

# Reflection Paper

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The technology that was chosen for the purposes of this lesson was the SMART slate WS200. The SMART slate works very much like a SMART board except that it is a wireless slate that is hand-held. It contains a touch screen as well as an electronic marker that you can write with.

There are a few reasons why I chose this piece of technology. The first reason is that I do not have a SMART board in my classroom and the SMART slate was recently given to me. Therefore, I am not too familiar with it, much less how to use it in my classroom. Another reason I used this device is that it is portable and students do not have to leave their seat if I were to hand it to them. This removes some of the pressure students feel when going in front of class. The last reason is that I do not readily have access to at least forty computers for my class to work on Geometry Sketchpad. For the lesson that I use this device with, I may not get every student involved in this piece of technology directly but they are at least being exposed to it.

I already had a plan for this lesson that did not involve Geometry Sketchpad and the SMART slate. The lesson allowed students to work on using hands-on methods that have shown to produce superior results in interpreting what needs to be learned. In using the SMART slate and sketchpad, I did not alter the goals of the lesson but, rather, further involved students in the goals of this lesson that fall in line with the goals of TPACK. The pedagogical knowledge was enhanced since students were working with the hands-on methods along with following along with what is done on sketchpad through the SMART slate. The technological knowledge was enhanced as this lesson will not be the only one using the SMART slate. They will see it for many more lessons and so they will use it more as a sufficient means of exploring mathematical concepts. Then finally, the content knowledge has the potential to be enhanced as the sketchpad through the use of the SMART slate, will allow students to explore the properties of inscribed angles in ways they could not with paper and pencil.

Altogether, the lesson went very well. Along with the use of the paper and pencils methods of exploring, students were enthusiastic about the opportunity to use the SMART slate. The use of the SMART slate with sketchpad did not make the lesson overly inefficient since students were basically following my instructions the entire time.

However, this lesson also revealed the very issue I was expecting. The SMART slate was not even used by half of the students in any class. I expected this but the better way was to have had my students in front of a computer using sketchpad. This could not happen and so using the SMART slate was the next best thing I could come up with.

The goal of using this technology was not to use it just this one time but many more in the future. In the long term, the SMART slate makes sense in an environment where computer

access is limited. Since Geometry sketchpad is very useful software for a geometry class, the SMART slate will surely make a more regular appearance. I also plan to use the SMART slate for use on how to work on other math problems demonstrated by students. Using the SMART slate will allow me to work on my computer while a way from my computer and the screen with the images from the computer.

Altogether, this was a good lesson for me to launch the use of the SMART slate. The SMART slate will help me with a variety of ways of getting students involved in the classroom as well as help me to operate the computer while walking through the classroom. As is emphasized through TPACK, the use of this technology enhances my lessons and the ability for students to learn. It is also helping me expand my ideas on how to develop a better learning environment for my students.