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## Entire Libraries in our Pockets

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# The Annotated Bibliography

*Research in Progress for English 1301: Composition 1*

Faculty Mentor: Lisa Roy-Davis Ph.D.

The following papers represent research work begun by students in English 1301, the first course in the two-semester composition sequence at Collin College. Students in 1301 are introduced to the concept of academic research by learning to ask research-focused questions and then use the library resources to find sources that provide answers.

In what follows, students have chosen research questions based on their areas of interest and expertise and then assembled a group of five sources that begin to answer those questions. Being able to write this work involves close reading of textual sources, notetaking, and working on summary and analysis skills so that the arguments and focus of each work can be adequately represented in each annotation. Proper citation format must also be followed. Students are also encouraged to see the connections between the sources by including sentences that indicate how the authors might engage each other's ideas in conversation.

The annotated bibliography assignment is separate from a research paper in that it works to focus students on finding and understanding sources before the research paper writing process begins. In this way, students are encouraged to understand the research process as a first step taken separately from the research paper composition process. Students are also encouraged to connect the work done on this project to other research projects in the disciplines they aim to major in.

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Composition 1301

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### Entire Libraries in our Pockets

The classroom has been evolving quickly since technology started to become more affordable and available in the late 1990s and early 2000s. In typical classrooms today, teachers use their smartphones to check attendance, and students use tablets and laptops to work on assignments. I have supported technology in the classroom, and I reap the benefits each day. But, I have recently pondered why some groups and individuals are for technology in the classroom, and why some are against it. “The Paperless Classroom is Coming” by Michael Scherer and “Risky Business: Students and Smartphones” by Beth Jones review the negative and problematic issues of safety and parent understanding of technology use. Whereas “Using Smartphones to Supplement Classroom Reading” by Karen Bromley, “New Tools of the Trade” by Kim Fernandez, and “New Tools—New Possibilities” by Steve Metz respond, arguing that the implementation of technology is safe and the best way to help the new generation to succeed in school. These sources give readers a complete look at the topic, as both sides of the issue are discussed. These sources come from teachers and students themselves, so their thoughts about students and teachers using technology are genuine. The sources considered in this article have a stake in how the students are

taught, and how well instructors can teach, as the sources are from students and teachers.

Bromley, Karen. "Using Smartphones to Supplement Classroom Reading." *Reading Teacher* 66.4 (2012): 340–344. *Academic Search Complete*. Web. 27 Oct. 2014.

Bromley argues how personal electronics such as smartphones and tablets can help students with reading assignments. To make this connection, the author boasts, "Using my smartphone, I synthesized what I read in the book and extended my connections to the world beyond the book" (Bromley 341). This article gives me an insight to another good use for these devices in the classroom because the author gives her personal recollection of using such technology to assist in her understanding of an assignment. Bromley's experience, written in the first person, fits with the other sources referenced in this article because it provides background and firsthand experience of the benefits of students using their smartphones in class. Bromley gives a good example when she says, "Using my smartphone to dive deeper into *Kakapo Rescue*, I thought about today's classrooms and hoped students have the freedom I had to explore their questions, evaluate, interpret, and synthesize as they read" (343). She wishes that more students had access to and devices that use the Internet because she believes the Internet is an excellent way to learn. Kim Fernandez and Steve Metz would agree with Bromley's view, and they provide additional examples.

Fernandez, Kim. "New Tools of the Trade. (Cover Story)." *International Educator (1059–4221)* (2013): 2–15. *Education Full Text (H.W. Wilson)*. Web. 27 Oct. 2014.

Fernandez claims that technology is the key to success when it comes to learning a foreign language. This source adds to my understanding of the topic by giving insight to communication teachers on how new technologies may help them to teach and to help the students learn. These details are useful to my research because Fernandez shares the words of Mr. Screen, a communications teacher, as he says, "If I want to go over present perfect tense, for example, they may say they already know it. I can see what they really know by creating a multiple-choice quiz on PowerPoint and have students answer with the clickers" (13). Fernandez's claims extend Bromley's views by showing more of how instructors benefit from using technology in class.

Jones, Beth, Amita Chin, and Peter Aiken. "Risky Business: Students and Smartphones." *Techtrends: Linking Research & Practice to Improve Learning* 58.6 (2014): 73–83. *Academic Search Complete*. Web. 27 Oct. 2014.

Jones et al. point out that, although cell phones are useful for education, they pose a serious security threat. The threat is that some users might have vulnerable devices that could harm the entire school network. This claim adds an opposing view of technology used in education. This point that cell phones potentially can cause security issues is useful because, as the authors point out, cell-phone usage in the classroom is a top

technology issue because of our reliance on cloud-based student resources that our devices could knock down unintentionally (Jones, Chin, and Aiken). The authors would agree with Michael Scherer (whose article I will summarize at the end of this article) that the use of technology has some potentially serious detriments to it that could render technology dangerous for schools to implement.

Metz, Steve. "New Tools—New Possibilities." *Science Teacher* 81.3 (2014): 6.

*Education Full Text (H.W. Wilson)*. Web. 27 Oct. 2014.

Metz discusses how technology is advancing at a rate that will require that we change the classroom environment. He describes challenges with implementing such technologies, such as the lack of funding for hardware and software in certain districts and the occasional lack of infrastructure. The author then explains the remedies for the challenges: technology is becoming cheaper and modern technology is becoming smarter, so systems do not have much need for costly infrastructure nowadays. In Metz's view, Jones et al.'s attempt to argue that technology is not safe and should not be used in schools are not only based on what-ifs and false perceptions but also not developed enough. Metz would counter and say that schools should try technology and not focus on the safety issue but instead focus on the larger benefits because safety problems can be repaired easily with robust antivirus and network security or by acquiring Apple computers (which are mostly impervious to viruses). Metz's claims fit with Bromley and Fernandez's arguments and promote student-used technology in the

classroom to revolutionize the education system. Metz helpfully points out, “Students spend most of their daily lives interacting with 21st-century technology, but in school they must feel as if they have stepped into a time machine... where smartphone and tablet use is often restricted and technology applications limited” (1). His approval to student-used devices in the classroom is a good sign that change is to come—very soon in places that do not already benefit from the use of technology.

Scherer, Michael. “The Paperless Classroom is Coming.” *Time* 184.15 (2014): 36–38.

*Academic Search Complete*. Web. 27 Oct. 2014.

Scherer asserts that technology is advancing at a rate that is too fast for parents to grasp, leaving them in the dark with their children’s online assignments and homework. This perspective based on parent views sheds light on a detrimental aspect of modernizing the classroom. Concern from parents is expressed as Scherer reports, “Another dad said he could no longer help his son with homework because all the assignments were online. ‘I’m now kind of taken out of the routine,’ he complained” (37). While the Internet and the content and tools it provides are extremely insightful, the Internet can be helpful only to those who deeply understand how to use it. In this way, Scherer agrees with Jones et al., as they see drawbacks of technology, although for different reasons. Scherer points out that the parents will soon be excluded from their children’s work if they do not understand how to operate the devices the students use. Jones et al.’s drawback is that the devices the students use could ultimately harm the

entire school's interconnected web of devices, servers, and databases. Both of these issues can be remedied quite simply. Teachers can keep students' digital homework simple enough so that even the most novice user can navigate and perform the work. As for the safety aspect, new software is constantly being developed to help keep personal-computer networks safe from attackers or malware. Another good solution is to purchase Apple computers, which are more secure and free from malware. Apple computers are also quite easy to operate for new users, and schools would benefit from this approach.