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I was born in 1991 and I grew up with technology of video game consoles like N64. Telephones were still on the wall in the house, adults had pagers, and big screen TV's were a massive black square in the corner of the living room. But most of my education with technology began to take shape while I was still in elementary school. The forefront of that education was learning to type and maneuver web pages and word processing software. As I learned throughout middle and high school, technology also played a major role, but I only used the technology to develop essays or complete research. The changes that have taken place since then and the practices that take place in the classroom now are extensive. In college I began learning new things about how and when to use technology, in and out of the classroom, and finding ways of improving on practices I was already engaged in. During my undergraduate I took my first partial online and meet once a month in person class, which laid some of the foundation for my work within the online context- what to expect, how to balance the work in a non-traditional class and how to participate actively in assignments that were wholly online. What I learned in the beginning about online courses has remained a significant part in my life as college student and a professional. While there have been some changes to online learning since then, it was this first course that set the tone for my entire experience in this online course and fully online program.

Another space that has been able to grow and improve with innovation in technology has been my digital portfolio. I did my first digital platform portfolio my senior year of undergraduate school. In the last decade, digital portfolios have set their position as an essential piece of an individual's professional life and program requirements for many universities. Prior to this, I had never spent significant time engaging in the idea of an online professional website. In undergraduate, my professor talked about how every educator should have a professional website. Well, during this pandemic we had to make our own websites and post assignments and videos for students to keep learning while at home. Nowadays digital portfolios are becoming the "IT" thing to have as a professional, like LinkIn. As Nicholas Carr explains in his article, *Is Google Making Us Stupid*, "…traditional media have to adapt to the audience's new expectations." This need for adaptation is especially the case with students in all levels in today's climate. Students will require preparation in these practices whether they follow an academic or professional path. Teachers are, as Motoko Rich suggests in his article, *Literacy Debate: Online, R U Really Reading?* attempting to teach and improve students' online literacy skills to help them "…fare better when they begin looking for digital-age jobs." It also suggests a rationale for the incorporation of digital portfolios in the classroom.

While there have been many technological innovations that have had significance in my education and the practices I engage in academically, professionally and personally, the area that has been impacted the most is reading. By us surfing the Internet and the reading that goes along with that practice, was already a large part of our lives. For me, at ten, I had started to practice a new kind of reading, but for todays ten year old it is completely different. Back then I could still disconnect, there was a time during the day when I was on a computer and reading online. Now, we are always, obviously connected to a computer, IPad, or cell phone. For many, there is never a disconnect. I know that while I do still read off-line, I also spend hours of my day reading online, whether it is an article, chapters for classes, text messages, emails, and webpages I have skimmed for quick information. These forms of reading have impacted the practice overall, but they have also given me new ways of opening new doors to receive

information, sharing ideas, and creating what I read online. Learning online, writing and reading will continue to be main influences for future technology. It is something that has embedded itself in our everyday lives. The result of this is a tool that becomes, as Carr suggests, "…our map and our clock, our printing press and our typewriter, our calculator and our telephone, and our radio and TV." Society's most recent innovation has not only added to the list but seems to have replaced it entirely.

One of the most significant questions regarding technology is whether it is helping or hurting our education overall? In his article, Carr explained the importance of technology in our society and the impact of the speed and extent of the information provided. His writing provided a framework to tackle with technology concerns and also my experiences. He said, "The advantages of having immediate access to such an incredibly rich store of information are many, and they've been widely described and duly applauded." However, he also cautioned users not to forget the stakes at hand when we have access that much information at such a rapid pace. Carr explained that for him, "…what the Net seems to be doing is chipping away my capacity for concentration and contemplation." Seeing from both sides being a student my entire life and now an educator, I find there to be a lot of good that can come from the Internet and the range of resources it provides, but as a person who uses technology often, there is also a fear that permeates with me when thinking about the power we blindly hand over to the digital world. Carr pointed out that he felt the amount of online reading he engaged in was a result of a change in his thinking, rather than a simple choice. Technology has certainly has a major impact in our thinking, and it seems that students who are growing up with all this technology around them are impacted the most. Carr quoted Maryanne Wolf saying, "…media or other technologies we use in learning and practicing the craft of reading play an important part in shaping the neural circuits inside our brains." For students today, it is a part of the way of their thinking and way of life that was shaped from early on.

The "staccato quality" referenced by Carr in this article has affected how we read and the meaning we take from our readings. This process of reading allows us to multi-task even within the process of reading a single page or paragraph. Carr argues that the skimming that takes place when we read without a focused intent on an extended piece of reading may result in a broader understanding at the cost of a deeper knowledge of the whole. Suggesting that Socrates may have been right about being concerned about the advent of writing. He believes that history is likely to repeat itself, with the same concern that is playing out in technology. As people continue to participate in reading online, through scanning and skimming they are receiving "…a quantity of information without proper instruction," they are "…thought to be very knowledgeable when they are for the most part quite ignorant." That is the fear, but just as reading and writing have proved to support learning and progress as a society, these same innovations we fear in technology have also led to a "…spread of information…fresh ideas, and [the expanse] of human knowledge." Rich also weighed in on the debate, explaining that there is a pro and cons to this internet, reading and technology. Some believe the "…hours spent prowling the Internet are the enemy of reading…" But he also says that, "…the Internet has created a new kind of reading, one that schools and society should not discount." Especially in our current climate that educators are teaching through the computer and sending articles and digital readings left and right to keep the education sustainable for students.

Carr believed that "Anecdotes alone don't prove much". However, a lot can be gained from the anecdotal evidence of autobiographical inquiry, even more when supported by several different

individual's experiences. With this form of inquiry we are able to get a glimpse into a way of living; experience straight from the main source. Furthermore, with autobiographical inquiry specifically, we can engage in self-examination or focus on self-awareness, which can lead to powerful discoveries for the individual. Autobiographical inquiry is a chance to study our own stories and connect those to other groups, philosophies and ideologies. To get the full picture of oneself you must inquire from multiple disciplines and areas of expertise would need to be assessed. Autobiographical inquiry gives us a story, but often only one person's story. To reach a more complete understanding other forms of inquiry including, teachers' experiences, psychology and learning theory, the content of the curriculum, and a wide range of experiences that include, biographical and historical must be assessed and integrated.