Standard: Teaching, Learning, and Assessment
Element: 2.4 Higher Order Thinking Skills
Class: ITEC7445
Artifact: Multimedia Design/Webquest

Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)

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

    This artifact is a WebQuest that I created for **modeling and facilitating** technology standards and content standards of Native Americans to a fourth graders in social studies. It is an effective way for students to use **digital tools and resources** that enhance **higher order thinking skills**, **processes**, and **mental habits of mind**.

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

    I developed, modeled, and facilitated this artifact for fourth grade students in social studies. I modeled **higher order thinking skills** while demonstrating safe, healthy, legal, and ethical use of the computer and the Internet.

    I included **high order skills** by having students conduct research, analyze findings, and apply findings to create a product. Students had freedom to choose what **digital tool or resource** from the list to use and what information they would include.

    I included **processes** in that students had to **decide** which information to include, which **digital tool or resource** to use, which tribe they would an expert at and what information they would share as an expert.

    I included **mental habits of mind** by including **creative thinking** and **self-regulation**. Students were given rubrics that listed expectations and told they had about three weeks to complete the project. This time frame makes students self-regulate their time in order to finish.

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?**

    By completing this artifact I learned that it is time consuming **evaluating digital tools and resources** when you first learn to do a WebQuest. The reward is phenomenal and students love using it. I also learned that it is much easier on the students to have all of their **digital tools and resources** in one location so they are not roaming around the Internet.

    When I implement this Weebly again something that I will do differently is to add additional **higher order thinking** questions.

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?**

    The impact of this field experience on students learning is tremendous. They were able to review videos that were shown during whole group and that would not occur if they weren't using technology at a ratio of 1:1. Students were so excited that many of them went home and

worked using the WebQuest. Several parents stated they wish they could have learned this way because many times what they used was outdated.

The impact of learning was assessed using teacher anecdotal notes, a rubric for the product, and a rubric for the presentation. Technology proficiency and use were also addressed using the rubric.