

'CURIOSITY DOESN'T KILL THE MATH'

By Kaleena Carter

Prior to enrolling in the [Masters of Arts in Educational Technology \(MAET\)](#) program at MSU, I was genuinely curious about technology and often found myself wishing to know more. My initial goals were to understand the intersection of technology and education so that I could approach technology usage in my math classrooms with reason and justification. Rather than finding a new gadget or applications to have my students to play with, I wished to understand the implications of technology on learning, and how I could use it to my advantage as a teacher in the digital age. My students often shared that I was the most tech-savvy teacher they knew, and they had the most logins to applications and platforms for my class. Was I giving my students a disservice by overwhelming them with digital resources, or were they supporting my pedagogy as a teacher and the student learning outcomes at my current school? One of my goals was to answer this question indirectly.

My Goals have changed slightly, having joined the Educational Technology Committee here at my current school, and having completed the coursework for the MAET program here at MSU., Not only do I wish to continue to challenge myself and my students by finding the proper tools and technology that best fit their needs, I also want to help other teachers understand how technology can supplement student learning in their respective subjects. I do so by giving formal and informal suggestions to my colleagues on how they can develop or support their curriculum with technological solutions. Since the start of my Master's degree, I have had access to Personal Learning Networks that strive to challenge themselves, and share with others their experience with technology in the classroom. These networks have been fruitful and beneficial in my growth as an educator. I currently wish to

create this same atmosphere in a tangible community of teachers at my school and within the international teacher community in South Korea.

Furthermore, I am much more selective when curating tech-based applications my students. In regards to mathematics, I have found the sweet spot of integrating technology as a way to create more authentic activities in the classroom. These activities parallel the applications of mathematics in the real world, ensuring that my students have an opportunity to become innovators and makers in the classroom. Thus, in my math classroom, I have developed a set of projects based on the intersection of Science, Technology, Engineering, Art, and Mathematics. These STEAM activities have challenged me as an educator and have inspired my students and other teachers to approach teaching and learning with a more creative lens in the mathematics classroom.