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Reflective Essay on using Technology in Lesson Plans

In my teaching, the technology I use most is SLU's Blackboard tool for online interactive communication in real time. I employ this technology almost every class session.

After almost every class session, students have until midnight to post their thoughts on the material we discussed in class that day onto Blackboard. The post will contain two parts: what was discussed during class, and what the writer thought about it.

As I stated in my teaching philosophy, I believe students learn best when they care about the material. Most obviously, a student will come to care about a given topic when their grade depends on their understanding of the material. However, that care is superficial. I aim to bring to my students conscious mind their own thoughts on philosophical issues. To do that, I employ technology. Having to recall the material discussed in class to later do their homework, students will pay greater attention during class. Since each student's reflective writing is posted online, myself and other students will be able to read the posts of the classmates. Knowing that other students may read their reflection posts, students will take better care to make sure their post is clear, coherent, and insightful.

The conversation will start from thoughts they post by reflecting and will continue by sparking the interests of other students. By reading the various responses to the same issue, the students will view one another in a more equal manner; hopefully, they will see that we are all in this journey towards truth together. The students will come to care about what their classmates think, they will come to care more what they think themselves. By reading each other's questions and seeing how similar the questions are, students will realize that they are not as lost as they thought they were; for example, that other students share the same puzzlement. Students who feel strongly about a given topic will find others who share their convictions. By being able to comment on different versions of their own ideas and those that contradict it, the students will be able to help one another take firm positions on the topic at hand. They will support one another and debate with one another. The students will see the history of philosophy as a great long conversation in which their voice has a place.

I noted in my Lesson Plan Using Technology one class session that requires using technology to understand the differences between how things appear and how things are. Students learn this lesson by thinking about who they think someone is and then rethinking who they think someone is after viewing their social media accounts. Students are often taken by surprise by how wrong they are about others and are often taken by surprise by how wrong others are about them. Thus, the lesson is learned that how things appear do not always indicate what is true. The topic is lastly made even more crucial when students reflect on the differences between how we represent ourselves on our social media accounts and how we represent ourselves in the flesh in addition to the difference between how people see us and who we are.