CURRENT TOPICS-ADULT EDUCATION & TRAINING

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Abstract

This paper serves as the final in a series of papers that culminated with submitting a personal article for publishing. The chosen topic was one that I am passionate about, with fellow educators as the target audience. The components of this particular writing included first developing a list of criteria to use for proofreading the final paper before submitting it to a publishing platform. After applying the writing conventions, I sought out a publisher. Next, after consulting with various publishing venues a final draft of the paper was developed using the instructions provided by the potential publishing platform of my choice. Lastly, I shared a reflection of my feelings about the entire process with emphasis on the personal transformation that I am currently undergoing as a result of potentially publishing an article.

Introduction

Publishing an article is a painstaking event that merits close attention to effectively accomplish the

task. I want to be sure that my article is as error free as possible, so there are a few objectives that I

developed to be sure that all the bases are covered.

- Develop a checklist of proofreading criteria to conduct a thorough examination of the text.

- Make needed adjustments to the article, and devise the final draft..

- Research publishing venues and submit a correspondence

- Reflect on the writing to deepen my appreciation for the process

Applying Writing Conventions

I developed a list of criteria to help with proofreading my article. Applying writing conventions

involves examining the following mechanical elements:

Capitalization-Generally, a writing is disregarded if this type of mechanical error is encountered. early
in the writing.

Punctuation- Improper use of colons and semicolons is a common mistake to avoid. Watch comma
usage a well.

Word usage- Your word choices can either make or break your writing piece. All titles and subtitles
should contain no more than three to five words.

Spelling- Ensuring words are spelled correctly is a common courtesy provided to the reader. Readers
should not have to make inferences about your writing because of misspelled words.

After applying the writing conventions and making necessary corrections, the next step was to seek out
publishing platforms.

Getting Published

I contacted several platforms about publishing my article. During my research, I lucked upon a website

that connected me to the Washington Post's article admission website.   It was remarkably easy to

submit an article for publishing, and according to the website, my submission would actually be

considered. Washington Post required no pitch email or any other type correspondence. They were straight forward with instructions. See the text I retrieve from the Washington Post website.

"The Post welcomes submissions of guest opinion articles on any topic for publication in print and online. Submissions must be exclusive to us; the recommended length is 750 to 800 words. We do not consider articles that have also been sent to other publications or posted online, including on a personal blog, nor do we consider anonymous or pseudonymous submissions. For more tips, see our guide to writing an opinion article here: https://wapo.st/guideforsubmissions.

We consider only completed articles and cannot provide guidance on ideas or proposals. Numerous factors affect whether an opinion article is suitable for publication, including space constraints, timeliness and relevance. You need not possess any special expertise to have your article considered for publication, though, if you do, please elaborate.

We do our best to read all submissions promptly and will contact you within one week if we are interested in publishing your article. If you do not hear from us in a week, it is safe to assume we will not be able to use your article.

The form below is the best way to submit. Please type or paste your article as plain text, not HTML, and please do not use brackets. Information relevant to your expertise, or additional authors, may be included in the comments field. Please note that this form is for guest opinion articles only; letters to the editor can be sent by email to letters@washpost.com. Please do not send attachments"(W. Post, n.d.).

All good information to know right, but what did that mean for me? For starters, my essay had a word count of about 2,000 words, way too many words to consider submitting to the Washington Post. However, I liked the idea of possibly publishing with them, so I was willing to sacrifice my lovely, well crafted article to the chopping block.   The task was to trim over half of the essay without losing the

central and supporting ideas.   After hours of revising, cutting, and rearranging words, phrases,

sentences, and paragraphs, the final product was ready for review.

 See the revised second and final draft below. (797 word count)

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Abstract

Moderate use of technology enhances learning, but overuse has the opposite effect on young

children. Optimal results occur when the use of technology is coupled with direct teacher

instruction. The combined effect leads to improved cognitive development in elementary students.

This article argues that less asynchronous screen time and more teacher-student interaction

promotes quality learning.

Introduction

Some schools treat students like working adults, giving them a tech device and expecting them to direct

their own learning. It sounds like a good idea when the media tells us that innovative classrooms with

the latest tech gadgets will enhance our students' academic skills. However, you only get remarkable

results when the technology is used intermittently throughout the day, and is paired with teacher

instruction.

Introduction of Technology into Public Education Classrooms

 Let's briefly examine the history of technology in the classroom.   Although filmstrips, "devices that

could display as many as 50 still images on a screen or wall while students listened to an

accompanying cassette or record" (Gray, 2020) were developed and used in 1925, the introduction of

instructional televisions in the 1950s ignited an innovative fire that continues to burn. A few other

early devices that have emerged include overhead projectors in the early 60s, document cameras in the

late 60s, and hand-held calculators in the 70s.   The application of desktop computers in the 1980s was a phenomena that ushered in a new evolution in the classroom arena.

The 1980s to Present

Over the course of the last three decades, electronic devices have gotten smaller in size and more numerous in the classroom. In today's modern classroom every student has an assigned hand held device. If there is any direct instruction delivered during the day, it is expected to be delivered via the smart board, allowing students to follow along using their ipads. It is an overwhelming situation that leads to exactly the opposite of the expected outcome, in some instances.

A Closer Look

The pace of learning and the diversity of a single classroom requires teachers to use a number of digital tools to connect students to the learning that is no longer just localized in textbooks. Therefore, the need for digital devices is great, but they must be used wisely for effectiveness. The following is an example of a 4th grade reading lesson that incorporates a moderate amount of technology, but is effective for learning and promoting socialization.

Learning Target: I can analyze data in an informational text and make personal connections to real world events.
Focused/ Guided Lesson: Introduce the text for today's lesson, and guide students through first reading using student mentor text booklets.
Collaborative Component: Students will work with elbow partners and use ipads to research information related to the topic. 10 minutes

Each team will take two minutes to present findings.
Independent: Students will think about a personal experience related to the theme and write a reflective paragraph in their reading notebooks.

Technology is used in a strategic manner that breaks up the monotony of listening to the teacher and gives students independent time to read and think about the topic.

You can take the same lesson and utilize ipads for every component. It's the same lesson, just a different mode of delivery. The classroom environment has exchanged the warm community atmosphere for a perfunctory classroom of detached learners.

Modern classrooms and early classrooms are/were composed of students at different learning levels. The overuse of technology blurs the line when defining the differentiation boundaries, and increases the margin for misconceptions to persist in metacognitive processing.   Looking deeper, we find atrocities such as students getting around firewalls and logging into prohibited sites because the teacher has her head down trying to keep up with the pace of technology.   Still, this is just a tip of the iceberg.

Conclusion

I am not against using electronics in elementary classrooms, but I am advocating for more teacher instruction time. Save the ipads for uses like research and keyboarding instruction. My justification; we get desired results when devices are used in conjunction with instruction from a teacher. What does the sensible use of technology today mean for the future of these learners?

Consider, 50 years ago we predicted that people would travel in hovercrafts and that automobiles would be obsolete. Yet, today people drive regular cars and hoverboards are a novelty enjoyed by a

brave minority. Using technology in moderation today ensures that future learners will have the

flexibility and fluency to solve problems with or without the use of technology devices.

<div align="center">***Reference***</div>

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<div align="center">**Personal Reflections**</div>

As I reflect on the recent writing processes, I am in awe. I was able to take a passion and a pen and

bring my thoughts into the universe, and possibly have them read by a specific audience. I feel

empowered to move forward with publishing writing pieces that I have mulled around in my head for

years. Submitting my article to the Washington Post was easier than I had ever imagined, and endued

me with confidence to get my words out there.   In the future, I will seek out forums that don't limit me

to 800 words though. However, for now I plan to become a frequent contributor to the Washington Post

and similar platforms. I have discovered that much to my surprise, I am a writer after all.

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