

## Technology-related Proposal

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EDTC 8071375 Imple and Eval of Curriculum

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April 28, 2024

## **Abstract**

The Adult education program at Orange County Community College, also known as SUNY Orange, gives all their students a fair equitable opportunity to learn and build on the knowledge needed to accomplish their educational goals. In 1950, as part of the SUNY system, the college became the first and only two-year degree educational institution serving New York State. The purpose of this proposal is to give a discerning perspective on how peer-instructed podcasts galvanize aspiring GED students. With campuses in Middletown and Newburgh NY, SUNY Orange is a formidable attraction for adult learners, serving the higher educational needs of multiple counties in northern New York State. The current GED program at SUNY Orange has been serving the community since 2011.

## **Introduction**

The opportunity for a productive and sustainable lifestyle materializes when young adults receive their high school diplomas. Some of these youngsters will decide to end their K-12 education and go on to pursue a GED. The US requires immigrants to receive an American high school education before attending a College or University. Therefore, getting a GED is the first

step for immigrants to achieve a higher education in America. Some American students are mandated by the judicial system to get their GED, and others are forced to enter a GED program due to cultural improprieties.

## **Overview**

Past and present GED students' engaging in the development of short multimedia instructional podcasts can bolster learning, stimulate high-order thinking, and improve student engagement; learning is a modeled process that comprises multiple holistic brain structures and systems: the brain's frontal lobes, which house short-term memory take in small bits of information before it starts to suppress newly received data; the brain's synaptic gap, which helps with explicit learning, regulates and builds linkages to data within fifteen minutes of gathering freshly acquired data, then it takes hours to reinforce and complete this linkage for implicit learning; neurons, in the brain reclaims protein enzymes which are essential to long-term memory. These neurons go through timing intervals during a regenerative process, therefore, resting periods are helpful when the brain is exposed to new data; and the hippocampus, which transforms the brain's electrical signal and chemical inputs into memory, by going through a process called

consolidation. This process is also established through time intervals, giving another reason why resting periods are conducive when acquiring new data, Jensen (2005)

High-order thinking is accomplished, “Irrespective of the form of podcasting, student satisfaction is typically strong, and students generally perceive podcasts to have enhanced their learning, Chester, A., Buntine, A., Hammond, K., & Atkinson, L. (2011).

### **Rational of Important**

GED student’s “Intellectual engagement does not occur automatically: successful engagement depends not only on the cognitive effort but also on the metacognitive processing, which in turn depends on the development of stage of the student”, Chester, A., Buntine, A., Hammond, K., & Atkinson, L, (2011). Therefore, because the GED classes are taught to students with different cognitive levels, we must find ways to approach learning that will allow every student to understand their cognitive abilities, which in turn, gives them the confidence needed to be successful in passing the GED test.

GED lessons that are implemented by using educational multimedia podcasts help students “Teach other classmates how to use specialized

software, record their learning on a particular topic that shows a step-by-step process, so that classmate can learn the material at their own pace or catch up on missing sessions, advantages, and current news in the sector of interest”, Chester, A., Buntine, A., Hammond, K., & Atkinson, L, (2011).

## **Systems**

The goal is to develop instructional podcasts to support the system-based GED program at SUNY Orange. The SUNY system of colleges and universities has a long history of supplying the educational needs of New York State residents and beyond. The GED studies at SUNY Orange enroll a diversity of students from different economic backgrounds, cultures, and intelligence quotients throughout the State of New York. Both campuses are landscaped with beautiful architecture. The modern constructed buildings are visually conducive to learning. The Newburgh campus sits parallel to the Hudson River with a stunning view of the Catskill Mountains.

On one hand, SUNY Orange’s GED system provides instructional guidance in four major disciplines of study: Mathematics, Reading and Writing, Social Studies, and American History. On the other hand, due to the educational needs of the community, the college distinctively incorporates

budget control in place of direct for-profit initiatives. With its symbolic funding allocations, SUNY Orange's GED system supports multiple community entities: the Nationwide YouthBuild program, the Youth Empowerment program out of the Middletown, NY campus, and the Adult Education Best Resources program out of the Newburgh, NY campus. These general public projects are intended to address the out-of-work and the educational unengaged New York residents, by exerting work and lifeforce skills development, support counseling to build self-confidence, and of course the GED classes. The classes are taught in English and Spanish languages via Zoom sessions.

### **Scenarios and Vignettes**

Online Zoom session participation is not only a problem at SUNY Orange; GED students' attendance is an ongoing problem nationally. Class attendance at SUNY Orange in the first quarter always averages 18 to 25 students, by mid-term attendance starts to dwindle, and by the end of the term, the student count winds down to having 2 or 3 students that are ready to take the GED test.

Thomas states “Mounting evidence underscores the facts that high school dropout rate remains high across the nation and many eligible people are not participating in GED programs. The people residing in Southwest Virginia are no exception,” Abstract, 2008.

This attrition of GED students is an ongoing phenomenon happening term after term. Nonetheless, allowing these students access to view and or participate through peer instructional podcasts is a creditable option to help with participation.

A well-established business entrepreneur in the city of Newburgh, NY, (close to where SUNY Orange’s campus is located), has committed to sharing his experience of building a successful business after receiving his GED. He wants to show how his business practices relate to what SUNY Orange’s GED studies teach about real-world activities, and how being a recipient of a GED changed his life.

Students who have completed their GED studies at SUNY Orange and are currently registered in the Nursing curriculum at SUNY Orange are excited to hear they can be guests on educational podcasts, in which they would be

helping to inspire current GED students to continue toward their educational goals by finishing the GED program.

Caratozzolo, P., Prieto, V., Hosseini, S., & Hernandez, J., “Serious-Story technique were the images significantly enhanced to the story being told: the images alone speak for themselves with scripts prepared by students themselves on topics selected from the official course outline”, Abstract, (2022).

The results of having students' instructional podcasts can make significant improvements in GED participation around the nation. Feedback from peer-developed podcasts needs more research studies done to validate the improvement of educational outcomes.

### **Selected Reading**

The data in this proposal makes a reflection onerous when viewing the class reading holistically. That said, a relationship is to be made theorems to at least one of the class readings, ‘The Evolution of Instructional Technology in Classrooms, Sandholtz, J., Ringstaff, C., & Dwyer, D., states “Teachers recognizes unique moments that present students with opportunities for growth and capitalizes on them”, (1997, pg 35).

As a reflective comparison, the work of this proposal determines that GED students have the opportunity to exploit an exceptional moment in meeting their educational goals by engaging in instructional podcasts.

Likewise, with another comparison, teachers notice students are engaging together with, “highly evolved skill with technology, their ability to learn on their own, and their movement away from competitive work patterns towards collaborative ones.”, Sandholtz, J., Ringstaff, C., & Dwyer, D., (1997 pg. 45).

## **Hypotheses**

Instructional podcasts support learning and strengthen participation through engagement - instilling self-confidence. Also, the Brain continually learns even when the body is resting, though the resting periods are meant for the brain to acquire new data.

## **Reference**

Caratozzolo, P., Prieto, V., Hosseini, S., & Hernandez, J., (2022), The use of video essay and podcast to enhance creativity and critical thinking in engineering, Heidelberg Vol. 16, Iss. 3, DOI:10.1007/s12008-022-00952-8, 1231-1251

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Jensen E, (2005), Teaching with the brain in Mind, Association for Supervision and Curriculum Development, 2<sup>nd</sup> Edition, pg 41-42

Sandholtz, J., Ringstaff, C., & Dwyer, D., (1997), Teaching with Technology, pg.45

Thomas E., (2008), Perceptions of adult high school dropouts concerning participation in GED preparation programs, East Tennessee State University Publishing, 3308033