



Research Article

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Impact of Technology in Acquisition of English Language

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Abstract

Technology is considered as a very important tool in learning foreign languages, it is very convenient and easy to access, students love it and find it very challenging, playful and has many positive aspects, but unfortunately it has some negative drawbacks. Anyway, generally it is considered innovative and helpful. New technologies are made possible with less expenses because avoid printed materials, which could be expensive. With the help of modern technologies there are standard books and classes that have made it less expensive for students to get the education or exam preparation that they need. Before technology, the only teaching tools were simple tools. Now for educators was easier to include images, videos and different graphics during the instructions and also to share that lesson. Different websites, programs and apps help teachers to change the way how to provide instructions in a better way. Thanks to technology is possible to create an exciting learning environment that increases interest in the educational system in general.

Keywords: technology, computers, learning skills through technologies, online learning, laptops, tablets, smartphones

1. Introduction

1.1 Positive impact of technology in learning, developing communication, writing skills through technology

Technology has a considerable influence on our lives, actually, it has reshaped the way we live. Living has changed for better thanks to the application of technology. The introduction of technology in educational area has made the procedure of language acquisition more operational. The greatest impact of technology on education is the change in our view towards the world. The extraordinary change is thinking from local to global and all this can be assisted by technology. Its impact is personal, national, global and in many ways, unlimited. Technology, such as tablets, laptops, and smartphones allow learners to attend classes online and to engage in exam operations wherever and whenever they want. Additionally, mobile media options allow learners to select the medium (video, eBooks, interactive quizzes) that suits best for their learning style. Communication is a very important skill for every modern student to own and prosper. The online programs developed to facilitate the online meetings have proved to be effective. On the online classes during the pandemic times it was necessary to show that communication skills were a must for students. Teachers also

tried to make sure that students were acquainted with the information in the same way as if they were in the class. Three components of communication skills such as reading, writing and listening that are considered the most essential components for students were enforced even though sometimes these skills are taken for granted because they sound too common, teachers urged students to keep their cameras on so they can see their students while they were working online. In this sense technology was playing a supportive role because it is increasing student's communication skills. During this period is observed that students can increase both their written and oral communication skills by using technology under the management of their teacher. Many studies showed that learners have the easiest and best time to express their thoughts and feeling when they write down on the computer. Having access to Wikis, Blogs chats and using them to write allows students to express their feeling without hesitating about what others can think or say aloud in the classroom. Having such a large variety of resources of our learners to improve their abilities to write good texts.

Some of the benefits of technology include:

Motivation and Accountability: The more proficient the learners become, the more motivated they stay. This same characteristic also keeps learners accountable. They cannot underperform their work because their assignment is automatically recorded and graded.

Convenience: Most of the adults do not have time to attend their courses during the day because they are at work and thanks to asynchronous learning they have the possibility to attend the lesson whenever they have time. The internet has made this possible. Their testing online has proved to be effective too.

2. The Use of Technology by Students with Special Needs and Gifted Students

An indispensable use has seen the internet to facilitate the work of students with disabilities to break barriers and enable students to have access to convenient educational program, by using suitable hardware and software which help them to learn through modern education and get the information in due time. They are not left behind the class making it possible to attend classes, get the information, and feel themselves comfortable with the instructions of the teachers. Thanks to technology teachers can use different technical tools for human speech recognition and synthesizing to avoid papers and pen in the lesson. The adaptive computing technology allows utilizing digital equipment to bypass challenging duties. Screen reader program such as JAWS together with Braille keyboards permit visibly dazed students using the computer. For students with speech problems augmentative communication system is suitable to beat communication barricade. This system contains books, picture charts, and specialized computers offering functions of word-prediction for efficient communication. But the classroom technology can help toward gifted students to boost their knowledge, it can make learning fun for them. Classroom technology can make learning personalized and unique to each gifted student. With helpful technologies, the teacher can make possible to their gifted students with the higher-level subject material, differentiated learning experiences, and differentiated instruction to understand their learning needs and keep them challenged and motivated. Technology can help gifted students to generate their interest in knowledge and encourage them to be independent self-directed learners so they can take control of their own educational experiences. When gifted students become self-directed learners they gain valuable life skills, which makes them powerful in solving problems, thinking critically and deciding abilities of self-awareness.

3. The Advantages of Teachers from the Use of the Technology

The breaking of pandemic in the world has seen a major use of technology and internet. Teachers all over the world made the net and smart devices part of their everyday work. Expressions like *"imagine if this pandemic happened 10 or 15 years ago, it would have been completely impossible to develop*

classes" were common. The use of technology primarily was made to fill the gap of teaching in the classroom and secondly to encourage the development of new teaching methods: Teachers can now use these high tech materials to make conferences and use online equipment for communication. For those who have struggles or special needs, technology is there to help teachers and those students by presenting universal tools to all types of students.

Find free materials: A good advantage of teachers is that online teachers can find plenty of helpful information in every moment, even if they are busy or they need to lesson plans in minutes. Another good thing is that they do not have to pay for workbooks.

Teachers save time: Before the use of technology, teachers used to spend a lot of time creating lesson plans and grading papers. Now they can find lesson plans prepared. There are apps and programs designed to grade student's work that can save even more time. Teachers have more time for classroom discussions and mini activities. Also save time for the non-writing on the board as in the traditional way, because they can share to students the lesson and essential resources online, but unfortunately the online learning and classroom technology has some drawbacks and problems mostly considered as side effects. These problems will probably find a solution in the future when the online learning will create solid grounds and becomes more of a clear science and a part of school's curricular program. But regardless good and positive aspects of technology, there are some negative aspects.

4. Negative Impact of Technology in Learning

As it was mentioned above many scholars have given their views to the problems that they have encountered during online classes or online learning. Courville K, (99-120) shows an overview of the problems caused by the use technology in the class and warns against its negative effects on achievements of students. He shows that information technology (IT) includes shallow processing of information and confesses that handwriting and reading are damaged by typing. Because of this, Google Books, printed books and magazines do not teach a lot of students. Likewise, Wolf, M. M. (2011) charges technology for making our brains "shallow" and claims that those who read texts that are linear have a better understanding and a stronger memory from students who work on the Internet. Using technological devices such as smartphones, tablets, PCs and laptops to write, Strain-Moritz (2016) claims that texting has impacted negatively on student's capability to write full sentences, without fragmentation or punctuation so they do not respect orthography rules. Bolkan, J. (2012) also determines that technology in the class drastically affect student's abilities in all four skills, reading, writing, listening and speaking, but according to him technology may bring about a feeling of isolation caused by virtual or distance learning because the relationship between teachers and students is too weak, not enough collaborative as it should be in 2010. This kind of isolation is connected with the dehumanizing effect of technology due to the feeling of loneliness. Heitner, K. L., & Jennings, M. (2016) evoke the case of Quebec children being distracted during learning because they have it sure that they will find the lesson later in their tablets. To conclude, students often forget there are classmates and they can cooperate with each other, they prefer to depend on digital technology than with their teachers and other students which leads to isolation and loneliness. Furthermore, some critic views of online learning have stated that technology makes possible the opportunity to explore a virtual world which is without limits of the real world. A negative element is that contains information without taking into consideration the age of students. A student can either unintentionally or purposely find content that is disturbing, explicit, or inappropriate when he works on the net, that is why it is necessary to be supervised and guided. Of course, we are aware that we might confront online content at some stage that is not going to have long-term damage. We have to understand that the problems happen at the moment when those inappropriate materials are constant and are not discussed with the parent who can take care of choosing the right information. For children and teenagers, some problematic contents include eating problems or self-damaging programs. A big problem are young people with mental health problems such as depression or eating

disorders, because inappropriate materials create for them an environment to get used with their state, as it is mentioned before eating problems, self-damaging or depression and many more problems. Pay attention to your children because young people search for these websites and will find them very easily. A lot of disturbing websites are not considered illegal and this means that is left to parent to monitor and manage the websites that their children check. The internet is considered as a large city so it is easy to imagine your children in a large city, in the middle of the night and alone. The city has both good and bad things and a child need to be monitored. And we can understand also that curiosity and exploration are the same for every generation, and internet makes possible to search for everything we want. Times have changed, children today search on Google for any word which can appear with picture describing the word. But an important side effect of the internet and technology is the health damages caused by net and devices used such as hand held tablets, computers, cell phones etc.

4.1 *Negative effect of technology on student's health*

Eyestrain: Using technologies, such as handheld tablets, smartphones, and computers, attracts a person's attention for a long time. This might cause problems with the eyes. Some symptoms may include problems with the eyes such as blurred vision and dry eyes caused due to viewing too close or too far away, poor sitting posture and underlying vision issues. A good alternative to reduce the likelihood of eyestrain is to take regular breaks away of the screen. *The 20-20-20 rule for digital viewing:* The American Optometric Association has recommended using the 20 rule when we use any kind of digital screens for a long period of time. Those who stay a lot of time in front of screens to work for 20 minutes and to take a 20 seconds break or to keep any home appliances such as TV about 20 feet far. This rule helps to eliminate tension in the eyes from looking at the screen for a continuous period of time without detaching.

Poor posture: Over a period of time, bad posture may cause musculoskeletal problems. Lots of technologies seek a "down and forward" user standing, looking down at the screen. This causes unnecessary pressure and possible deformations on the neck and spine. Of course that improving the posture and the strength in the core, neck and back, during the use of technology means to correct posture problems. A good way is to have short breaks and walk around the office or class, so you can activate your muscles and prevent tension and inappropriate posture.

Sleep problems: Using technology right before bedtime it creates problems with sleeping. The reason in that the blue light of the cell phones, e-readers, and computers, provokes the brain. The problems that might cause are difficulties to fall asleep or to make the person less vigilant for tomorrow. It is suggested not using electronic devices with blue light one hour or two hours before sleep, so the big influence of blue light in our brain is avoided.

4.1.1 *The disadvantages of teachers from the use of technology*

In general, the progress is seen as something good, but there might be some disadvantages. There is always a way how to overcome them. Some disadvantages that technology has for teachers are mentioned below. With the progress of technology not all teachers are trained the same, to have the same and right performance for their students. So, users of technology operate in it rather than obtaining cognition from it. Both teachers and students might be completely drawn on technology, and inquiry-based learning is considered as the best way to make user's brain keep working. As we mention the progress of technology that gives us the possibility to know and control everything with just a click, we know also that so many changes create possibility to cheat. And cheating is easier with all reserves involved in technology. This is a disadvantage for teachers because students can cheat without getting caught, e.g. in exam students might utilize their smartphones to cheat and find the right answers on the net easy and quickly. Another disadvantage is wasted time on technical problems. Teachers are pressured to manage every minute of the time for lesson. Sometimes happens

that teachers are not sterling with technology in the class and that precious time that can be used to explain is often wasted on technical problems. Another venture for the teachers is to have a class which has students from all different skill levels. This makes even more the control of the class when they use technology because some students might not know to use the computer, some others use very well that can find games during lesson. In the following text you will have clarified the methodological aspects of research on the positive and negative impacts of technology on online education. During the first phase of the work it is paid attention to the determination of main issues that would be realized later. One of the first tasks is researching and analyzing the impact of technology on education and its use during teaching and learning. This phase of work has started with a reflection of the existing criteria and studies, on the impact of technology on education. This has been achieved by studying literature and other sources related to education and technologies. The study was conducted in primary schools, lower secondary education, and upper secondary education, public and nonpublic schools. Questionnaires were prepared as study instruments, while the survey of teachers and students was used as a technique. Questionnaires for students were distributed online and completed online by teachers and students.

5. Conclusions

As it was seen there are many positive and negative aspects regarding the use of technology. From the surveys made with teachers and students it was seen that regardless the problems and faults they found and encountered the majority of them were supporting the use of the internet and technology. Of course further investigation and surveys need to be carried on, but what is for sure they support and want the use of technology. As it was seen from the surveys taken below with students and teachers about the use of technology. The research conducted on these teachers and students is a quantitative study, which is a special way of collecting, organizing and analyzing data. The purpose of this study was to gather comprehensive, systematic and in-depth information on each case of interest-study. The research was conducted in primary schools, lower secondary education, and upper secondary education, in public and nonpublic schools. By doing the study in these schools we will see how the technology impacts the students in motivation, interaction, cooperation, in sitting for a long time, increasing the interest to learn, etc. Also, will be noticed how the technology impacts the teachers in the way of explanation, the methods they use, in saving time to prepare the plans, etc. Through this study it is intended to identify the positive and negative impacts of the use of technologies in online learning. In order to get as comprehensive information as possible and to have a more realistic picture, the research includes teachers who teach primary schools, lower secondary education, and upper secondary education, in public and nonpublic schools and students of grades V-XII. Sample size with students: 2000 students where 1600 of them study in public school and 400 of them study in private schools. The research was conducted through questionnaires, which is intended as the most appropriate method for data collection and to obtain general results. Methods that have been used are descriptive, comparative, and statistical methods. The questionnaires were designed to teachers and students, and the questions were closed. The questions for the teachers were different from the questions drafted for the students. The necessary time to complete the questionnaires was a maximum of 10 minutes. The questionnaire method was thought to be the best method for extracting the data needed for this study.

5.1 Data collection procedure

The survey through questionnaires was used to collect data for this study. The questionnaires were designed with closed questions. Quantitative data analysis was done through closed-ended questions (via the Google Forms program). The study is related to the research of the positive and negative impact of technology during online education. Before the survey a scientific literature was studied related to the positive and negative impact of the technology in the education process and then

questions were asked. Participants were given instruction on how to complete the questionnaire and the goal of data observation.

5.1.1 Data analysis procedure

After the completion of the questionnaires by all teachers and students, it became possible to report online responses through Google Forms. The questionnaires were analyzed using an empirical analysis approach. Primary attention of the analysis was paid to the content and the response that the participants gave, as a way to derive the results of this research. This mode of analysis is performed to ensure reliability in data analysis. To report the findings, the statistical-quantitative method and the descriptive method were used. To properly analyze this problem, the statistical method is used too. The statistical method is used to find the results that were presented through graphs and tables using Excel program. To report the results of the questionnaires is used the statistical method because it is the most useful method for data collection, as it helps in calculating the percentage of questionnaires. All the results from the questionnaires were presented through graphs and tables depending on each question. Based on the data collected from the questionnaires, the results are presented and analyzed in percentage and graphics. In this study participated in total 2000 students and 130 teachers.

5.1.2 Data obtained from the use of research instrument

The first question of the questionnaire was to know the grades of each participant. The sample of the students represents 5% of the students were in the fifth grade, 10% of the students were in the sixth grade, 10% of the students were in the seventh grade, 20% of the students were in the eighth grade, 10% of the students were in the ninth grade, 20% of the students were in the tenth grade, 10% of the students were in the eleventh grade, 15% of the students were in the twelfth grade.

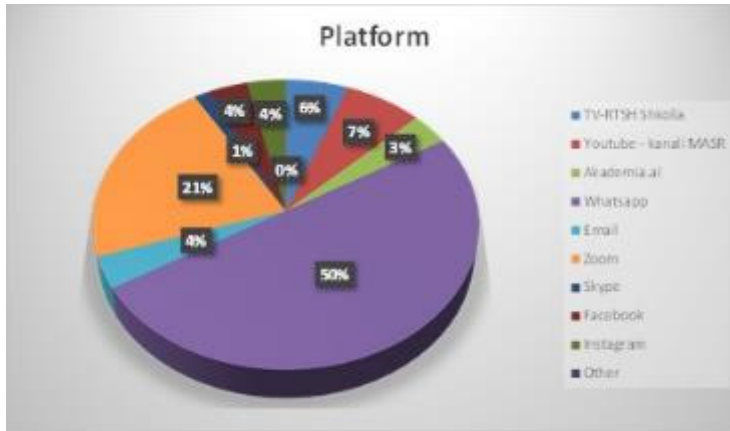
In the second question of the questionnaire the students were asked in what school they learn and that to select one of the two alternatives proposed which were 'Public' and 'Non-Public' school.

From the questionnaires students stated that (1600 students) learn in public schools and (400 students) learn in non-public school. In the third question of the questionnaire the students were asked about how much knowledge they have to use technology and gave their assessment by choosing one of the proposed alternatives which were: Very good, Good, Not at all.

Table 1: Knowledge of the use of technology

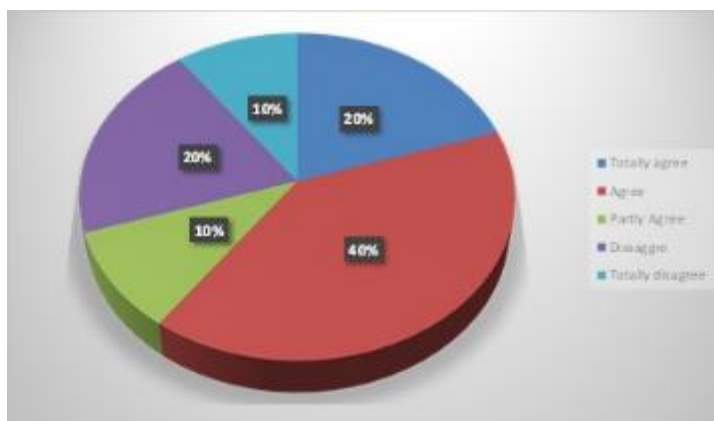
Knowledge	Student
Very good	50%
Good	40%
Not at all	10%

50% of the students declared that they know to use Very good the computer, laptop and tablet. 40% of the students declared that they know to use Good the computer, laptop and tablet and 10% said that they have no knowledge in computer usage. This percentage shows us that the level of the knowledge of technology tools is at very satisfactory level. This means that every student that participated on the survey is interested and engaged in using technology, which creates many opportunities for them to make learning more effective. In the fourth question of the questionnaire students were asked about the use of electronics platform to learn and gave their assessment by choosing one of the proposed alternatives which were: TV - RTSH Shkolla, Youtube - Kanali MASR, Akademia.al, WhatsApp, E-mail, Zoom, Skype, Facebook, Instagram and Others.



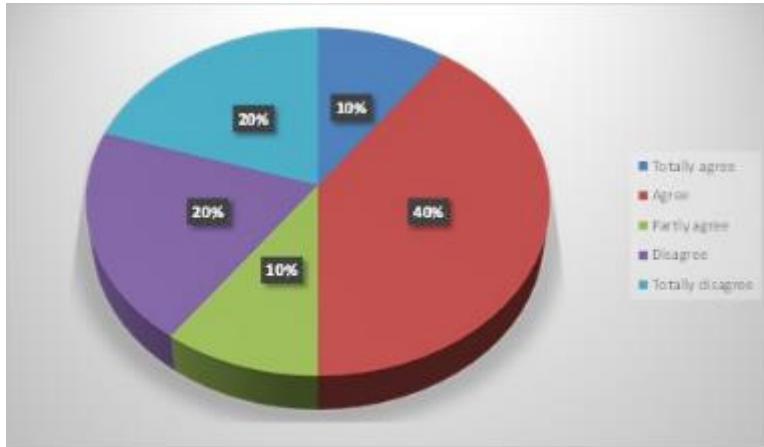
Graphic 1: Electronic platforms that students use to learn

With the help of these electronic platforms students were able to learn, to share their knowledge. We notice that students use more WhatsApp to learn than other programs and this is because is easy to use, cheaper and more comfortable because they have it in their phone and can use in every moment. I can say also that is friendlier to use WhatsApp so they can make the learning process with more desire. Also, Zoom is the other program from the use of 30% of the participants that take lessons from it. Zoom is helpful for live video chat, like WhatsApp, is easy screen-share during the call, use the recording feature to save and document the sessions. Even though, nowadays, everyone has a TV in their homes students do not use it very much to see the educational programs. They declared that 10% of the students see TV-RTSH SHKOLLA to learn. It is believed that the reason why students are not so engaged to learn from TV is because they want a live communication and to have the opportunity to ask for unclear things. Only a few of them declared that use as Facebook, Academia.ai and for learning, and they do not use at all Instagram, Skype and other programs to learn. The other results of this study will be presented based on research questions, which will help us to validate the hypothesis. The research question 1: Are students motivated when they learn through technology? For the answer of this question It is used the fifth and the sixth questions of the questionnaire. Students gave their assessment by choosing one of the proposed alternatives.



Graphic 2: I like online learning as I like to learn independently

As it is showed in the graphic 10% of the participant gave the answer that 'totally disagree', 15% of the participants gave the answer 'disagree', 25% of the participants gave the answer 'partly agree' for liking online learning and learning independently. These students are those who like to work in group, collaborate with others because they enjoy being surrounded with other people, talking with others and teacher to share their opinion but these students can communicate constantly with their peers and teachers. 30% of the participants gave the answer 'agree', 20% of the participants gave the answer 'totally agree' for liking online learning and learning independently. These are those students who learn better on their own, without distraction from others, absorb material fully, keep educational goals on track and are shy.

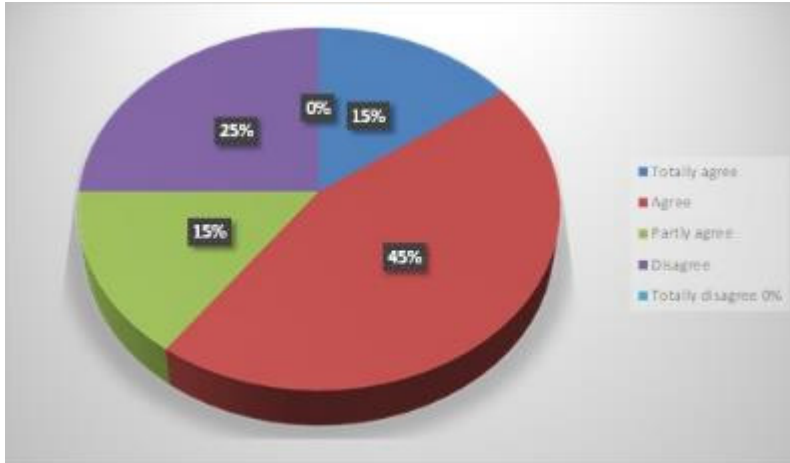


Graphic 3: I am adapted well to online learning

According to the adaption of online learning 10% of the participants stated that 'totally disagree', 20% of the participants stated that 'disagree', 10% of the participants stated that 'partly agree', 40% stated that 'agree', and 20% stated that "totally agree". We got the percentage of the students that know to use technology which was very pleasant, we got the percentage of students that like to learn online because they learn independently and the results almost half of them disagreed and half of them agreed. But this doesn't mean that students are not adopted with online learning. It is the opposite, students are adapted with online learning because they have good abilities to use computer and this makes them easier to use the electronic programs to learn, to find extra material. Also, they are adapted with the 21st century education which makes them being more prepared for the future. From the answer of these questions "Are students motivated when they learn through technology?" which is 'yes, students are motivated to learn through technology because their ability to use computer, laptop, iPod increases motivation to use technology during learning. Because of both introverts and extroverts students creates opportunities to learn on their own, without distraction from others, to absorb material fully, to keep educational goals on track and can communicate and interact with their peers and teachers constantly. Students can find valuable information to expand their knowledge according their leaning styles'.

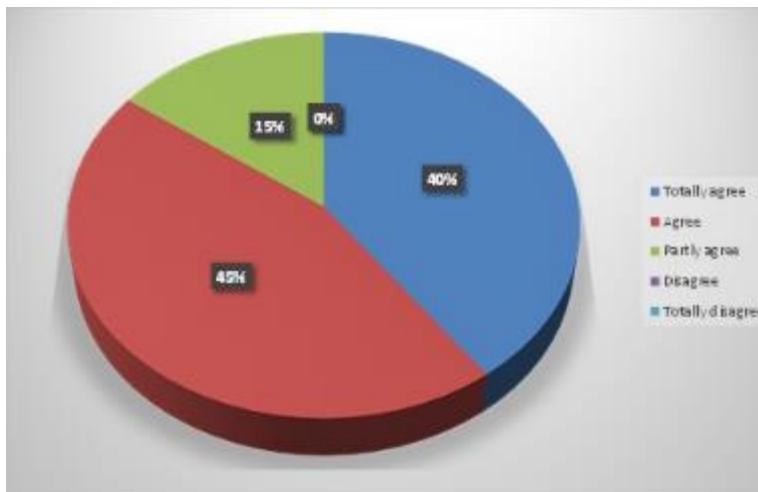
The research question 2. Is technology helping to increase the knowledge of students and collaboration with others?

For the answer of this question it is used the seventh and the ninth questions of the questionnaire. Students gave their assessment by choosing one of the alternatives:



Graphic 4: I actively communicate with other students and teachers.

These results of participants whom 0% 'totally disagree', 25% 'disagree', from here we understand that most of those students who said that learn better on their own thanks to technology have communicated with other students and teachers, and this may have been for some lessons they did not understand, or to give something new that they had found on the internet. 15% of the participants 'partly agree', 45% of participants 'agree', 15% of participants 'totally agree'. We have it clear that communication skills are a must for students because makes them brilliant contest in colleges and workplaces, also a benefit in digital media. Those students that do not like to communicate actively with others are introverts one because learn better on their own without being necessary to talk with others.



Graphic 5: My learning outcomes have increased by the use of technology in education.

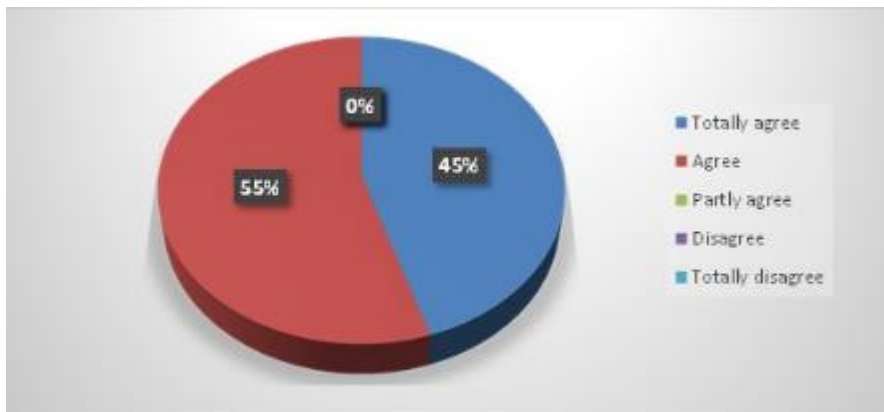
0% disagree, 15% party agree, 45% of them agree and 40% totally agree. The combination of technology with education has a huge impact on students and brings a lot of benefits. The most

important for technology in education is to help students to learn and to increase their results. This study shows better the positive effect of technology on outcomes of students where more than 80% of the students stated that their outcomes have increased by the use of technology in education. In traditional learning sometimes is hard for students to get some concepts and technology can help students to understand better different disciplines, get known with the wonders of the modern world, and understanding even the hardest concepts through strategic manner by including different types of text, activity model, and interactive controls for students.

From the answer of these questions "Is technology helping to increase the knowledge of students and collaboration with others?" which is 'yes, technology is helping to increase the knowledge of students and collaboration with others because technology makes possible to understand the hardest concepts, definitely to improve the lesson in text, in games, in song, in quizzes. Also, it is increasing the collaboration with others to share their knowledge by making them in the future brilliant contest in colleges and workplaces, even though there are introvert students that do not like to collaborate with others'.

The research question 3. Do students use technology more to learn or to play?

For the answer of this question it is used the eight and the tenth questions of the questionnaire. Students gave their assessment by choosing one of the proposed alternatives:

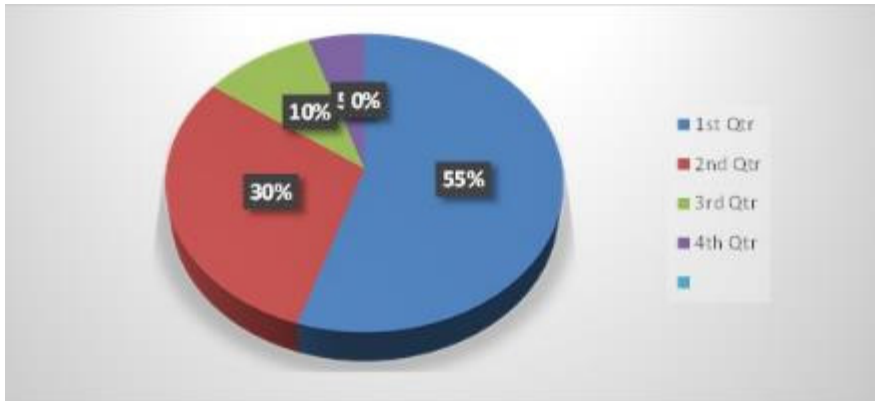


Graphic 6: I manage study time effectively during online learning.

Participants of the study showed that effectively management of the time during online learning with these figures: 45% totally agree, 55% agree, and others alternatives were 0%. Managing effectively the time of study enables students to determine the time it takes to learn, to communicate with others, to spend on social media. The more they focus on learning when they use technology, the more effective their results will be. The participants stated that during learning they use technology only for learning purpose and these data make us understand that their results were really increased by the use of technology, as they stated in the eighth question.

The research question 4: Does technology have negative effects on student's health?

For the answer of this question the eleventh question of the questionnaire is used. Students gave their assessment by choosing one of the proposed alternatives:



Graphic 8: Are health problems noticed from the use of technology

Totally agree 55%, Agree 30%, Partly agree 10%, Disagree 5%, Totally disagree 0%.

With such results we understand that technology is not having negative effect on student's health. To have the right stand on the chair, to have a distance from the screen, take regular breaks away from the screen, to not use electronic devices with blue light one hour or two hours before sleep are some good steps that everyone should take care to follow, in order to not have health problems from the technology. From the answer of this question 'Does technology have negative effects on student's health?' which is 'no', as our participants states, technology is not causing problems on student's health and showing caution with usage time and screen distance.

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