Project Goal:
Given a set of guidelines, graduate students will be able to document professional growth and personal learning, demonstrate attainment of skills and knowledge, and collect samples of high quality work in order to create a shareable “e-Portfolio” according to BSU Masters of Educational Technology program.
Portfolio - Rationale Paper linked to Standards

Introduction

In this technological era traditional education as we know it today has been heavily supplemented with technology. For example, in the field of academic instruction, the hybrid environment makes it possible for students and teachers to take advantage of many online tools in order to implement the face to face classroom instruction. While taking the Edtech521 (Online Teaching in the K-12 Environment) course, I learned to create online lessons that would be appropriate to implement in a hybrid environment. The following artifact shows where an evaluation quiz was added at the end in order to help students monitor their own progress and allow them to acquire their desired level of mastery of the pre-designed lesson. (AECT – Standard 5.2: Criterion-Referenced Measurement) Spanish lesson3 with evaluation quiz. Therefore, I can understand the learning potential there is when using technology as a tool to continue develop software for use in online environments. As a result, computers are widely used in order to accomplish tasks that instructors from past decades did on a printed page. Such tasks included; keeping track of student’s records, grade performance analysis, and developing effective lesson plans.
Instructional Message Design and Computer Based Technology

The importance of planning for content instruction became clearly to me when I created the Unit of Instruction Plan in Edtech506 (AECT –Standard 1.2: Message Design), where I learned to plan and manipulate the visuals of instruction for learning (Clark & Lyons, 2004), using Adobe Fireworks and Flash, in order to present a more conveying and exciting way to learn a particular subject, such as learning a new language. In addition, students also benefit from technology, as computers are used to produce great assignments, do research, and acquire computing skills. Another example of message design is storytelling; where planning is implemented in order to manipulate the content to communicate at a more personal level.

By the use of the personalization principle, which uses a conversational style when creating multimedia presentations, a learner can be motivated to learn as I experienced while developing Edtech513’s Personalization Principle - Story Telling Presentation (AECT –Standard 1.2: Message Design). There is no doubt in my mind that the use of computer based technologies are continuously increasing during the development and planning for effective instruction. As a result, the need for trained online qualified instructors is also increasing. As I took Edtech503 Instructional Design course, I used the computer as an aid to create a list of instructional materials that I would use in my online teaching, such as Part 11- Instructional Materials - Installing a Video Card, (AECT –Standard 2.3: Computer-Based Technologies).
Integrated Technology and Safety

The next course I took, Edtech502 (The Internet for Educators) with Dr. Snelson, really provided the e-learning tools I needed to move around and explore the virtual environment. Learning to create Web Pages such as the WebQuest (AECT –Standard 1.3: Instructional Strategies) provided me with the basis for creating meaningful lessons but at a much higher level of understanding activities, including a sequence of events for doing research. At the same time I acquired a deeper understanding of integrating the html language in CS4 Dreamweaver (Sawyer, 2008), which clarified many unknowns that I needed in order to create multimedia online instruction materials, such as the Interactive Concept Map assignment “components of electricity” (AECT –Standard 2.4: Integrated Technologies. Another valuable research I conducted while taking 502, was designing the Netiquette page (AECT –Standard 3.4 Policies and Regulation).

While internet safety and conduct are two very important issues for High school learners, I believe it is a must for instructors to implement these guidelines and rules of netiquette in their on-line instruction. As a result another important concern in the virtual environment is “safety”. Many of our students today use the internet to communicate either through e-mails, Twitter, and Windows live messenger chat rooms, among many others. However, many students don’t know the rules of Netiquette and expectations for keeping a safe environment and to protect themselves from internet predators. Therefore the need to integrate these important Online Netiquette issues (AECT –Standard 2.4: Integrated Technologies) while designing lesson plans, as emphasized in Edtech521, otherwise it could be tragic as has been for many young students already.


**Online Policies and Regulations**

Continued focus is placed upon online education as a means to enhance the skills of learner’s for future opportunities in order to participate in our society’s skilled workplace. As a result, teachers and students use the technology to enhance their existing relationship by means of improved online communication, such as the use of e-mail, chat rooms, and mobile devices. During my research for Edtech502, I learned that online educational communities work together to create healthy policies and regulations that promote respect, good behavior, and bring awareness of potential online dangers, such as online predators and cyber bulling. The following artifact describes some polices and regulations when communicating in the online environment, (AECT –Standard 3.4: Policies and Regulations), "Plagiarism and the Internet" Scavenger Hunt Activity. Nevertheless, during my technological career, I have seen that not everyone in our society is inclined towards using technology and therefore the need for continuing education.

**Designing and Planning with evaluation in mind**

When I started the MET program and started to learn with the Non-Designer’s Web Book to design web pages (Tollett & Williams, 2005), I knew I was heading in the right direction. I felt very compelled to do the best I could to learn and to accomplished all assignment with the best of my ability. For example, while researching on the digital divide assignment for 501 with Dr. Beck, I was very interested in learning more of the inequality of opportunity and technological development needs that exist in education institutions. In an effort to deliver such understanding I produced the following artifact, known as “Digital Divide and Digital Equity Recommendations –Memo” (AECT –Standard 5.3 Formative and Summative Evaluation), In which formative evaluation takes place by examining the factors involved in the inequality in order to further develop new educational strategies.
In addition to formative; summative evaluation of the investigation will help to produce a program that will help make a conscientious decision to improve the utilization of the educational program. Along with the memo I created a [high school Needs Tech Survey](#) (AECT –Standard 4.4: Information Management). Information management involving planning, monitoring, and controlling the storage, transfer, and processing of information in order to provide resources for learning and at the same time to find out technological needs of a high school. As a result of such findings an effort is place upon updating existing technology, in order to improve accessibility, and review quality of instruction for teaching and learning. Such artifacts made me conscious of the needs for continuing educating our society and to close the gaps in order to bring instructors and learners together by increasing their technological skills and move forward in the 21st century.

I enjoyed having to plan, monitoring, and design an [Online Middle School Lesson Draft](#) (AECT –Standard 4.3: Delivery System Management), in which I had the opportunity to interact synchronously by presenting to the class using a leading software Adobe Connect, and asynchronously by creating a recorded presentation using PowerPoint, and then using iSpring software as a means to deliver live online instruction for the learner. Therefore, I have come to appreciate the technology that is available for teaching online. Programs such as Adobe Connect pro, Voicethread, and Google apps, have made it possible to create interactive and collaborative learning environments. Now our task as online instructors is to design meaningful lessons that integrate with real life. Activities such as the [Geology Rock Quest](#) mobile activity for Edtech502 (AECT –Standard 3.3: Implementation and Institutionalization), in which the learner uses a mobile device such a cell phone, in order to conduct research of geological Rock classification. While on a physical location, the student is able to integrate technology to record and compare findings with the already researched structure and culture of the online geological community.
Reflecting on Project Management and Training

I have worked for many electronics companies, such as Hewlett Packard, Micron Technology, and Jabil Circuits among others, and I’ve noticed the end result of a job well done by means of well educated co-workers. But at the same time I’ve seen the struggle of many Americans, whose lives has not been given an opportunity to take advantage of the educational opportunities available. Before I enrolled in the MET program at Boise State University I considered myself to have a small treasure of knowledge, since I completed a BEET – Bachelors of Engineering in electronics technology and in 2005 completed my BA in Spanish - Secondary Education teacher’s certification. To my surprise the technology in our day had advanced so much that I saw the need to update my views on Education and Technology. Consequently, a course that helped me increased such understanding was Edtech501, in which I created a researched project that involved planning, monitoring, and having control over the instructional design. Technology Use Plan (AECT –Standard 4.1: Project Management).

I believe one of the challenges in our 21st century, for making online learning effective and successful, is the training of anyone involved in the educational setting. During my Edtech504 research, on virtual environments, defined as "computer-based systems that helps learning" (Stewart, 2009, p.8), I learned to appreciate the informational value of the online printed text as a means to deliver instructional materials in Educational Technology; VLEs and learning Theories in the 21st century (AECT –Standard 2.1 Print Technologies). As a result I learned that different companies have made efforts to include specialized features in the user’s computer to facilitate learners with disabilities. As an example, Microsoft Corporation developed the windows magnifier in order to support students with visual impairments.
Consequently, while taking the Edtech521 “Online Teaching in the K-12 Environment”, I developed a planned instructional video as a means to communicate or convey the existence of such tool in order to implement its usage in the learning environment; Assistive Technology (AECT –Standard 3.2 Diffusion of Innovations). As an instructor I would keep this tool in mind and make it available when the need arise.

As a Spanish language instructor I found the Edtech532 game base learning analysis (AECT –Standard 5.1: Problem Analysis) of the virtual learning environment, as an opportunity to learn new developing environments for online education. After learning of Educational Games and Simulations (Gibson, Aldrich, & Prensky, 2007), I came to appreciate the fascinating virtual environment of Second life as a means to teach online and motivate learners to pursue learning of their new foreign language. I believe the most challenging work for an online teacher is designing instructive lesson that will accommodate all types of learning styles. For example, when we examined the learner’s needs in Edtech521 (Online Teaching in the K-12 Environment) with Dr. Letourneau, I came to realize that some instructors have different abilities and some share a degree of fear towards conducting lessons online.

**Instructional Delivery**

Continuing reflecting on the MET program activities, research, and accomplishments, I feel privileged to have the opportunity to have participated in the program. The motivation and encouragement received while taking these courses has given me valuable teacher insights that otherwise I wouldn't have received. Educational insights, such as looking at possible ways to conduct a long term evaluation proposal for a successful organization’s outcome. Such meaningful researched project which I conducted while taking Edtech505 Evaluation for Educational Technologists Unit6 RFP-Evaluation (AECT –Standard 5.4: Long-Range Planning).
In addition, effective interactive instruction such as the project Parts of speech (AECT – Standard 3.1: Media Utilization) allowed me to utilized software media available, such as Adobe Fireworks and flash, during Edtech506 in order to create systematic resources for learning.

I agree that online learning education has proven valuable as compared with face-to-face instruction. According to Dr. Lisa Dawley, Chairman of Edtech Department, in the keynote address, Let’s Change the World, at the Northwest eLearning Conference - 2009, “on the average, students in online learning conditions performed better than those receiving face-to-face classes”. Therefore, I continue to see a need for us to become more knowledgeable in technology and learning how to use the available teaching tools in order to provide online support whenever the need arises. During my research and participation in the Masters of Educational Technology, I have come to appreciate the complexity and the importance of designing materials for online teaching. Complex processes such as Edtech503 Part 5: Task Analysis and Entry Behaviors flow chart (AECT –Standard 4.3: Delivery System Management), where “delivery system management involves planning, monitoring, and controlling the method by which distribution of instructional materials is organized”.

Consequently, I divided the tasks in subtasks that will lead to comprehension and rational purposes of doing such a task. Steps I would definitely pay close attention when designing my next content of instruction. I consider Edtech513 Multimedia course to be another complex process which consists of creating multimedia designs, based on inspiration and creativity, in order to motivate and engage learners during their online experience. According to Ruth Colvin Clark and Richard E. Mayer (2008, p.7), e-learning is defined as an instruction delivered on a computer by way of CD-ROM, Internet, or intranet, that is designed to support individual learning or organizational performance goals.
One particular e-learning activity I found very engaging and worth leaning in Edtech513 with Dr. Schroeder, was the creation of an Interactive Map that included embedding our own created PowerPoint with-in the multimedia environment. Therefore, I support the proven guidelines for using the eight E-Learning Multimedia Principles-Interactive Map (AECT –Standard 2.2: Audiovisual Technologies) for designing effective multimedia instruction materials (Clark & Mayer. 2008, p. 383).

**Instructional System Design**

A very valuable lesson I believe I learned while taking Edtech503 (Instructional Design) With Dr. Perkins, is that when learners of all backgrounds, including special needs populations, are participating in Educational Technology programs, careful consideration must be given to the Instructional design. For example, when completing the assignment Instructional Design Project Report (AECT –Standard 1.1: Instructional Systems Design -ISD), which is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction, I was amazed with how complex the work can be, and the different areas the instructor must pay attention in order to comply with every aspect of the design. As I expressed in the course reflection, when designing instructional context, it is imperative to think of the learners physical and cognitive abilities to accomplish all tasks.

As a result, the instruction must be design in conformity with all students attending the course. Therefore the need for a well written learner analysis (AECT –Standard 1.4: Learner Characteristics) prior to conducting the instruction. I believe ID (instructional Design) must be a norm or guideline in an effort to first identify realistic educational goals for the learner, and then conduct an analysis in order to identify learner’s behaviors, and then write performance objectives, as a system approach, in order to confirm that our instruction meets the objectives (Dick, Carey, & Carey. 2001, p.38).
Conclusion

After having completed the MET program I now have the confidence to pass along meaningful content knowledge to my students, and to be able to teach e-learning based technologies, which is one of my future goals. I have to acknowledge my professors and instructors in the Edtech Department, for their commitment, guidance, and providing many suggestions to improve the quality of my created artifacts. Looking back and reflecting on the starting point of the program, at first it seemed a lot of content instruction and many challenges to complete assignments. But now I believe to have another small treasure of knowledge I will never forget, without any regrets as to why I enrolled in the best program I have ever experience in my Educational endeavors, the Masters of Educational Technology.

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References:


