

# When Technology Misbehaves

## Presenters

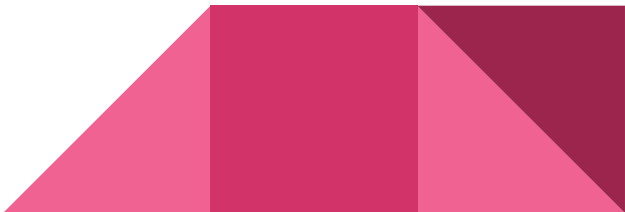
Aaron Peña

Jhonny Weeks

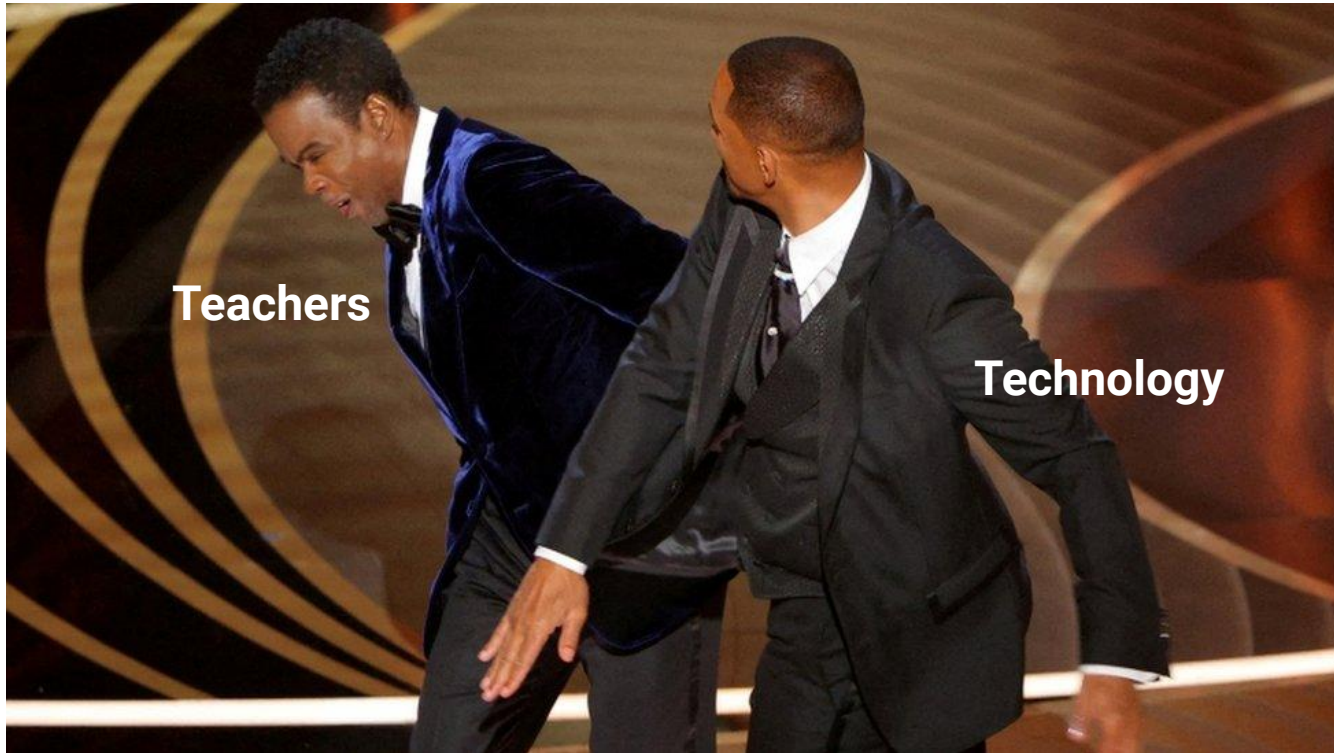
Ariel Mays Williams



# 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)
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We've all been there...




# Research Report - Technostress

What is technostress?

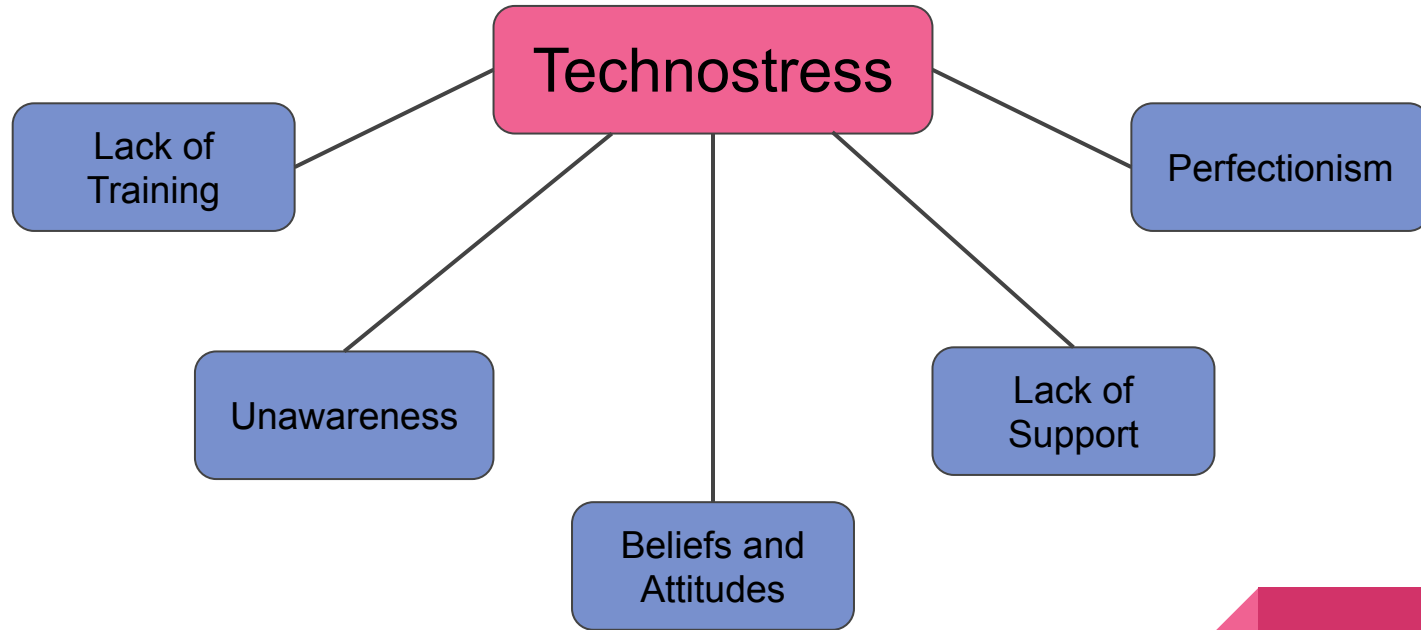
Technostress is a type of stress that is related to the implementation of new technologies.

- 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

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# 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.

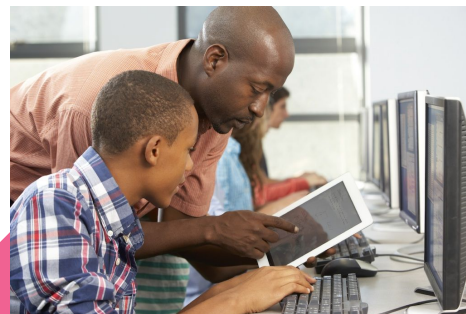
- Think about what your students are capable of when selecting programs or applications to use. A program like Google [JamBoard](#) may be easier to use than [Padlet](#) for certain classes and they offer the same features.
- Opt to use programs or applications that have features for struggling learners. 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.*

<b>Plan your activity.</b> List learning goals and objectives. Will this tech meet those expectations?	
<b>Anticipate challenges.</b> What exactly will students struggle with? How can you prepare students for these challenges?	
<b>Accommodate.</b> Think about all your learners and their unique needs. What modifications are needed to reach all learners?	
<b>Reflect.</b> What did you enjoy about the tech? What do you think your students will enjoy most?	
<b>Evaluate.</b> 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](#)



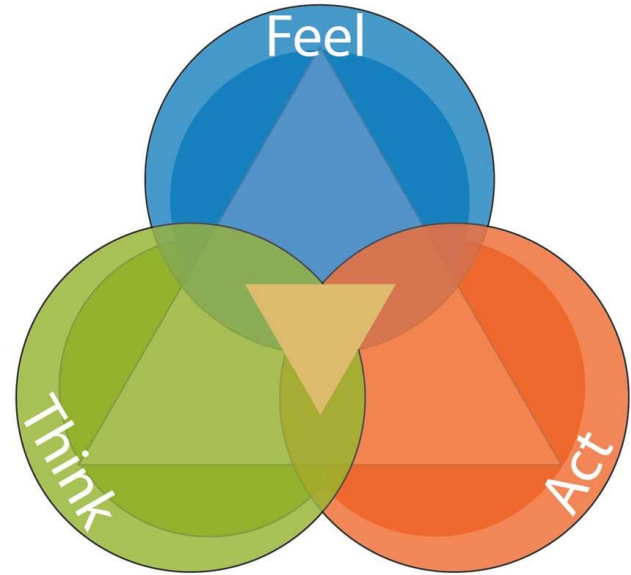
[Quizizz](#)



[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

## Feel

Reactions

Memories

Fears

Vulnerabilities

Triggers

## Think

Thoughts

Assumptions

Biases

Judgements

Perceptions

## Act

Behaviors

Idiosyncrasies

Habits

Mannerisms

*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

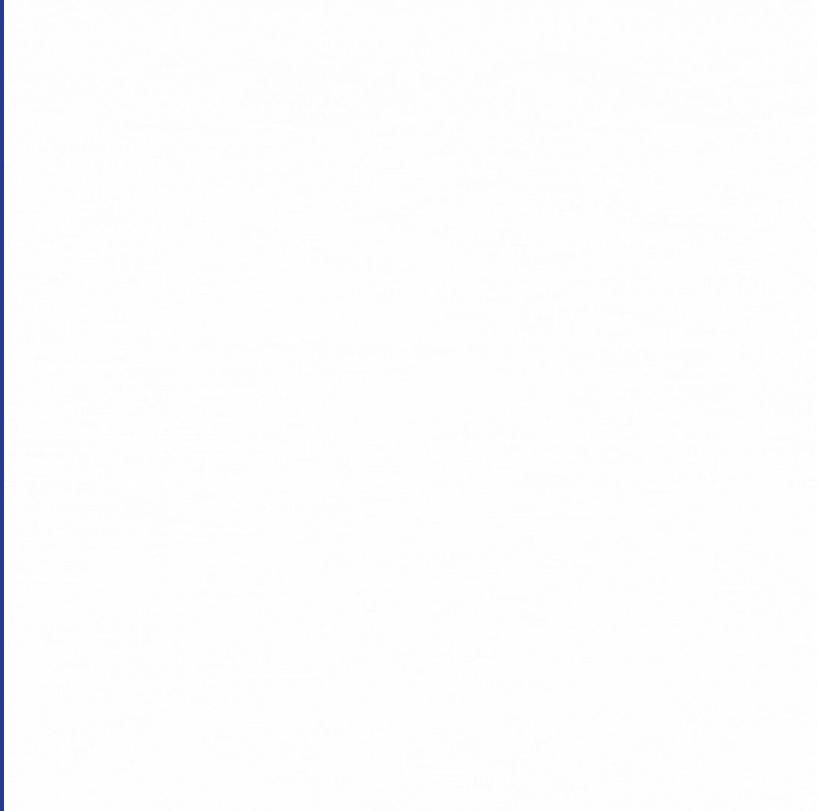
Think Feel Act

**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.





**Emails:**

**Aaron Peña:**

**[aap90@txstate.edu](mailto:aap90@txstate.edu)**

**Jhonny Weeks:**

**[ac1683@txstate.edu](mailto:ac1683@txstate.edu)**

**Ariel Mays Williams:**

**[arimayswilliams@gmail.com](mailto:arimayswilliams@gmail.com)**

# Thank You!



[Evaluation Form](#)

