



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5365	Web Design	A. – 14 hrs. Total: 14hrs.

Description of the Assignment/Performance Tasks (see Appendix I)	A. Using the Web-based word processor in Google Docs, create a Web policy for your school that addresses the security, legal and ethical issues raised in the course lecture, readings and discussions.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none">1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)	<p>Reflections for EDLD 5365 Course-Embedded Assignments</p> <p>Reflecting upon this activity recalled past experiences as a parent and signing school permission forms for my children. I recall signing the permission forms and not really paying close attention to most of them. One of the forms would have been the permission form for my children to access the internet at school. Signing that form all these years later would take on a much larger responsibility if it were not for our School Policy Committee. I place a lot of confidence in the team as an employee but how much confidence would I have in them as a parent in today's learning environment? I can say with all honesty that I never read the entire form prior to signing it as a parent but as an employee I am quick to review the policy when the internet filter at our district blocks a site I would like to access. From one perspective to another is a great deal of considerations and policy to address.</p>

<p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>Creating a Web policy developed a healthy respect for those serving on our School Policy Committee. There are several areas to consider ranging from legal requirements, guidance for Copyright rules, security and providing tools for diverse learners. Kaiser's checklist includes a step to address the needs of our diverse learners to avoid a digital divide. Her step states to provide a flexible web site design that works in a wide range of screen resolutions and window sizes, and with alternative devices (Kaiser, 2006). Our district has a great focus to accommodate the students in this area and the committee is sensitive to those needs.</p> <p>I believe the most important item to address is the legal requirement challenge of maintaining the Children's Internet Protection Act (CIPA) compliance while granting students web access for educational activities. According to Solomon and Schrum CIPA compliant means districts must install filtering or blocking technology on every Internet-connected computer, whether used by students or adults (Solomon, & Schrum, 2007).</p> <p>Security is also a very important item to address in the development of a Web Policy especially with the threat of Cyberbullying. Not only does the Web Policy need to address this topic but administrators are also faced with this difficult task. Aimee M. Bissonette writes cyberbullying differs from traditional, face-to-face bullying. It relies on electronic devices, the Internet, and the anonymity the Internet provides (Bissonette, 2009). There are several forms of Cyberbullying including harassment, denigration, impersonation, outing just to name a few. This was very troubling to me to realize students could be this vindictive towards classmates.</p> <p>Developing the Web Policy was major eye opener for me. I was unaware of the wide range of items to consider and address during the development of the policy. There are so many legal aspects that districts need to seek outside resources to maintain protection for the district, staff and students. It is a difficult task to ensure the tools are available to provide and protect information as we educate students.</p> <p>Kaiser, S. E. (2006). <i>Deliver first class web sites: 101 essential checklists</i>. Collingwood, Vic.: SitePoint.</p> <p>Solomon, G., & Schrum, L. (2007). <i>Web 2.0: new tools, new schools</i>. Eugene, Or.: International Society</p>
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	<p>for Technology in Education.</p> <p>Bissonette, A. M. (2009). <i>Cyber law: maximizing safety and minimizing risk in classrooms</i>. Thousand Oaks, Calif.: Corwin Press.</p>
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