

Standard: Teaching, Learning, and Assessment
Element: 2.2 Research-Based Learner-Centered
Class: ITEC7400
Artifact: Engaged Learning Project

Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b)

1. Briefly describe the artifact and the context in which it was created. What was your individual contribution(s)?

This project is a lesson that I developed integrating technology and social studies content standards for Native Americans while ensuring that all **diverse** populations of students are engaged in **research-based, learner centered** activities. The lesson is set up for students to research, create a product, and present the product to the class. All students have technology at a 1:1 ratio. The **diversity** of the class includes ELL, Gifted, Special Needs, Hispanic, Black, economically disadvantaged students who create a creative product of their choosing with information they retrieved through research.

2. Explain how this artifact demonstrates mastery of the standard/element under which it is placed.

This artifact demonstrates mastery in that I modeled and facilitated the use of research-based learner-centered strategies to a **diverse** population of students.

All students were actively engaged in learning and all students had access to technology at a 1:1 ratio.

During this project lesson I introduced technology standards and content standards. I modeled and facilitated research-based, learner-centered strategies with a **diverse** population of students. I modeled and facilitated how to make a table in word for organizing research, modeled and facilitated safe, healthy, legal, and ethical use of a computer and Internet, and modeled and facilitated making a power point. I met with students in small groups to ensure that the **diverse** population of students understood the task and how to implement the technology.

3. What did you learn from completing this artifact? What would you do differently to improve the quality of the artifact or the process involved in creating the artifact?

During this learning experience I learned that students are not afraid to try anything new with technology. My **diverse** population of students, ELL and special needs student, who sometimes struggle with written expression were able to use their computers to research and add the information to their graphic organizer (table in word). Their creative products sometimes outshined the rest of the class.

One thing that I would do differently next time is to give students with disabilities a premade chart with a sample. They did fairly well making their chart but it made them be much farther behind than their peers.

4. How did the work that went into creating the artifact impact school improvement, faculty development or student learning? How can the impact be assessed?

Student learning is impacted by this experience because all students have the ability to “show what they know” through creative products they select. They have a rubric that

outlines basics but had the flexibility to chose how the product. Students showed their creative products during an oral presentation to the class.

The impact of this experience was assessed using a rubric for their project and oral presentation. Students also had the opportunity to give each other feedback.