

Spring 2021

Educational Technology Creative Component

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Semester: Spring 2021

Title: Educational Technology Creative Component

Name: Zhengzheng Xu

**Masters of Education – Educational Technology
School of Education
Iowa State University**

A creative component project was completed to meet the requirement for the Masters of Education (emphasis in Educational Technology) in the School of Education at Iowa State University. The creative component project, a research and practice poster, was aligned to the following program standards: 1) *Visionary Learner, Planner and Designer*, 2) *Equity and Citizenship Advocate*, 3) *Researcher and Analyst*, and 4) *Empowering Leader*.

The first standard, *Visionary Learner, Planner and Designer*, highlights using and exploring promising practices that leverage technology to improve student learning, focusing on designing authentic learning activities to maximize learning. The artifact I chose to illustrate my knowledge of this standard was my one of the work samples, “Instructional Design for HIST Course”. It illustrates how I leverage technologies like Canvas, Studio, and multi-media type applications to improve online teaching and learning.

Standard two, *Equity and Citizenship Advocate*, promotes my ability to use and apply equity, inclusion, and digital citizenship practices with the goal of positively contributing to the digital world. The artifact I chose to illustrate my knowledge of this standard was “Using Social Media to Enhance Classroom Learning for College Students”. This shows how social media acts as an advocacy tool to encourage educators to enhance learners’ learning by using proper social media.

The third standard, *Researcher and Analyst*, illustrates my ability to understand and use data to improve my instruction and practice. It is an opportunity to share lessons learned, best practices and challenge that impact learning with technology. The artifact I chose to illustrate my knowledge of this standard was “Evaluation for Educational Technology in PK-6 Classroom”. This artifact used qualitative methods and online survey techniques to gather data and provide recommendations to this undergraduate course. Also, the results provided feedback to improve the courses’ instruction for future semesters.

Finally, standard 4, *Empowering Leader*, highlights how I have sought out opportunities for leadership to support student success and improve teaching and learning. The artifact I chose to illustrate my knowledge of this standard was my work description. My two on-campus work experiences (Teaching Assistant and Instructional Designer) and a summer internship as an instructional designer provides evidence of my growth as a leader in using technology to improve teaching and learning.

This creative component showed my growth in the areas of education technology and instructional design. I am pleased to apply what I have learned in this program to my future career.

My screenshot of the creative component (the research & practice poster).

IOWA STATE UNIVERSITY
School of Education

Zhengzheng Xu's Creative Component (Spring 2021)

1. Visionary Learner, Planner, and Designer
"Students continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active learning."

- For Standard #2, I demonstrate my understanding of how to make sure all learners have equal access to resources and increase equity, inclusion, and citizenship practices by using technology.
- The artifact here is "Using Social Media to Enhance Classroom Learning for College Students". This illustrates how social media acts as an advocacy tool to encourage educators to enhance learners' learning by using proper social media. ([Artifact Link](#))

2. Equity and Citizenship Advocate
"Students use technology to increase equity, inclusion, and digital citizenship practices. They inspire others to positively contribute to and responsibly participate in the digital world."

- The purpose of this standard is to show my competency in applying technology for planning and designing. I used one of the work samples "Instructional Design for HIST Course", as an artifact to demonstrate my ability in this important area.
- The work sample aligns with Standards 1 because it illustrates how I leverage technologies like Canvas, Studio, and multi-media type applications to improve online teaching and learning. ([Artifact Link](#))

3. Researcher and Analyst
"Students share lessons learned, best practices, challenges, and the impact of learning with technology with other education leaders and/or stakeholders who want to learn from their work. Understand and use data to drive their instruction and support students/others in achieving their learning goals."

- The standard #3 is about research and assessment. I learned research methods (quantitative and qualitative analyses) while enrolled in my previous master's program. In this MED program and the course "Evaluating Digital Learning Environments", I learned to use data to improve and impact teaching and learning.
- The artifact I chose for this standard is "Evaluation for Educational Technology in PK-6 Classroom". This artifact used qualitative methods and online survey techniques to gather data and provide recommendations to this undergraduate course. Also, the results provided feedback to improve the courses' instruction for future semesters. ([Artifact Link](#))

4. Empowering Leader
"Students continually seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning."

- The purpose of Standard #4 is to demonstrate my leadership abilities in educational technology. My two on-campus work experiences (Teaching Assistant and Instructional Designer) and a summer internship as an instructional designer provides evidence of my growth as a leader in using technology to improve teaching and learning.
- This artifact, design of a new undergraduate course, aligns with the standard because it shows my leadership in supporting learners, enriching teaching using technology, and improving instruction quality. ([Artifact Link](#))

About Me

I am originally from China and grew up on the southern most island. While learning in the past decades, I realized how technology plays such an important role in education settings. I was very lucky to have two jobs related to the educational technology field. The first one was as a teaching assistant in the Center for Technology in Learning and Teaching. This opportunity allowed me to use many advanced digital technologies for PK-6 classrooms. Also, it was a fantastic mechanism meet many great undergraduate students who will be future teachers. My second and current job, is as an instructional designer working at Engineering-LAS Online Learning (ELO). My job is to design, develop, and support online or blended courses at ISU. I am also encouraged to explore new technologies to support and enhance online learning. My next professional goal is to continue providing pedagogical methodologies that I have learned for online teaching and use proper technology tools to help learners enhance the learning experience.