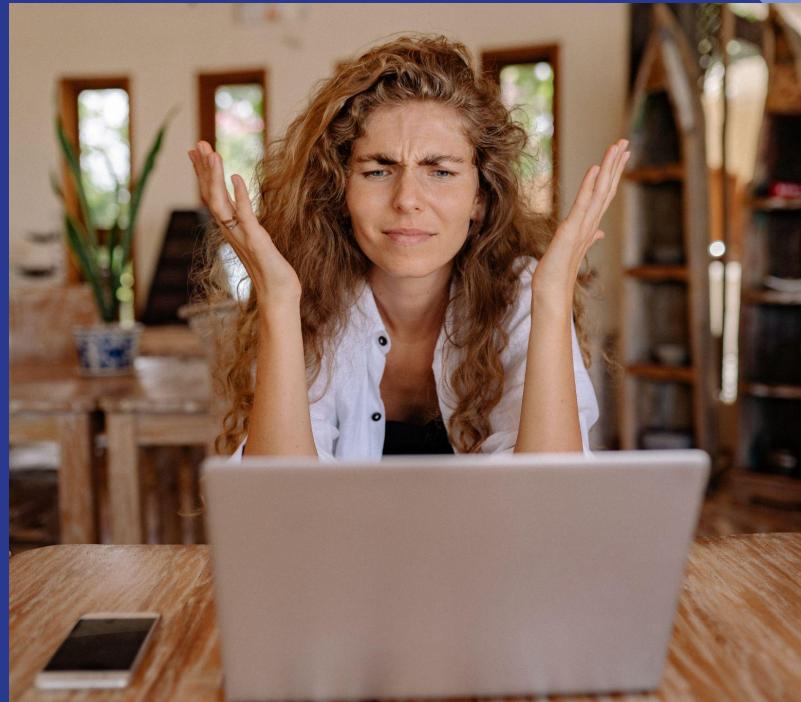


When Technology Misbehaves

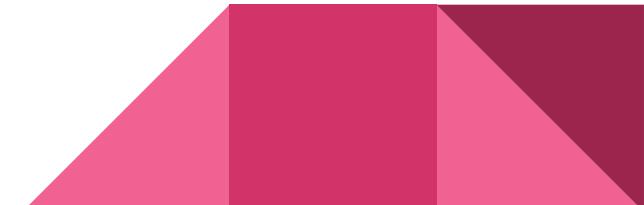
Presenters

Aaron Peña
Jhonny Weeks
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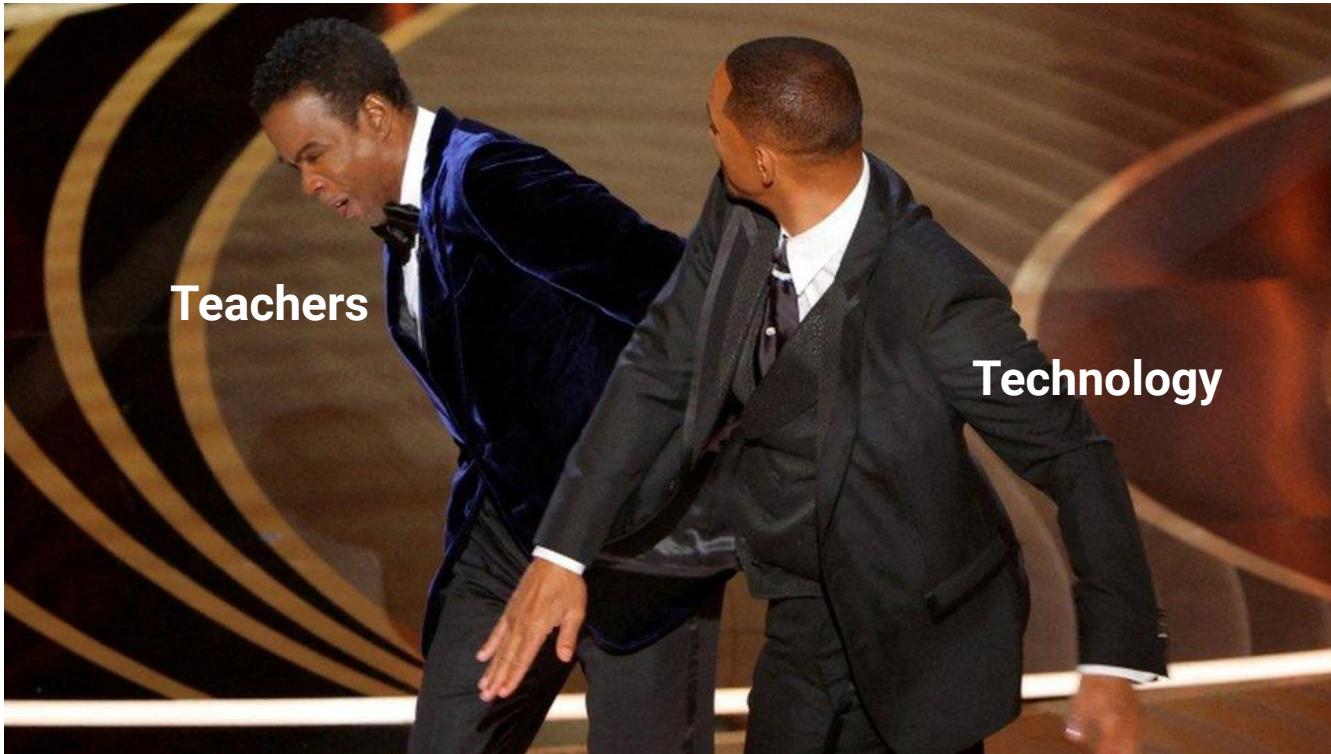


Agenda

- Introductions
- Research Report - Technostress
- Tech Expectations Best Practices
- Preview Reflection Guide for New Tech
- Mindfulness - Cyclical Awareness
- Evaluation (Get your 1 Hour of CPE)



We've all been there...



Research Report - Technostress

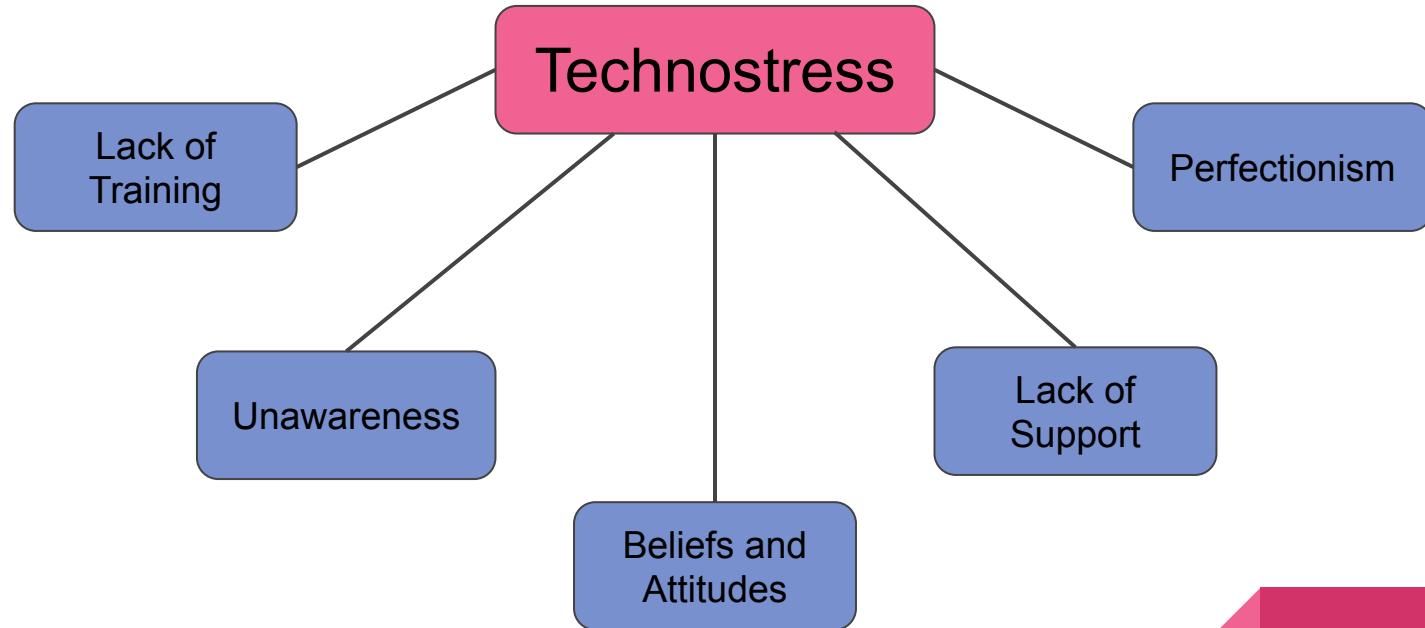
What is technostress?

Technostress is a type of stress that is related to the implementation of new technologies.

- It can come in the form of:
 - Anxiety
 - Frustration
 - Skepticism
 - Ineffectiveness
 - Burnout

Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review. *International journal of environmental research and public health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>

Causes of Technostress



Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review. *International journal of environmental research and public health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>

Curing Technostress

- Keep a positive attitude/Set a positive learning community
- Embrace the unknown
- Be familiar with stress reducing techniques and strategies (Mindfulness)
- Know who to go to for support
- Be proactive

Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review. *International journal of environmental research and public health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>

Tech Expectation Best Practices

Five pieces of advice
to help you avoid
technostress in your
classroom.



1

Take new tech for a test drive.

- Take time to explore a new technology resource before you use it with your class.
- Become familiar with the options and features that are available for both educator and students.
- Set up a student account for yourself using a personal email to help you work out any kinks that may occur when your students use the program.
- Using a reflection guide can help you decide when, how, and who a program will work for.



2

Know the needs and abilities of your learners.

- Think about what your students are capable of when selecting programs or applications to use. A program like Google [JamBoard](#) may be easier to use than [Padlet](#) for certain classes and they offer the same features.
- Opt to use programs or applications that have features for struggling learners. It may be better to use a program like [Quizizz](#) (which offers read-aloud) than [Blooket](#) for certain classes and they offer the same features.
- Create a “cheat sheet” that student can reference for programs or applications that require multiple steps for use.



3

Spend time exploring the tool with your students before using it for a lesson.

- Set up programs ahead of use if they have advanced sign on/in steps like [Legends of Learning](#). Take 5-10 minutes a day or two before you roll out the activity to get every student registered and familiar with the steps.
- Take 5-10 minutes a day or two before you roll out an activity that uses a program that has lots of features to learn such as the [BrainPop's](#) Make-a-Movie application.



4

Always have a backup program or activity.

- Pre-plan an alternative assignment to use in case the internet isn't working, students forget their devices, or program servers are down.
- Pre-plan for an alternative program to use that will still meet the needs of your lesson in case the program you originally chose isn't a good match for your students or the program isn't working properly. For example, if Google Slides isn't working, use [Adobe Spark](#) as your backup. [Carousel brainstorming](#) is a great on the fly activity.
- Make sure you and your students are familiar with the backup program you have selected.



5

Reflect on you and your students' learning.

- Debrief with your students to get feedback from them about what they liked or didn't like about the program.
- Sample questions to ask your students:
 - What did you like about the program?
 - What did you dislike about the program?



Preview Reflection Guide

Preview Reflection Guide

To be more proactive about new technology use in the classroom, this reflection guide will help you navigate the usefulness of any new technology you want to use with students.

Plan your activity. List learning goals and objectives. Will this tech meet those expectations?	
Anticipate challenges. What exactly will students struggle with? How can you prepare students for these challenges?	
Accommodate. Think about all your learners and their unique needs. What modifications are needed to reach all learners?	
Reflect. What did you enjoy about the tech? What do you think your students will enjoy most?	
Evaluate. What other activities might this technology be useful for? Make a list.	

1. Plan your activity

2. Anticipate challenges

3. Accommodate

4. Reflect

5. Evaluate

New Tech to Try



[PearDeck](#)



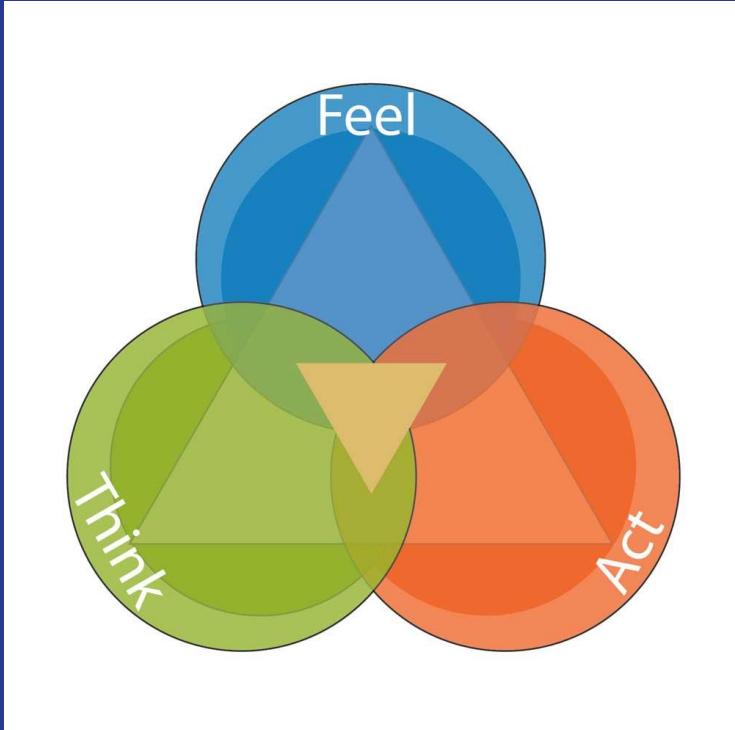
[Quizizz](#)



[Popplet](#)

Mindfulness

We each use a 3-step cyclic process that includes ***Feeling***, ***Thinking*** and ***Acting***. In this way, we each combine all the components of awareness and behavior and do them in a ***personalized order***, selected from 6 options.



Mindfulness Approach



Amplifying your D&I culture transformation strategy? Align4Profit. (n.d.). Retrieved April 14, 2022, from <https://align4profit.com/category/feel-think-act-talk/>



3 Step Cyclical Awareness

Feel Think Act

Feel Act Think

Act Think Feel



Act Feel Think

Think Feel Act

Think Act Feel

Let's Look at This Example

Of the emotions we discussed, what was Will Smith's response to Chris Rock's comment?
Discuss your own personal cycle with others.



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Thank You!



[Evaluation Form](#)

