

Program Learning Outcome Seven

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CAP 670: Practicum

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PLO 7: Select, assess, and implement technology in teaching English within a wide variety of contexts.

These can be discussion questions, Professional Assignments, or Comprehensive Learning Assessments. Please attach the assignment if needed.

Artifacts:

1. Bridging the Digital Divide in TESOL Education

<https://docs.google.com/presentation/d/1Ghs9vt4MH-qWri1Ffn88PIwDpuP9Xq-L/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

2. Technology-Integrated Lesson Plan

<https://docs.google.com/document/d/1MkQEFHJPdnG03LTkLGolu0tGUqeATzlQ/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

Rationale

Both assignments effectively demonstrate how I selected and assessed educational technology to support English language instruction across a range of learning environments. In Professional Assignment 1, my PowerPoint presentation focused on digital inequality in TESOL by highlighting specific challenges that arise in low-resource settings. Rather than offering general solutions, I evaluated each technological tool based on how well it matched learners' needs—considering factors like device availability, internet access, and ease of integration into the classroom. This process allowed me to critically reflect on the practicality and impact of each tool. In doing so, I met the goals of PLO 7 by showing how thoughtful, learner-centered choices in technology can support equitable and effective instruction.

Professional Assignment 2 transforms an ordinary face-to-face lesson plan into an interactive online version utilizing tools such as Zoom, Google Forms, Jamboard, and YouTube. The assignment demonstrates how each tool was evaluated for its educational value and suitability for providing reading, grammar, and speaking problems. The transformation was more than just adding digital aspects; it was also about redesigning teaching to keep students engaged and measure their learning in virtual spaces. According to Mayer's (2009) multimodal learning theory, meaningful learning happens when verbal and visual inputs are blended, as was clearly demonstrated in this lesson. Thus, both tasks demonstrate the planned use of technology to improve English language training, meeting the criteria of PLO 7.

Narrative: Teaching Implications

These assignments highlight the importance of pedagogical flexibility and thoughtful decision-making when integrating educational technology in TESOL. In Professional Assignment 1, I examined how factors such as socioeconomic status, school infrastructure, and digital literacy contribute to unequal access to language learning opportunities. This awareness is essential for TESOL educators, as many students face real-world barriers to engaging with technology-enhanced instruction. For example, students in urban schools across Los Angeles may struggle due to limited access to stable internet or learning devices. As Rogers (2016) points out, addressing this digital divide requires more than just providing hardware—it also involves community collaboration and ongoing teacher training.

Recognizing this, I became more intentional about how I integrate technology in my own classroom. I now prioritize tools that are mobile-accessible and low-bandwidth, and I dedicate class time to building students' digital skills. This shift reflects my belief that embedding digital literacy into the ESL curriculum is not only an instructional strategy but also a moral

responsibility—one that ensures all learners have a fair opportunity to succeed in a digitally connected world.

In Professional Assignment 2, transitioning an in-person lecture to an online platform required more than just changing the delivery method—it called for a complete rethinking of instructional design. I selected interactive tools like Jamboard and Google Docs to promote collaboration, peer feedback, and multimodal engagement. Students responded positively to these tools; for instance, during group brainstorming on Jamboard, they contributed ideas more freely than they had in live discussions, likely due to the low-pressure, visual format. Google Docs also allowed for real-time peer editing, which not only improved the quality of their writing but also fostered a sense of shared responsibility. This experience supports Spector's (2015) view that technology should align with both learning objectives and students' engagement styles. Additionally, I considered ethical factors such as privacy, accessibility, and inclusivity, ensuring all students could participate comfortably and securely. This combination of practical use and ethical awareness reflects a well-rounded approach to integrating technology in TESOL instruction.

These experiences highlight the need of regularly assessing students' access and engagement with digital tools, personalizing tech usage, and providing scaffolded assistance for both learners and instructors. The ultimate objective is to guarantee that technology works as a facilitator, not a hindrance, to equitable, communicative, and successful English language instruction.

References

- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Rogers, S. E. (2016). Bridging the 21st century digital divide. *TechTrends*, 60(3), 197–199.
- Spector, J. M. (2015). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. Routledge.