

Kansas technology literacy

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For this assignment, I decided to compare Kansas technology literacy standards to their national counterparts. I was particularly interested in adult learners, so the closest population of my interest were those who were in high school. Thus, I chose grade 12 for this comparison although the state technology literacy standards were the same for all the different high school grades – grade 9 to 12, which is too general in my point of view.

Basically, the Kansas technology literacy standards were established based upon those from the International Society for Technology in Education (ISTE) as was stated at the beginning of the standards document. However, they are organized differently and provide more details for each different grade. For example, the ISTE national standards were divided into six standards and each standard had a number of performance indicators. On the other hand, the state standards were divided into six standards and each standard had a number of benchmarks that included some knowledge base indicators.

Peeking into all the standards for all the grades, I found that they were chosen wisely and it looks that these choices were made after rigorous research and consultation with experts and professional practitioners. Digging deeper into the standards for high schoolers, it is conspicuous how these standards are attempting to prepare high school students for their next steps after graduating from high school, which is a great thing to do. The major theme in the standards for the high school students was concentrated on the use of technology. Apparently,

all the other national standards were assigned to every grade based on their anticipated needs. That is why the main focus for high school students was on the use of technology in education.

The six standards cover the ethical aspects of using technology as well as how to make the best use of technology to solve problems in different contexts using different technology systems and how to make informed decisions with the help of education. There seems to be no significant additions to the national standards, but I would argue that the national standards were contextualized to meet certain needs of students at different grades. I think it is a wise thing to do as it helps serve the students better. Addressing the students' needs is an important criteria when building such standards. I believe that high school students will benefit a lot from a curriculum that is built in accordance with these standards. Their needs will be addressed and they will be prepared for college better.

Personally, if I were to create a new curriculum for a school in Kansas, I would really take these standards into consideration. What I think these standards are missing is the use of technology to do basic research. Currently, there is a movement that calls for teaching high school students academic research skills, so that when they get to college, they will do much more than when they know nothing about academic research. Therefore, I was wondering if that piece is added to the standards merely requiring the students to follow the simple steps of academic research and explain its values.

References

Kansas Department of Education. Kansas Technology Literacy Standards. Retrieved from:
<http://www.ksde.org/Portals/0/CSAS/Content%20Area%20%28F-L%29/Library,%20Media%20and%20Technology/Standards/LMT%20Standards%20rv%20part3.pdf>

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