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EdTech 592
Artifact Rationale Statements

STANDARD 1 - CONTENT KNOWLEDGE

Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

1.1 Creating: Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.

The MET program has enabled me to examine my own creative potential in crafting units, lessons, and activities that use technology-based tools in an efficient and effective manner. As a 1:1 iPad school, we have the ability to harness the internet and mobile computing on a daily basis, so this program has proven especially potent for my teaching and planning. The outcome of education technology should be to maximize goal attainment using tools such as RSS feeds and graphic organizers that examine and organize content in a way that has previously been impossible.

[EDTECH 501—Infographic](#)

In EDTECH 501, we learned how to harness the power of various online graphic design tools to create an image that encapsulates the goals and theoretical underpinnings of education technology. My approach centered on three central elements: management, facilitation, and creativity. My certificate concentration in the MET program is technology coordination at the school level. This poster is a creation that summarizes the intent of education technology at the school level to serve the needs of the teachers and students and satisfy the goals of the administration and planning team.

[EDTECH 501—RSS Feeds](#)

Before the MET program, I did not have much experience with RSS feeds. However, now I can use them to gather information in a passively and it saves me time. Used in conjunction with the criteria for content creation that I created in EDTECH 543, through the MET program I feel equipped to run a content curation site that would conform to professional standards. This is just one of

the main ways that technology can help us become more efficient masters of the hi-tech tools. This is a skill that I have also used to create a lesson plan to use to introduce RSS to students. In EDTECH 501, I created an RSS feed lesson plan that students could use to evaluate current events and how the media depicts the Church.

1.2 Using: Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.

[EDTECH 502—Netiquette Page](#)

In EDTECH 502, we used the power of HTML and CSS to create web pages. I have used these pages in my classroom and they are quite effective tools and I am proud to have said that I created these tools. When I use the netiquette page in class, I am often struck by how many students have seen or experienced certain online practices that cause harm. And it always revealing when students complete their assessment of this activity that they do not realize how words can be on the internet. These students are often to entranced by the potential of the internet that they have not stopped to consider what norms of behavior should be practiced and why they should take this seriously. The netiquette page allows students to protect themselves and be safe while they are learning and using the net to their academic advantage.

1.3 Assessing/Evaluating: Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.

[EDTECH 505—Evaluation Report](#)

In EDTECH 505, we spent a semester understanding the many dimensions of a program evaluation. My immediate concern was to consider the strengths and weaknesses of Schoology, an online learning management system, which is used extensively on campus for organizing curriculum materials, grading, online quizzes and tests and communicating with teachers and students. The program is 4 years old at our school and I was concerned with how this system fits with certain pedagogy and how students and teachers could be using the technology more effectively.

[EDTECH 543—Curated Articles on Social Networking for Teaching and Learning](#)

EDTECH 543, was one of my favorite classes. This course felt very relevant to my students' age group. Social media is an ever-present tool in their lives and everyone from researchers to parents and teachers are learn better ways to protect young people and better ways to use the technology to foster engagement and facilitate learning. I have used social media in my classroom and I feel that social networked learning conforms to current pedagogy and enable students to engage more fully in the learning experience. Students are on social media why not encourage them to use it constructively in the classroom. While this is an exciting area, is also important to analyze the extent, to which, encourage students to spend even more time on social media. There is research that indicates social media can cause mental health concerns, so we should always encourage professional and personal responsibility for the emotional drain that can occur on the social network. This is why the subject of digital citizenship or netiquette mentioned above is so important.

1.4 Managing: Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.

EDTECH 505—Response to Request for Evaluation Proposal

In EdTech 505 I was asked to complete an evaluation proposal. Program evaluation was an entirely new concept to me. I was very much intrigued by the differences between research and evaluation. Through evaluating the Determining Instructional Purposes program, I took part in a complicated analysis of a program and was able to step outside of the role of teacher. I am not certain that the role of the evaluator is the right one for me. However, I was able to learn about the complexities of evaluation and understand its critical importance at the level of school management. Many programs are the product of government, community or private funding. The investor has a right to know if their resources are being used effectively. And the community deserves a quality evaluation to determine whether their needs are being adequately met. The activity enables me to understand how to manage a team and coordinate with experts who would be essential in completing an effective evaluation.

1.5 Ethics: Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.

EDTECH 501—Code of Professional Ethics

For EdTech 501 we were asked to create a professional code of ethics. I created one that was particularly relevant to my professional career past and current. I have spent my entire teaching career in private education. I believe in the mission of Catholic schools and have taught in the diverse mix of affluent and impoverished communities. My experience has taught me the vital importance of creating inclusivity in quality education. My code of ethic concerned professional responsibilities in the world of education to create equity among different groups of people. I found it very inspiring that President Obama was a strong supporter of this level of inclusivity and had a wealth of research on American communities most lacking in access to technology.

STANDARD 2 - CONTENT PEDAGOGY

Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

2.1 Creating: Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.

EDTECH 502—Concept Map

In EDTECH 502, I was tasked with creating a concept map to illustrate a learning goal for students. The subject I chose was the Five Pillars of Islam. Using the image of pillars lined up in a row, I created a learning experience that was able to connect students to important content about the pillars. The content consists of articles and resources from the BBC. This web page, which I created, could be linked to the learning management system and students were able to access this site on their iPads. The students then could reuse the web page as a study guide and complete assessment material on their own on campus or at home. The concept map, I think, was well designed and made the content available to students in an interactive way.

[EDTECH 597– Maker Tutorial](#)

EDTECH 597 was a complicated and involved class based on creativity using Scratch and Makey Makey. This tutorial was a brand new activity for me and involved a lot of ingenuity to make it possible. It was challenging find materials that would effectively create a contact between points. I eventually found I was needed in some copper tape that is typically used as an insect repellant at a local hardware store.

The project that forms the basis of this Makey Makey tutorial is called the Game of Life: Samsara. Samsara is the Hindu cycle of reincarnation that governs the existence of all living things. This is a game that 12th-grade students create from scratch. They create the game board, the pieces and create a list of instruction that infuses common popular board games and with Hindu principles of reincarnation, salvation, and karma. In using Makey Makey and Scratch you combine hands-on creations with web resources and programming tools.

2.2 Using: Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.

[EDTECH 501 – RSS Feeds](#)

Before the MET program, I did not have much experience with RSS feeds. However, now I can use them to gather information in a passive way that saves me time. This is just one of the main ways that technology can help us become more efficient masters of the hi-tech tools. This is a skill that I have also used to create a lesson plan to use to introduce RSS to students. In EDTECH 501, I created an RSS feed lesson plan that students could use to evaluate current events and how the media depicts the Church. This RSS feed lesson plan demonstrates how technology can be used to create engagement in the classroom and it also is an efficient way for students to use time and gather resources.

[EDTECH 597 – VoiceThread Tutorial Moksha Game](#)

EDTECH 597 was a challenge for me. There was a great deal of content to master before could completing the activities related to course. In this case, I had to understand three programs VoiceThread, Makey Makey and Scratch. All

were new to me. This VoiceThread is a tool used to communicate to fellow teachers how to use my Makey Makey creation in their classrooms. The Makey Makey platform is a very interesting program that uses open and closed circuits to trigger keys on a computer keyboard or mouse clicks. The software is very hands-on and creates an endless potential for connecting wires to various objects. The online resources and inspiration are quite amazing. I can see a lot of potential for Makey Makey in the arts and arts integration in schools. This is very neat and useful piece of software. The Scratch software created by MIT is a very intuitive program to teaching young people the fundamentals of computer coding. There is a bit of a learning curve, however, the freedom that the program allows gives a wonderful amount of autonomy and ownership over students' creations.

2.3 Assessing/Evaluating: Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice.

[EDTECH 505—Final Evaluation Report](#)

In EDTECH 505, we spent a semester understanding the many dimensions of a program evaluation. My immediate concern was to consider the strengths and weaknesses of Schoology, an online learning management system, which is used extensively on campus for organizing curriculum materials, grading, online quizzes and tests and communicating with teachers and students. The program is 4 years old at our school and I was concerned with how this system fits with certain pedagogy and how students and teachers could be using the technology more effectively. This report was extensive attempt to reflect on the practice of using Schoology at our school and how it affects students and teachers. The process involved a great deal and analysis and data. Following the collection of data I created a complete report containing the data and analysis of Schoology prepared for all stakeholders.

2.4 Managing: Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy.

[EDTECH 554—District Wide Social Media Policy](#)

One of the most critical issues affecting education policy in the 21st century is ensuring the safety and responsible use of the internet. Technology is widespread in our society and schools. Staff and students access the internet through a variety of devices including tablets, laptops, and smartphones, which are more present than ever. EDTECH 554, Managing Technology Integration in Schools, was a fascinating course that summarized a lot of what I had already learned in the MET program. This policy document enabled me to consider a policy that would affect an entire school and was particularly directed at obtaining a certificate as School Technology Coordinator.

Technology enables a powerful access to resources, collaborative tools and the potential for great innovation in the hands of teachers and students. The district is committed to free and open access to the internet to promote access to peer-review, relevant resources, and collaborative tools. However, because of the immense power of the internet, it is critical that the district establishes guidelines for responsible use to ensure safety and encourage innovation and productivity.

[EDTECH 551 – Grant Proposal Nation-Wide Religion Studies Program](#)

The previous presidential administration was particularly concerned with religious discrimination. This assignment allows the opportunity to use research conducted by the Obama administration to create a grant proposal for a program that would aim to eliminate religious discrimination through an effective online course in comparative religious studies education. This program required me to create a fictitious organization, The Peace, and Tolerance in Education Foundation. This organization has a mission and this online course program would have been being first and major project directed at curtailing religious discrimination through an online course that could be marketed nationwide. The program required a lot of imagined management skills in problem-solving and planning for the future. I believe that this experience was wonderful practice at imaging what it would be like to start an organization such as this from the ground up.

[2.5 Ethics: Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.](#)

[EDTECH 502 – Virtual Tour Through the Buddhist World](#)

EDTECH 502—Jigsaw Activity in Islam

EDTECH 502 was a unique opportunity to connect my on-going study of world faiths and connect students to enclaves of people who practice those faiths in our Sacramento, CA community. Students as a part of my comparative religion course take part in a project that requires them to visit a local church. Many students chose to visit a religious community in the area that is not Christian. Several students decided to visit a Buddhist temple. This activity in my 502 courses gave students an introduction to various parts of the world that connected students to the land of origin of the Buddhist faith they were witnessing at the various temples they visited in our community.

As we all are probably aware, there are many controversies in our world surrounding the Muslim world, however, there is a large and peaceful Muslim community in the Sacramento area. This community through the Salam Center does a great deal to communicate the fundamentally peaceful message of Islam to the world and especially the immediate Sacramento community. This project allows to students become aware of the core beliefs of the Muslim people so that they are more educated and aware of what it means to be a Muslim person.

STANDARD 3 - LEARNING ENVIRONMENTS

Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

3.1 Creating: Candidates create instructional design products based on learning principles and research-based best practices.

EDTECH 503—Instructional Design Project and Learning Materials

This project was an involved effort to gather data, analyze existing programs and create a project in instructional design that worked within my curriculum area. The project utilized my students' iPads and was based on needs assessment data that collected before constructing the instructional design project. The coursework was based on a text, ***Streamlined ID: A Practical Guide to Instructional Design*** written by Larson and Lockee. This text provides the practice and structural framework for the project and enabled me to create a project that conformed to research-based expectations. This text introduced me the ADDIE model. Interestingly, I will be using this model when I construct an instructional design program for my Religious Studies Department. I look

forward to this opportunity and will be starting the project as soon as I wrap up the portfolio.

3.2 Using: Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.

[EDTECH 502—m-Learning Activity](#)

Again EDTECH 502 enabled me to design a lesson built out of a web page that I created. On this occasion, I created a mobile learning activity that allowed students to use mobile devices to study the layout of a Muslim Mosque in the Sacramento Area. The activity involved comparing several typical attributes of an Islamic Mosque or Masjid with the actual physical attributes of an Islamic Masjid. The culminating task of the activity is to complete an essay of 200-300 words using notes collected on their mobile devices throughout their visit. This activity is not one that I have had the opportunity to use with students, but would thoroughly like to. Coordinating a field trip with students is a complicated process at our school and costs are a great deal of money. This activity might enable a virtual tour of a similar location that is available on Google Earth and I look forward to the opportunity to try out this idea in my class next year.

[EDTECH 503—ID Project Instructor Guide](#)

The 503 Instructional Design Project was comprehensive project based on instructional design common practices that were taught during the program. We relied heavily on the commentary of peers and the instructor to keep our projects in alignment with research-based methods. The 503 Instructional Design project was a complex and detailed body of work that taught us how to address students needs through assessment and data collection, audience analysis, need assessment, and comprehensive planning for the success of an instructor. It was quite a challenge to step out of the role of a teacher and into the role of an instructional designer. This project and the activities associated with the course allowed me to do exercise this ability. I have a lot of work to do in order to become more skilled at this profession.

3.3 Assessing/Evaluating: Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.

[EDTECH 505—Data Sources in Evaluation Report](#)

In the Evaluation Report required to complete the EDTECH 505 course, I gathered a variety of data, in order, maximize understandings potential shortcomings of the Schoology Learning Management System. In accordance, standard practice for program evaluation, I conducted research that gathered information from students, parents, and teachers, in order to understand multiple perspectives of the LMS from across the campus. This information took the form of in-person interviews, online surveys and impersonal anonymous surveys of the technology as it exists in its current state. As was stated before, it was a challenge to take on the role of evaluator and there was a lot of material to master before being able to complete the report, however, this activity was a great benefit in understanding the role of the evaluation process in terms data collection, assessment, and analysis.

[EDTECH 503—Instructional Design Project Student Learning Survey and Results](#)

The Instructional Design Project involved a great amount of data collection. The process for gathering this assessment data involved an analysis of the students' demographics, learning needs and comfortability with technology. This information was communicated in a narrative and in images of charts produced from the survey data. An assessment and evaluation of the data created the basis for making decisions in the design process. EDTECH 503 was a challenging course as it was not easy to take on the responsibility of an instructional designer. However, through my experience in MET and this course, I have taken on the task of creating an online course with the help of one of my colleagues. It is not for this course I would have had this opportunity.

3.4 Managing: Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.

[EDTECH 501—Digital Divide Presentation](#)

Here is an opportunity to analyze inequalities access to educational tools based on economics. This presentation aims to find ways to redistribute resources so that everyone is served. The gap between rich and poor is every widening and education is at once a great determiner of personal success in an increasingly

complex job market and the first item to be squeezed by state budgets and limited by poverty where it exists. In this presentation is a great amount of data and research to explain the need for digital equity and the current for action. According to the research, in order to create a just and equal digital learning environment more needs to be done to balance opportunities. The presentation outlines three key elements of an effective plan. They are (1) Access to devices. (2) Access to the internet. (3) Technology literacy (education). The first items fall into the hands of the administration and the government. The last item can be controlled by teachers and effective placement of technology coordinators in impoverished schools.

[554—District Wide Social Media Policy](#)

One of the most critical issues affecting education policy in the 21st century is ensuring the safety and responsible use of the internet. Improving the learning environment of young people is critical to ensuring their success. This policy document enabled me to consider a policy that would affect an entire school and was particularly directed at obtaining a certificate as School Technology Coordinator. Technology enables a powerful access to resources, collaborative tools and the potential for great innovation in the hands of teachers and students. However, with potential comes great responsibility and opportunity for creating self-discipline. When the culture of the school is built around personal autonomy students, teacher and parents and police themselves and their own behavior. However, students need to be kept protected and access to social media should be limited and monitored carefully. According to the policy, the district is committed to free and open access to the internet to promote access to peer-review, relevant resources, and collaborative tools. However, because of the immense power of the internet, it is critical that the district establishes guidelines for responsible use to ensure safety and encourage innovation and productivity. Creating such a policy is the responsibility of the management of the school and the school administration.

3.5 Ethics: Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources.

[EDTECH 502—Copyright and Fair Use Scavenger Hunt](#)

This scavenger hunt would be an activity that would be required for students using technology on school campuses. This is an activity that I am currently using with the Culture and Technology summer school course. Academic dishonesty is a very serious issue on high school campuses especially as students take on more extra-curricular activities and become more technologically savvy. Students occasionally take the opportunity to steal other people's written work and use it as their own. This scavenger hunt gives students the opportunity to examine several case studies on academic dishonesty and learn about the real cost of copying and pasting other people's work. Students should be able to understand that the simple act of plagiarizing other people's work is a serious offense to academics and that organizing time and staying focused are key elements of becoming a successful student.

[EDTECH 501—Code of Professional Ethics](#)

A professional code of ethics in my writing here needs to include an attempt to create equity among students regardless of social or economic identification. It is in the interest of justice and equality, founding principles of the country, that the district does what is necessary to ensure that schools throughout the district and across districts have a similar quality and quantity of technological tools to enable 21-century learning. The document collects data that suggests many students do not have access to the internet.

1:1 iPad programs in private schools are a great way for students to become more and more accustomed to the digital learning environment that is encompassing modern learning methods. However, these programs often surpass similar programs in public schools. The government, school districts and society as a whole need to find ways to address this issue. Students need structured activities using technology in ways that suit their attempts at professional careers and in well-paying jobs.

3.6 Diversity of Learners: Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.

[EDTECH 502—Web Accessibility Hot Links Page](#)

This page created for EDTECH 502 concerns the Americans with Disabilities Acts and how it legally affects schools. The page also attempts to dispel myths concerning ADA compliance and encourage compliance through some

inexpensive online tools and design methods. Over time, web accessibility has been seen as a civil right for people regardless of disability. Project Civic Access is an effort supported by the Department of Justice and the Office of Civil Rights to enforce equal access to avenues of communication. It requires public and private entities to ensure web compliance with Section 504 of the American's with Disabilities Act. This site to chronicles the legal aspects of ADA compliance and prove that such compliance is not detrimental to school budgets. This activity helped me to understand that there are not just economic or social inequities in access to technology, but also mental and physical disabilities that deny some students and another member of society access to powerful learning tools.

STANDARD 4 - PROFESSIONAL KNOWLEDGE AND SKILLS

Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

4.1 Collaborative Practice: Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.

[ID Report - SME Evaluation](#)

In this assignment from EdTech 503, Instructional Design for Educational Technology, we created an instructional design project using feedback from a site expert. In this case, I contacted the most experienced instructor on our campus in the relevant field and used his critique of my lesson planning to enhance my design project. He has been teaching this subject for over 8 years. His advice was very helpful in constructing this design project. I will confess that this class was a challenge for me. It was difficult to distinguish between instructional design and lesson planning. Dr. Rice was helpful in articulating the differences to me and I continue to learn more on my own about the processes involved with instructional design. This particular project involved the subject of Islam and Adobe Spark.

[EDTECH 543—Content Curation Criteria](#)

[EDTECH 543—Social Networked Mini Unit](#)

As a part of the design of EDTECH 543, students were required work within personal learning networks and groups of students to create content that would

be submitted for the course. This enabled me to practice some of the collaboration skills that I am attempting to teach my students. Using research based on conscientious curation, my team created a set of criteria around which one could construct a body of content to share with the world. This project involved an assignment of duties and the creation of a completed document. Google Drive is a wonderful tool for collaboration and was used extensively in this course. The document that I have shared with the Social Networked Mini Unit shows a document detailing to the level of our interaction for the completion of the project. The document shows the text of different colors showing the contribution of the three members of our group. It was a helpful learning activity that allowed us to practice collaboration.

4.2 Leadership: Candidates lead their peers in designing and implementing technology- supported learning.

[EDTECH 503—Instructional Design Project](#)

In my EDTECH 503, Instructional Design Project, I carefully led the creation of his document with help of my Site Expert and the data that I collected in the project creation process. In this activity, I learned the satisfaction that is involved in managing and leading a project from start to finish. This was a fun activity to complete because at the end you have a comprehensive document that showcases not just lessons plans and materials, but also documents the data that was required for you to make necessary decisions for the completion of the document. This document supported my learning because it enabled me to expand my body of experiences and grow professionally. I have a clear vision of myself as a project leader and an efficient coordinator of skills and resources to accomplish a set goal. I believe that this task and others showcase my effective communication and presentation skills and my ability to bring people together to accomplish a common goal.

4.3 Reflection on Practice: Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.

[EDTECH 501—Tech Trends](#)

This learning activity and reflective piece of work allowed me to reflect and process the 1:1 iPad program that exists at my school and in many private schools around the country. This particular reflection concerns inclusivity in an education market that is centered around expensive technologies. These expensive technologies can be an inhibiting factor for inclusion within many different diverse communities that do not have access to the resources required to utilize the technology that has become ubiquitous in many other communities. This paper is a call to action for the many private entities that are involved in education to bring together diverse communities and cross the divide between different communities to create opportunities for access in areas that need it most.

[EDTECH 543—Reflections](#)

This body of reflections on various assignments completed in EDTECH 543 constitute a comprehensive body of self-reflection. Many of the entries contain references so this is a much more professional body of reflection. understand through this task more completely the value of reflection as a tool for students of all ages to process their learning. These blog entries capture a semester of projects and activities in networked learning and like this rationale, the paper is a way for me to reflect on all of the work that I have done to work toward the goal of graduation. After completing the reflections and review them for this portfolio, I understand now the value of such a site. The reflection stored a lot of work that I had forgotten about. The reflections serve as a vessel of learning completed for this course that would have been otherwise lost.

4.4 Assessing/Evaluating: Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.

[EDTECH 505—Response to Request for Evaluation Proposal](#)

In EdTech 505, I wrote a Response to FWL Request for Proposal. This proposal explained potential outcomes of being selected to conduct an evaluation of an instructional practice program. The Determining Instructional Purposes program evaluation proposal utilized a decision-making model. This model provided the structure for my proposal. Each element of the evaluation is summarized and the methodology is clearly outlined. The timeline of the evaluation is also clearly conveyed and tasks and costs are constructed. Along with the tasks are is a

proposed budget and my selected personnel. The personnel has qualifications and experience necessary to complete the task. Specific questions guided the creation of the proposal. The goal of the evaluation would be to determine if the accomplishments of the program meet its intended goals. This activity was a helpful exercise in preparing for evaluation of school programs.

4.5 Ethics: Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

[EDTECH 543—Positive Digital Footprint](#)

EDTECH 543 was all about ensuring that educators have a strong sense how social media can be used in school campus safely and effectively. This product is an activity that allowed students the chance to process and reflect on the ways that we can preserve a healthy digital footprint. This healthy footprint is something that I am continuing understand more and share with my students. Today's students will be first the possibly have their entire lives documented online. It is important to everyone who uses the internet to be conscientious about what they reveal about themselves and to be concerned with what the content that they generate may say about themselves to future potential employers or even the court system. Certain there have been many damning instances in the news of people getting caught up in scandals that have ended their professional careers in very embarrassing ways.

STANDARD 5 - RESEARCH

Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

5.1 Theoretical Foundations: Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.

[EDTECH 504—Synthesis Paper](#)

Educational theories were discussed throughout each class in this program. As an example of a study of theory explored in EDTECH 504, I composed an essay documenting research on the millennial brain. In an of the era where screens are

ubiquitous, while as I have stated before access to technology is important it is also important to understand that we must attempt to understand and control the possibly harmful effects of extended time spent on screens. The construction of this paper consists of tracing the background of learning theory as it relates to constructivism and its connection to the religious studies education of emerging adults or millennials. This population has not known student life without the internet or technology as a tool in the classroom. This study examines pedagogy related to religious studies instruction in the 21st century. With high levels of technology integration at all levels of education, how has religious studies education adapted to the characteristics of this student population in a way that incorporates the hybrid principles of constructivism?

5.2 Method: Candidates apply research methodologies to solve problems and enhance practice.

[EDTECH 503—Instructional Design Project and Learning Materials](#)

This project was an involved effort to gather data, analyze existing programs and create a project in instructional design that worked within my curriculum area. The project utilized my students' iPads and was based on needs assessment data that collected before constructing the instructional design project. The coursework was based on a text, Streamlined ID: A Practical Guide to Instructional Design written by Larson and Lockee. This text provides the practice and structural framework for the project and enabled me to create a project that conformed to research-based expectations. The ADDIE model will be a useful learning from this text. It is a research-based model that uses analysis and its fundamental building block. I look forward to using this in the future.

[EDTECH 504—Annotated Bibliography](#)

Taken together, the entries that I have documented in this annotated bibliography present an elaborate and eye-opening opportunity to explore contemporary theory on religious studies education related to technology and modern populations of students that have become dependent on devices as learning tools and information portals. These millennial students mostly do not know the world without technology. And many do not know the world without screens. Students need relevant learning experiences that drift beyond typical

delivery methods and encourage students to delve into other person's worldviews. In this work, I discovered a great deal of overlapping research that will enable me to further develop as a religious studies educator in the 21st century and to develop my online religious studies curriculum for future projects.

5.3 Assessing/Evaluating: Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.

[EDTECH 505—Response to Request for Evaluation Proposal](#)

In EdTech 505, I wrote a Response to FWL Request for Proposal. This proposal explained potential outcomes of being selected to conduct an evaluation of an instructional practice program. The Determining Instructional Purposes program evaluation proposal utilized a decision-making model. Each element of the evaluation is summarized and the methodology is clearly outlined. The timeline of the evaluation is also clearly conveyed and tasks and costs are constructed. Specific questions guided the creation of the proposal. The goal of the evaluation would be to determine if the accomplishments of the program meet its intended goals. This model is an inquiry-based model and the question guide the proposal outline. The goal of an evaluation is based assessing outcomes. Before starting the project it is essential to create a series of important questions that can guide data collection.

5.4 Ethics: Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.

[EDTECH 501—Code of Professional Ethics](#)

For EdTech 501, we were asked to create a professional code of ethics. I created one that was particularly relevant to my professional career past and current. I have spent my entire teaching career in private education. I believe in the mission of Catholic schools and have taught in a diverse mix of affluent and impoverished communities. My experience has taught me the vital importance of creating inclusivity in quality education. I believe that guidelines or codes set forth in this essay construct a framework around which districts and schools can plan for a more inclusive budget and distribution of resources. I think that the technology that enables connectivism is a great boon for learning, but it could leave many groups behind and that is a dangerous prospect for society.

LIST OF ARTIFACTS

EDTECH 501 – Introduction to Education Technology: Saba, Spring 2016

1. Digital Divide Presentation
2. EDTECH Ethics Paper
3. RSS Feeds Lesson Plan
4. RSS Screencast

EDTECH 502 – The Internet for Educators: Lowenthal, Spring 2016

5. Netiquette Page
6. Web Accessibility Hot Links
7. Copyright Scavenger Hunt
8. Interactive Concept Map
9. Jigsaw Activity
10. m-Learning Activity
11. Virtual Field Trip
12. Webquest

EDTECH 503 – Instructional Design: Baldwin, Summer 2016

13. ID Project: Instructor Guide
14. ID Project: Learning Materials
15. ID Project: Evaluation Plan
16. ID Project: Analysis Report
17. ID Project: Evaluation Plan with SME
18. ID Project: Reflection
19. ID Project: Case Analysis

EDTECH 504 – Foundations in Education Technology: Rice, Summer 2016

20. Synthesis Paper
21. Annotated Bibliography

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- 24. Curated Articles on Social Networking for Teaching and Learning
- 25. Content Creation Criteria
- 26. Social Media Networked Unit
- 27. Tip for Creating a Positive Digital Footprint
- 28. Course Reflections

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- 29. Final Grant Proposal

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- 30. District Wide Social Media Policy
- 31. Comparison of 20th and 21st Century Learning
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- 34. VoiceThread Tutorial – Makey Makey Moksha Game
- 35. Maker Portfolio
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