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## Educational Technology Portfolio

Kaitlyn Schweer

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Education Technology Portfolio link: <https://sites.google.com/view/schwearmedportfolio/home>

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.

The artifact that was chosen for standard one was a group project during a creativity unit using a 3D printer in the classroom. I experienced this during CI 505 - Technology in Teaching and Learning using a 3D printer to help students understand the concept of mass and weight. When integrating technology into the classroom, planning is essential. Technology cannot be just used for the sake of using technology. When it has a purpose, students learning will flourish. With technology, the instruction can be differentiated for specific students to provide different ways for them to demonstrate they have learned the material. Some students struggle or are uncomfortable with traditional teaching methods (i.e. written and oral assessments), therefore, technology can help them express their learning through other avenues like creating videos, objects, etc. This all would take effective planning and integration from the teacher.

The artifact that was chosen for standard two was a group project about a court case where a college student was buying textbooks in a different country and reselling them in a different country for a profit. Digital citizenship helps students learn more about different subjects because they are able to create new projects, expand their knowledge, and collaborate with others. Promoting and modeling digital citizenship and its importance to students will help them get the most out of the online resources they have. Throughout this program, I have had several conversations about digital citizenship and I will be able to implement all that I have learned in my classroom so my students understand how to be a great digital citizen throughout their lifetime.

The artifact that was chosen for standard three was an action research project. The title of this research project was *The Effect of BreakoutEDU games on Seventh Graders Collaboration and Learning*. During this project, students were groups three different ways and assessed on collaboration using BreakoutEDU games and their learning was assessed with a unit test. The results of this project were positive. Students felt that they were more positive and involved in the BreakoutEDU games when there were put in random groups by the teacher. Students test grades increased from the pretest to the posttest using the BreakoutEDU games.

The artifact that was chosen for standard four was grant proposal for subscriptions, licenses, etc. to gamify a classroom. A visionary leader can influence students and colleagues to challenge their ideas and push them to new limits. A visionary leader also has a positive influence on students and/or colleagues and wants to see a positive change in students. The greatest reward for a teacher is seeing students excel in the classroom. Consequently, if one teacher is doing well in their classroom, other teachers will want to imitate their teaching styles, emulating their visionary leadership in the classroom. This program helped me develop visionary leadership qualities by challenging me to understand the process of grant proposal writing in CI 511 - Technology Diffusion, Leadership, and Change.