

Annotated Bibliography

Cambridge, D. (2010). *E-portfolios for lifelong learning and assessment*. San Francisco, CA: Jossey-Bass.

Cambridge discusses the use of ePortfolios for education, supported by research. The book focuses on using ePortfolios for higher education and discusses the untapped potential that ePortfolios have. This could be useful to see how ePortfolios are being used in education.

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York, NY: Teachers College Press.

Collins and Halverson share how to move students beyond the walls of the classroom, such as using social learning networks and distance learning programs. The book calls for an education transformation due to technology. This will push teachers to use technology for a beneficial purpose.

Couros, G. (2015). *The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting, Inc.

Couros calls for a change in the way educators teach students and argues that educators must have an innovative mindset. Ideas are shared to bring innovative practices into schools, and the importance of leadership is also discussed. This will be useful because it contains strategies for bringing innovation into schools.

Ferster, B. (2014). *Teaching Machines: Learning from the Intersection of Education and Technology*. Baltimore, MD: Johns Hopkins University Press.

Ferster details the history of educational technology and how teachers have been inspired by “machines.” The book gives a look into the obstacles that educators have overcome in relation to technology and mentions failures as well.

Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The new science of leading change*. VitalSmarts.

Influencer elaborates on what it means to be an influencer, such as leading change and making things happen. It takes readers through anecdotal examples of “insignificant” people that make significant improvements by changing behaviors. This will be useful to inspire educators that think they cannot make a change because they lack power.

McChesney, C., Covey, S., & Huling, J. (2016). *The 4 disciplines of execution: Achieving your wildly important goals*. New York, NY: Free Press.

4DX is a formula for executing priorities that produces game-changing results. It was written for business leaders as a new way of thinking and working that achieves results. A formula for success will be useful in education because a change is needed for our students.

Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. New York, NY: Penguin Books.

Robinson uses anecdotes, observations, and professional recommendations to encourage readers to be leaders of the transformation of education. The goal is to move to an organic approach that engages all learners while allowing them to develop twenty-first skills and a love of learning.

Wagner, T. (2015). *Creating innovators: The making of young people who will change the world*. New York, NY: Scribner.

Wagner explores how influential adults in the lives of children can help them become innovators, revealing how adults can spark creativity and be motivators. He establishes three forces that inspire innovators: play, passion, and purpose. As an educator, it is my job to encourage young learners to be creative and innovative, and this book can assist me with that.

Wagner, T., & Dintersmith, T. (2016). *Most likely to succeed: Preparing our kids for the innovation era*. New York, NY: Scribner.

Wagner and Dintersmith focus on how the current pressure-filled school system is hurting students because they are not developing the necessary skills to thrive in today's world. The book establishes that a new system of education is needed in which creativity is the basis of learning. This is useful because as a current educator I can be part of and lead the change.