

Pre-service and in-service Educational Technology Self-Assessment
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Name: _____

Date: _____

The purpose of this self-assessment is to find out what you feel comfortable with and what you feel you need more work on in the area of educational technology. The results of this assessment will help us focus our energies on the areas that are most important to your growth in the field of educational technology. (So don't feel any pressure to score yourself high, or to be unnecessarily humble!)

We split the learning of educational technology into three tiers, often referred to as the OIL continuum. You will be asked to assess yourself in all three areas:

O	Operate	The ability to use the technology effectively as technology; knowing how to set up technology, load and operate the software, troubleshoot problems, and so on.
I	Integrate	The ability to effectively integrate the technology into your classroom as a teaching, learning, and management tool.
L	Lead	The ability to effectively show and inspire others to operate and integrate technology as described above. In addition, leadership involves seeing and incorporating into your educational practice an understanding of the "big picture" of technology as it relates to planning, the ethical and responsible use of technology, and policy development and procedures.

Please use a 1-10 scale in completing the assessment, using the following as guidelines:

- 1 = Say what? I don't understand what you are referring to.
- 5 = I have done this before and would feel comfortable doing so again, though a short refresher might be in order.
- 10 = I know this inside out and backwards. Leave me now so that I may contemplate more important things.

OPERATE

I.	Computer Operation	Score	
		PC	Mac
1.	Set up a basic computer configuration found in a classroom or home, including hardware, software, and peripherals .		
2.	Use common technology vocabulary in describing a computer configuration (RAM, ROM, CPU, hard drive, disk drive, CD ROM, printer, Ethernet connection, etc.)		

I.	Computer Operation (cont'd)	Score	
		PC	Mac
3.	Navigate around the computer desktop and interact with the elements of a desktop such as files, folders, dialog boxes, icons, control panels, windows, aliases, etc.	-	-
4.	Install/de-install applications.		
5.	Do file sharing and transfer over a network.		
6.	Add memory (RAM) to a computer.		
7.	Describe the basic process of what happens when a computer starts up.		
8.	Describe the function of RAM in determining your computer's capabilities.		
9.	Set up and use a computer projection system.		
10.	Create a CD ROM with your own material on it.		
II. Computer Troubleshooting			
1.	Isolate and troubleshoot basic hardware problems (your printer won't print, your Zip Drive does not connect, etc.) and devise solutions for their correction.		
2.	Perform basic troubleshooting skills, like zapping the prams, rebuilding the desktop, resolving extension conflicts, reinstalling the system, booting up from a CD, etc.		
3.	Describe generally what computer viruses are, how they work and are transmitted and methods of prevention and eradication.		
4.	Describe basic backup strategies for data on your computer and network.		
III. Web Browsing			
1.	Use the basic functions of a web browser, like Netscape or Explorer.		
2.	Use web search engines effectively to find resources you want. This includes web sites and discussion groups.		
3.	Create and delete bookmarks in Netscape (Favorites in Internet Explorer).		
4.	Evaluate the validity, timeliness, and relevance of web information.		
5.	Define and evaluate good site organization. Do you quickly see where to go to find information provided in the site? Is it easy to navigate and get to that information?		
6.	Make recommendations that would improve a site.		
IV. Tool Software: Word Processors, Databases, Spreadsheets			
1.	Perform basic word processing functions, such as: editing, cutting, copying, pasting, and reformatting text; adjusting tab stops, changing indents, adding page numbering and page breaks; finding and replacing text, checking spelling, and printing.		
2.	Perform more advanced word processing features, such as creating & formatting tables, adding footers and headers, graphics, style sheets.		
3.	Perform mail merge including text template and data source. (This		

	may include using a database as well.)	
4.	Perform basic spreadsheet functions, such as editing and formatting cell information, entering formulas/functions, inserting and deleting rows and columns, and using the copying and fill features.	
5.	Create and print charts from spreadsheet data of various types (pie, bar, line) which include labeling of chart and axes.	
6.	Perform basic database functions, such as creating and modifying database fields and field information, navigating through, sorting, and selecting records based on search criteria; creating reports with headers, footers, and formatting.	
7.	Perform some more advanced data base features, such as making labels and printing out form letters using mail merge.	
V.	Digitizing and Multimedia	
1.	Describe the basic input and output options commonly available for creating multimedia projects.	
2.	Attach and use scanners and digital cameras to create a graphic file for a word processing document, web page, etc.	
3.	Use a graphics program like PhotoShop to perform basic graphic editing, such as changing the size, format and orientation of an image; adjusting the contrast and brightness of an image; adding text to an image; using the paintbrush, eraser, selection tools, and other common tools.	
4.	Create sound files that can be added to web pages, presentations, etc.	
5.	Digitize video and perform basic digital editing of video.	
6.	Create a slide show presentation, including graphics, text, transitions (such as with AppleWorks, Claris Slide Show or PowerPoint).	
7.	Develop a storyboard or other suitable planning process to plan for multimedia projects.	
8.	Create a simple newsletter (such as with PageMaker or Works) which uses columns, text, and graphics.	
VI.	Video (Analog)	
1.	Perform basic video camera functions, such as: setting up a camera in a room to record activity; using a hand-held camera; video shooting and playback; using appropriate lighting, framing and camera angles, and effective microphone techniques.	
2.	Set up from scratch (that is, make all the connections yourself) and run a common VCR/TV set up found in a home or classroom.	
3.	Use a storyboard to plan for video projects.	
VII.	Web Site Creation	
1.	Design, create and publish a basic web page which includes text, graphics, and links using "raw html."	
2.	Design, create and publish a basic web page which includes text, graphics, and links using a web editor. (Web editors include BBEdit, Netscape Composer, Front Page, Adobe GoLive, DreamWeaver, etc.)	
3.	Use an FTP application to post a web page to a web server, as well as access it remotely for the purpose of modifying it.	

4.	Employ design considerations which reflect an understanding of aesthetics and content relevance.	
5.	Download and save web pages as well as individual elements of a web page, like text or a graphic.	
6.	Demonstrate knowledge of Web Browser plug-ins and how to install and configure them to work within a web browser.	
7.	Demonstrate knowledge of IP addressing.	
VIII. Email and Conferencing		
1.	Perform basic email functions, such as creating, sending, reading, and deleting email; storing email in folders; using an email address book; attaching files (like graphic files, word processing files) to email messages you send to others and reading attached files that have been sent to you.	
2.	Change settings in an email program (like Netscape Communicator) so that you can receive email from another system.	
3.	Perform basic computer conferencing system (like First Class or CAUCUS) functions, such as posting to and interacting with a conference discussion.	
4.	Hook-up and configure a computer/modem (or cable modem) connection.	
IX. Software Packages—How well can you use:		
1.	Microsoft Word	
2.	Excel	
3.	PowerPoint	
4.	Microsoft Works word processing	
5.	Microsoft Works spreadsheet	
6.	Microsoft Works data base	
7.	Microsoft Works Wizard to create newsletters	
8.	Microsoft Works Wizard to create certificates	
9.	ClarisWorks or AppleWorks	
10.	Filemaker Pro	
11.	Adobe Premiere	
12.	Adobe PageMaker	
13.	HyperStudio	
14.	Kidpix	
15.	PhotoShop	
16.	Netscape Navigator	
17.	Netscape Composer	
18.	Macromedia Director	
19.	Adobe Acrobat for reading / editing .pdf files.	
20.	Macromedia Flash, or equivalent	
21.	Apple iMovie	

INTEGRATE

1.	Explain how technology may improve student learning.	
2.	Explain how technology can be used to appeal to and facilitate multiple intelligences.	
3.	Explain why art is now the 4 th R or literacy along with reading, 'riting, and 'rithmetic.	
4.	Explain how technology facilitates cross-curricular projects.	
5.	Explain how technology changes the traditional roles in the classroom.	
6.	Explain how technology facilitates working in cooperative groups and teams.	
7.	Explain how technology facilitates individuals learning at their own rates through IEPs.	
8.	Apply tool software (word processors, databases, spreadsheets) into your discipline area in a unit of instruction for information management, analysis, and presentation.	
9.	Apply multimedia (Kidpix, Hyperstudio, Director, web pages, etc.) into your discipline in a unit of instruction for information management, analysis, and presentation..	
10.	Apply the Internet as an information resource in a unit of instruction in your discipline for information management, analysis, and presentation..	
11.	Apply PowerPoint or other suitable slide show software for the purpose of student presentation.	
12.	Find and incorporate a student-based communication project on the Internet, like Cyberfair or E-Pals.	
13.	Use technology to assist with student assessment.	
14.	Identify how to effectively use limited technology resources, such as a single computer in a classroom.	
15.	Use a PowerPoint presentation you created to deliver group instruction.	
16.	Manage computer-lab based learning effectively.	
17.	Use a spreadsheet to maintain a grade book.	
18.	Use a database to record and report student progress, and create a mail-merged letter to send home to parents.	
19.	Use the Internet to find resources for your classes, including lesson plans, research, and appropriate informational sites.	
20.	Manage your students' use of the Internet as a resource in a unit of instruction.	
21.	Use Microsoft Wizard to create a student-based newsletter to send home to parents.	
22.	Use Microsoft Wizard to create a certificate acknowledging student achievement.	
23.	Employ appropriate rubrics for evaluating student work that uses technology.	
24.	Maintain a multi-media based student portfolio for the purpose of self-assessment and external assessment.	
25.	Develop effective strategies to use the technology talents of your students.	
26.	Use CD ROMs in instruction.	

27.	Apply specific-purpose electronic devices (such as scientific probes) in appropriate content areas for problem solving, presentation, and data management	
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LEAD

1.	Locate forums and interact online with other professionals in your field.	
2.	Employ existing (or, if necessary develop new) acceptable use policies related to technology use, in particular student access to the Internet.	
3.	Present a balanced perspective toward technology in your classroom, inspiring students to understand appropriate and inappropriate uses of technology, and how technology "connects and disconnects."	
4.	Incorporate a basic understanding of the historical implications of today's technology, as well as important environmental and ethical considerations involved in its use.	
5.	Identify important technological considerations related to students as learners, workers, and citizens.	
6.	Identify copyright considerations involved in using media, including downloading information from the Internet, quoting text, taping TV programs, downloading music, etc.	
7.	Explain how technology may improve communication among various groups, such as parents, school board, community, and teachers.	
8.	Be part of your school's technology committee; if possible, help in developing a site-based educational technology plan.	
9.	Explain the importance of involving the community in technology planning, acquisition, and implementation.	
10.	Articulate how technology can be used to assist students with special needs.	
11.	Articulate how the Alaska State Technology Standards can be applied to classroom instruction.	
12.	Develop an in-service about some use of technology to be presented to your peers or at a professional setting.	
13.	Identify uses for "distance education" in local education contexts.	

In the space below (or on attached pages) please take a few minutes to summarize the area(s) that you feel you would most like to grow in within the field of educational technology. Thanks for your input! I look forward to working and learning with you. —Tom