

Spring 2021

Educational Technology Creative Component

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Recommended Citation

Romero Campa, Olivia, "Educational Technology Creative Component" (2021). *Creative Components*. 795.
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Semester: Spring 2021

Title: Educational Technology Creative Component

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**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 (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 a learning module about Digital Citizenship and QR codes that lead to students showcasing their work on FlipGrid. The learning module is for students in the elementary grade levels that teaches them specifically about Digital Awareness, Online Safety and Security, Kindness and Respect Online, and Creating a Digital Footprint. The FlipGrid videos show students presenting an opinion piece they had written, along with students practicing their reading fluency and comprehension.

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 website I created with resources to help students who are in struggling situations. It has resources for situations ranging from immigration, foster care, and prison. The second artifact was a Kindergarten Parent Professional Development. This presentation gave parents the opportunity to learn about the programs that Kindergarteners would be expected to use in the event that we would have to return to virtual learning. These are programs that are also used in our general classroom. The presentation also discussed why the programs were used and information on how to use them.

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 artifacts I chose to illustrate my knowledge of this standard were my Problem of Practice Research project and my Action Research project on student interaction in a bilingual classroom. My problem of practice discussed how I found the need for Google Education training in my school and district. My action research project was based on helping Spanish Language Learners and English Language Learners working together to help improve their language skills by being strategically partnered up.

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 my Google Certificate and a QR code that leads my Kindergartners to use FlipGrip to help them with their letter sounds. My Google Certificate shows how I was able to pass the Google Education training and that I learned more about the applications in order to use them in my classroom. The FlipGrid videos show how even at an early age, students can use technology in a meaningful way and they can use it in a way to meet expectations that are set for them.

My artifacts meet the expectations for each standard. Through my artifacts I am able to showcase my learning and the application of technology through my schoolwork and as a classroom teacher.

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EDUC 599B-Creative Component
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VISIONARY LEARNER, PLANNER & DESIGNER

Standard One

As a natural planner, I found it exciting to learn how to plan and design using digital technology. Through our EDUC 507 course, my team and I created an online module about Digital Citizenship, after finding that it was a need in our classrooms. We were able to create an online module that can be used at a variety of grade levels, while incorporating other educational technology tools.

In my own classroom, I was able to use technology as a way for my students to work on their oral language, confidence while speaking, reading, and it gave my kids a way to explore new technology. I have QR codes that link to the different activities I did with my 2nd graders at the time. Our QR code leads to students reading their opinion on when they felt was a significant American and why, while the other leads to my kids practicing their Spanish fluency.

Digital Citizenship Online Module



FlipGrid Integration in the Classroom



EQUITY & CITIZENSHIP ADVOCATE

Standard Two

Growing up in a diverse area, I saw classmates and friends who came from a variety of challenging situations. When I took EDUC 559, I decided to create my website that revolved around helping students who are in challenging situations. It is a website aimed to help educators and parents that may need resources to help their students or children. I create a one-stop location for books and resources to help with topics that range from immigration to adoption.

Every year our school does a Kindergarten Camp, however, since this year is a little different we did a Kindergarten orientation. For EDUC 577, my digital equity project revolved around parent professional development to allow parents the opportunity to learn about the different technology tools that would be used if we went virtual again. I was able to present my project in both English and Spanish to incoming kindergarten parents.

Helping Students in Challenging Situations



Kindergarten Parent Professional Development



RESEARCH & ANALYST

Standard Three

Through my problem of practice, I was able to identify the struggles teachers face with technology by not having the knowledge to implement it consistently. This led to the idea of having district-wide professional development around Google applications in order to enhance staff learning. This would lead to greater knowledge for our students. After our school closed due to the pandemic, our district did require all staff to take the Google training and exam. This confirmed my problem of practice.

As a former second grade teacher, I saw the effects of students moving through the dual language program without reaping the benefits of becoming bilingual. My action research consisted of strategically partnering up my Spanish Language Learners and English Language Learners to help them learn the Spanish language. During EDUC 515, I was able to modify my research to include technology, such as FlipGrid and Google Classroom, to differentiate ways to allow for student learning and growth.

Problem of Practice: Google Professional Development



Peer Interaction in a Bilingual Classroom



EMPOWERING LEADER

Standard Four

When the pandemic began, as educators, we were unsure of our future. We didn't know how we'd continue to teach while not being in the classroom. As mentioned in my problem of practice under visionary learner, planner and designer, I discussed needed professional development on Google. When the pandemic began, this became a reality. Our district gave us a mandatory Google training. As part of this, I was able to help my team study for the exam. Taking this Google training and exam helped me further my knowledge on the applications, therefore improving my own teaching.

Since I received my Google certification, I felt the need to be able to advocate for more technology use in my Kindergarten classrooms. As a district, we did teach our students how to use Google Classroom, however, I have also incorporated Kahoot! and FlipGrid. We use Kahoot! to help us review for math, whether they are created by me or my teammates, or we search and find ones that have already been created. Recently, I used FlipGrid to help improve our letter sounds. I used it as a way for my students to practice saying their letter sounds.

Google Certified



Kindergartners using FlipGrid



Figure 1. Research and Practice Poster.