

Spring 2021

## Hughes Creative Component

Anne Hughes

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### Recommended Citation

Hughes, Anne, "Hughes Creative Component" (2021). *Creative Components*. 747.  
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Semester: Spring 2021

Title: Educational Technology Creative Component

Name: Anne Gaddis Volker Hughes

Masters of Education – Educational Technology

School of Education

Iowa State University

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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 (see Figure 1), 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 artifacts I chose to illustrate my knowledge of this standard were: my team's final report (An Instructional Design of EDUC 405: Social Justice Education and Teaching), an overview of two online game-based learning websites that I have been utilizing in my classroom, and an introductory video to introduce the teaching and combating of racism in the classroom. Each of these artifacts were chosen because they were my highest quality work to demonstrate how I have come to be a visionary learner, planner and designer throughout my journey in the MEd program.

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 artifacts I chose to illustrate my knowledge of this standard were a copy of my midterm from a course on digital equity, a compilation of digital educational technology tools, and a professional development seminar created to introduce the idea of digital equity to co-workers who have (perhaps) otherwise not been familiar with the devastating effects of the digital divide in our classrooms and schools. I was pleased to be able to demonstrate such growth through this collection of artifacts, as they were chosen from the beginning, middle and end of my MEd program.

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 challenges that impact learning with technology. The artifacts I chose to

illustrate my knowledge of this standard were a non-traditional research presentation on best practices of virtual teaching and learning, two consecutive years of grant awards, and my action research final report. The educational technology program at Iowa State not only reintroduced me to research, but taught me so much more about the process and how to best apply it to my content area. It was through this program that I came to enjoy the research process and all that it can uncover for the benefit of my students and my classroom.

Finally, standard 4, Empowering Leader, highlights how I have sought out opportunities for leadership to support student success and improve teaching and learning. The artifacts I chose to illustrate my knowledge of this standard were a continuing education certificate I received for completing a LinkedIn Learning course on Learning Design Thinking: Lead Change in Your Organization, a training series I developed to share with colleagues and fellow staff in my district detailing the use of a new and unfamiliar LMS, and finally, feedback from my own students on how they perceive my use of technology in the classroom, and empower them to utilize technology in our classroom. I have and will continually strive to be a better teacher and leader because of this program, and am pleased to demonstrate that through the use of these artifacts.

The educational technology program at Iowa State taught me not just a few more technology tools that I can use in the classroom. It balanced the need for digital equity, social justice, and the different approaches that can and should be taken into account when researching more about my content area. I had fears at the beginning of the program that it would be like every other professional development I have attended-- interesting, but not applicable to my specific content area. Instead, I was introduced to so many ways to enrich my teaching, that I still depend on email flags and online bookmarks to keep track of the vast amount of resources I acquired while obtaining my Masters of Education in Educational Technology.



# HUGHES CREATIVE COMPONENT

Iowa State University Spring 2021

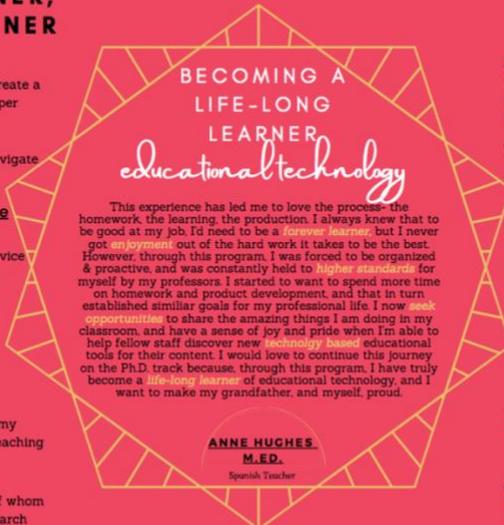
EDUC 599B

## VISIONARY LEARNER, PLANNER & DESIGNER

-team effort  
A collaborative approach combining five minds to create a course designed for preservice teachers: our final paper

-authentic learning  
New learning experiences for my students as they navigate a foreign language and best practices for studying

-digital tools & resources to maximize active learning  
An introductory video to grab the attention of preservice educators and introduce a different way of teaching difficult concepts



## EQUITY & CITIZENSHIP ADVOCATE

-equity  
To be equitable, one must first understand how they contribute to a society in inequitable ways. A midterm exam that forced introspection of my own privilege

-inclusion  
A team effort that brought a cohort together to introduce digital tools that could level the playing field of education

-digital citizenship practices through growth of knowledge  
A professional development designed for our coworkers that introduced the idea of digital equity, and brought about the question "Where do we go from here?"

## RESEARCHER & ANALYST

-best practices  
Keeping my students and fellow educators in mind, my partner and I researched best practices for virtual teaching

-education leaders & stakeholders  
Students, parents, board members, community. All of whom are vital in the education of our students. Using research strategies, I applied for and was awarded two separate grants to make my classroom a more inviting place to learn

-data driven approach  
Using literature and data to complete action research in my field of study, I used data to support my claims and present my findings

## EMPOWERING LEADER

-continuing education  
Continuing education while also completing this degree: pursuing a Certificate of Instructional Design

-leadership & empowered use of technology  
A series of training I created this year to help fellow staff as we navigated a new LMS. Feedback from the staff as well as a training video used for students

-technology in innovative ways  
Feedback from my own students on how they've felt empowered via technology in our Spanish classes



Figure 1. Research and Practice Poster