INDIANA WESLEYAN UNIVERSITY

TECHNOLOGY INTERVIEW TEMPLATE

Name: Emily Bruns
Date: 10/15/25

Grade Level and/or Content Area of Teacher or Instructional Coach:
Signature of Teacher or Instructional Coach:
Date of interview:

Directions: When you meet with the teacher or instructional coach, ask him or her the questions below. Feel free to ask a few more related questions. Make sure you inform the teacher that you will take notes during the interview. After the interview, reflect on the interview experience by answering the reflection questions, making sure to delete the directions and brackets after you type your responses.

1. What is your background, training, and experience as an educator?

Mr. Kendrick graduated from Wabash College with a degree in English. His first job out of college was teaching the staff of a school district how to use PowerPoint.

2. What digital apps, digital programs and digital media do you use in your classroom?

Mr. Kendrick does not like to use the students Chromebooks if possible. He uses the Canvas for "the bare minimum" for his classes. During class he will use short video clips or Kahn Academy videos to enhance lessons. However, Mr. Kendrick is strongly against the use of gamed based learning, stating "I detest Blookit and Gimkit." He believes that they do not reflect how students learn real world skills.

3. How do you stay current with key research that supports technology's role in improved student learning outcomes?

As an ELA teacher, Mr. Kendrick loves to read and to stay current about technology and, "cutting edge psychology," such as *Scattered* and *Made of Sticks*, to understand how the brain works. He pays attention to the habits of technology leaders, noting that many Google executives limit their own children's access to cell phones and social media.

4. When you learn that a digital tool or a pedagogical practice is not as effective as you originally thought, how do you adjust?

Mr. Kendrick's avoids this situation by being cautious and skeptical of new technology. He compared new educational tools to a new model car or new drugs awaiting FDA approval, believing it's best to wait until they have been tested by others first. He says that students are too precious to the "guinea pigs" and that his job is to be as productive as possible with their time, not to try out unproven methods on his students.

5. How do you engage in conversation about current research or findings from the learning sciences?

He engages with current research by keeping a critical perspective on new trends like Artificial Intelligence. He believes that if students are expected to complete their own original work, then he as the educator should model that by creating his own materials and struggling through the creative process himself. He thinks that science has not yet shown the long-term ramifications of AI, much like it took time to understand the full impact of smartphones.

6. How do you make educational research meaningful in your context?

Mr. Kendrick strives to ensure that everything that he does in the classroom is backed by research. If he can't find evidence to support a practice, he questions why he is doing it. He also believes that it is important to explain the "why" behind his teaching methods to the students themselves.

7. What is your experience in online or blended learning environments?

Mr. Kendrick finds that online and blended learning environments can be "tough." He notes that his own children did not enjoy the experience, and while some students do, his goal is to meet the needs of all students in the way that they learn best.

8. What strategies do you use to engage students in active learning in online or blended learning environments?

Mr. Kendrick believes that all learning should be active, and online tools should be able to support learning in real time. He uses Canvas for practical tasks like exit tickets and quick checks. One of his key strategies is to explicitly teach students how to use online tools by modeling the use and what not to use when searching the internet.

9. How do you manage technology use in the classroom and in the online or blended learning environment?

Mr. Kendrick management strategy when it comes to technology is to keep it at a minimum. During class he will often have students put their Chromebooks under their desk to encourage single tasking and to keep students away from screens.

10. How do you engage students in setting clear ground rules and parameters for technology use?

Mr. Kendrick has on clear, non-negotiable rule when it comes to technology, "absolutely zero games on any device at any time in my class." This rule applies to both their school Chromebooks and personal devices.

11. Reflecting upon your class, how does this specific group of students create a completely unique learning group and environment?

Mr. Kendrick's experience as a teacher has been shaped by a commitment to proven, research backed pedagogy and a skepticism toward unproven trends. He approached teaching with a critical eye, always asking himself for the "why" behind a particular practice, and seeking to understand the most important factors.

12. How would you recognize and describe diversity as an asset?

Mr. Kendrick compared diversity to a buffet: a buffet with only one item isn't very good, but the larger the variety of offerings, the more people it will attract and the more enriching the experience will be. He believes it is important to recognize and celebrate diversity, and her shares with students how his interactions with diverse people have made his own life better. He also believes that the ability to adapt to different situations and knowledge is a sign or intelligence.

13. How do you model cultural understanding for your students?

Ms. Kendrick models cultural understanding by first admitting his own lack of knowledge and creating an environment where students feel comfortable sharing their experiences. He gave an example of a students who was fasting. He respectfully asked the student to explain the practice, which led to a valuable conversation where he learned a great deal and the student felt valued.

14. What are the factors that affect your student's learning?

Mr. Kendrick acknowledges that there are "a million factors" that affect learning, from a parent's educational background and socioeconomical status, to what a student at for breakfast and what the weather is like outside. However, he firmly believes that the single most

important factor her can control is himself. He stated, "I am the biggest difference in their lives when they're in my classroom," and he focuses his energy on his own action and growth, as that is the one thing ha can change.

15. How can technology enhance your student's strengths and remove barriers?

Mr. Kendrick believes that he can enhance his students' strengths and remove the barriers of technology use only under two conditions:
- If he explicitly teaches the students how to use technology to enhance their specific strengths.
- If he helps students develop the self-discipline to not get sidetracked by the distraction that technology also presents.

Reflection

Technology Goals
Mr. Kendrick stays current with technology research by reading and focusing on English Language Art and "cutting edge psychology" to understand brain function and learning. He also observes that habits of technology leaders like the Google Executives that limit their own children's access to devices and social media. Mr. Kendrick consistently ensures that everything he uses in his classroom is "back by research."

One step that I can take to improve my own professional approach when it comes to technology is research both psychological effects and long-term effects of technology in the classroom. I believe that Mr. Kendrick is doing the right thing by limiting technology exposure in his classroom. It is difficult to do with all the new "shiny" products that promise to help us in the classroom but can contribute to our society's addiction to technology.

Manage Technology Use
Mr. Kendrick manages technology by keeping it to a minimum in his classroom. To do this, he single tasks students which asks his students to place their Chromebooks below their seat, keeping them away from screens. He views technology as a distraction that must be carefully controlled and enforced. He does this with his non-negotiable rule of "absolutely no games" on any device.

One step that I can take to improve my teaching with technology is to teach digital self-discipline. I can do this by adopting Mr. Kendrick's "single task" method that removes the device from the student's direct line of sight. The longer that I saw this in practice, the further I was convinced to adopt it in my own classroom.

Cultural Competency

Mr. Kendrick demonstrates cultural competency first by modeling humility and admitting his "own lack of knowledge." He has created an environment where students feel safe to share their experiences. He is respectful in his inquiries and had many valuable conversations because of this. Mr. Kendrick views diversity as an asset in a classroom. His comparison to a buffet is a perfect analogy of how life would be boring with just one type of human.

One step that I can take to improve my own cultural competency is to model Mr. Kendrick's strategy of the humble inquiry. This will start at the beginning of the school year by creating a safe, structured, and respectful environment. When the situation arises, I will need to model by asking the student to explain their cultural practice that I genuinely do not understand, thus showing my students how to learn from other values and diverse experiences.