Nowadays, we live in a world where technology is everywhere, and school, cannot and should not be the exception. For this reason, I encourage an adequate and relevant use of technology in the classroom.

I have always looked to be updated with regard to my professional practice, including in the use of technology. The use of technology allows students to have an active role in the development of their knowledge which requires reflection about their own work. Students have to look for information, knowledge, creativity and capacity to make decisions. Moreover, I believe that they will also have a deeper knowledge and they will be able to develop their own learning process. To better illustrate what I just mentioned, I highlight the main uses of technology that I did in the classroom during the last year.

**Applications made by myself to support the students work**:

* Behaviour management with  **Classdojo**, <http://www.classdojo.com/pt-PT>;
* Support website for students with the **blogger** <http://zuzartesilvia.blogspot.pt/> and the **weebly** [itecciclo59f.weebly.com](file:///C%3A%5CUsers%5CS%C3%ADlvia%5CDownloads%5Citecciclo59f.weebly.com) under the project iTEC <http://itec.eun.org/>, where I participated in cycles 3, 4 e 5;
* Development of digital resources with **Scratch**, **Geogebra** and **video** to Support students work;
* Share and information exchange with students thought **e-mail** and **Dropbox**;

**Applications made by the students:**

* **Geogebra** and **Geogebratube** for small research projects in Algebra (functions) and geometry (trigonometry, circumference). Students investigated the relationships between geometric entities or on families of functions and formulate conjectures in order to refute or prove them;
* **Teamup**, <http://teamup.aalto.fi/> for reflection;
* **Poly 1.12** available for free download at <http://www.peda.com/poly/> for small investigations on polyhedrons. Students investigated properties of different families of polyhedrons;
* **Google docs** <https://docs.google.com/forms>; **Excel** and the graphing calculator to perform a statistical design;
* **Weebly** and **Webdone** for building websites to learn a particular subject, students can and must work their own creativity. Examples of products made ​​by the students: 9th grade <http://lugaresgeometricos.weebly.com/> and 10th grade <http://estatisticasqn.webnode.pt/>.
* **Goanimate**, **Powtoon** e **Prezi** to do presentations, which also contributed to the development of creativity.
* **Applets** to work with rational numbers and equations, with work proposals targeted for exploitation, for example: <http://www.fisme.science.uu.nl/toepassingen/02018/toepassing_wisweb.en.html>

My experience tells me that the use of technology, a pair of proposals that call for autonomy, creativity, teamwork and where students take an active role in the construction of knowledge, results in greater motivation for learning.

When colleagues ask me why I invest so much time and work in my training and preparation of teaching practice, I believe I can answer that I want to provide students with more enriching learning experiences which, in my view, preparing them for more than a final examination. Moreover, I feel more inspired with my work when I see the students more interested and motivated.

Sílvia do Rosário Zuzarte Machado