**Journal Article Critique: Educational Technologies**

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Comparing the various articles on educational technologies in the classroom can have a spectrum of reasons to implement or not implement. Different situations can call for the use of technologies, and others can not. Determining the right time to use them in the classroom would fall on the instructor if they prefer it. The following articles are instances of using technologies in the classroom and determining their place in educational instruction and workplace productivity.

**Developing Scales To Use Facebook As A Learning Tool**

According to Demir (2018), Facebook has become one of the most widely used social media applications for discussion and connectivity between individuals and groups. In addition, some of the respondents in the study report a significant increase in engagement and learning using Facebook amongst post-secondary students and beyond. However, Demir (2018) discusses in the study that using Facebook has its negative impacts, such as low efficiency, time consumption, and low productivity.

In the end, the study identified factors that can enhance yet also hinder the learning process if Facebook were utilized (Demir, 2018). An example of a positive factor that assisted learning is communication. Using Facebook groups provide a sense of community and assists in collaboration and teamwork. While social media can deliver instruction, Demir (2018) says teachers are the foundational pieces of integrating technology in education and should not become replaceable but enhanced by the technology tools available.

**Constructivist Educational Technologies**

 Feyzi Behnagh and Yasrabi (2020) discuss in their study the importance of technologies in the classroom as an enhancing tool for teachers to engage in students' academic successes. Some of the main points that technologies at the school provide are collaboration and communication. Feyzi Behnagh and Yasrabi (2020) established what educators already know about how technologies can bridge the gap where traditional face-to-face classrooms lack. Communication and team-building are essential to the learning experience and lead to constructive learning. Their theory also suggests that using technologies of cooperation and communications could also address students' lack of social interactions. Feyzi Behnagh and Yasrabi (2020) also conclude that using technologies to collaborate would develop the students' skills to prepare for the workforce.

**Using Educational Technologies Amongst Marketing Students**

 As Feyzi Behnagh and Yasrabi (2020) discuss the importance of using technologies in the coursework to provide quality products, Magano et al. (2020) demonstrated in their study how using education technology tools can be used in the workforce, particularly in marketing. Magano et al. (2020) identified several previously proven learning models and theories. All of which they encompassed into Unified Theory of Acceptance and Use of Technology (UTAUT). Magano et al. (2020) surveyed their subjects to identify the tools for use in their given project and review for the usability and preference of the program of service in the future. However, much like Demir (2018), the conclusions decided that while technologies can be helpful in the younger generations who grew up with them, they can become a heavy distractor (Magano et al., 2020).

**MOOC-based Educational Program and Interactions**

 Mellati and Khademi (2020) explored the use of Massive Open Online Course (MOOC)

in language teaching environments. Outside of the MOOC, different technologies and applications offer primary, secondary language learning tools such as DuoLingo and Babble. Translator applications have also allowed the breaking of communication barriers between those who speak different languages and dialects. While learning a new language is considered better-taught face-to-face, Mellati and Khademi (2020) stress the importance of an effective Learning Management System (LMS), curricula, and supportive instructor developments.

 Mellati and Khademi (2020) also discuss the idea of using MOOCs as part of the model for the flipped classroom. The flipped classroom takes pre-made technologies, lessons, and recordings and delivers them to the students before the class. This approach gives students time to get familiar with the material beforehand, and the instructor can focus more on the work and feedback needed for students to assess where they are. Finally, Mellati and Khademi (2020) evaluated which group performed better in a MOOC versus a traditional face-to-face. This experiment concluded that the group who participated in MOOCs performed better than the control group of conventional face-to-face learners.

**Design Trade-offs**

 Many instructional designers pride themselves on making their product more pleasing to the eye to increase motivation and engagement for the users. Rau et al. (2020) completed a study about how designing visually pleasing program tools may increase the productivity of students engaging in the program and what, if any, trade-offs would be considered acceptable in the learning environment. The experiment was recruiting students to try a chemistry program to demonstrate their knowledge of chemical bonds. Rau et al.'s (2020) study conclusion showed that keeping the program basic and easy to use outweighed using a more visually appealing program and was cumbersome at times. Some programs have the ability not only to be simple but visually stunning as well. Each program can help or hinder the learning process based on design alone.

**Summary**

Much like Feyzi Behnagh and Yasrabi (2020), emphasizing that teamwork and collaboration improve communication, Mellati and Khademi (2020) enhance that thought process, especially in language comprehension and developing a level of understanding between team members when collaborating. Demir (2018) discusses using Facebook to deliver instruction and communication; translators built into the program also allow for better communication skills. While the content and visual appeal are essential for engagement and motivation, keeping the programs and tools simple to formally assess students' knowledge outweighs the "bells and whistles" of a product (Rau et al., 2020).

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