

While I was reading the 2017 Horizon Report, I was surprised to see that the opinion stated was, “online, mobile, and blended learning are forgone conclusions.” The report goes on to say, “If institutions do not already have robust strategies for integrating these now pervasive approaches, then they simply will not survive. An important step is tracking how these models are actively enriching learning outcomes.” While I think this was a notable opinion for its time, and probably valid, necessity is the mother of invention. The educational community has paved the way for blended and hybrid learning styles. Since I am the only person in my building who teaches Theatre and TV Production, all of my classes were hybrid. While I didn’t want to be thrown into that scenario, it taught me how much multitasking can get done efficiently. Sometimes the hybrid model drove many therapy sessions and many boxes of empty Kleenex. I also realized how much I can utilize technology to bridge the gap between my students and our community. We broadcasted our shows in person and online. For the first time, my own father was able to see the shows I directed. Students were creating fun news broadcasts from their living room.

In that same 2017 Horizon Report, the challenge of collaboration instead of autonomy is very relevant. One of the biggest reasons; oddly enough, why it took me so long to adapt my personal teaching classrooms into full fledged technology classrooms is because students tend to disengage from collaborating with others when they are not physically in front of them. Some technology has made kids more likely to not speak and interact with their classmates. Once I realized that I had to find technologies that made students interdependent on each other for their success, it became more apparent that just like in our physical classrooms, they have to be creators not just consumers. According to the article, “communities of practice, multidisciplinary leadership groups, and open social networks can help spread evidence-based approaches. Institutions and Educators can make more progress learning from each other.” The challenge is getting people from every age group and experience level to learn from each other. While there are many open minded individuals who can continue to be motivated by progression, others are dedicated to their unchanged paradigms.

I found many important developments in the report. One that I believe is the most impactful is the spotlight being shown on mental health. Only four short years from the 2017 report and it’s like reading a report so far behind. The 2021 contributor of panelists voted on the trends and they decided the first trend to focus on is the social aspect of technology. They categorize this space as, “Remote work / learning, widening of the digital divide, and mental health issues.” I’m grateful for this conclusion from the panelists because so many of my students have struggled a great deal with mental health related issues. Not too long ago, I instituted “mandatory meditation”. I put on a guided meditation that is usually related to anxiety so my students have dedicated time to disconnect from everything and check in with themselves. I feel horrible I was out last

week because it meant they missed that time. I'm sure I will be reminded when I get back to make up for lost time. It has really helped the climate in my classroom and helped the stress levels of students who are already fighting through so much.

. One of the biggest takeaways from these reports is just how quickly the earth can turn on its axis to create a different opportunity for us to progress throughout the ages. I am excited to start working on helping companies offer better training opportunities and see how that progresses for my career. I would have never guessed that we would advance this quickly and yet, it feels like a snail's pace. I'm appreciative of Zoom faculty meeting where questions are typed in the chat instead of in person which makes us stay for an extra 45 minutes because one member of the faculty has a burning question that only pertains to them.

The technology integration model that best suits my practice is the TIM model. The technology integration Matrix is "a model that provides a framework for describing and targeting the use of technology to enhance learning. It was developed to help guide the complex task of evaluating technology integration into the classroom. It provides a common vocabulary for pedagogically sound technology integration for teachers, school leaders, coaches, researchers, evaluators, and professional development facilitators." I believe this will best suit my practice because not every technology piece works for every scenario. Many times, I am researching many elements to work together to create the best working mash-up for my students to learn the concepts and objectives needed. It's not a "one-size fits all" thought process.

While there are many opportunities for authentic learning experiences through technology, I found a resource, [BroadwayHD](#) to create authentic learning when going to the theater was no longer possible. In this [video clip](#), an advertisement for the show "Wind in the Willows" offers students the opportunity to observe a professional theatrical performance while in class. After short observations are made, we can discuss the various theatrical elements used for performance and technical enhancements.

In the following [video clip](#), the Director of Digital Development at the Royal Shakespeare Company, Sarah Ellis, breaks boundaries to "explore new artistic initiatives and partnerships." She is not content being a consumer of technology and encourages others to do the same.

Students are able to communicate what they've experienced, collaborate with each other on what they would do differently or keep the same, and think critically and creatively. When they see first hand how professional theaters are creating art, they can synthesize that information and adapt it to their own performances.

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