

Portfolio Reflection

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Educational Technology Leadership

A reflection of my portfolio represents exponential growth as a professional since my enrollment in the Educational Technology Leadership program at New Jersey City University. I have broadened my skill base to include a wide variety of abilities due to the classes I have completed. I take delight in developing new methods of teaching and this program has allowed me to expand in areas that are preparing me to be a trailblazer in the field. A highlight of my involvement has been contributing to the extra-curricular activities. These have included: Codie Award judge 2015, Robotics instruction day NJCU April, 2015, Robotics presentation NJEA convention, 2015, ISTE, Teacher Toolkit, 2015, Pennsylvania Educational Technology Expo and Conference, 2016, Girls in Technology, Robots in Education, 2016, NJEDGE, Robots and Drones in Education, 2016, ISTE Poster session - Robotics, Robotics in Education presentation, 2016. Even though I was presenting, I gain unmeasurable knowledge and experience from these ventures and interacting with other presenters and attendees.

The Educational Technology Leadership Doctoral program has enlightened me by providing exposure to theorists such as Chris Anderson, Jean Piaget and Seymour Papert. These forward thinking leaders have shaped my leadership style.

Fundamentals of Educational Technology Leadership - this group of classes was essential in developing my abilities as an innovator.

In the Summer I (Summer 2014) I gained experience developing new relationships with professionals in the shaping of educational technology as we created our cohort brand. Additional management skills were advanced by my participation in the group leadership project, and honing of my professional growth plan. I was able to establish goals during this phase which enables me to specifically focus on my career. Administration skills were enhanced in the Principals of Ed Tech Leadership class where I created a MakerSpace proposal and studied Chris Anderson's vision of future materials manufacturing. Learning about leaders in the field helped me further develop my own leadership style. Global Issues in Educational Leadership provided me the opportunity to understand topics affecting technology with a worldwide perspective. The technology leadership program allowed me to build upon my teaching experience by incorporating the challenges in the Using Integrated Software Across the Curriculum class. Here, I was able to redesign a lesson using state of the art technology, rethink educational materials to incorporate new tools in the classroom and modify a lesson to a flipped classroom format. A systems thinking approach was also introduced allowing me to understand that many factors can have effects on the components of learning. My expertise in educational technology was widened in the Technology Facilitator: Issues and Challenges class. I was able to assume the role of an administrator by designing a district technology plan to include the newest ideas and the most up-to-date features, write job descriptions and a policy manual. These are vital skills for leaders and this class has prepared me for career advancement.

Theory and Practice – these classes provided me exposure to how technology can be effectively applied to the classroom.

Cross Discipline Studies required me to develop solutions for implementing technology in a variety of subject areas. I used data to make informed decisions about educational topics in the emerging technologies group project, created a proposal to establish a coding class at Innovation High School, Jersey City and designed a robot theme park that challenges students to program a robot to reflect different cultures. The theme park was a great experience because it allowed me to apply a variety of technology skills to a creative project. In the building on-line communities class I developed an analysis of how Amazon innovates a community for commerce. I participated in a discussion with the leaders of the Pancreatic Cancer institute on how technology is used to develop a community, and created an online community devoted to the application of robotics to education called teachingwithrobotics.com. Constantly researching current topics is vital to leaders in the ever changing educational technology field and this class demonstrated the importance of this skill to me. The implementation and evaluation of curriculum allotted studies on the origins and curricular applications of technology. In this case, I studied the history, applications, and developed critiques of Blooms Taxonomy. I conducted an examination of technology's implementation to alternative assessment. Important pedagogic concepts were covered there. In Summer Institute II I revised my personal growth plan, and reviewed the current job market in K-12, higher education and corporate training. Effective Models of E-Learning asked me to develop a new program. To that end I designed Lending Learning, a proposal making robotics accessible to populations in need. I also studied the essential theories behind the work of Seymour Papert and Jean Piaget.

Scholarship and Research – this cluster of courses provided me with essential skills required for a doctoral student in the process of preparing a dissertation.

Data Analysis and Report Writing prepared me for creating professional documents in proper APA format. I created several papers that fulfilled the specifications provided. Research Methods In Educational Technology Leadership gave me experience in proper investigative techniques. Assessment and Evaluation provided me with exposure to a variety of data gathering techniques. First a report on observation of human behavior was prepared. Then, a qualitative robot study was completed. Finally, a mixed method report was written. Statistics for Educational Research was vital in preparing me as a doctoral candidate. I learned the language of statistics and how to communicate using data in a professional manner. Three projects were completed: Statistics in the media - how accurate are statistics used by media?, Seventh grade mathematics research, and a group project - teaching statistics to teachers.