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CEP 807
Updated Goal Statement
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I have always been an avid user of technology. From playing "Oregon Trail" on elementary school computers to pursuing my Google Certified Educator certificate, I am what some would call a technology enthusiast. As such, it felt natural for me to pursue a degree in educational technology. I entered the program with a somewhat limited view of the scope of educational technology and its connection to teaching, learning, and instructional design. In fact, I began with the simplest of goals. Upon applying to Michigan State University's MAET project, my goals could be summed up in a single sentence: "to expand not only my own understanding of educational technology, but also my students' understanding of what it means to be technologically literate in today's society." This goal, while seemingly general, has not changed much in the past few years; however, with increased knowledge, research, discussion, and work on this topic, I now have a better understanding of what it means to be technologically literate in today's society and how to narrow this goal and its focus for myself and my students.

Now, while I still aim to support and foster digital literacy, my goals have shifted to incorporate a wider scope of educational technology and to consider the teaching of teachers, rather than the teaching of students, one of the first steps in achieving true digital literacy. After almost two years in the MAET program, I have learned that the way in which lessons and projects are designed and implemented is a crucial element of students' success in using technology in the classroom, and, unfortunately, I have discovered through my own reflection and working with my colleagues that many teachers approach technology incorrectly or ineffectively. In a sense, many teachers use technology as the end product--create something using technology to demonstrate a particular skill or element of the content that I've given you--rather than utilizing technology as the manner of learning in and of itself. Technology, therefore, should support the *process* rather than the *product*. With this in mind, my new goal is to build on what I already know of educational technology, and support teachers in more effectively integrating technology into their classrooms. Whether through collaborative teaching, peer learning networks, or casual conversations in the lunch room, I feel that in order to reach the greatest number of students I should start with their teachers. Of course I plan to continue growing in my own knowledge of and practical use of technology in the classroom, but my primary aim has shifted from being classroom-focused to being school-focused.

This morning, a colleague of mine with whom I share a learning community and most of my students asked for my advice. He wanted the students to work collaboratively to find examples of symmetry in advertising or photography and share the types of symmetry and their analysis with one another. After showing him a few options such as Padlet, he ultimately decided on using a collaborative Google slideshow in which each group created one slide. With this, students could annotate one another's work as well as keep the document as a study tool for future needs. While I understand nothing of his content, I was thrilled to be able to support his own growth in technology as well as indirectly influence the students in his classroom at the time. It is because of encounters like these, as well as more formal opportunities to lead professional development on Google extensions or mind-mapping websites, that I have shifted my focus in this program to the support of teachers in educational technology. As I continue to learn and grow in this program and subject matter, I look forward to continuously shifting goals.