**Information Technology Self-Assessment Tool**

This tool is designed to help you to assess your technology skills and to develop goals for learning something new that can enhance your roles as an educator.

1. Rate your **perceived competency** for the following skills:

1. I have never done this before
2. I can perform this with help
3. I can perform this independently, but might make some mistakes
4. I can teach others to perform

2. In the final column, mark the items that you are **interested in learning more about**.

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|  | Click in a gray box below to add an X | | | | | | |
| **TECHNOLOGY FOR INSTRUCTION** | Never Done | Perform with Help | Perform Alone | | Teach Others |  | **INTERESTED**  **in LEARNING MORE** |
| **Creating Presentations (e.g., PowerPoint, Prezi, Keynote)** |  |  |  | |  |  |  |
| I can create graphics with the drawing tool. |  |  |  | |  |  |  |
| I can animate graphics/text. |  |  |  | |  |  |  |
| I can insert a video file and have it play. |  |  |  | |  |  |  |
| I can add narration to a presentation. |  |  |  | |  |  |  |
| **Creating Online Instructional Materials** |  |  |  | |  |  |  |
| I can use creation software to make instructional materials to be delivered online (e.g., SoftChalk, Camtasia). |  |  |  | |  |  |  |
| I can create, edit, and deliver an audio podcast. |  |  |  | |  |  |  |
| I can create, edit and deliver a video recording (e.g., to a website or You Tube). |  |  |  | |  |  |  |
| I can edit a digital photo, including cropping and resizing. |  |  |  | |  |  |  |
| I can find open source or non-copyrighted media and other materials to use in my presentations. |  |  |  | |  |  |  |
| **Learning Management System (LMS)** (e.g., Blackboard, Moodle, Canvas) |  |  |  | |  |  |  |
| I can build an online course in an LMS. |  |  |  | |  |  |  |
| I can use the collaborative aspects of an LMS (e.g., forums, live chat, wikis). |  |  |  | |  |  |  |
| **Audience Response System (ARS)** |  |  |  | |  |  |  |
| I can use a mobile device-enabled ARS for teaching (e.g., Poll Everywhere, Turning Point). |  |  |  | |  |  |  |
| I can integrate an Audience Response System into a PowerPoint presentation. |  |  |  | |  |  |  |
| I can use sound learning theory and pedagogy for choosing question types to use with ARS. |  |  |  | |  |  |  |
| **Collaborative Tools for Education** |  |  |  | |  |  |  |
| I can use a wiki for education (e.g., wiki tool within Confluence team workspace or within an LMS). |  |  |  | |  |  |  |
| I can use develop and use a blog or vlog for education. |  |  |  | |  |  |  |
| I can use a community discussion forum for education-related issues (e.g. Academic Pediatric Association’s Communities; Michigan State OMERAD’s Dr. Ed). |  |  |  | |  |  |  |
| I can use a social network site for education (e.g., Facebook, LinkedIn, Instagram, Twitter, Snapchat, APA Communities). |  |  |  | |  |  |  |
| **Innovative Technologies for Medical Education** |  |  |  | |  |  |  |
| I can explain the difference between virtual reality (VR) and augmented reality (AR). |  |  |  | |  |  |  |
| I can imagine a scenario where VR or AR would enhance training. |  |  |  | |  |  |  |
| I can use artificial intelligence (AI) for education. |  |  |  | |  |  |  |
| I can imagine scenarios where AI would be useful. |  |  |  | |  |  |  |
| I can explain the difference between gamification and serious gaming. |  |  |  | |  |  |  |
| I can envision scenarios where gamification would enhance my educational activities/projects. |  |  |  | |  |  |  |
| I can access colleagues with expertise in VR, AR, AI, gamification, or serious gaming to help me incorporate these technologies into education and training activities/projects. |  |  |  | |  |  |  |
| **Electronic Health Record (EHR) for Education** |  |  |  | |  |  |  |
| I can use EHR data to assess population data from within the community in which I practice. |  |  |  | |  |  |  |
| I can access EHR data to create learner practice profiles to create improvement plans. |  |  |  | |  |  |  |
| I can use EHR to teach about community resources  and/or practice guidelines. |  |  |  | |  |  |  |
| **TOOLS for EDUCATIONAL RESEARCH** | | Never Done | Perform with Help | Perform Alone | | Teach Others |  | **INTERESTED**  **in LEARNING MORE** |
| **Literature Searching** | |  |  |  | |  |  |  |
| I can use search engines to find evidence-based, peer-reviewed resources (e.g., PubMed, Online Mendelian Inheritance of Man, Google Scholar, SearchingPediatrics.com). | |  |  |  | |  |  |  |
| I can set up search alerts in PubMed/NCBI. | |  |  |  | |  |  |  |
| I can use database tools to refine my search (i.e., limit). | |  |  |  | |  |  |  |
| I know where to find MeSH terms to improve my searching. | |  |  |  | |  |  |  |
| I can save my search parameters for re-use (e.g., do the same search monthly). | |  |  |  | |  |  |  |
| I can effectively use online references, (e.g., eMedicine, UpToDate, AAP Red Book). | |  |  |  | |  |  |  |
| I have a systematic method for staying current with the medical literature (e.g., RSS feeds, Key Lime, QxMD, SearchingPediatrics.com, BrowZine). | |  |  |  | |  |  |  |
| I can use a reference management system for saving discovered references relevant to my work (e.g., EndNote, Mendeley, RefWorks). | |  |  |  | |  |  |  |
| **Data Collection, Management, and Presentation** | |  |  |  | |  |  |  |
| I can use an online survey tool to collect data (e.g., Survey Monkey, RedCap, Zoomerang). | |  |  |  | |  |  |  |
| I can organize my data into spreadsheet tables (workbook) and pages (worksheet) (e.g., Excel, Google Sheets). | |  |  |  | |  |  |  |
| I can use spreadsheet software to calculate simple stats (e.g. sum, mean, percent) and create graphic presentations. | |  |  |  | |  |  |  |
| I can use spreadsheet to manipulate data into more meaningful presentation (e.g., pivot table, merge data). | |  |  |  | |  |  |  |
| I can use qualitative analysis software (e.g., Atlas.ti, HyperResearch, Nvivo, Dedoose) | |  |  |  | |  |  |  |
| I can use a statistical program to develop usable results. (e.g. SAS, SPSS, Stata, R). | |  |  |  | |  |  |  |
| **Collaboration Tools** | |  |  |  | |  |  |  |
| I can use file-sharing tools to collaborate (e.g., DropBox, Google Drive, Microsoft Teams). | |  |  |  | |  |  |  |
| I can use online videoconferencing tools for work meetings (e.g., Skype for Business, WebEx, Zoom, Microsoft Teams, Google Meet). | |  |  |  | |  |  |  |
| I can use online videoconferencing and file-sharing tools for team work (e.g., Microsoft Teams). | |  |  |  | |  |  |  |
| **TECHNOLOGY FOR PERSONAL EFFICIENCY/PRODUCTIVITY** | | Never Done | Perform with Help | Perform Alone | | Teach Others |  | **INTERESTED**  **in LEARNING MORE** |
| I can use the calendar function of Outlook to assist in time management. | |  |  |  | |  |  |  |
| I can use an app for reading journals (e.g.,Voice Dream). | |  |  |  | |  |  |  |
| I can use a cloud-based meeting scheduler (e.g.,Doodle). | |  |  |  | |  |  |  |
| I can use a note-taking app (e.g., One Note, Evernote). | |  |  |  | |  |  |  |
| I can use a task manager (e.g., MS Office Tasks, Google Tasks, Todoist, Wunderlist). | |  |  |  | |  |  |  |
| **TECHNOLOGY PROFESSIONALISM** | | Never Done | Perform with Help | | Perform Alone | Teach Others |  | **INTERESTED**  **in LEARNING MORE** |
| I am aware of professional guidelines, and my institutional or employer’s policies for responsible social media use. | |  |  | |  |  |  |  |
| I have a personal policy for whom I will “friend” or connect with using social media. | |  |  | |  |  |  |  |
| I have a personal policy for separating my personal vs. public personae. | |  |  | |  |  |  |  |
| I keep private information private when using electronic communication devices, products and services (e.g., am aware of issues of encryption, password security). | |  |  | |  |  |  |  |
| **SCHOLARSHIP RELATED TO  EDUCATIONAL TECHNOLOGY** | | Never Done | Perform with Help | | Perform Alone | Teach Others |  | **INTERESTED**  **in LEARNING MORE** |
| I know of ways to disseminate educational technology innovations. | |  |  | |  |  |  |  |
| I understand the publication requirements for AAMC’s MedEdPortal. | |  |  | |  |  |  |  |
| I am documenting in my EP and CV my development and/or use of technology-related innovations. | |  |  | |  |  |  |  |
| I have an ORCID ID listed on my CV. | |  |  | |  |  |  |  |
| I am using metrics to document impact of my educational scholarship (e.g., altmetrics, Google Scholar Metrics, ImpactStory). | |  |  | |  |  |  |  |

**MY TECHNOLOGY-RELATED GOALS**

Identify a short-term technology goal to complete in the next two months.

What is the goal and the reason you want to do this? Explain the relevance to your scholarship project (if applicable).

Put this goal on your calendar to review frequently and keep working on it.

Use SMART goals: Specific, Measurable, Attainable, Relevant/Realistic, Time-based

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Consider choosing a long-term technology goal that might be achieved completed in the next 1-2 years. What is the goal and the reason you want to do this? Explain the relevance to your scholarship project (if applicable). What are the basic steps to achieving it?

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Reflect on whether you have the necessary technology support available to, or on, your scholarly project team.

What types of individuals on your team can support your technology needs? What type of support do you need to identify? Where would you look to find individuals with this expertise?

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This tool was initially developed by Virginia Niebuhr, Donna D’Alessandro and Marney Gundlach,January 2009 for two faculty development programs: for an intersession module on Educational Technology for the Educational Scholars Program of the Academic Pediatric Association, and for the application process for ADAPT (Any Day Any Time Teaching) at the University of Texas Medical Branch.

Most recent revisions are May 2020, by Virginia Niebuhr, Donna D’Alessandro, Stanley Hum, Melissa Klein, Robert Riss, and Jessica Goldstein for the Academic Pediatric Association’s Educational Scholars Program, 2021 Technology for Education online course. The tool is also being used for an Educational Technology workshop offered by the Academic Pediatric Association for Dec. 2020.

This tool is fully shared, may be duplicated, can be re-created for online entry, and may be modified to meet your needs (with credit, please).   
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