***1. Describe your educational technology leadership philosophy and style. Include APA citations and references from leaders in the field that have influenced your thinking; some references may be from leadership and some from educational technology.***

As I reflect upon my educational leadership philosophy, I find myself gravitating towards an overall situational leadership style with undertones comprised rooted heavily within servant, participative, and collaborative styles. I believe that every student is unique with different learning styles and personal circumstances that either promote or inhibit the learning process. The greatest challenge within education relies upon the identification of these subtle differences, and the minimization of barriers by empowering each student. I believe true leadership resides in the ability to foster an atmosphere of continued growth while promoting a strong sense of community, acknowledging failure without chastisement while providing effective correction when necessary. As Sinek (2014) points out, when we can establish a sense of safety within a group, we create a stronger sense of camaraderie and purpose towards achieving our goals. Throughout this course, I have been exposed to several educational leaders advocating groundbreaking methodology for the integration of technology into daily instructional methods challenging the status quo. As Pink (2009) illustrates through his example of the candle problem, we must begin to adjust our approach towards education to rely upon intrinsic motivation and creative problem solving. Rather than evaluating students solely upon test scores, we must shift our approach towards an emphasis upon lifelong learning, encouraging students to value education as means to advancing their intellectual abilities instead of status indicating performance on a standardized test measure. Technology provides a vast platform to expand our approach through visible learning and stepwise progression from identification to solution of a problem. Tully (2007) exemplifies this ideal through the creation of non-traditional hands-on learning centers. By allowing students to experiment with and deconstruct everyday items, we create a sense of wonder and drive to understand cause and effect. By giving them free rein to choose their own activity, we create a sense of empowerment and ownership of challenging issues. Eggers (2008) reported similar success with unconventional after-school programs with mentors to assist young creative writers in honing skills. By providing necessary computer resources and instilling a passion for writing, we encourage self-expression along with an intrinsic desire for self-improvement rather than completion of assignments to meet classroom requirements. Robinson (2010) uniquely frames the status of education today in addressing the pace of emerging world needs exceeding the needs we prepare our students for today. Ultimately, my philosophy on technology in the educational setting has evolved to incorporate an increased use of technology in fostering an atmosphere of creative approaches toward learning, relying upon the process of learning as a means for self-improvement rather than achievement based upon test scores.

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***2. Describe your level of technology skills and how you can use them to help and lead others in your work setting.***

Prior to this course, my technology skills were limited to basic software programs including MS Word, MS Excel, and MS PowerPoint; all of which I used exclusively in my clinical and instructional daily routine. Through my completion of technology skills modules, and viewing those completed by others in this course, I have broadened my views in effective instruction and communication. I believe I have mastered the use of eMagazine planning and screencasting which will aid in my duties as an educator, clinician, co-worker, and leader. At the heart of all of these roles, the ability to effectively communicate with varying populations is paramount. Through my role as a sports medicine professional and instructor, I educate students about biomechanics and proper rehabilitation techniques relating to athletic injuries. This target audience relies heavily upon capturing their attention and relaying information within a relatable context to stress its importance to performance on the athletic field, achievable through the use of infographics and eMagazines. Through my roles as a co-worker and leader, I work alongside peers to provide guidance in technology issues relating to maintaining proper documentation of health information as well as development of new policies, procedures, and rehabilitation methods. Screencasting will provide significant benefits in new employee orientation of electronic medical records, standardizing documentation, and describing new rehabilitation techniques through in-depth and consistent presentation of the subject matter. Ultimately, I strive to educate and empower each audience in a manner consistent with their abilities and learning styles.

***3. Locate one video that reflects your Educational Technology Leadership, embed the video in your response, and discuss how it reflects your educational technology leadership.***

  
Delzer, K. (2015, October). Reimagining classrooms: teachers as learners and students as leaders [Video File]. Retrieved from: <https://www.youtube.com/watch?v=w6vVXmwYvgs>

My adherence to an “adapt or die” philosophy guides every aspect of my daily life. Refreshingly, Delzer (2015) mirrors this concept throughout her presentation. To continue using outdated methods of instruction impedes the process of learning regardless of the educational setting such as a clinic, classroom, or field of competition. Recent explosions of technological growth place a sharp divide between generations in learning styles and perspectives with methods deemed effective for previous generations no longer able to meet the needs of today’s students. Asserting technology available through today’s smartphones surpasses that used to place a man on the moon places the issue of integrating technology into our daily classrooms at the forefront of this argument (Delzer, 2015). We must find creative methods to make learning rewarding and fun through fostering a sense of creativity and abounding imagination without fear of failure. I experienced this firsthand through the creation and implementation of my peer mentoring / 20% project, finding it difficult to expand my views of the project beyond formalized pen-and-paper methods. Although my initial approach of integrating technology found several avenues that would not meet my needs, the process was extremely rewarding and served as a unique point of contact with my student-athletes through discussions about social media. I found that I learned from them about possible options while they learned from me about the importance of positive mental health. This unique experience of teachers as learners and students as teachers served to be extremely effective with a widening of perspective from the teacher as well as the student. When posed within a relevant context, we can begin to break down barriers and communicate effectively. I found this relatively simple observation to be the framework for how I now approach student instruction. If I can establish an effective avenue for communication, I can begin to relate material within a meaningful context that reaches a wide range of audiences while also creating a free exchange of ideas. By incorporating current technology trends into daily instruction, we also encourage students to embrace new ideas while fostering this same “adapt or die” mentality. We must continue to appreciate proven methods of effective instruction while acknowledging societal evolution to continuously refine the process of education. Failure to adapt to emerging needs risks becoming stagnant, or to a greater extent, ineffective altogether. Quite simply, we must implore students to reach their full potential, viewing the process of learning as a lifelong endeavor rather than a status of completion. As educators, we share this responsibility for reaching and teaching the students of today to prepare them for the society of tomorrow.

***4. Select two NETS Leadership standards (from the list below) and discuss how you demonstrate (maybe even exemplify) these standards in your work setting.***

***C. Apply effective group process skills. Candidates:   
1. discuss issues related to building collaborations, alliances, and partnerships involving educational technology initiatives.***

Through the use of screencasting, I have begun deployment of recorded training sessions for use by all members in my department to standardize data entry for our Electronic Medical Records software. After peer evaluation of these recordings, I will be able to draw upon valuable feedback to improve upon each session “lesson”. Through collaboration, I am currently introducing my co-workers to the process of developing their own screencasting videos for distribution to their respective sports teams. Our end goal is to produce sport specific orientation modules for health care purposes.

***E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. Candidates:   
1. participate in a significant field-based activity involving experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing changes related to technology use in school-based settings.***

I have used my peer mentoring project as a platform for discussion and continued cooperation with the WKU Psychology and Counseling & Testing departments. By utilizing my TOPCARE T.E.A.M project as a pilot study, we have been able to identify potential areas of improvement. Together, we will collaborate in minimizing potential barriers to effectiveness of the TOPCARE mental health initiative while maximizing all available avenues to promote awareness of resources.

***5. What is one idea or concept that you will take with you or incorporate in your job after you leave this class?***

The process of developing educational tools through hands-on experience reinforced my enjoyment of teaching and reaching new audiences. Specifically, I realized my practice of using visual learning tools as an effective means of communication have been grossly underutilized. Communication is vital in every facet of our lives and in this age of technology, relying solely upon the written word is ineffective. Today’s society is faced with a barrage of information coming from every imaginable direction through multiple modes of distribution. As such, effective communication involves conveyance of pertinent material that is informative, attention grabbing, and interactive. All of the technical skills modules I completed (screencasting, eMagazine planning, coding, and blogging) highlighted the need of presenting information within a relatable and exciting context to capture the attention of others. I believe the primary barrier to effective communication stems from one’s inability to identify the learning styles of others, and the failure to adapt to those individual styles when presenting vital information. This mismatch creates an environment in which miscommunication can thrive, and organizational missions can be compromised. Of greatest importance, I have become more self-aware in the quality of my instructional abilities as well as how those methods are perceived by others.

***6. What recommendations would you have for this course in the future?***

I have thoroughly enjoyed all activities and modules throughout this course. My only suggestion is to make more technology skills modules available. While other basic modules (such as spreadsheets and database) are likely covered in lower level courses, these options would be beneficial to include in LITE 737 for those who haven’t had any formal training in such everyday programs. This suggestion may be moot, as the [creation of digital badges within this program](https://kimberlytullbane.lmeatwku.tech/lme-737/20-project/) would most assuredly open up more options for tracking modules completed by each student, preventing someone from reusing previously completed module assignments. Overall, I found the 20% project to be the most rewarding and exciting part of this course as I incorporated all the TS modules in my culminating project.