CIDDL Research and Practice Brief 5 Interview Transcript

0:03

Ling Zhang: hello, and welcome to the CIDDL Research and Practice Brief series. The purpose of this series is to have conversations around the innovative use of technology in special education, early childhood, related services, and leadership personnel preparation programs. Today, we have Dr David Marcovitz, who is a professor of educational technology and associate dean of School of Education at Loyola University of Maryland as our guests to share with us his research and practices about educational technology and teacher preparation. Welcome Dr. Marcovitz.

0:41

David (he/him) Marcovitz: Hi, thank you for having me.

0:42

Ling Zhang: So, Dr. Marcovitz, so, can you tell us a little bit more a little bit about your research and practices about educational technology in teacher preparation.

0:53

David (he/him) Marcovitz: Yeah, so I i've been really interested in the idea of how social justice intersects with educational technology for a long time and it's a really tough area because for one thing, educational technology is poorly defined and then for the other thing social justice is poorly defined so you take these two poorly defined concepts and you try to throw them together and then it makes it very difficult to to figure out what you really you're supposed to do with it, and so on. So a couple of years ago, a few years ago I read an article on that that had talked about social justice, social justice model for education and teacher education and I thought that was really powerful and, and so I took that model and I decided that's a clear definition of what social justice and education is. And I like to try to figure out how that applies to educational technology, so I looked at the research and I want to look at recent research, so I just looked at fairly recent research. On in educational technology that mentioned social justice. And not surprisingly there's a lot of research that talks about social justice, but doesn't define it very well and so it's hard to figure out well, what do they really mean by social justice. You know, is social justice just about helping somebody? Anybody in any some way, or is there some something specific about that, and so I took the the model and applied it to the the various research papers that I read about that were about educational technology and tried to figure out how to piece of those together and said, okay, well, is this just kind of throwing out social justice as a term and there's nothing wrong with that, I mean there's lots of great research that mentioned social justice, but doesn't define it that it's not specifically about social justice, but I wanted to find the stuff that is about social justice and really connects to this model and so that's where where I started with this.

3:02

Ling Zhang: So, yeah I noticed that you recently presented at the SITE conferences about educational technology and Social Justice Matrix. So is the Matrix you are talking about? Like you, based on those social justice models and try to connect educational technology from the lens of a social justice? So, can you tell us a little bit more about this Matrix and how this Matrix can be applied in teacher preparation programs?

3:31

David (he/him) Marcovitz: So I like to organize things, and so, so I started out with this giant board. With notes about all these papers that I read and how they fit into this social justice model Dyches and Boyd's that I was was looking at and I. And I decided that I needed to figure out a way to organize it, and so I kind of put it into a table, and so the first thing was just categorizing each of the articles, by how they fit into that social justice model. And, but then I wanted to figure out well educational technology itself is poorly defined so I kind of looked at well what educational technology perspective: Is this paper coming from is this about distance education and instructional design? Is this paper about about digital democracy, about the digital divide? You know, there's a lot of different areas. Some of which overlap really nicely with with social justice and some of them it's, it can be a stretch though there's, there's never really a stretch to connect social justice. But nobody's really talked about how they those things connect. And so I made this big table, and I said Okay, well, here are the papers that talk about, about educational technology in this way. And this one is a good example of one that is like for Maker Spaces and social justice and which aspects of the social justice model that fits into. And so, somebody could take this information and look at that matrix and say: Oh well, i'm interested in Maker Spaces and i'm interested in some piece of social justice. And here's some papers that actually talked about that, and there was some fascinating stuff i'm just a quick example there's their stuff in Maker Spaces. I just keep harping on that for some reasons what's coming into my head, but the one that a couple of papers that talked about about creating digital digital clothing and and and tying tying of maker, making into culture in ways that were really powerful. There are also papers that were more action oriented looking to connect, um, doing PSA (Public Service Announcements) had students create public service announcements so there's just a couple of examples of ways that educational technology connects. And so looking at the whole Matrix, you can see lots of different ways that social justice and educational technology can connect depending on what you're really interested in.

6:14

Ling Zhang: Yeah I think that's very timely, right? Considering COVID-19 in last year and this year, we still have this ongoing challenges or, we can say, opportunities, right? So because COVID-19 has actually accelerated the needs to improve educators' use of technology to support students. So, but we witnessed like challenges and opportunities. So I wonder like from those literature you reviewed in this paper or in this um, as you

described, you put these in very nicely in the Matrix, right, what kind of things have you identified when it comes to applying technology, educational technology to address diversity and inclusion in learning environments from those papers, I mean?

7:04

David (he/him) Marcovitz: Yeah so there's there's a wide range of stuff so when we want to look at. For example, let's see i'm looking i'm looking at a copy of the matrix that I have printed out in front of me just to remind myself of somethings. But, um, you know they're there were papers that are about connecting cultures that was a very powerful thing so ways that ways that you can connect to a variety of cultures. I mean i've always been interested in things like tele-collaborative projects. But they're not always social justice oriented but putting that social justice spin on them, how can you connect to those cultures across the world, or in your own neighborhood. There were various papers that were talking about going out there was one about doing sound recordings in the in your own neighborhood and making kind of a soundscape and so using technology in that way to research and understand what's in your community, and these are projects, some of these things that i'm talking about a project that teachers can do with their students and teacher education programs can do with their teacher candidates to help them understand how to do with their students.

8:21

Ling Zhang: And that sounds very interesting because, like in a field of educational technology, so we really like, would like to address the accessibility issue first, right? So it's not only about using technology to support students with disabilities or students from other historically marginalized groups, right? Because we need to make sure that our students in these learning environments have this access to high quality learning experiences or high quality educational opportunities. So, I wonder what kind of implications, do you have for like using this Matrix in teacher preparation or personal related services personnel programs that prepare professionals who serve those students like in inclusive education systems?

10:01

David (he/him) Marcovitz: Yeah, so I think that it can be really powerful in that respect i've been a faculty member in educational technology for for about 25 years and there's always been an interest in, well, how do you get social justice in here? And, if you look at various standards and educational technology standards, and things they always mention equity somewhere in there, but there aren't great ideas about how that actually happens in the real world. And so I think the power of this Matrix is to say okay well in our teacher preparation program, we are interested in, say, media literacy and we want to pull out, we want to actually incite agency in our students and help our teacher our teaching candidates incite agency and their students. So there are three papers that are listed on the Matrix under Agency Inciting Pedagogy and various ways. You can do that. So, if your focus is on media literacy and agency, then there's some papers that you can look at that

will talk about that or if you're coming from a digital democracy perspective there's a lot of good literature in the digital democracy world about social justice and so there's a whole series of papers there, and so, if you are interested, as you were talking about culture before. We were talking about that a little bit there's culturally accessing pedagogy is is one of the categories and Dyches and Boyd's social justice categorization. And so there's a whole series of papers some for some in my Matrix for media literacy, some for digital democracy, some talking about how to do that with the digital divide, some with STEM and maker spaces and some with instructional design and online teaching. Um I don't have in here a specific categories, you were just talking about UDL (Universal Design for Learning). I don't have a specific category, because all of this came from the literature and so my, the literature that I found in recent years didn't specifically connect UDL and social justice, but it's kind of blended throughout all of these.

13:20

Ling Zhang: I really appreciate that you mentioned about like the standards, right, standards across like disciplines. Now we have the social justice lens, and we have different teacher preparation standards, like we prepare teacher in social studies, literacy, um, digital literacy, and all those standards we have right? So, how can we align those standards? That's very important, because we want those teacher to collaborate in the, um, in an, and I will, I will say, like, integrated systems and to better serve students who have, like, diverse needs right? And I also appreciate that you mentioned about UDL, like, you, because, like, as our center's focus is to improve the use of Universal Design for Learning as a design framework, like, to better design those online learning environment or physical environment when we return back to um, like pre-COVID times right? So we want to think about: Okay, how to use those like different lenses? Now bringing in the social justice lens is very important and very critical. So, I have another question like do you have any recommendations or resources and the tools for those people who are really interested in this topic or your work?

15:15

David (he/him) Marcovitz: So, I think that it's hard to give specific tools, I think that that the one of the things that's that that I like about the matrix is that it points to a variety of papers. So I think that if you start with the Matrix. Then you can look at where you want to where you want to look, and so you mentioned social studies teachers, for example. And so I would recommend if you're if you're studying to be a social studies teacher, you're in a or you're teaching social future social studies teachers to look at the digital democracy section. And when you talk about research, I think this could be really powerful for your Center I mentioned, there isn't the category of UDL. Well, you can look at, you know, what I found in instructional design and online teaching or some of the other areas and see how you can fit into this matrix or maybe add to this matrix so, you know, if I do this again two years from now, and look at the next two years' worth of papers, maybe there will be enough research on UDL to form a category because they probably should be an

important area.

17:07

Ling Zhang: It's very it's an emerging area for sure. But it's, I imagine there will be more like practices and research in terms of how to use UDL, in, um, combined with the power of technology, right, educational technology, in the design of those learning environments. Yeah, I wonder if, can you share with us, like, or provide access to the Matrix or do you do like have any resource like in terms of Matrix?

17:40

David (he/him) Marcovitz: Um I will so right now, it is um the paper, I presented a short version of the paper at the SITE Conference, and then I have. It's been submitted to a journal that will that's it's under review with a journal. So, that's right now, I kind of don't have it available out there, but I, but people who have access to the Learn Tech Live for this that gives access to all the SITE papers can certainly see the Matrix there and and as soon as that paper finishes its a review process, and I hope to distribute that whatever information I can within copyright constraints about from that as well.

18:25

Ling Zhang: For sure, yeah, hopefully we can just read the paper in the very near future. Thank you so much for your time and we really appreciate your time and work in this area is very important, very timely and very interesting topic. And so, hopefully we can have more opportunities to continue our conversation is topic.

18:54

David (he/him) Marcovitz: Yes, thank you so much for having me, it was a really, really nice to talk to you.

18:58

Ling Zhang: Yeah, so for more information about CIDDL research and practice braves and the other resources for special education, early childhood, related services, and leadership personal preparation, please go to CIDDL.org. Don't forget to follow us on social media, subscribe to our channel, and leave us a message. And thank you all for joining us today. Thank you so much, Dr. Marcovitz.

19:20

David (he/him) Marcovitz: Thank you.