Spring 2019

Educational Technology Portfolio

Jordan Augspurger

Iowa State University

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

Part of the Curriculum and Instruction Commons

Recommended Citation
https://lib.dr.iastate.edu/creativecomponents/131

This Creative Component is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Creative Components by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
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, that include: 1) technology planning and integration, 2) digital citizenship, 3) research and assessment, and 4) visionary leadership. For the first standard, an artifact was selected that focused on designing instruction for senior citizens to create their and operate a Facebook account. Standard two's artifact was a professional development opportunity for teachers that focused on digital citizenship. For the third standard, the artifact selected was a reflection on an action research project that studied the correlation between homework and summative assessment achievement. For the visionary leadership standard, the artifact selected was a reflection on a professional development opportunity that focused on Google add-ons and extensions.

Technology planning and integrating to help people implement effective learning experiences is why I applied for this graduate program. For CI 503, students were asked to design instruction for a minoritized group of individuals. We created instruction for seniors (above 55 years of age) to successfully create and use a Facebook account. Our team chose the senior citizen age group because there is a need for these individuals to feel connected to their friends and family. The instruction was created based on feedback from focus groups, implemented, and reflected upon to enhance the experience for learners. My belief in technology use being for everyone was what led me to select this creative artifact. The main goal for our technology implementation was to find a user-friendly platform where “students” were able to be self-paced. Although this type of instruction is not your typical educational setting, our learners still needed this instruction, based on research. Learners of technology can be any age and they have many different needs and prior knowledge of technology use. Through the process of planning, integrating, and critical reflection, the design team designed instruction to teach senior citizens how to create and operate a Facebook Account.

Digital citizenship is a topic that needs more focus in educational settings. As an educator, it is important to understand legal, social, human and ethical issues that surround the use of technology in educational environments. In CI 505, students were asked to create professional development focusing on digital citizenship and responsibility. This project focused on copyright and fair use which falls into the category of digital law under the digital citizenship and responsibility hierarchy. In my teaching experience, this is a topic that is lacking from education in many ways. Almost every teacher uses media found on the internet in their own classroom, but legally, are they aware of how they are allowed to use this media? The goal of this professional development was for teachers to define fair use and explain how fair use is used. This artifact reflection will focus on how this instruction promoted and modeled digital citizenship and responsibility and ways I could have improved this professional development on copyright and fair use. Also included is how this assignment and reflection has opened my eyes to improve my promotion and modeling of digital citizenship and responsibility.

Research and assessment are found in every aspect of education, in the classroom and on the playing field. Achieving success for the research and assessment standard, graduate students must have shown evidence in the application of technology to facilitate a variety of effective assessment and research strategies, focusing on classroom-based educational research projects for their classrooms. Whether an athletic or instructional coach, research and assessment come into play on a daily basis. For the CI 515 Action Research in Education course, students were asked to conduct action research on a particular classroom topic. Since I was no longer serving in the capacity as a classroom teacher, to select a topic I reflected on discrepancies I saw while being a teacher. Homework design, the motivation for completion, and the homework-achievement relationship were selected to be examined during this project. The idea of homework has always been interesting and the word seems to have a negative connotation. In many classrooms, lack of homework completion has become an issue at the high school level. This could be due to a variety of variables including motivation, parent involvement, accessibility issues, or lack of connection between homework and achievement. This action research study is focused on the correlation between success on assigned homework and summative, end of unit assessment achievement.

As an instructional coach at a one-to-one school, leading technology professional development is an important part of the job. Similarly to students in the classrooms, teachers have varying amounts of prior knowledge on using a laptop, especially as an educational device to enhance instruction. Professional development is needed to help teachers increase their knowledge of using laptops effectively and efficiently. In CI 511, students were asked to
create a learning opportunity focusing on technology. As a leader within the district, it is important to identify the professional development needs of the staff, so my group decided to design technology professional development for an early out PD at my school. ScreenCastify was the chosen Google Add-on because of its possible use in capturing all aspects of instruction. This technology professional development was given during allotted time on an early out Wednesday and was geared towards introducing learners to Google add-ons and extensions. This was one of the first technology professional development instruction opportunities I designed and was my first attempt at this type of professional development.