

## Reflections for Theory and Practice

### **EDTC 805 – Cross-discipline Studies in Technology**

#### *Assessment 1: Emerging Technologies*

This group project explored the benefits, limitations and future research associated with Massively Multiplayer Online Role-playing games (MMORPGs) in K-12 education. I was not particularly interested in this topic at first, but it eventually grew on me.

#### *Assessment 2: Create Your Own Project*

This white paper discusses how the researcher proposes to determine the need for rethinking library best practices and exposing students to 21st century educational models, which can help undergraduates, make better use of library resources and aid in improving the research process.

#### *Assessment 3: Technology Theme Park*

This theme park was designed for 12th grade students at Aquinas College (my alma mater). It was modeled after and highlights major Bahamian industries which can be viewed as educational exhibits. There are five exhibits available viewer exploration. I was really invested in this project and it really brought out my creative abilities.

### **EDTC 807 – Implementation and Evaluation of Curriculum**

#### *Assessment 1: Philosophy Paper (Progressivism)*

This research paper examines "Progressivism" as an educational philosophy and helped to shape my belief that improvement and reform in the human condition and within society are both possible and desirable.

#### *Assessment 2: Bloom's Paper*

This paper discusses the strengths and critiques of Bloom's taxonomy of educational objectives. Even though some individuals have purported that the taxonomy has been used and abused, it has stood the test of time and continues to maintain its popularity.

#### *Assessment 3: Technology and Early Childhood Education*

This group paper reports scenarios and reviews research to determine how early technology should be introduced and integrated into the classroom. Another area of fascination was the debate about how soon technology should be introduced to children.

#### *Assessment 4: Under-Emphasized Curriculum: Reflective Practice*

For this paper, the researcher focuses on the critical areas that are relevant to reflective practice: observation, learning through experience, and the value of reflection

needed to improve teacher professional practice and performance.

*Assessment 5: Business-Education Partnerships*

This research project describes five different business and entrepreneurial initiatives in education that can improve the STEM and business curriculum and contribute to increase student success in college and the workforce.

**EDTC 808 – Summer Institute II**

*Assessment 1: Professional Growth Plan*

This digital professional growth plan communicates the doctoral candidate's goals, philosophy, vision and achievements.

*Assessment 2: Digital Portfolio Review*

The digital portfolio was reviewed and feedback given for the student to produce an improved website exemplifying her best work.

*Assessment 3: Jobs Project*

This assessment required the doctoral candidate to examine job postings for K-12, higher education, and corporate positions. A similarities and differences matrix was constructed, but the most exciting aspect of this activity was preparing the reflection. This assignment was useful in helping me prepare for a promotion/librarian appointment. I was successful.

**EDTC 814 – Advanced Models of Effective E-Learning**

*Assessment 1: Leadership Case Study Simulation*

For this simulation, team Himalaya strategized to see how the goal of reaching the peak of Mount Everest could be achieved. As the photographer, it was my job to create and capture those “special” moments and produce photos and a video of the “Khumbu Ice Fall”. I was disappointed that one member did not complete the journey--that incident almost made the activity seem very similar to real life, because I had an aunt who died during that period.

*Assessment 2: Higher Education Case Study*

Two higher education case studies are explored for this assessment. The student researcher explores the brass tacks of needs analysis, and learnt how task and learner analysis are conducted.

*Assessment 3: Leadership Vision & E-Learning Plan*

This paper devises an e-learning plan for a faculty publishing e-course. The vision for this project is for faculty members to form support peer-groups as means of encouragement as they participate in research projects.

## **EDTC 816 – Advanced Building Online Communities**

### *Assessment 1: Exploring Online Communities*

This paper examines LinkedIn through the lens of domain (purpose of the social site), practice (how users interact with the site or other online members), and community (ethos and mindsets of users). I evaluated those lenses against Etienne Wenger's theories on online communities.

### *Assessment 2: Context Analysis*

This group project reviewed the "Latinas in STEM" online community. Valuable lessons were learned about conducting interviews, evaluating metrics, and analyzing data.

### *Assessment 3: Community Prototype*

This paper evaluates the decision-making process for the design of an online community for Caribbean Technology Educators. A comparative analysis between this site and existing sites was performed, and through reflection, the researcher determined how the finished product met the course objectives.

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