Creative Components

Iowa State University Capstones, Theses and Dissertations

Spring 2019

Educational Technology Portfolio

Elizabeth Whitver

Follow this and additional works at: https://lib.dr.iastate.edu/creativecomponents

Part of the Curriculum and Instruction Commons

https://sites.google.com/iastate.edu/medportfolio-whitver/home

       To meet the requirement for the educational technology masters program in the School of Education at Iowa State University an educational technology portfolio was completed as a creative component project. Artifacts included in this portfolio were aligned to the program's standards of: 1) technology planning and integration, 2) Digital citizenship, 3) Research and assessment, and 4) visionary leadership.

       An online unit created in *CI 507: Principles of Flexible and Distance Education* is one piece of the artifact to show mastery in standard 1) technology planning and integration. This class both challenged and inspired as I learned how to create a learning experience online that appealed to different learning styles through the curation of resources and organization using the R2D2 model. An additional artifact shows a continuation of learning when the unit was restructured using Moodle to enrich the content through assignments and assessments that got to the root of student understanding.

       To show mastery in promoting the digital citizenship and responsibility standard, a blended learning experience on digital citizenship using Smore is used as the artifact. This artifact was chosen because it was the ground zero event and started a passion for digital citizenship education, digital citizenship professional development instruction, and a desire to become a technology strategist.

       To show mastery in research and assessment, I presented my research project from CI 515 as my artifact. The purpose of my action research was to investigate several factors related to teacher use and integration of technology including teacher comfort and belief systems, application of technology use, and the depth of technology being used. The secondary purpose focused on the support that was available to teachers and possible connections between those findings and technology use. I feel my true passion for technology integration was discovered through the data collection and literature review.

       As I learned more about curriculum and technology integration throughout the curriculum and instructional technology program at ISU, my belief systems started to shift. I realized that the way to technology integration wasn't just instruction on tools that can be used in education but also teaching and support for teachers about why technology integration and digital citizenship is important. Course presentations for professional development are used as my artifacts to show mastery in the visionary leadership standards.

       Each of the artifacts compiled in the creative component show growth and proficiency in all standards.