

Commentary regarding Alan November's, "[The Scourge of Technolust](#)" in which he argues that technology planners shouldn't ask, "What technology do you want for your classroom?", but instead should ask, "Which concepts are the most difficult to teach and what information would help you teach these concepts?"

I have been very interested and **thinking** about technology and its excess since reading the textbook, "Oversold and Underused." Alan November's scourge of technology reaffirms my belief of the "dot com" boom and bust of the late 20th century. I had dreamt of getting a job in the late 90's and only to be thankful someone else (who got the position) was at the pitfall of the eCommerce downfall. "Build it and they will come" was a quote from the great movie "Field of Dreams" and was also one of the downfalls of the "dot com" era. Contrary to the quote from the movie, technology is not impervious to bad planning and improper deployment. I have seen restraint to techolust with our new superintendent. While our superintendent was at his old district, every teacher and student received an iPad. When he first arrived at our district, he stated that he would not purchase technology at such a huge cost without properly training the teachers on how to use and integrate such powerful and costly tools into the curriculum. It makes me ponder if he has read "Oversold and Underused."

One thing that has **puzzled** me since I began teaching are the use computer labs. 30 desktop computers (more computing power than what put a man on the moon), being reserved for students trying to recover lost credits. Is this education with information flowing through to the students or rather boxes plugged into the wall? I have wondered but never really questioned how 30 computers could be reserved each and every school day for students trying to earn credits toward graduation. This is a two-fold issue because we want students to earn credits and graduate, but one can only wonder is there any actual transfer of learning being processed in these labs. Constructivism and student creativity is far from the focus in these labs. How do we get these students to graduate and have the learning as student-centered.

This is a great time to be in education and an even better opportunity to **explore** the endless learning opportunities being presented to education through technology. One avenue to explore and learn about fusing technology into the curriculum is our new superintendent. I have scheduled a time for the superintendent to come to our campus and allow my students to interview him for our weekly news production. Unfortunately, I probably will not have an opportunity to chat with him about technology and how to prevent wasteful spending on it. However, I am hoping the simple fact of

having him in my classroom will open some opportunities for us to talk about the future of education and technology.

Educators must find ways to lead with technology in the classroom and not react to the latest "flavor of the month" app, device, or peripheral. Technology should not change how we teach because students are more "connected and mobile." We must proactively explore ways to guide and compliment the learning through the use of technology. Which lane on the "Information Super-highway" do you want to be in? The slow lane and get passed by with technology, the fast lane buying every new gadget/software available, or the middle lane that is safe with cruise control on watching from other's oversight and mistakes.

References:

Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, Mass.: Harvard University Press.

November, A. (n.d.). *The scourge of technolust: No more shopping lists*. Retrieved from <http://www.novemberlearning.com>