I was born in October of 1995. In that year, the BeBox was released. A Browser War was occurring between Netscape and Microsoft, and Java 1.0 was introduced. There was some technology present in the educational setting during this time, but nothing like today's classrooms. In 1995 the student/computer ratio was 12:1. Technology was rarely used during the typical school day and was never required for an assignment. I sometimes wish I could have lived in a less technological world.

In 2000, I entered the world of elementary education. My school supply list consisted of notebooks, folders, and pencils. There was no request for a set of headphones or anything else that would indicate we would frequently use technology. In my elementary classrooms, we only had chalkboards for use from the teacher and students. I do remember there being a listening center. At this center, there was a large boom box with a tape that we had to rewind to get to the beginning, but we had to be sure we did not rewind too far and break the tape. As I progressed my way through elementary school, technology began its climb. In 2001 the iPod came out, and I vividly remember everyone who was "cool" had one and being very jealous. In 2004 and 2005 Facebook and YouTube made their debut as well.

Junior high is the first memory I have of technology influencing my learning. In the classroom, we had, up to this point, handwritten all assignments. In 8th grade, we had these devices, I spent a long time trying to find the name but did not succeed. These devices were bulky and heavy and reminded me of a fancy typewriter. The only thing that these devices were capable of doing was typing. The teacher also began to use transparency projectors when working on things as a class, which was incredibly fascinating.

While junior high was the first time I experienced the use of technology in the classroom, high school is where technology becomes an everyday resource. My first two years of high school saw the beginning of smartboards and the features they offered. We were now able to directly interact with the web on a projector that the whole class could see. In high school, papers were no longer handwritten; in fact, they had to be typed. My senior year of high school was when technology became the norm. Google Drive was now becoming popular. My high school went digital, and iPads were assigned to students. On those iPads, we downloaded our textbooks, took our notes, and even completed some assessments from the iPad. Before this year, writing out notes was the way I learned best, so this switch was incredibly challenging for me and negatively impacted my performance in the classroom.

While in undergrad, there was an even split in most of my classes of students who used technology in the classroom and students who preferred manual notes and physical textbooks. It was a student preference most of the time. However, some teachers put in their syllabus that they did not allow the use of computers or iPads in the classroom. While in undergrad, I became a huge supporter of Google Drive. I still can see all of my papers and typed assignments organized into different folders for each year, and the classes are taken that year. That was the extent that the use of technology entered into for my undergrad experience.

Overall, I feel that my time as a student was during a fascinating time shift in the use of technology in the classroom. There were definite pros and cons to each aspect of technology when I was a student. The biggest con, I believe, was it was all new. Our high school went 1:1 right at the start and used us as guinea pigs. They were not entirely sure which apps to be using

or how exactly things should look. We lacked having a norm of software and programs, and I think that is what steered me away from the first use of technology in the classroom. A big pro that technology in the classroom offered was shared experiences. Using an app, we were able to dissect a frog in my Anatomy class my senior year. We were also able to part-take in interactive learning styles, similar to Ka hoot. This offered new ways to test student knowledge other than paper-pencil exams.

My experiences with technology as a student and now as a teacher are vastly different. Technology has now been used for a significant portion of time in the classroom. The minor details are leveled out. My first graders can log in to an iPad or Chromebook and navigate websites and links better than some adults. Technology in the classroom has changed the way a classroom operates. When my students enter my classroom, they always take their Chromebooks out and sign in to Google Classroom. There they complete a form I have made that allows them to check in with me. They let me know how they are feeling emotionally that day and their lunch choice. They also answer a few questions reviewing the information we learned the day before in school, and if they would like to share with me something fun they did the night before. All of this information immediately gets shared with me. Within minutes, I know who is absent and present, no more roll call. I also have just completed a quick check for understanding and can see which students I may need to spend one on one time with reteaching a concept. There are also apps present today that allow students to take virtual field trips to places they had never been. When we student Christmas around the world, I can take my class on a virtual plane ride, many of which will never be given the opportunity to ride a plane. Using technology, we can now expand our little room all around the world to enhance their learning.

I could write an entire paper of all the incredible things that technology now allows me to do as a teacher. However, there are still some significant downfalls when technology is overused. The overuse of technology is taking away valuable interpersonal connections. Kids who spend too much time indulging in today's technology, inside and outside of the classroom, lack the skills to carry on a conversation in person. We are also taking away children's development of fine motor skills when we have them use technology at such young ages. In the first-grade classroom, the number of students who do not know how to hold a pencil on the first day of school goes up each year, as well as the number of students who do not know how to form their letters.

I was intrigued to look at the resources in the unit where I could examine myself and technology. The quiz indicated that I have a balanced life with technology, and I agree. As a teacher and a graduate student, I rely heavily on technology. As a teacher, I rely on Google Drive to house my grade book, planner, scope and sequence, student information, and student data. I also use Google docs to take my notes during PD and staff meetings. This allows me access to my relevant documents anywhere at any time, which can be both an advantage and a disadvantage. As a graduate student, I rely on my iPad heavily. I take all notes on an app, I have digital copies of the required texts, and again use Google Drive to organize all of my classes and assignments. Outside of my role as a teacher and student, my relationship, or dependence, with technology ends. I am not big in the apps that are out, and I do not spend hours looking through different websites or feel my life is not exciting when I do not have technology in my hand.

Unit 6 helps to point out the questions raised by the evolution of technology. People use technology with all different goals in mind. For some, the use of technology allows them to work on the go while staying connected to those needed. Others use it for personal reasons, a

recreational goal. As a teacher, my goal for using it is to enrich opportunities for my students. While most people's goals are well-intentioned, some consequences arise from those goals we could not have planned. My biggest takeaway in Unit 6 is the way technology now influences daily life. We have become so dependent as a society on technology to solve our problems for us. Do not know what something means? Google it. Looking for a recipe? Google it. Wondering what times the movie is showing? Google it. Google has become such a common phrase that is has led to the creation of specific devices where you can simply ask the question without having to be holding a device. In my honest opinion, the most significant point the evolution of technology has raised is laziness. We are creating a society that has become reliant on "Alexa" to answer our questions and solve problems. Furthermore, that is hurting the elementary classroom setting. When a student has to work hard at something, they get frustrated. When they ask a teacher a question, and the teacher does not give a direct answer, they get frustrated. The evolution of technology is creating generations who expect to have the answer to every question at their fingertips and in a matter of seconds.

      Autobiographical Inquiry is where the self and study intersect. Another form of inquiry that we learned about this year that I believe closely relates to Autobiographical Inquiry is Vivian Paley's approach to Inquiry. Her approach was very personal. She took us into her classroom. Discussed the occurrences in her room and the inquiry that they led to. In Autobiographical Inquiry, we are opening ourselves, our story, and discussing the inquiry we learned along the way and what we notice now. I also think the digital day we live in now encourages inquiry like Paley's, especially in the field of education. Digital media has allowed for further use and the spread of blogs. We also now have YouTube, Instagram, and Facebook. If you go to these sites and type in anything relating to teachers, you will find millions of searches of teachers who have documented their experiences and tips to share and help others learn. These are much more informal than Paley's work but offer similar benefits. When reading Paley's work and listening to what occurred in her room and the connections she made helped me look at my own classroom and search for connections I previously overlooked. These new forms of digitally shared inquiry do the same. If I am preparing for a back-to-school night, I simply type that in the search bar, and I can look through different teachers' experiences, where they share what worked well for them, what did not, and what they would do next time.

      Autobiographical Inquiry and Paley's form of inquiry offer very personal and individual stories. I believe that all forms of inquiry have their roles and strengths and that we should not only rely on one form. Instead, we should form a well-rounded understanding through the utilization of all forms. I learned a lot in this course, but I think the number one takeaway is how frequently we are all completing different levels and forms of educational inquiry, especially as educators.