Reflections for Fundamentals of Educational Technology Leadership

Assessment 1: Cohort Branding

It was interesting to observe how people became part of subgroups tasked with the responsibility of producing a website, crafting a motto, designing a logo, and creating a song. Each activity helped my peers and I, hone in on our individual strengths. This "*Apprentice project*" just like the reality show proves that teams are an everyday occurrence. At the culmination of this activity, I felt that I knew the group so much better and that more could be accomplished together than what could be done by an individual alone.

Assessment 2: Leadership Project

Prior to this project, I took a number of classes that focused on leadership and personally I think that it is difficult to teach. I had the opportunity to collaborate with Min Chou and together we developed a worksheet on situational leadership and presented our PowerPoint slides on the topic using only visuals to the rest of the cohort. This was intriguing because everyone had to pay attention to a presentation being conducted with few words. It was during this project that I discovered my leadership style preferences.

Assessment 3: Professional Growth Plan

Crafting the professional growth plan allowed me to pay special attention to what my short-term and long-term goals would be while studying in this doctoral program and my focus at the conclusion of my enrolment. I plan to teach online classes and this was a great opportunity to start preparing myself

as well as for thinking deeply about what I needed to do to prepare and move toward this career progression. This plan communicates my goals, philosophy, vision and achievements.

Assessment 4: Digital Portfolio

Compiling the digital portfolio was somewhat of an academic adventure that involved exploring the process of building and developing the website and producing the electronic products from my coursework. This was a valuable exercise for me as a doctoral candidate. It was somewhat difficult to conceptualize how to organize my work, but in the end I found this exercise rewarding because I learned to reflect (on strengths and weaknesses) and see this as a tool for both my personal and professional development.

Assessment 1: Research Paper

During the Summer Institute, I tried to anticipate what my first assignment would be as a doctoral student. I believe that I was fixated on the minutiae of the doctoral requirements—the online coursework, readings, projects, comprehensive exam, and even on the dissertation. Then, I began to focus directly on the course and completed a research paper on the benefits and critiques of Khan Academy.

Assessment 2: Technology Use Proposal

I continued with the Khan Academy theme but with an Arts focus. Prior to this project, I had heard of Khan Academy, but never used it personally. This activity gave me the opportunity to understand this technology:

the instructional videos, articles and expansion of knowledge in the Arts (Humanities) were all benefits received while completing this assignment. This assignment actually strengthened the argument for the inclusion of the "A" in STEM to make it STEAM.

Assessment 3: Leaders in the Field Presentation

I enjoyed compiling a short PowerPoint presentation based upon major highlights of the leisure reading book, *Big Data* written by Victor Mayer-Schoenberg and Kenneth Cukier. While developing this project, I discovered how big data will impact climate change, healthcare, and economic development. As a librarian, data is part of my professional experience, so reading this book was beneficial, but I am also equally concerned about the risks to privacy.

EDTC 804 – Global Issues in Educational Technology Leadership

Assessment 1: Cultural Values and Technology Research Paper

For this assignment, I researched information on educational technology and culture in other nations from a higher education perspective. I was able to delve into the technological and cultural challenges that European universities face and how its cultural values are being shifted. This paper helped me with strengthening my research skills in searching for articles and reviewing relevant literature.

Assessment 2: Global Issues

Following up from the first assignment where I reviewed the use of technology in European countries, I continued research on

the use of technology in higher education (a focus on Europe) as well as the different cultural nuances. This group project fostered creativity and helped me learn to trust my team members.

Assessment 3: College-Level Course

In developing a course for my alma mater, I learned how to structure the curriculum and all the elements needed to plan and organize the coursework. This activity was very useful in helping me to participate in the process for preparing such academic materials for my institution. Since this course, I am in the process of drafting an upper level course to take to my college's Academic Board.

EDTC 813 – Advanced using Integrated Software across the Curriculum

Assessment 1: Universal Design for Learning (UDL)

This assignment exposed me (the student) to the concept of universal design for learning and helped to confirm for me the why, what, and how of learning. It was fun to "*UDLify*" teaching poetry writing.

Assessment 2: Blocks to Robot

In my reading of the Blocks to Robot book, I got the opportunity to really learn about constructionism as a developmentally appropriate practice. The "proof of concept" project on 3D printing allowed me to conclude that introducing it into the K-12 environment really helps students learn to solve real world problems, but not to neglect the possible challenges that it poses. Another area of fascination was the debate about how soon technology should be introduced to children.

Assessment 3: Flip your classroom

The flipped classroom model was really a new phenomenon for me. What fascinated me most was the idea of transforming the traditional way of teaching and student learning (turning the learning pyramid up-side down). I am still captivated by the whole idea of doing the class work at home and the homework in class.

Assessment 4: Systems Thinking

This paper synthesized ideas from the UDL, Blocks to Robot, and Flipped classroom projects and their connection to five disciplines discussed in the Peter Senge (2006) text. If I had to sum up in one word the underlying theme in educational technology, it be would be systems thinking.

EDTC 815 – Technology Facilitator: Issues and Challenges

Assessment 1: Technology Plan

This group project allowed us to develop a technology plan for three schools. I now know the importance of such an exercise, and plan to devise one for my department.

Assessment 2: Hiring Three Technology Coordinators

This group project employs three technology coordinators for the three new schools. A procedures and policy manual, job expectations, and professional development training are explored. The most amazing aspect of this activity was the variations in salaries among technology coordinators.

Assessment 3: Technology Implementation Plan

This group project selects technology and supports with research how such tools will be implemented in the classroom. This was an excellent follow-up to the first assessment of creating the technology plan.

Assessment 4: Professional Development Experience

For this plan, the group discussed the value and need of professional development for teachers, administrators and media specialists informed by feedback from the needs assessment. It was amazing how the group came to a consensus even though we had varying perspectives about what the professional development experience should entail.

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