

Growing in a World of Technology: A Reflection on My MAET Journey

When I first applied to the MAET program, my primary goal was to continue my journey as an educator through improving my use of technology in the classroom. Especially with how prevalent technology is in today's classrooms it doesn't seem to be going anywhere. My experiences at Michigan State University had already instilled in me a strong commitment to lifelong learning, and as a teacher in a one-to-one technology classroom, I recognize both the importance of and the potential of integrating various digital tools into my instruction. While I had made meaningful progress throughout my first four years of teaching, I viewed the MAET program as an opportunity to deepen my understanding, refine my practices, and become more intentional in how I used technology to enhance student learning.

Since starting the program, I have been making progress towards this goal. One of the most significant areas of growth over the course of this program has been my shift from simply using technology to designing learning experiences that are enhanced by it. Most often in my teaching career, I have often relied on technology as a tool for engagement. Something bright and flashy that will hold students attention. Through my MAET coursework, however, I have developed a more thoughtful approach which focuses on how technology can support collaboration, creativity, and deeper understanding. I have created various digital projects which encourage student choice, incorporated more interactive platforms which promote discussion and feedback, and have become more comfortable experimenting with new tools. These changes have not only improved my instruction but have also increased student engagement and ownership of their learning.

Another area of progress has been in my own confidence. This program has provided me with both the theoretical background and the practical experience needed to take future risks in my teaching. I find myself more willing to try new strategies, reflect upon what works, and make adjustments. This growth has reinforced my original belief that learning is a continuous process and has strengthened my identity as an educator who adapts and evolves.

While my main goal of improving my use of technology has remained consistent, my understanding of that goal has changed over time. Initially, I approached technology integration as a skill to be developed or something I could "get better at" with practice. Now, through my various experiences in the program, I see it as part of a larger mindset centered on innovation, flexibility, and student-centered learning. Rather than focusing solely on the tools themselves, I now prioritize the ways in which technology can transform learning experiences and better prepare students for the world beyond the classroom.

Along with this, my goals have expanded to include sharing what I have learned with others in my building. As my confidence has grown, I have begun to see myself not just as a learner but

also as a potential leader within my school. Whether through collaboration with colleagues or informal conversations about instructional strategies, I have increasingly been interested in contributing to a broader culture of effective technology use. Especially as a younger teacher in my building.

Overall, the MAET program has helped me build on my initial goals in meaningful ways. I have made strong progress, deepened my understanding, and developed a more nuanced perspective on the role of technology in education. While my original goal still guides me, it has evolved into something broader and more impactful, reflecting both my growth as a teacher and my ongoing commitment to learning.