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Educational Technology Portfolio

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An educational technology portfolio was completed as a creative component project to meet the requirement for the educational technology masters program in the School of Education at Iowa State University. 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 instructional design project created to introduce senior citizens to the basics of using and navigating social media fulfills standard 1, technology planning and integration. A discussion of evolving views on the use of digital surveillance in schools and how those views translated into influence on school policy constitute the artifacts for standard 2. An action research project on how instructional coaches can deliver effective feedback to teacher serves as evidence for standard 3. A reflection on growth as a leader over time, including presentations at various educational technology conferences, makes up the artifacts for standard 4.

The technology planning and integration standard requires students to “design and implement effective technology supported learning environments and experiences. Students will use their knowledge of subject matter, teaching and learning, and technology to design and facilitate experiences that advance learning and innovation in educational environments” (Faculty Team, CIT, 2016). The instructional design project I created as a culminating assessment for CI 503, Designing Effective Learning Environments, best demonstrates my competency in this standard. Through collaboration with my fellow group members on team Tech4Seniors, I helped craft a learning experience for senior citizens designed to introduce them to the basics of social media and using Facebook. As a result of completing this project, I gained an understanding of how technology can support the instructional design process, specifically through the use of the Learning Cycle Framework (2018) and its three-phase “Target, Create, Launch” structure. I also gained awareness of how instructional design operates outside the world of k-12 classroom environments and an appreciation for how much more involved the instructional design process is when the designer is not the same person as the subject matter expert.

Promoting and modeling digital citizenship and responsibility is an essential skill for educators to demonstrate. It requires them to “understand the social, ethical, legal and human issues surrounding the use of technology in educational environments, and [to] use that understanding to guide their practice” (Faculty Team, CIT, 2016). According to the International Society for Technology in Education (2019), “Digital citizenship is about much more than online safety — or a long list of don’ts. It’s also about the do’s that help create thoughtful, empathetic digital citizens who can wrestle with the important ethical questions at the intersection of technology and humanity” (n.p.). Three artifacts demonstrate my competency in this standard: a digital citizenship project I completed for CI 501, Foundations of Digital Learning; building policies that I helped craft related to digital citizenship at the high school where I work; and digital citizenship lessons that I helped to distribute schoolwide for teachers to easily implement with their students.

In order to demonstrate competency in the area of research and assessment, educators must “apply technology to facilitate a variety of effective assessment and research strategies, focusing on classroom-based educational research projects for their classrooms” (Faculty Team, CIT, 2016). Action research is an integral piece of the work of all educators, whether they pursue it as part of a formalized process or as a more informal undertaking as part of their daily work with students and teachers. The action research project I completed for CI 515, Action Research in Education, best exemplifies my ability to meet this standard.

Visionary Leadership requires students to "continuously improve their professional practice and model lifelong learning, and exhibit leadership qualities. Students take initiative in providing instructional technology leadership in their schools and/or job site and engage with other professionals through participation in local, state and national organizations" (Faculty Team, CIT, 2016). My work in CI 511, Technology Diffusion and Leadership, along with presentations at various technology conferences demonstrate my competency in this standard.