybooks in language arts. This could further amplify the collaborative and reflective aspects you highlighted.

Tasha Brown 9/18/25 8:14PM

Such amazing points everyone! Audio and visual elements enhance storytelling by shaping mood, emotion, and meaning. For example, sound effects and music can create suspense, while visual features such as color and imagery strengthen symbolic connections. Together, these elements help audiences process and remember content more effectively (Mayer, 2021; Craig, 2021).

Curtis,Jr Lee 9/20/25 6:32AM

Mr. Mikes point about audio and visual elements and how they transform simple information into immersive storytelling really stuck out to me. That statement led me to find Mayer's Cognitive Theory of Multimedia Learning (2021) to show how this supports the process of information through both visual and auditory channels, and when these are carefully combined, learners develop the ability to retain and transfer knowledge more effectively. For instance, when narration is paired with visuals (rather than text on a slide) it reduces cognitive overload and strengthens memory.
Hughes & Roblyer (2023) expand this view by emphasizing the pedagogical and social benefits of multimedia storytelling. They highlight how student developed media like infographics, podcasts, or short films promotes authenticity, creativity, and voice. This not only engages learners emotionally but also helps them develop multiliteracies that connect school learning with real-world communication practices.
From my perspective, the real power of audiovisual storytelling lies in the balance: Mayer reminds us to design thoughtfully so learners are not overwhelmed, while Hughes & Roblyer push us to empower students as creators and not just consumers. Together, these approaches ensure that audio and visuals do more than entertain. They provide a deeper understanding, enhance equity, and give students ownership of their narratives.

TASHA BROWN 9/12/25 11:24PM

How do digital tools (e.g., virtual reality, 3D modeling) impact audience engagement in simulations or media productions?

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Tumeshia Hassel 9/16/25 7:51PM

Digital tools such as virtual reality (VR) and 3D modeling significantly enhance audience engagement in media productions and simulations by promoting interaction through the integration of these technologies. For example, Blender is an open-source 3D creation software that allows creators to build models and animations. By utilizing such tools, creators can craft a more immersive experience that effectively merges the digital realm with the real world. These advancements can make experiences more realistic and beneficial for learners. (Hughes & Roblyer, 2023).

Mike M-01 9/17/25 6:55PM

Digital tools like virtual reality (VR) and 3D modeling significantly elevate audience engagement by moving them from passive observers to active participants in a story or simulation.

Virtual Reality (VR) creates immersive environments where users can "step into" the narrative. Instead of reading about a historical event or viewing a flat diagram, learners can explore a battlefield, laboratory, or workplace in first-person perspective. This interactivity deepens engagement because it taps into experiential learning—students feel the impact rather than just hearing about it.

3D Modeling adds another dimension to media projects by allowing creators to build lifelike objects, spaces, or characters. Audiences can manipulate these models, rotate them, and view details up close. This increases curiosity and ownership, since learners are no longer just recipients of content but co-explorers of it.

Together, these tools make simulations and media productions more **authentic, memorable, and personalized.** Engagement rises because the audience is immersed in problem-solving, decision-making, or discovery that mirrors real-world experiences. For education, this means students are not just learning content—they are applying it in ways that feel relevant, engaging, and empowering.

Candace Johnson 9/18/25 2:18AM

Mike M- Your post does a great job of highlighting how VR and 3D modeling transform learning from something students passively receive into an active, immersive experience. I especially like your point about experiential learning. When students step into a simulation, they aren't just memorizing facts; they're *living* the concepts, which makes knowledge stick in deeper, more meaningful ways.

I'd also add that these tools promote critical thinking and creativity. For example, when students design a 3D model, they aren't just visualizing; they're making decisions about scale, function, and aesthetics, which strengthens problem-solving skills. Likewise, VR can foster empathy by letting learners experience perspectives different from their own, such as walking through a refugee camp or exploring a community impacted by climate change.

Your post really captures how these digital tools empower students to become co-creators rather than passive learners. That shift toward active engagement not only boosts motivation but also helps students transfer their learning to real-world contexts.

Tasha Brown 9/18/25 8:16PM

Candace Johnson I agree! Virtual reality (VR) and 3D modeling transform passive observation into active engagement by immersing audiences in realistic experiences. Learners, for instance, can explore historical sites or scientific phenomena through interactive environments, which enhances comprehension and retention (Minocha & Reeves, 2020).

Curtis,Jr Lee 9/20/25 6:40AM

Ms. Hassel, I like how you pointed out the role of tools like Blender in creating immersive experiences. I've seen something similar in my teaching practice with VR exercise gaming. On days when weather keeps my classes from going outside, I use VR as an alternate plan to keep students moving and engaged. Instead of losing instructional time, they can still participate in physical activity that feels authentic and interactive.

What I've noticed is that VR not only keeps the functionality of class going, but it also adds a layer of excitement that sometimes boosts participation even more than a regular day. Mayer's (2021) work on multimedia learning makes sense here; students are processing information through multiple channels at once, which keeps them focused and helps with retention. At the same time, Hughes and Roblyer (2023) remind us that the technology must be purposeful, and I've found that when VR is tied directly to our learning goals, the quality of instruction stays intact even if the setting changes.

In short, I agree with you all that digital tools don't just make things "flashy"; when integrated intentionally, they really can transform engagement and keep learning meaningful.

TASHA BROWN 9/12/25 11:24PM

In what ways can artificial intelligence tools be integrated into media production to improve efficiency and creativity?

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Tumeshia Hassel 9/16/25 7:52PM

Integrating artificial intelligence tools into media production can enhance both efficiency and creativity by significantly reducing the time required to complete tasks. Many tasks, such as content creation and design layout, can be automated using AI, streamlining the production process. Additionally, AI can generate ideas for visual designs and layouts, helping to create a more professional appearance. Furthermore, artificial intelligence can assist in analyzing data effectively (Hughes & Roblyer, 2023).

Mike M-01 9/17/25 6:56PM

Artificial intelligence (AI) tools can be integrated into media production in several ways that expand creativity rather than replace it.

First, AI can **automate routine tasks**—like transcribing audio, editing raw footage, or color-correcting images—so creators can devote more energy to higher-order design and storytelling. Second, AI can serve as a **creative partner** by generating drafts of scripts, storyboards, or visual mock-ups that spark new directions for human refinement. For instance, text-to-image tools allow students to quickly visualize ideas that would otherwise take hours to sketch.

AI also fosters **personalization and experimentation.** Students can test multiple styles, voices, or visual effects quickly, giving them freedom to iterate and refine without being limited by technical skill. Finally, AI expands access: tools like captioning, translation, and adaptive design make media more inclusive and allow creators to reach broader audiences.

When thoughtfully integrated, AI tools don't reduce creativity; they amplify it—removing barriers, encouraging experimentation, and empowering students to tell richer, more innovative stories.

Tasha Brown 9/18/25 8:38PM

Tumeshia Hassel has a really good integration of Ai within her publication that really cool and innovative. Artificial intelligence (AI) supports media production by automating repetitive tasks, such as editing and captioning, while also enabling creative enhancements, such as generating new designs or adaptive scripts. Used responsibly, AI acts as both a productivity tool and a creative partner (Gunkel, 2022; West, 2018).

Candace Johnson 9/19/25 2:27AM

Mike M- I really like how you framed AI as a tool for *amplifying* creativity rather than replacing it. Your point about automation freeing up time for deeper storytelling really resonates. Students often get bogged down in technical steps, and AI can clear that space for them to focus on ideas and expression.

I also appreciate the way you connected AI to inclusivity. Features like captioning, translation, and adaptive design don't just enhance projects; they open doors for learners who might otherwise be left out of the creative process. That aligns perfectly with the broader goal of making media production accessible to all students.

Your example of AI-generated drafts is powerful, too. It shows how AI can serve as a creative "jumpstart," giving students a foundation to build on while still leaving room for their unique voice. I think this reframes AI not as a shortcut, but as a partner that encourages iteration, experimentation, and risk-taking.

Have you seen any examples of students using AI in ways that surprised you or pushed their creativity in new directions?

Curtis,Jr Lee 9/20/25 6:54AM

By integrating AI into my media production in PE, it supports both efficiency and creativity**.** This approach provides students with personalized and engaging content, along with tools that generate custom animations or 3D models to help them visualize health concepts such as nutrition, muscle function, and injury prevention. These AI-driven editing systems can automatically trim video, add captions, or even highlight key movement patterns. This functionality makes it easier for teachers like me to provide real-time feedback or for students to create polished projects without getting bogged down in technical details. Hughes and Roblyer (2023) note that when technology reduces barriers, it allows educators to focus more on pedagogy and less on production. In other words, it allows teachers the ability to maintain instructional quality while offering students interactive, modern learning experiences that mirror the digital tools they already encounter in everyday life. In my view, when AI is integrated thoughtfully, it streamlines the workflow and expands what's possible, helping us keep instruction both engaging and purposeful.

TASHA BROWN 9/12/25 11:25PM

What are some common mistakes made when using multimedia tools for presentations, and how can they be avoided?

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Tumeshia Hassel 9/16/25 7:53PM

When creating presentations that incorporate multimedia tools, common mistakes often include providing excessive information. For instance, overcrowding slides with text can make it difficult for the audience to read or comprehend the material, resulting in an overwhelming experience. Another significant error is failing to consider the audience or their needs. To avoid these pitfalls, focus on ensuring that your message is clear and concise. Present information in a visually appealing manner, while tailoring your content to the specific characteristics and preferences of your audience.

Mike M-01 9/17/25 7:01PM

Common mistakes in using multimedia tools for presentations often come from focusing too much on the "flash" of technology rather than the clarity of the message.

Overloading slides with text or visuals.

Mistake: Cramming too much content onto a slide, which overwhelms the audience.

Solution: Use the "*less is more*" approach—limit text to key points, support with one or two visuals, and expand verbally.

Distracting animations and transitions.

Mistake: Overusing transitions, sound effects, or animations that take attention away from the message.

Solution: Keep transitions simple and purposeful; let design support rather than dominate.

Poor integration of audio/video.

Mistake: Using videos or audio clips that are too long, low-quality, or poorly timed.

Solution: Keep clips short (1–2 minutes), test them beforehand, and introduce them with context.

Neglecting accessibility.

Mistake: Choosing colors with low contrast, tiny fonts, or not providing captions.

Solution: Follow universal design principles—use readable fonts, strong contrast, captions, and alt-text for visuals.

Technical unpreparedness.

Mistake: Assuming the tech will "just work."

Solution: Test all equipment, have backup files, and know how to adapt if something fails.

In short: Multimedia should *enhance* communication, not compete with it. Careful design, accessibility, and rehearsal help ensure technology amplifies rather than distracts from the message.

Tasha Brown 9/18/25 8:40PM

There are many mistakes that can be made with the integration of multimedia tools. Typical mistakes include overcrowding slides with text or visuals, inconsistent design choices, and neglecting accessibility. Presenters also sometimes over-rely on flashy features at the expense of substance. Avoiding these pitfalls requires careful planning, simple design, and attention to diverse audience needs (Mayer, 2021; Selwyn, 2016).

Candace Johnson 9/19/25 2:29AM

Tasha Brown- You bring up such an important point. Just because we *can* add more text, visuals, or effects doesn't always mean we *should*. I like how you emphasized that mistakes like overcrowding and inconsistent design can actually distract from the message rather than enhance it. It reminds me of Mayer's principles of multimedia learning, where simplicity and clarity are key to keeping the focus on understanding.

I also agree with your mention of accessibility. That's an area people often overlook, but things like captioning, alt text, and clear contrast can make the difference between a presentation being engaging for all learners or excluding some. Your reminder that planning and intentional design matter just as much as creativity really struck me.
I'd add that when presenters focus too much on flashy features, students can walk away remembering the *effects* instead of the *content*. Keeping the design purposeful ensures the tool supports learning rather than overshadowing it.

Curtis,Jr Lee 9/20/25 7:05AM
I really like how you all broke this topic down into clear mistakes and solutions; it makes this advice very practical. The point made about technical preparedness especially stands out, since even a well-designed presentation can fall flat if the tools don't work as planned. It also connects with Mayer's (2021) reminder that technology should support, not overshadow, the message. I'd add that rehearsing with the actual multimedia elements is just as important as testing the tech; practice helps ensure timing, flow, and delivery all line up with the design choices you've outlined. The balance between creativity and clarity in multimedia use.I also agree with the point that Ms. Hassel made about Mayer (2021) stating clearly that when presentations are overcrowded or overloaded with effects, learners' cognitive load increases and comprehension drops. I also appreciate the reminder that accessibility features like captions or contrast aren't just add-ons; they ensure all students can engage fully. To me, the key is intentional inclusivity: every visual, sound, or effect should directly support the message. That way, multimedia enhances learning rather than distracting from it.

TASHA BROWN 9/12/25 11:25PM

In collaborative media projects, how do digital tools facilitate creator teamwork and communication?

♡ 0 ◯ 5

Mike M-01 9/17/25 7:02PM
Digital tools transform collaborative media projects by giving creators shared spaces to plan, produce, and refine their work together.
First, tools like **Google Workspace, Microsoft Teams, and Slack** allow team members to communicate in real time and keep discussions organized. This reduces the confusion of email chains and ensures everyone has access to the same information.
Second, **collaborative editing platforms**—such as Canva, WeVideo, or Adobe Creative Cloud—let multiple people contribute to a single product. Team members can edit text, images, audio, or video simultaneously, while built-in comment features make feedback immediate and trackable.
Third, project management tools like **Trello or Asana** help teams divide responsibilities, set deadlines, and visualize progress. This accountability structure makes teamwork more efficient and keeps the project moving forward.
Finally, cloud storage and digital portfolios allow teams to **collect, share, and showcase work** in one central hub. Students aren't just working side by side—they're co-creating in an environment where communication is constant and contributions are visible.
In short: Digital tools make collaboration seamless by breaking down barriers of time, space, and access, ensuring every voice can be included in the creative process.

Tasha Brown 9/18/25 8:41PM
Mike M-01 I agree, and love how we are integrating teamwork and collaboration of on media projects. Digital tools such as Google Workspace or Trello support collaboration by allowing real-time editing, project management, and transparent communication. These platforms foster teamwork across distances, reducing barriers to creativity and enabling efficient project completion (Selwyn, 2016).

Michael Mills 9/18/25 8:57PM
❤️

Curtis,Jr Lee 9/20/25 7:17AM
Mr. Mike and Ms. Tasha, I also believe that digital tools have significantly improved team collaboration on media projects. The enhancement of communication and co-creation is one of the most significant effects of these instruments. Hughes and Roblyer (2023) assert that effective digital collaboration tools facilitate not only the sharing of information but also the development of a collective cognitive space for the refinement of ideas. This study illustrates the outcomes when teams utilize platforms such as Google Workspace or Slack to enhance communication and minimize the delays associated with traditional email exchanges. We also value your observation about collaborative editing platforms. Mayer (2021) posits that active engagement, social interaction, and timely feedback enhance learning. Platforms such as Canva and Adobe Creative Cloud facilitate collaborative content creation and revision by enabling team members to engage in real-time editing, incorporating comments and suggestions within the workflow. This immediacy sustains creative momentum and guarantees that all contributors participate in shaping the final product. The significance of project management tools is paramount. These platforms, by visualizing progress and delineating responsibilities, enhance accountability and minimize the likelihood of task oversight. These tools collectively enhance collaborative media work, facilitating a participatory process in which communication, feedback, and production occur within an integrated digital environment.

Candace Johnson 9/21/25 1:20AM
Curtis Lee- You did a great job showing how digital tools make collaboration more seamless. I like how you connected Hughes and Roblyer's (2023) "collective cognitive space" to platforms like Google Workspace and Slack; it makes the theory practical.
Your point about real-time editing is strong too. Tools like Canva and Adobe Creative Cloud keep momentum going and ensure everyone contributes, aligning with Mayer's (2021) focus on active participation and feedback.
I also like that you included project management tools; organization and accountability are just as important as creativity. Together, these tools create shared ownership and keep teams moving forward.

TASHA BROWN 9/12/25 11:25PM

How can AI tools enhance the creation of multimedia presentations?

♡ 0 ◯ 4

> **Mike M-01** 9/17/25 7:03PM
> AI tools can enhance multimedia presentations by streamlining production, improving design quality, and sparking creativity.
> First, AI can handle **time-consuming tasks** such as generating slide layouts, designing consistent themes, or summarizing complex text into key talking points. This allows presenters to focus on crafting their message rather than formatting.
> Second, AI tools offer **design assistance**—suggesting color palettes, fonts, and image placements that improve visual appeal and readability. Tools like Canva's AI design assistant or PowerPoint's Designer feature help ensure presentations look polished and professional.
> Third, AI expands **creative possibilities.** Text-to-image or text-to-video generators let creators embed custom visuals, animations, or even voiceovers that would otherwise require advanced technical skills. AI also supports accessibility by adding captions, translations, or alternative text automatically.
> Finally, AI can enhance **audience engagement.** Interactive features such as AI-powered chatbots or personalized data visualizations allow presenters to adapt content in real time, making presentations more dynamic and audience-centered.
> **In short:** AI doesn't replace the human storyteller; it empowers creators to design, refine, and deliver presentations that are both professional and engaging with less technical barrier.

> **Tasha Brown** 9/18/25 8:44PM
> Mike M-01 I love utilizing Ai tools! I believe they are the most innovative way we can incorporate ideas into our educational practices. AI tools can automatically format slides, generate visuals, and provide accessibility supports such as captions or translations. These capabilities make presentations more inclusive while allowing creators to focus on message clarity and audience connection (West, 2018; Gunkel, 2022).

> **Curtis,Jr Lee** 9/20/25 7:33AM
> Ms. Brown You made a good point. when it comes to making audience connections and having a clear message relayed in innovative ways through the use of AI. Mr. Mike I also believe that AI significantly improves multimedia presentations, expanding its role beyond simple design support to completely transforming the learning experience as long as we use it as a tool and not a dependent. Hughes and Roblyer (2023) assert that technology enables teachers to concentrate on establishing purpose, while AI is capable of producing things like text, images, quizzes, and audio-visual aids that will improve the efficiency of the creation of content. The methodology personalizes the learning by modifying materials for diverse learners, includes engaging polls or discussions, and offers real-time feedback on engagement. Mayer (2021) emphasizes that effective multimedia design enhances learning, and the use of AI facilitates this through accessibility tools, captions, and analytics that inform future improvements.

> **Candace Johnson** 9/21/25 1:36AM
> Mike M- I like how you framed AI as empowering rather than replacing the presenter. Automating formatting and design lets speakers focus on their message, while accessibility features like captions and translations make presentations more inclusive.
> Your point about AI-driven creativity is exciting too, tools that generate visuals or voiceovers lower barriers and encourage experimentation. Overall, you captured how AI helps create polished, engaging presentations while keeping the human storyteller at the center.

TASHA BROWN 9/12/25 11:26PM

How can multimedia presentations improve students' digital literacy skills?

♡ 0 ◯ 3

> **Mike M-01** 9/17/25 7:07PM
> **Define Your Purpose & Audience**
> Know what you're trying to do (inform, persuade, teach, etc.) and who your audience is.
> Decide what you want them to walk away with.
> **Outline Your Content / Structure**
> Sketch a storyboard or flow: intro → body → conclusion.
> Plan where to put visuals, audio, videos, key data.
> Make sure each section has one main idea (don't overload slides).
> **Choose Your Design Style & Tools**
> Pick a template/theme that's professional and consistent (fonts, colors, layout).
> Decide what software/platform you'll use (Google Slides, PowerPoint, Prezi, Canva, etc.).
> Collect or create visuals: images, charts, icons, video/audio clips.
> **Create & Integrate Media Elements**
> Embed visuals, videos, animations, transitions.
> Use voiceovers, music, or sound effects if appropriate.
> Make sure media components support rather than distract from your message.
> **Review, Refine & Practice**
> Check flow, consistency, readability, and technical issues.

How to Create a Multimedia Presentation in 5 Easy Steps

Rehearse timing, transitions, audio.
Get feedback or test it in front of a peer if possible.
Fix places where slides are crowded, where media lags, or where the design clashes

Tasha Brown 9/18/25 8:45PM
Mult Media can improve students learning because engaging in multimedia creation helps students evaluate information, apply ethical standards such as copyright use, and integrate technology into communication. By practicing these skills, learners develop the critical digital literacy required in contemporary society (Selwyn, 2016; Bucher & Schumacher, 2016).

Candace Johnson 9/21/25 1:40AM
Multimedia presentations improve digital literacy by giving students hands-on practice with technology tools like Google Slides or Canva while also strengthening their ability to research and evaluate credible sources. They build media awareness as students learn to select visuals, audio, and video that communicate ideas clearly, and they enhance communication skills by requiring content to be organized effectively without overwhelming the audience. At the same time, presentations encourage creativity and problem-solving through experimentation and troubleshooting, and when done collaboratively, they teach students how to co-create and edit in real time. Altogether, these experiences help students grow into confident, critical, and creative digital communicators.

TASHA BROWN 9/12/25 11:26PM

Required Readings for the week

Integrating Educational Technology into Teaching – Chapter 7 Communication, Collaboration, and Making

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Mike M-01 9/17/25 6:58PM
1. Communication
Technology extends how students share ideas beyond the classroom.
Tools like discussion boards, blogs, podcasts, and video conferencing allow students to express themselves in multimodal ways.
Emphasis is placed on authentic audiences—students learn more when they know their work will be seen and heard by others.
2. Collaboration
Digital tools foster teamwork through shared spaces such as Google Workspace, Microsoft Teams, and learning management systems.
Collaboration is not only about dividing tasks but about co-creating knowledge.
Teachers play a role in structuring group processes and ensuring equity in participation.
3. Making
The "Maker Movement" is tied into constructionist learning theory, where students learn by creating tangible products.
Technologies like 3D printing, coding platforms, robotics kits, and media production tools empower students to design, build, and test their ideas.
Making encourages problem-solving, creativity, and iteration, while digital portfolios provide ways to document and showcase the process.
Key Point: Chapter 7 emphasizes that communication, collaboration, and making are not just "add-ons"—they are central to preparing students for connected, creative, and participatory futures. Technology provides the infrastructure, but the **pedagogical design**—how teachers guide, scaffold, and frame these activities—is what transforms tools into meaningful learning experiences.

TASHA BROWN 9/18/25 8:41PM

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Tasha Brown 9/22/25 3:18AM

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Tasha Brown 9/12/2025

Collaborative Discussion5 - "Engage the World: The Power of Media"Fall 2025 Resources Digital Environments Due 09/28/25

Group Members Candace Johnson, Curtis Lee, Tasha Brown. Mike M and Tumeshia Hassel.

TASHA BROWN 9/12/25 11:36PM

How does digital media production impact student engagement in schools?

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Mike M-01 9/15/25 7:02PM

Digital media production significantly impacts student engagement by transforming students from passive consumers of information into active creators of knowledge. When students design podcasts, videos, or digital presentations, they engage in authentic problem-solving that requires them to organize their thinking, collaborate with peers, and communicate to an audience beyond the classroom. Research highlights that production-oriented learning increases motivation and persistence because students see their work as purposeful and connected to real-world contexts (Hobbs, 2020).

In my experience, students working on digital projects demonstrate higher levels of ownership and accountability. For example, when a group produces a short instructional video on construction safety, they not only learn the content more deeply but also take pride in sharing their expertise. This aligns with constructivist principles, where engagement comes from the opportunity to make meaning and share that meaning with others. Ultimately, digital media production enhances voice, choice, and creativity—three critical drivers of engagement in today's classrooms.

Tumeshia Hassel 9/21/25 5:27PM

Mike, I agree that digital media production actually transforms students from passive consumers of information into active creators of knowledge. When they collaborate with peers and communicate with their classroom audience, it forces them to be critical thinkers and problem solvers. I also agree with you that it aligns perfectly with the constructiveness principles, and the engagement opportunities for students are priceless.

Tasha Brown 9/26/25 7:50PM

Student engagement is often the deciding factor in whether learning experiences are successful. Digital media production directly addresses this by transforming students into producers rather than passive recipients of information. Studies show that when students generate digital products—such as podcasts, short films, infographics, or websites. they are more motivated and invested in the learning process (Mayer, 2021). This shift from consumption to creation fosters deeper understanding, collaboration, and long-term retention of content. Moreover, media production resonates with students lived experiences, as digital platforms mirror the environments they already navigate in their daily lives.

Candace Johnson 9/27/25 2:37PM

Tasha Brown you make a strong point about how shifting students from consumers to creators increases engagement and retention. I'd add that digital media production also develops essential 21st-century skills, like critical thinking, problem-solving, and communication because students must analyze information, make design choices, and articulate ideas for an audience. Another powerful benefit is authentic learning: when students create podcasts, videos, or infographics, they aren't just "doing schoolwork," they're producing something real that mirrors the kinds of digital communication they'll encounter in college and careers. This authenticity often boosts both motivation and pride in their work, making the learning experience more meaningful and lasting.

Curtis,Jr Lee 9/28/25 11:19PM

You all have made many strong points about how digital media production reframes students as creators rather than consumers, and I fully agree that this shift drives deeper engagement and ownership of learning. Building on your perspectives, I think an important next step is to intentionally integrate media production across subject areas, not just as isolated projects. For example, students could use podcasts to analyze historical events, produce short documentaries to explain scientific phenomena, or design infographics to communicate mathematical data. These cross-curricular applications could amplify engagement by allowing students to see how their creative skills transfer across disciplines while reinforcing core content. IYour emphasis on authenticity resonates with me as well—students' sense of purpose increases when they understand that their work has a genuine audience.Research suggests that this relevance increases persistence, especially for students who may feel disconnected from traditional methods (Hobbs, 2020; Mayer, 2021). By embedding digital production into routine classroom practice, we can further cultivate critical 21st-century skills while keeping students motivated through meaningful, creative, and collaborative experiences.

Tasha Brown 9/29/25 12:55AM

Curtis,Jr Lee I really like the idea of cross-curricular integration. It makes media production feel less like an "extra" activity and more like an essential part of learning. Using podcasts, documentaries, or infographics across different subjects helps students connect their creativity to real content, which can deepen both understanding and engagement. Plus, when students see that their media skills are transferable, they start to recognize the broader value of what they're learning beyond a single class.

TASHA BROWN 9/12/25 11:36PM

In what ways does creating digital media projects empower students to express their "voice" and representation in educational contexts?

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Mike M-01 9/15/25 7:06PM

Creating digital media projects empowers students to express their “voice” by giving them authentic platforms to communicate ideas in ways that feel relevant and personal. Unlike traditional assignments, digital media—such as podcasts, videos, blogs, or infographics—allows students to integrate personal experiences, cultural perspectives, and creativity into their work. This fosters representation because students can highlight aspects of their identity and community that may not surface in conventional formats.
Digital media production also validates diverse ways of knowing and communicating. For example, a student who may not excel in writing essays can share a powerful narrative through video editing, storytelling, or visual design. In this way, projects expand opportunities for equity by broadening the definitions of academic success.

Tumeshia Hassel 9/21/25 5:36PM
Creating digital media projects is an excellent way for students to express their voices. One way is that it gives them a chance to really share their own ideas, so they feel important and can personalize the ideas they're sharing. I also like how you included that Mike gets to share some of those cultural perspectives, and they add creativity to their work, and this fosters student engagement

Tasha Brown 9/26/25 7:54PM
The integration of digital media and interactive methods like role-playing games has the power to transform education. Digital production promotes student engagement by positioning learners as creators, while multimedia tools must be thoughtfully designed to avoid cognitive overload. Student voice is amplified through projects that reflect identity and culture, and scaffolding allows educators to balance creativity with technical skill development. Meanwhile, role-playing games provide experiential learning opportunities that foster communication and problem-solving, though they require careful planning to overcome time, management, and assessment challenges. Ultimately, digital media, when implemented with intentionality, provides educators with powerful pathways to engage students and prepare them for the complex, interconnected world beyond the classroom.

Candace Johnson 9/27/25 2:40PM
Mike M-01 I really like how you framed digital media production as a way to amplify student “voice” and expand equity. You’re right, these platforms give students authentic ways to connect their learning to who they are and what matters to them. I’d add that this also deepens engagement because students see their work as meaningful beyond the classroom. When learners bring in cultural perspectives, personal narratives, or creative talents, it not only enriches their own understanding but also broadens the classroom community’s perspective. In that sense, digital media projects don’t just validate different strengths; they create a more inclusive learning environment where all contributions are valued.

Tumeshia Hassel 9/28/25 12:18AM

I completely agree with you, Tasha Brown. Digital production significantly enhances student engagement. Through projects that reflect their identities and cultures, students can express themselves and share their authentic selves. I also appreciate the idea that role-playing can help develop problem-solving and critical thinking skills. Digital media serves as a valuable tool to keep students engaged, offering educators an effective way to teach complex themes and illustrate our interconnected world. Additionally, these approaches can extend beyond the classroom, fostering self-directed learners who become lifelong learners.

Curtis,Jr Lee 9/28/25 11:33PM
I really like how you all pointed out that making digital media gives our new-era students a true way to express themselves and their individuality. I believe that these projects go beyond regular assignments since they let students express who they are and what matters to them in many ways, including through pictures, sounds, and stories. This not only gives students a stronger voice, but it also makes the classroom more diverse, which is important for promoting fairness. When kids see their cultural backgrounds, inventiveness, and real-life experiences in their work, they are more likely to feel like they belong in school. I also think it's important to understand how choice and customization may make people feel more powerful. As you all stated, students who might have trouble with traditional formats can do well when they are free to employ media tools that fit their talents, including video editing, audio narrative, or design. This approach broadens our ideas of what success means and helps us accept other ways of learning and knowing. Using the role-playing game as an example, I would say that combining digital production with interactive approaches can make representation and voice even stronger. When students create media in experiential environments, they not only express their identities but also cultivate empathy by adopting diverse perspectives. With careful planning, these projects can provide students the tools they need to be both creators and critical thinkers, which will help them be engaged members of society after school. Would you think that one of the most important things to do next is to provide kids more structured chances to share or show off their digital work to real people, such as their classmates, relatives, or community members, so that their views are actually heard and respected outside of school?

Tasha Brown 9/29/25 12:52AM
Curtis,Jr Lee I completely agree with your point. Giving students authentic audiences really deepens the impact of their digital projects. When their work is shared with peers, families, or even the broader community, it validates their voices and shows them that what they create has meaning beyond the classroom. I think those structured opportunities not only build confidence but also help students see themselves as contributors to society, not just learners in school. It seems like a natural next step to connect their creativity to real-world conversations and audiences.

TASHA BROWN 9/12/25 11:36PM

What challenges might educators face when implementing role-playing simulations in classrooms, and how can they overcome them?

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Mike M-01 9/15/25 7:07PM
Role-playing simulations offer powerful opportunities for experiential learning, but they also present several challenges for educators.
Classroom Management: Students may become overly excited or distracted, which can lead to off-task behavior. To overcome this, teachers should set clear ground rules, assign defined roles, and use structured debriefs to refocus learning.
Student Reluctance or Anxiety: Some students feel uncomfortable performing in front of peers. Educators can address this by starting with low-stakes simulations, allowing for small-group practice, and offering multiple participation options (acting, observing, or note-taking).

Time Constraints: Role-plays can take longer than traditional activities. Teachers can break simulations into shorter phases, use timekeepers, and tie each segment directly to learning objectives to ensure efficiency.
Assessment Difficulties: It can be challenging to grade subjective participation. Using rubrics focused on skills (collaboration, problem-solving, communication) rather than performance quality helps make assessment fair and transparent.
Content Accuracy: If not well-planned, role-plays can drift away from key content. Educators should scaffold simulations with background readings, guiding questions, and structured reflection to anchor the experience in academic goals.
In sum, educators can maximize the benefits of role-playing simulations by balancing creativity with structure—providing scaffolds, clarity, and reflective opportunities that connect the simulation back to learning outcomes.

Tumeshia Hassel 9/21/25 5:29PM

Mike, you're absolutely right. Role-playing simulations can be enjoyable and provide valuable opportunities for experiential learning, but they can be challenging to assess. As you mentioned, they often come with specific time constraints and can turn into a classroom management challenge if not planned and organized effectively. I've encountered this in my own attempts to use role-playing simulations; they worked wonderfully for some students who thrived with that level of collaboration and independence. However, for other students, it was not a suitable approach, as they lacked the maturity or readiness for such responsibility. In those cases, it became quite difficult to manage.
That said, implementing role-playing simulations in the classroom can be highly beneficial. I believe these challenges can be overcome with careful organization, planning, and a solid understanding of your students' demographics. It's crucial to identify which students can handle this kind of activity. You need to establish clear expectations before starting, and students must understand these expectations and the reasoning behind them.

Tasha Brown 9/26/25 7:53PM

Despite their benefits, role-playing simulations come with challenges. Time is a common barrier, as extended simulations may compete with curriculum pacing. Educators can address this by breaking activities into modular scenarios. Classroom management also presents issues, as some students may dominate while others withdraw. Structured roles, clear expectations, and reflective debriefings can help maintain equity (Gunkel, 2022). Assessment is another challenge, as outcomes from role-play may be less tangible than those from traditional assignments. Teachers can address this by combining formative tools such as reflection journals, group discussions, and performance rubrics. By anticipating and planning for these challenges, educators can harness role-playing as a meaningful instructional approach.

Candace Johnson 9/27/25 2:42PM

Tasha Brown, you bring up important considerations about the challenges of role-playing simulations. I like how you pointed out both logistical and instructional barriers, as well as strategies to overcome them. I'd add that while assessment may feel less concrete, role-play can actually provide richer evidence of student learning when paired with reflection. For example, students often reveal their depth of understanding and ability to apply concepts in ways that traditional tests don't capture. With thoughtful scaffolding, like rotating roles to ensure all voices are heard and using rubrics that value collaboration, creativity, and critical thinking, teachers can make role-play both equitable and academically rigorous.

Curtis,Jr Lee 9/28/25 11:45PM

You all have posed excellent points about the barriers we face and ways we can overcome them.From my perspective as a physical education teacher, role-playing simulations can be an excellent way to engage students, but they do come with challenges. One of the biggest is classroom management and time. Because PE classes are so active and usually on a tight schedule, it's easy for simulations to feel rushed or for students to get off task. To overcome this, it helps to set clear expectations, assign structured roles, and break the simulation into smaller chunks across multiple days. That way, students can focus on both the activity and the reflection piece without feeling pressed for time.
Another challenge is making sure the fun doesn't overshadow the learning. Students often get wrapped up in the "game" aspect of role-playing, which can distract from the main objectives. The way around this obstacle is to design scenarios that directly tie to learning standards. For example, a "sports injury" simulation where students role-play as athletes, trainers, or coaches keeps them engaged while also reinforcing decision-making skills related to health and safety. This way, the excitement fuels the learning instead of competing with it.
Inclusivity is another concern. Not every student feels comfortable acting in front of peers, and some may have physical limitations. To address this, teachers can offer varied roles like coaches, referees, or journalists so that every student contributes in a way that feels authentic and accessible to them. Similarly, scaffolding with smaller, low-stakes role-playing activities before moving into bigger simulations can help build confidence.
Assessment is also a hurdle since it's tricky to measure both physical and collaborative skills. Clear rubrics can help here, especially when they emphasize participation, problem solving, and communication alongside content knowledge. Incorporating peer feedback and self-reflection can also give students ownership in the evaluation process.
Overall, while PE simulations require careful planning, we can manage these challenges through structure, intentional design, and flexible roles. When we overcome these hurdles, the payoff is huge: students gain teamwork, leadership, and problem-solving skills in ways that are active, memorable, and deeply connected to real-life situations.

Tasha Brown 9/29/25 12:56AM

Curtis,Jr Lee I agree! the benefits definitely outweigh the challenges. I think the key is exactly what you said: thoughtful structure and flexibility. When simulations are designed with clear roles and goals, students can practice collaboration in a safe but authentic environment. The leadership and problem-solving skills they develop through those experiences are the kinds of lifelong skills that will stick with them far beyond the classroom.

TASHA BROWN 9/12/25 11:37PM

What strategies can educators use to ensure that multimedia presentations remain engaging without overwhelming students with information?

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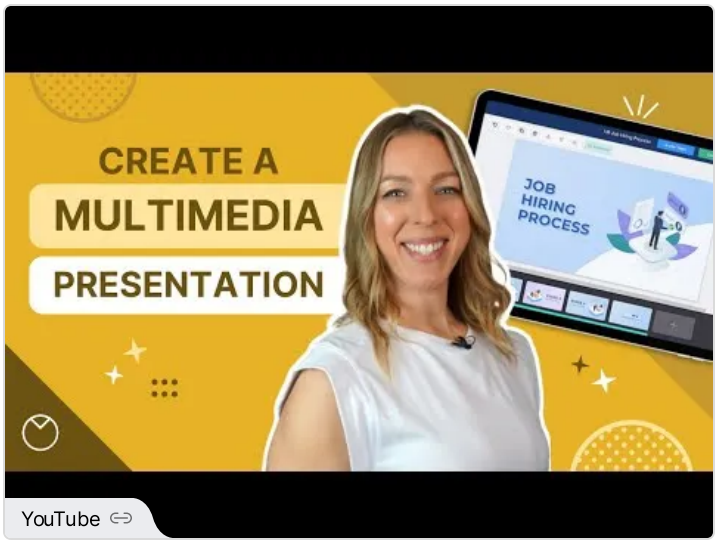
> **Mike M-01** 9/15/25 7:11PM
> **Format & Tools**
> Slide-based tools like PowerPoint, Canva, Visme, Prezi. Canva+2Visme+2
> Use of templates to speed up design and maintain consistency. Canva+1
> Adding media: images, video, audio, charts, interactive features. Visme+2Prezi Blog+2
> **Design Principles**
> Start with a clear objective, target audience, and content plan. Canva+2Visme+2
> Use outlines or storyboards to organize flow. Prezi Blog+1
> Balance media elements so you don't overload slides. Too much video/audio or animation can distract. Visme+2Prezi Blog+2
> **Technical / Practical Steps**
> Upload and/or embed media. Make sure videos are compatible. Visme+1
> Use transitions and animations sparingly for effect, not for show. Visme+1
> Export formats: saving slides as video (MP4, etc.), or sharing online/slides with narration. Microsoft Support+1
> **Review & Feedback**
> Review for coherence: are visuals matching the message? Is content too crowded? Visme+1
> Test presentation on devices/screen sizes; check audio/video sync. Visme
> Get peer or teacher feedback if possible. Canva+1

> **Tumeshia Hassel** 9/22/25 12:50AM
> Nowadays, multimedia presentations often come with many features. While educators aim to make these presentations engaging, it's crucial to ensure that they do not overwhelm students with excessive information. The key to achieving this is to clearly understand your purpose before creating the presentation. Be specific about what you want to communicate and why it matters. This clarity will help you avoid including unnecessary information.
> Next, take time to create a brief outline and incorporate visual ideas. This step will help you stay organized and maintain a clear trajectory from Point A to Point B. Additionally, choose an appropriate template that aligns with your subject matter, ensuring it's not too cluttered, which could distract your audience. After this, add your multimedia elements, but be cautious not to overdo it. Remember, less is often more; you want to avoid overwhelming your audience. Lastly, be sure to review your work. Confirm that you have met your goals, answered your core questions, and crafted a multimedia presentation that is neither chaotic nor disorganized but instead flows smoothly and remains engaging. By following a few organized tips, you can transform your multimedia presentation from a potential disaster into an effective learning tool for students.

> **Tasha Brown** 9/26/25 7:51PM
> I agree you guys! While digital media holds promise, it can also overwhelm learners if not carefully designed. Educators must apply multimedia learning principles that emphasize clarity and simplicity. For example, Mayer's (2021) *Cognitive Theory of Multimedia Learning* highlights strategies such as limiting on-screen text, integrating meaningful visuals, and sequencing content in manageable chunks. Adding interactive elements like polls, discussions, or reflective prompts can further sustain attention without cognitive overload.



How to Create a Multimedia Presentation in 2024

Candace Johnson 9/27/25 2:46PM

Tasha Brown, I agree with your point that, without intentional design, digital media can easily become more distracting than engaging. Applying Mayer's principles really helps strike that balance by keeping content focused and digestible. I also like your suggestion about adding interactive elements; those not only sustain attention but also give students chances to process and apply what they're learning in real time. When clarity, simplicity, and interactivity come together, digital media becomes a powerful tool for both engagement and deep learning.

Candace Johnson 9/27/25 2:47PM

Tumeshia Hassel, You've outlined such a practical approach to keeping multimedia presentations both engaging and manageable. I like how you emphasized starting with clarity of purpose; that's often the step people skip, and it makes a huge difference in avoiding overload. Your point about "less is more" really resonates too; intentional use of visuals, media, and templates not only keeps things organized but also ensures students focus on the key message. Pairing this structure with a final review step gives educators the chance to refine and make sure the presentation flows smoothly. Altogether, your tips show how thoughtful design can turn presentations into powerful learning tools rather than distractions.

Curtis,Jr Lee 9/29/25 1:13AM

Tasha I agree with you as well! You make an important point that while digital media opens up so many engaging possibilities, without careful design, it can become more distracting than effective. Mayer's (2021) principles are a great reminder that simplicity and clarity should always guide our choices. I especially like your mention of sequencing breaking content into smaller, digestible chunks, which reduces overload and makes learning feel more approachable for all students. Ms. Hassell I like your perspective on how clarity of purpose is the foundation for designing multimedia presentations, but it makes me wonder, though: how might we strike the right balance between keeping things simple and still incorporating enough variety to maintain engagement? For example, could alternating between visuals, brief text, and interactive elements help sustain attention without creating overload? I'm also curious about how students themselves might guide this process. Would gathering their feedback on what presentation styles help them learn best make the design even more effective?

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Mike M-01 9/15/25 7:04PM

Media doesn't *fully control* what people believe, but it shapes *how* they see issues by selecting which stories to tell, what facts to highlight, and which voices are amplified.
Opinion leaders (trusted figures, influencers, community leaders) play a big role in how messages are interpreted. Their framing can shift meaning, emphasize certain ideas, or alter how people react.
Audience agency still matters — what people choose to consume, how they interpret it, and how they relate it to their prior beliefs shapes the ultimate effect of media

Tumeshia Hassel 9/21/25 5:32PM

I completely agree with your statement. The media doesn't fully control what people believe. Still, it does have a significant impact on their perceptions and how they view the world. In fact, the media, news, entertainment, and educational media can handily deliver messages that impact the way we see the world. This is something that has been done historically, particularly with the news media; there is a specific agenda that they use to move forward. Often, it can be a divisive agenda, but this shapes the decisions that people make and the way they see the world. I'll give an example of that in recent times: the boycott of Target because of DEI changes. Whether you agree with or disagree with the

But Wait: How DOES The Media Tell You What To Think?

boycott, the fact remains that it was influenced by social media, and this influence affected Target's bottom line. So, no, the press may not fully control. Still, they have a significant impact on how people perceive the world and even the choices they make regularly. And even the choices that they make regularly.

Candace Johnson 9/27/25 2:48PM

Mike M-01, You make a great point about how media influence is more about shaping perspectives than dictating beliefs. I especially like how you brought in the role of opinion leaders, those trusted figures really act as filters who give media messages added weight or context. At the same time, your reminder about audience agency is so important; people don't just passively absorb content, they actively interpret it through their own experiences and beliefs. This interaction between media framing, influential voices, and individual interpretation really highlights why communication is so complex and powerful.

Curtis,Jr Lee 9/29/25 1:24AM

Mike Your perspective highlighted the importance of having a clear purpose before creating a multimedia presentation. I agree that without that focus, it's easy to overload students with too much information or too many design features. Your suggestion of starting with an outline really stood out to me . It may seem like such a simple task can make a big difference in keeping the flow organized and intentional.
This makes me wonder: has anyone found certain types of multimedia elements (like short video clips, infographics, or interactive polls) that seem to engage students without overwhelming them? I agree with you that "less is more," but I wonder how we can choose the right elements based on the audience or subject.

TASHA BROWN 9/12/25 11:37PM

How can educators balance the creative freedom of students with the need to teach technical skills in media production?

♡ 0 💬 7

Mike M-01 9/15/25 7:09PM

Balancing creative freedom with technical instruction in media production requires educators to design learning experiences that weave both elements together rather than treating them as competing priorities.
One effective strategy is to adopt a **"skills within context" approach**. Instead of teaching technical tools in isolation, teachers can embed them into authentic projects where students have choice in topic, audience, and message. For example, a project might allow students to create a public service announcement on an issue they care about, while the teacher introduces editing techniques, audio mixing, or visual design principles as students need them. This maintains student ownership while ensuring they acquire core competencies.
Another approach is using **scaffolded freedom**: early assignments can be highly structured to build technical fluency, while later projects allow greater creativity as students demonstrate mastery. This gradual release model mirrors apprenticeship, where technical precision develops alongside expressive confidence.
Finally, educators can emphasize **reflection and critique**. By asking students to explain how their creative choices align with technical decisions, teachers reinforce skill development while validating student voice. This dual emphasis not only produces polished work but also cultivates empowered, critically minded media creators.

Tumeshia Hassel 9/22/25 12:36AM

Educators can teach the necessary technical skills in media production while allowing students to experience the freedom of creativity by first creating lessons that utilize specific techniques. These techniques will help students achieve their vision and enhance their ability to tell stories practically and creatively.
They can also expose children to various forms of media production, such as animation, promotional videos, and documentaries. These projects can be scaffolded to help even the beginner learner achieve success. This form of project-based learning enables students to apply technical knowledge within a creative context.

Tasha Brown 9/26/25 7:53PM

Role-playing games (RPGs) present unique opportunities to align play with academic goals. Well-designed RPGs encourage students to adopt roles, make decisions, and navigate systems that parallel real-world challenges. For example, a government simulation can help students understand political systems, while a science-based role-play can model ecosystem interactions. Research suggests that RPGs promote critical thinking, collaboration, and communication skills by immersing students in problem-solving contexts (West, 2018). By aligning game mechanics and roles with curriculum standards, educators can leverage RPGs as engaging instructional tools.

Candace Johnson 9/27/25 2:44PM

Tumeshia Hassel, I like how you emphasized balancing technical skill-building with creative freedom. That approach helps students feel confident using the tools while still leaving space for personal expression. Scaffolding projects is especially powerful because it ensures all learners, whether beginners or more advanced, can find success and gradually take on more complex challenges. I'd also add that giving students choice in the type of media they produce (like animation, podcasts, or documentaries) not only builds technical range but also strengthens engagement since they can pursue formats that align with their interests and strengths. This combination of structure and choice makes project-based learning both practical and deeply motivating.

Tumeshia Hassel 9/28/25 12:15AM

Candace Johnson, you are spot on with the idea that it's essential to leave space for personal expression. Personal expression unlocks the key to self-directed learning. I also agree with the point that you made about giving students a choice in the type of media they produce. This helps students stay engaged while building their technical skills. And as you said, the combination of the two makes this project-based learning The Best of both worlds.

Curtis,Jr Lee 9/28/25 11:52PM

Ms. Hassel I really like how you framed the balance between teaching technical skills and fostering creativity as a process of scaffolding through project-based learning. I completely agree that introducing specific techniques first gives students the tools they need to bring their ideas to life. In my experience, the process also builds confidence—once students realize they can handle the technical side, they feel freer to experiment creatively. From my perspective as a physical educator, I believe balancing student creativity with the need to develop technical skills in media production comes down to thoughtful scaffolding. Students should absolutely be encouraged to explore their voice and make creative choices, but they also need a foundation of technical skills to ensure their projects are effective and purposeful.

One way to achieve this balance is through a "guided release" approach. At the start, teachers can provide direct instruction and modeling on core technical elements like camera angles, audio quality, or editing basics. Once students show competency, educators can gradually shift more responsibility to them, allowing space for creative decision-making. This way, technical skills become tools that empower creativity rather than limitations that restrict it.

In a PE setting, for example, students might first learn how to storyboard or record a clear demonstration of a fitness drill. Once they've mastered those basics, they can creatively choose how to present the drill through a motivational video, a narrated tutorial, or even a peer-led challenge. This ensures quality and validates their individual expression.

Rubrics can also help with balance. By assessing the technical and creative aspects of a project, teachers communicate that both dimensions matter. Students then understand that their creativity is valued, but it must also be supported by solid technical execution.

Tasha Brown 9/29/25 12:53AM

Curtis,Jr Lee That's such a great point about balance. Rubrics really do provide clarity while still leaving room for student voice and creativity. I like how they help set expectations without limiting expression students know their technical skills matter, but they also see that originality and perspective are equally important. When both elements are emphasized, it pushes students to grow as complete creators rather than focusing on just one side of the process.

TASHA BROWN 9/29/25 12:58AM

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