

Student
 Comm 160 Spring 2015, Martin
 March 12, 2015

Argument Map 1

Scholarly Source?	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
Citation:	Stearns, Susan C. "Integration of Technology Into the Classroom: Effects on reading comprehension." (201) Research Papers. Paper 248. < http://opensiuc.lib.siu.edu/gc_rp/248 >
Standpoint:	Graduate Student in Science in Education, specifically Special Education
Conclusion:	Computer technology is beneficial as a supplemental tool to support reading comprehension for struggling readers across all grade levels.
Values/Assumptions:	Education, Special needs students deserve better tools for their education, reading comprehension across all grades needs improvement
Counter-Argument:	More one-on-one attention from teachers is an effective way to help struggling readers.
Claim 1:	When using the research provided by computer technology, students better understand what they read with less reliance upon others for assistance.
Supporting Evidence:	<ol style="list-style-type: none"> 1. Regardless of the level of reading a student is at, the addition of interactive elements in electronic texts helps struggling students by accommodating for the readers' skill deficits. 2. The use of electronic devices provide support to the reader such as word-decoding, word recognition, imagery, and supporting word meaning to aid in comprehension for more difficult passages.
Values/Assumptions:	Independence is important, reading comprehension needs improvement
Counter-Argument:	Electronic devices can be a distraction to younger children.
Claim 2:	By providing visual and auditory presentation of the information, reading comprehension skills can be improved.
Supporting Evidence:	<ol style="list-style-type: none"> 1. In 10 studies on the effects of technology-based approaches for addressing reading comprehension and vocabulary skills, five studies showed evidence of computer-based approaches yielding better results than non-technological approaches. 2. The interactivity available via computers provides modes of presentation that printed books cannot provide.
Values/Assumptions:	Everyone learns differently, computers/tablets can customize to learning needs
Counter-Argument:	When used to do research and organize information, the technology was seen as a hindrance for 2 nd grade students, as compared to creating a response to reading printed text.

Claim 3:	Students in the US struggle greatly in reading as well as in comprehension skills, and it is important to turn struggling readers in this country into proficient readers.
Supporting Evidence:	1. Only 33% of fourth graders and 32% of eighth graders were reading at or above proficient levels in 2009. 2. The government put into effect the No Child Left Behind Act in 2001 to stipulate that each child should receive a quality public school education and is used to hold states accountable for challenging their students.
Values/Assumptions:	Education is important, comprehension is an important part of reading, education needs to make changes to aid students in comprehension
Counter-Argument:	Before the use of tablets, students' reading ability was already improving, although slightly, since 1992.

Argument Map 2

Scholarly Source?	Yes: ____ No: <u>X</u>
Citation:	Lin, Raishay. "Project to evaluate use of tablets in schools." <i>eSchool News Daily Tech News & Innovation</i> . 28 June 2012. Web 9 March 2015. < www.eschoolnews.com/2012/06/28/project-to-evaluate-us-of-tablets-in-school >
Standpoint:	Journalist for a publication about Technology in Education, Writing an article about a project sponsored by a technology company
Conclusion:	Tablets are the next "must have" for classrooms.
Values/Assumptions:	Pro-technology, interest in innovation in education
Counter-Argument:	Schools can't ensure that students will use the devices appropriately or that they will translate into better academic performance.
Claim 1:	Internet privacy and security are important issues to address when students are using mobile devices in school.
Supporting Evidence:	1. Using the web-based platform provided, the schools can regulate students' internet access at the district, school or classroom level with filters. 2. Students will earn badges by watching short videos about online safety lessons with common core standards and completing games to show comprehension.
Values/Assumptions:	The internet can be a dangerous connection to the outside world for children if not monitored and restricted properly.
Counter-Argument:	The school would have to ensure complete control over the content accessible to the students, (and stay on top of students who attempt loopholes or flaws in the security blocks.)
Claim 2:	The technology should not be used as a supplemental tool to traditional teaching, but rather as a core component.
Supporting Evidence:	1. The students will receive a digital passport that allows them to create personalization to access apps and games suited to their needs.

	2. Teachers using these devices will be able to create mobile lessons, conduct formative assessments and access instructional content.
Values/Assumptions:	Teacher-student interaction importance, technology being used as an enhancement rather than a replacement
Counter-Argument:	(technology could be distracting)
Claim 3:	Knowing how to act responsibly and safely with technology tools in the classroom is very important.
Supporting Evidence:	1. After completing six goals, the student receives a stamp that shows they have had the proper education to use online tools in a safe and responsible way. 2. N/A
Values/Assumptions:	Keeping students safe and teaching responsibility is important, technology is a tool to be respected
Counter-Argument:	(Children like to push limits, and this is a limit that could prove to be dangerous)

Argument Map 3

Scholarly Source?	Yes: _____ No: <u>X</u>
Citation:	Powell, Ashley. "Schools should spend money on teachers, not iPads. The Daily Wildcat. 03 November 2013. Web 12 March 2015. <www.wildcat.arizona.edu>
Standpoint:	Senior student journalist at the University of Arizona
Conclusion:	The cons of having iPads in classrooms outweigh the pros for both students and teachers.
Values/Assumptions:	Values: education, interpersonal communication Assumptions: Properly spending government funds is important Teacher-student interaction is important Technology cannot replace traditional teaching
Counter-Argument:	Giving students the power of the internet at their fingertips and an ability to read course material without lugging heavy books around is practical.
Claim 1:	There are better ways for school districts in Arizona to use revenue approved through bond issues and received from property taxes than to purchase iPads for classrooms.
Supporting Evidence:	1. A 2013 report from the Center on Budget and Policy Priorities showed Arizona as having one of the nation's deepest cuts in education funding, reducing the rate of per-student funding by 17 percent. 2. The money acquired from the property taxes could be used toward teacher salaries, building improvements, updated textbooks, updated computer labs, and after-school study programs.
Values/Assumptions:	Teachers' salaries need an increase Textbooks and school improvements are higher priority than iPads

Counter-Argument:	The tablets are believed to help implement the new Common Core State Standards initiative for math and reading.
Claim 2:	The amount of money it will cost to equip students with iPads is excessive.
Supporting Evidence:	<ol style="list-style-type: none"> 1. The cost of a single iPad ranges from \$299-\$929, plus the cost of upgraded wi-fi/IT infrastructure in schools. 2. According to the National Center for Education Statistics, the average class size in Arizona ranges between 22 and 25 students.
Values/Assumptions:	Electronics and technology are expensive
Counter-Argument:	Google and Amazon offer tablets at lower costs.
Claim 3:	If students use a tablet more than a pencil in the classroom, it could lead to more harm than good.
Supporting Evidence:	<ol style="list-style-type: none"> 1. With iPads as a learning tool, students may depend so much on them that by the time they are in college, they are unable to take effective notes by hand or recall information on tests because they are used to looking up everything online. 2. There is no guarantee the tablets would be put to good use, and actually not hinder the learning process.
Values/Assumptions:	Traditional note-taking is an important skill Information discovered online isn't easily recalled
Counter-Argument:	iPads and tablets can be used as appropriate study aids.