

## **For a Lifetime of Learning**

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Upon completion of my Masters of Art in Educational Technology (MAET) program, I realized that even though I may have an advanced degree beyond that of an undergraduate, I am nowhere near complete with my learning. This program has helped me cultivate new ideas and pedagogy that I know I want to continue to grow, develop, and learn more about as I progress through my career. Some of the most genuine learning that I accomplished, the same learning that I want to bring into my own classrooms, involved project based learning (PBL). Through my work in the MAET program, I found an entire community that is dedicated to the concept of learning by doing both in and out of school. To more effectively use PBL, I know that I want to continue to learn about formative assessment. Learning should not just be about the final product, learning should be occurring every step of the way. To more effectively use formative assessment, to have and use feedback in time to adjust teaching strategies and topics, would not only help me be a more informed teacher, but would help inform my students about misconceptions. In with these concepts, lies a cornerstone what the MAET program was for me, the purposeful use of technology. I am going to continue to learn about and integrate technology into my program not because my school supplies technology to every student, not because it is something to do or could make teaching “easier”, but because technology can support the learning of students outside of the classroom and thus create future lifelong learners like myself. These three ideas can all contribute to better learning experiences for students.

### **Project Based Learning**

PBL tasks students to be responsible for their learning not through a standard assessment, but through the process of problem solving. Sources such as [Edutopia](#) and [Stanford's D School](#) for creative thinking, provides a network to continue my learning in this area. The reason that I want to continue to learn about this methodology is to provide my students with more meaningful assessment. Through my coursework in my program, I've come to experience the benefits of PBL on my own. PBL creates opportunities for students to create their own learning, task students with real world application of subject matter, and build skills outside of any one particular set of curriculum.

### **Formative Assessment**

To coincide with PBL, I would like to continue my education in formative assessment. Formative assessment is characterized by the use of information, through the use of exit tickets or surveys for example, to provide informed decisions about future teaching. It can help make more meaningful learning as well as inform students about misconceptions before a summative assessment. Formative assessment can be used in a classic style of learning, where there is a test at the end of a unit, with PBL, or online learning. Regardless of the type of unit it is used with, formative assessment can help teachers understand what students may know or not know before it is asked on a test or assessment. I've extended my learning network to include education leaders like [Rick Wormeli](#) to gain further understanding as well as strategies in using formative assessment.

### **Technology Integration**

It is not uncommon to see technology components while researching PBL and formative assessment. More and more schools are shifting in their use of technology, even my own program has given a Chromebook to each student. With this in mind, coupled with my work in my MAET program, I want to continue my learning in the purposeful use of technology. It is not enough to just provide technology to students, schools need to integrate technology because it will provide the opportunity to make for better learning. New curriculum guidelines laid out by the [International Society of Technology in Education \(ISTE\)](#), and technology use considerations like those laid out by the [SAMR Model](#) developed by Ruben Puentedura, are both excellent resources to allow for the thoughtful integration of technology.

As I finish my master's program, I plan to practice what I have learned during my coursework. However, viewing myself as a renaissance learner, I want to continue to learn more about education strategies that will create unique learning opportunities. I want students to learn through authentic tasks in project based learning. I want to make more informed decisions and gain better insight on what my students may or may not know through formative assessment. I want to prepare learners for the 21<sup>st</sup> century society through the proper integration of technology. I will only be able to accomplish these goals if I continue to build upon the foundation that I developed at Michigan State University.