Part I: Using Hattie's six categories of factors influencing student achievement, consider the following questions:

Which one of Hattie's six factors of student achievement is most influenced by technology; which one is least influenced? Which factor offers the most promise from technology? Which factor has the most problematic relationship with technology?

Crewes' Policy Brief

Upon reading the selected text from John Hattie's book entitled *Visible Learning*, I felt that I was in another Professional Development meeting at my school. I wasn't until I started working on this policy brief that I realized how lucky I am to be teaching in a school where the administration is so dedicated to the learning that goes on at our school. This learning is not restricted to the students who attend school in our building. It is a faculty wide strategy that allows us to communicate to each other as a group with the best strategies to assist in deeper understanding in our own classrooms. We have been asked to learn from the daily activities in our classes and then to build on those to enrich our own teaching. Occasionally, at our meetings, we will share experiences and activities that have enriched the student learning in our own classes. I found the message Hattie trying to convey is very similar to many of the conversations our staff have had in the past. I comforted in knowing that I am in capable and competent hands as I continue to grow in my own classroom. "To facilitate such an environment, to command a range of learning strategies, and to be cognitively aware of the pedagogical means to enable the student to learn requires dedicated, passionate people." (Hattie, 2008, pg 23)

When looking at the influences that technology has on the six categories of factors involving student achievement, a clear and distinct pattern is hard to define. I feel that they can all can be influenced by technology and when one factor is influenced this leads to a trickle-down effect with the others. For example if we introduce The Child and The Home to technology, a working understanding of the processes and applications of those technologies will be fostered. Then as The Child is introduced to technology through The Curricula and The Teacher in the school setting, the overall learning curve will be faster and more productive due to the prior experiences of that child. Does this mean that The Child and The Home is the most important? I don't believe so. However, it does make the introduction and usage of the technology less painful.

Of the six categories from Hattie's text, I believe there is no one category that is least influenced by technology. They all can be influenced and the results or repercussions are varied. The two that stand out to me as being the least productive (possibly least influential) would be The Home and The School. The Home discusses how "parental expectations and aspirations….. and developing the love of learning" (Hattie, 2008, pg 33) is nurtured by the parents at home. This is Child Psychology and Family Rearing 101. These aspects of The Home should be modeled through attitude, discussions, and behavior not technology. This is the same with The School category. The School is " the climate of the classroom, such as welcoming errors, and providing a safe, caring environment, and peer influences" (Hattie, 2008, pg 33) This again is an attitude and an atmosphere modeled and created by the people there not by the tools they use. Caring, honesty and integrity is born from real life experiences and can actually be negated through bullying and hate mongering fostered by the anonymity of technology. An excellent example would be commenting on Facebook and various other websites.

The category that has the most to gain from technology is The Curricula and most importantly The Teacher. These are both tied to each other. Technology offers us a chance to become better and more effective in the classroom. Differentiated instruction can be used to more effectively to guarantee deep student understanding. The technologies allow us to be differentiated in our delivery. With that ability, the curriculum of the school can be

assessed and the gaps in the content can be addressed. Technology can be utilized to develop programs that "teach specific skill and deeper understanding" (Hattie, 2008, pg 35)

With the dependence of technology in the classroom as instructional aides and learning opportunities, the greatest problems, or possibilities for failure, can manifest here. The pitfalls for The Teacher and The Curricula are numerous and broad. To put things simply, a true atmosphere of learning in the classroom requires hard work, dedication, and countless hours to the course material. Sometimes technology can be taken for granted and utilized for the easy way out or some down time to plan for other activities.

I enjoyed the reading from Hattie due in part to the acknowledgement that there are many aspects of student learning that come into play. It is not just the teacher's fault that Billy is failing. It is a group effort, encompassing the six categories that Hattie introduces. By looking at the way the entire system works, and implementing technology to assist in those roles, we can develop schools were deep, reflective and meaningful understanding/learning takes place.

Part II: In the second half of your policy brief, complete the table below with Hattie's 6 factors influencing student achievement, common technologies to those factors [if applicable], the opportunities that those technologies represent, and the challenges or problems created through technology.

Factor influencing student achievement	Common Technologies	Opportunities	Challenges
The Child	NA (Technology Child brings is directly linked to Home)	NA	NA
The Home	• PCs • Smart Phones • Internet • video games • Appliances and Gadgets	• Access to vast material and databases • ability to problem solve and cooperate • use and maintenance of equipment	• Not all families created equally with equal opportunity to technology • limited to "cool/fun" technologies of choice
The School	• PCs • Internet • Networking and Socialization (collaboration)	• Familiarization with technology • Working collaboratively and cooperatively • Social interaction	• Bullying • Fear and inadequacies associated with new experiences • Acceptance of peers

The Teacher	• PCs • Smartboard • Projectors • Laboratory Equipment • iPads • Online Classes and Tutorials • Web2.0 applications • School Facilities (Gym, training, etc.)	• **Differentiated teaching** • New student experiences • Student opportunities • Real world associations • Exposure to student lives and influences	• Resistance to change • Time investments to learn new material/technology • Alignment difficulties between material and technology • Personal and school funding • Lack of student contact and interaction
The Curricula	• PCs • Smartboard • Projectors • Laboratory Equipment • iPads • Online Classes and Tutorials • Web2.0 applications • School Facilities (Gym, training, etc.) • Technology Committee offering training	• Familiarization and experience with technology • Real world opportunities • Differentiated learning • Deeper understanding of topics and concepts • Control of self learning	• Lack of funding • Difficulty with aligning curriculum plans with technology • Easy to lose focus of lesson topics and focus on technology
The Approaches to Teaching	• PCs • Smart phones • Web2.0 applications • Communication Media	• Can make student feedback easier and immediate • Success can be determined faster and with less student contact • Goals and purposes are easily conveyed • Successes and failures can be collaboratively shared	• Lack of student contact and interaction • Easy to focus on the completion of the activity and not on learning • Difficulty with teachers accepting feedback and suggestions