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Revised Teaching with Technology Statement

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As a teaching librarian, technology platforms enable the delivery of my teaching content, but just as often, technology platforms are the content itself. From subscription databases to citation managers, technology tools form the canvases where my students can see information in action, and practice their skills interacting with it. I'm often invited to classes as a guest speaker, where I demonstrate and demystify some of the tools that can help students perform research for the course. I try to teach in spaces where students have access to computers, as their learning is most effective when they can not only see me demonstrate research skills, but also begin practicing right away, while I am available to provide coaching.

As a neurodivergent educator, I believe in the possibilities of technology to make education more accessible to all students. I have benefited tremendously from tools that enable me to take greater control over my own learning, from participation platforms that allow me time to gather my thoughts before speaking, to text-to-speech programs that help me consume content in various formats. When designing a teaching interaction, I engage with the pillars of universal design for learning (UDL), a framework that challenges educators to provide more inclusive learning opportunities by creating multiple means of representation, student engagement, and student action or expression.¹ I work to make the library a more inclusive learning environment for all students, from redesigning our teaching spaces to add additional screens and casting software for greater visibility, to performing user research to make our online research guides more usable. I approach educational technologies with intentionality, balancing excitement for the new and shiny with consideration of how technology tools have the potential to distract and limit accessibility.

I believe in the power of technology to open the world to students, and I strive to create collaborative learning opportunities for students within their classroom and beyond. I try to decenter myself as the authority figure in the classroom, and tend to create active learning opportunities in the form of collaborative activities that allow students to learn from and with each other. On a local scale, this might consist of an in-class activity where students brainstorm a research question using prompts in a Google Doc, then share with a partner in the classroom or in online breakout rooms, followed by a full class discussion. Technology also creates opportunities for students to contribute anonymously when appropriate. For instance, I have used the online collaboration tool Padlet to create spaces where students can respond using virtual sticky notes to questions about what is working well in the class, and what could be improved. In addition to creating a space where students can feel safe to share open and honest feedback, this

¹ [Universal Design for Learning: A Concise Introduction](#), 2011, ACCESS Project, Colorado State University

technology allows for greater opportunities to provide feedback in real time, positioning students as active participants in their own learning.

I also hope to demonstrate to students the possibilities that technology can create for them to engage with information on a global scale. As one example, I partner with teaching faculty to integrate Wikipedia editing assignments into their courses. Rather than writing traditional papers, students perform research and writing in order to improve the quality of information on the crowdsourced encyclopedia, or to contribute content about marginalized peoples to the world's most-read reference source.² By empowering students to move beyond being consumers of Wikipedia to actually becoming creators, I hope to impart the value of online information in the creation of knowledge, and provide opportunities where learners can see their work in the real world, outside the classroom.

² [Wikipedia is 20, and its reputation has never been higher](#), *The Economist*, 7 January 2021.