(Student Name)

(Instructor Name)

(Course Number)

(Date)

(Application of Theory Outline)

1. Introduction
   1. Answer the proposed questions related to the relevant learning theories and outcomes associated with technological integration in education.
   2. Technological integration in the education process began well before creating the computer or the Internet. Still, students, administrators, and other relevant stakeholders implement innovative learning solutions to identify the most appropriate technology uses while ensuring proper learning outcomes.
2. Instructional Technology
   1. Over the past two decades, the integration of computer-based learning and technological resources that utilized the World Wide Web has been one of the hallmarks of modern education and is entirely student-centered.
   2. There are several unique insights into the transformative nature of education and the learning process over the past 20 years. From the days of the bookshelves filled with encyclopedias to the innovations in computer-based technology, the realm of possibilities for tailoring effective learning plans to individual student preferences is an ideal component of contemporary education.
3. Design Games
   1. To understand how instructional design theory is implemented into computer-based learning, is it essential to garnering an adequate interpretation of the theory itself? Instructional design theory proposes specific “guidelines to organize appropriate pedagogical scenarios to achieve instructional goals” (Driscoll & Carliner, 2005, p. 96).
   2. For example, the innovations in terms of graphics, monitor devices, audio implementation, and software applications focus on the design that students interact with within an academic context and thus, influence their decision-making process by presenting real-world scenarios in a virtual capacity.
4. Instructional Design Theory
   1. By incorporating digital games into the curriculum, there is ample evidence to support the notion that it not only improves student engagement but has a profound effect on the retention of information and subsequent positive scoring outcomes for students.
   2. First, it is essential to garnering a technical definition of digital games, which is defined as “applications using the characteristics of video and computer games to create engaging and immersive learning experiences for delivery of specific learning goals” (Schindler et al., 2017).
5. Conclusion
   1. Technological integration in the education process began well before creating the computer or the Internet. Still, students, administrators, and other relevant stakeholders implement innovative learning solutions to identify the most appropriate technology uses while ensuring proper learning outcomes.
   2. Besides this challenge, the foundation for a proper learning environment rests in the ability of the instructor, as well as the student, to remain excited and engaged in the learning material, which, by all accounts, is a cornerstone of digital media and games that have so often been popular amongst students who are children or young adults.