

- **What was your baseline and where are you at right now?**

Previously:

I do a lot to connect to colleagues face-to-face and we use digital technology such as Google Drive, email, FaceBook, and Dropbox to collaborate. I do not put effort into being connected digitally online. I also need to implement the use of the digital technology in my classroom to meet above the line learning.

Currently:

I am proud to say that I have implemented digital technology into my new art history course this first week of school! It is an inquiry course, in which we are using technology to discover various opinions, timelines, and images through multiple digital resources. I also gave a short presentation on the digital tool MarQueed to our teaching staff and have used this program with my ceramic students this past week.

My opinion about digital technology in the classroom has evolved because of the SAMR Model, especially when aligned with Bloom's Taxonomy. I now understand how digital technology assists students in reaching above the line learning (Common Sense Media, n.d.) when true augmentation and modification are taking place (Puentedura, 2013). Previously I had only seen digital technology as a means to substitute or augment learning processes in the classroom.

References

Common Sense Media. (n.d.). *Introduction to the SAMR model* [Video file]. Retrieved from <https://www.common Sense Media.org/videos/introduction-to-the-samr-model>

Puentedura, R. (2013). The SAMR ladder: Questions and transitions. Retrieved from http://www.hippasus.com/rrpweblog/archives/2013/10/26/SAMRLadder_Questions.pdf

- **What did you set out to achieve with your Individualized Professional Growth Plan? Did you achieve what you wanted to achieve?**

Achievement Plan:

My goal was to implement the use of an online tool that I found while working on Week Two's assignment. The online tool is MarQueed and it is able to accomplish tasks I posted in Week Two that I didn't know were possible. These were ideas I suggested in order to meet the SAMR levels of modification and redefinition. My goal was to implement MarQueed into the students' formative tasks as a tool to modify and redefine learning with the use of digital technology.

My professional growth plan is to implement MarQueed into a course lesson during week one of the school year. My hope is that this tool will help my students to linger in the process stage with me before contriving a quick solution to move on. I will then present the results and review of the digital tool to my principle and to NATA to then share with those communities online.

Results:

Students have posted image banks and a sketch of the general ceramic shape they would like to work with to our class MarQueed group. They have begun commentary. Next they will begin to add drawn notes and add imagery or color palettes to their peers' work.

This task is modified because peers could not make notes or draw on another student's paper sketchbook page because it would ruin the original work. With sketchbook apps, students can create layers, showing or hiding layers to add notes or additional drawings. It allows for non-threatening collaboration. MarQueed allows for quick replication, quick notes, quick adjustments, and a safe way for students to collaborate with still maintaining ownership of their work. MarQueed will also allow for students to analyze their thoughts, evaluate their ideas, and create and expound upon their ideas individually and collaboratively (Puentedura, 2013).

MarQueed enables students to reach the transformation level of SAMR, engaging with both modification and redefinition. Students will analyze and evaluate (Bloom's Taxonomy) to critique, evaluate, and discuss peers' work. The new learning element is being able to keep a documented, continuous, interactive activity feed. This tool also provides a means to markup images pulled from multiple locations and pull sample images in from other websites, which was inconceivable before (Common Sense Media, n.d.). MarQueed allows students to add images, add collaborators with full or limited access, markup and discuss images, track their activity feed, grab image samples from other websites, receive instant notifications of activity, and create groups for different projects. It is also compatible with other programs students already use such as Google Drive, Dropbox, email... This multifunctional digital tool will allow students to collaborate on group design projects, critiques, or content evaluation for projects.

The students are excited about using their paper sketchbooks in combination with MarQueed for collaborative feedback!

References

- Common Sense Media. (n.d.). *Introduction to the SAMR model* [Video file]. Retrieved from <https://www.common Sense Media.org/videos/introduction-to-the-samr-model>
- Marqueed collect and discuss images. (2014). Retrieved July 12, 2015, from <http://www.marqueed.com/>
- Puentedura, R. (2013). The SAMR ladder: Questions and transitions. Retrieved from http://www.hippasus.com/rrpweblog/archives/2013/10/26/SAMRLadder_Questions.pdf

- **Do you believe that achieving your goals helped you become a more connected educator?**

Implementing MarQueed has helped me to become a more connected educator! Although we have not yet been able to explore every feature of MarQueed, we have plans to work collaboratively with other local schools for peer commentary during both the process phase and for the final critiques! MarQueed has sparked conversations between teachers

at my school since I gave a quick presentation on its functions. It has also helped me to connect with local art teachers and has helped me to communicate with my students via their language of technology!

- **Self-evaluate yourself in terms of the following rubric. Provide: a) a proposed overall score (out of 50), and b) justification, examples, deliverables, etc. to support your proposed score.**

Overall Score: 48/50

Effort: My goals for the level of implementation I would have liked to accomplish during the first week of school were lofty. Although I now realize that it would not be realistically possible to accomplish my initial goal for using MarQueed the first week of school, I modified my expectations and we accomplished the new goal. Students joined our private, class MarQueed group, created a library of imagery for inspiration, uploaded pictures of their drawings from their paper sketchbook pages, and began peer commentary. We have set expectations for the upcoming steps and requirements for using paper sketchbooks in combination with MarQueed for the formative process in the course. 25/25

Achievement: I met some of my initial goals: 19/25. However, after having evaluated our timeline and progress, I quickly modified our goals and redirected our efforts towards getting students familiar with and active on our course MarQueed group. We then discussed our future goals for using MarQueed in combination with the paper sketchbooks and how MarQueed will not only allow us to easily provide peer commentary with our class members, but with other members of our local school system as well! 23/25

