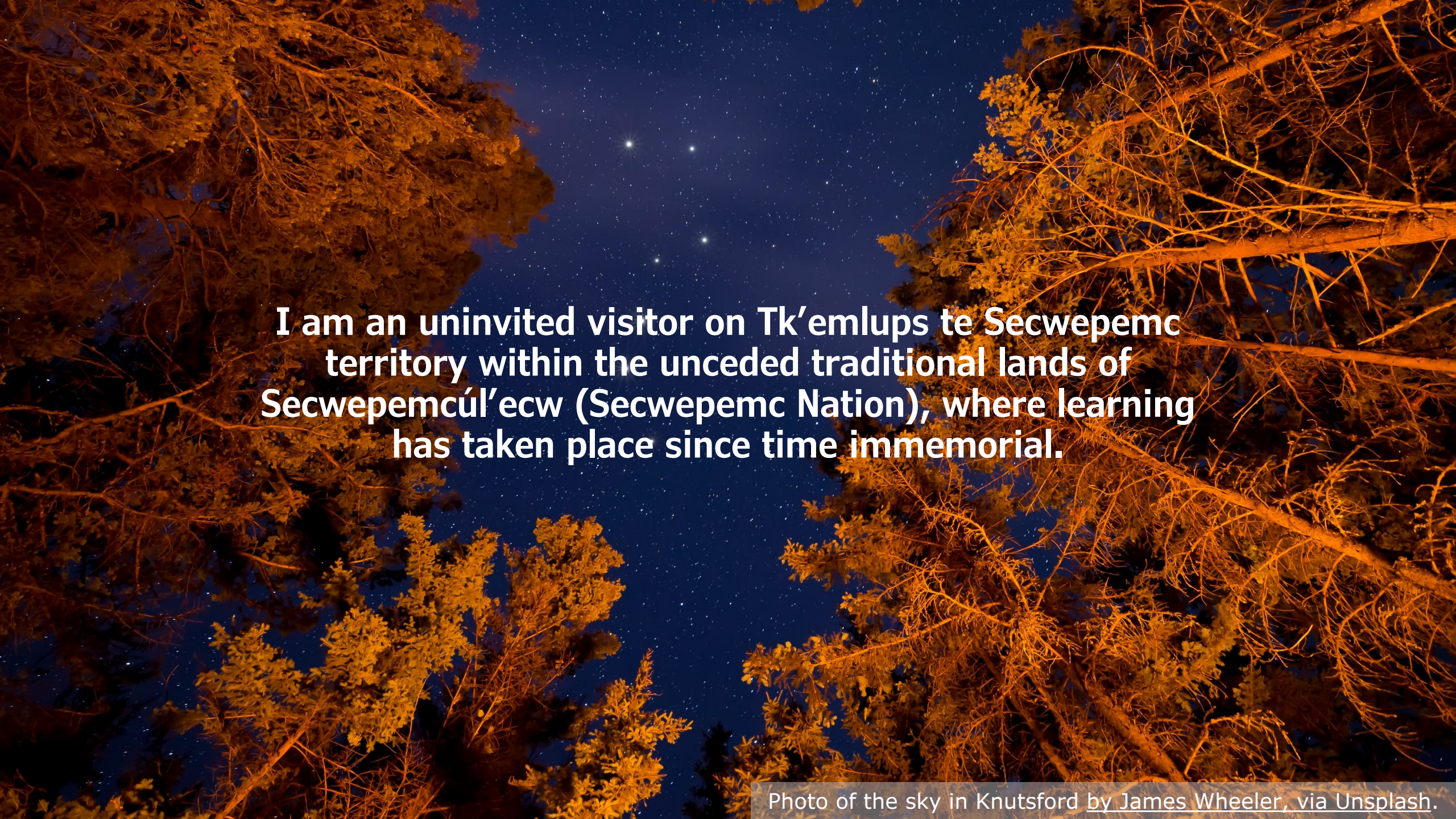


EdTech and the English Classroom

Panel Chair: Brenna Clarke Gray

Panelists: Graham Jensen, Mark
McCutcheon, and Ann Gagné





I am an uninvited visitor on Tk'emplups te Secwepemc territory within the unceded traditional lands of Secwepemcúl'ecw (Secwepemc Nation), where learning has taken place since time immemorial.



The Genesis of This Panel

Me: *recently transitioned from English to EdTech, August 2019* I hope I can find reasons to still do ACCUTE!

Also me: I wonder if anything could happen to make literature scholars care about EdTech.

The original panel pitch:

In this roundtable session, participants are invited to share a technological innovation they have developed or adapted for their classroom context, and then to join in a larger discussion about how English studies and digital tools intersect. Questions to consider might include:

- What assumptions do we make about English students and classrooms?
- What institutional supports are needed to allow the robust adoption of digital tools?
- Where are analogue tools still best practice, and why?
- How has embracing digital tools in the classroom changed your scholarship?
- What can you do in the classroom now that you couldn't have imagined ten years ago?

**The panel I proposed then,
though, was not related to the
urgent moment I feel now.**





The Rise of Surveillance

Emergent despite harm to students; threats to free speech and academic freedom; inequities based on race, ability, and gender identity; and lack of meaningful evidence that it works to improve anything other than compliance.

EdTech offers promise, but.

As our panelists discuss cool tools and meaningful pedagogical interventions today, I encourage us to reflect critically on all the tools and platforms we're invited to use and our understanding of how they work.

EdTech without ethics is just venture capitalism.