

# Jennie Kies Coordinating Technology in an Educational Setting

## Final Project Reflection

What was the context (the course, purpose, situation, etc.) in which this artifact was created?

This artifact was created to fulfill the final project requirement for Coordinating Technology in an Educational Setting. In this context, we worked in groups with classmates. Carrie, Stacy, Nelson and I worked throughout the semester to build a one-to-one implementation plan for a fictitious school, The Dream School, based loosely on the East Buchanan Community School District.

What outcome(s) (ECIT standards) were you to demonstrate in creating it? For each outcome, describe how the artifact addresses the indicators within the standard. (A review of aligned indicators will assist you in completing this response.)

### Design

*1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings that address the needs of all learners, including appropriate accommodations for learners with special needs.*

For our 1:1 implementation plan we researched other schools currently implementing 1:1 plans. We also researched the Wi-Fi needs of our school and the available options. We researched applications and software which can provide accommodations for learners with special needs.

### Utilization

*3.2.1 Identify strategies for the diffusion, adoption, and dissemination of innovations in learning communities.*

In our final product we identified how to communicate our strategies for diffusion, adoption, and dissemination of a 1:1 laptop program in professional learning communities our final product we identified how to communicate our strategies for diffusion, adoption, and dissemination of a 1:1 laptop program in professional learning communities

*3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies.*

Our 1:1 laptop plan includes acceptable use policies and strategies for implementing and using laptops in classrooms.

*3.4.5 Identify policies and regulations, which apply to the utilization, application, and integration of distance delivery technologies.*

Our 1:1 laptop plan includes acceptable use policies and strategies for implementing and using laptops outside of school.

What problem(s) did you encounter in creating this artifact? What did you learn from encountering this problem, and how can you apply this in your current or future professional life?

The problems we encountered creating this artifact were based on the fictitious nature of the school. We used East Buchanan Community School District as a model and were

able to find a lot of data, but there were gaps in the information which made it difficult to make some choices. I learned that good data is very important for planning and implementing technology in a school setting. In planning for a real school, I would gather all of the information necessary before beginning an implementation plan.

What does this work show about you and your capabilities?

This work shows that I can collaborate with colleagues from different disciplines, plan lessons, write grants, plan professional development, and create a technology plan. It also demonstrates my planning and production abilities and my interest in supporting student learning using technology.

What did completing this work teach you about yourself within the field of instructional technology?

Content comes first. Throughout this class, we discussed how we need to choose technology based on the content and objectives. If I use technology without a clear goal, it negates the effectiveness of the technology. I need to have a plan before I jump on a technology band wagon. If I identify my goals and objectives, I can find the appropriate technology for implementation or possibly find that technology is not the answer. This is especially true when implementing a 1:1 laptop program. The laptops do not automatically improve learning. They must be used appropriately.