

## **PROGRESS & ACTIVITY REPORT**

Antoinette Pinder-Darling

**Timeline:** July 2014 to July 2016

As I reflect on my graduate studies, I'm pleased to inform you of the consistent progress made towards the completion of the EdD in Educational Technology Leadership which is anticipated for May 2017.

### **PART I: ACADEMIC AND CAREER GOALS (PROGRESS)**

Prior to my enrollment at New Jersey City University, I had the opportunity to take courses that helped me to become research literate at the graduate level and broaden my knowledge and experience in the field of education combined with a technology track.

After the completion of the first Summer Institute, as a doctoral student I began to think seriously about my career aspirations including what I hope to achieve as an educational technologist. My motivation in the beginning was to obtain a degree—at this juncture my goal is to take on educational technology as a mission.

As I keep abreast of academic literature and ranking, I am noticing that numerous universities—such as Cornell and Drexel are integrating technology training with coursework for their advanced degrees. As a savvy student and futurist, I can clearly predict that jobs of the future will rely heavily on technology, so I have moved my professional ambitions in this direction. I read in U.S. News & World Report (2015) that “companies can hire a lot of first-rate technologists, or they can go to business schools and hire people who can do a strategic plan and understand customers—what they don't have is experts who can cross both disciplines” (p. 12). This doctoral program, I believe, could make me attractive to such companies because I am equipped with skills in both areas. I cross both disciplines.

In reviewing and reporting my detailed long range goals, one thing I want to keep in mind is not being tempted to squander the best years of my academic life on publications that people may overlook or that may never see the light of day (Kelsky, 2015). For my long range goals, I plan to focus on preparing to seek publication in journals that are very influential such as Tech Directions, Tech & Learning, Technology Analysis & Strategic Management, Technology

Teacher, Tech Trends, and Technology Review. I may also author technology books for colleges and universities.

### **Professional Growth (Long Range Goals and Objectives - 2017)**

- To investigate institutions that I may wish to teach for as an adjunct—University of South Florida, Nova Southeastern University, University of the West Indies, and possibly Drexel University.
  - The first objective is to ensure that I keep my curriculum vitae and e-portfolio current since it will be referenced during possible interviews.
  - In the course with Dr. Carnahan (during second summer institute), he mentioned keeping up-to-date with job openings through the Chronicle of Higher Education and to review online job sites, this will be my second objective.
  - My final objective will be to begin the application process and stay abreast of job market deadlines.
- To serve on a technology committee
  - This will be an opportunity to continue to develop my e-learning leadership experience.
- To work as a consultant for the government to train information technology teachers
  - Prepare a Professional Development proposal for submission to the Director of Education.
  - Set networking goals which will include reminders to meet with people at conferences or at education events. Especially those individuals who may be a good fit for my future aspirations.

### **PART II: SKILLS ASSESSMENT AND MENTORSHIP EXPERIENCES**

The first two years at NJCU introduced me to the field of educational technology as well as current scholarship through literature reviews, projects and case studies, practical in-class activities and simulations which helped me to develop the knowledge, skills and abilities needed for a successful career as a virtual instructor. This is a current career aspiration.

By the end of summer, aside from working on my dissertation, I want to develop the following attributes as discussed by Kelsky (2015, pp. 46-47):

1. *Productivity* – as a new job seeker (virtual educator) I want to have a record of accomplishments beyond the requirements of the NJCU doctoral program.
2. *Professionalism* – this means ensuring that documents are properly organized, working on my verbal self-presentation, my body language, appearance and ensuring that I am in great physical health.
3. *Autonomy* – as a doctoral graduate I will conduct myself as a full-fledged member of the scholarly community to make myself, my mentors and family proud.
4. *Self-promotion* – I will create connections with scholars and experts in the technology field. This was jump-started when I met Etienne Wenger and other notable experts at conferences.
5. *Collegiality* – the reading plan will help me to build this trait, as it will prove that I do possess the ability to converse on topics other than my dissertation, with peers and colleagues.

My writing skills improved tremendously since starting this program and I feel more confident as a scholar and academic writer. Those who go on to become great leaders must have someone that he/she is tremendously influenced by and admires, for me, that person is Steve Jobs. He was not an educator, but he had passion for technology and believed that the computer helped learners tap into their creative abilities. This is also a belief that I share. Outside of the admiration for Steve Jobs, I have also been mentored by two senior colleagues at my university. These individuals were helpful in providing excellent advice at the start, in between, and leading up to my near completion of this doctoral journey. My graduate advisor, Mr. Christopher Shamburg was a wonderful guide and offered excellent advice when consulted. Reading the quarterly newsletter was also inspirational for me as a doctoral student.

Therefore, I plan to read books written by Steve Jobs and other experts in the technology field. These resources should help to mobilize my individual commitment to change, set my direction as an expert, and help to shape my character as a tech leader.

Items for my *reading plan (items will be listed as they will be read)*:

Within **3 months** these items will be read:

Notari, M., Reynolds, R., Chu, S. K. W., & Honegger, B. D. (2016). *The wiki way of learning: Creating learning experiences using collaborative web pages*. Chicago, IL: ALA.

*Rationale:* I plan to read this book to discover why wikis are a great educational tool and what I don't know about them.

Schlender, B., & Tetzeli, R. (2015). *Becoming Steve Jobs: The evolution of a reckless upstart into a visionary leader* (1<sup>st</sup> ed.). New York, NY: Crown Business.

*Rationale:* This text looks like interesting reading for educational technology leaders.

**Within 6 months:**

Svinicki, M., & McKeachie W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13<sup>th</sup> ed.). Belmont, CA: Wadsworth.

*Rationale:* This text prepares me for an even deeper knowledge of academia and university instruction.

U.S. News & World Report. (2015). *Best Graduate School's 2016 guidebook*. Washington, D.C.: Author.

*Rationale:* This resource should be helpful with assessing institutions that are trending and have a strong technology track.

**Goals to be achieved by the end of 2017:**

Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. New York, NY: St. Martin's Griffin.

*Rationale:* I want to learn the secrets of presenting like a TED speaker.

Kelsky, K. (2015). *The professor is in: The essential guide to turning your PhD into a job*. New York, NY: Three Rivers Press.

*Rationale:* This looks like a great resource for getting prepared for tenure and other job related activities in the academy. I started reading this book, I hope to finish before I graduate.

Key, S. (2016). *One simple idea: Turn your dreams into a licensing goldmine while letting others do the work* (rev. ed.). New York, NY: McGraw Hill.

Deneef, A. L., & Goodwin, C. D. (2007). *The academic's handbook* (3<sup>rd</sup> ed.). U.S.A: Duke University Press.

*Rationale:* These seemed appropriate for leisure as well as professional reading

**Magazines: The Economist, Popular Science and PC Magazine**

**Special Reports: The Digital Campus (Chronicle of Higher Education)**

**Instructional Designers in Higher Education**

**The Trends Report (Chronicle of Higher Education)**

## **SEMINARS ATTENDED (RECENT)**

**Session 1: Librarians building cultures of Inquiry and Literacy in STEM** by Ameer Evans Godwin and Letha Goger.

This session highlighted how teacher and librarian teams (grades 6-12; undergraduates) could work together to build science literacy by co-designing units of inquiry that integrate informational text, essential questions, close reading, text-based questioning, and the use of textual evidence into the science classroom.

**Session 2: This is what a Maker Space looks like: A visual perspective** by Heather Moorefield-Lang

This session presented complete qualitative research in library makerspaces and there was one common thread noted and that is no maker learning space is the same as another. This session was interactive and provided some ideas for maker implementation.

**Session 3: 3D Printing: Programs and Partnerships** by Charles Sutton and Michael Cherry.

This session discussed ways to:

- Creatively use 3D technology
- Types of program (3D design and animation, cosplay design, robotics, etc.) as well as partnerships

- 3D printing resources, and
- Obstacles to avoid.

## **RESEARCH/CONTINUED PLAN OF STUDY**

Work has commenced on my dissertation proposal and a writing timetable and schedule will be created once IRB approval is granted. The first three chapters were written and submitted by July 1 to my dissertation committee. My continued plan of study entails taking COUSERA courses on virtual teaching and attending conferences such as ISTE, SITE, ACURIL and ALA.

## **CREATIVE, HOLISTIC AND RENEWING ACTIVITIES**

- I plan to travel for one month – take a European tour on a popular cruise line
- Get involved in organic farming
- Learn a foreign language
- Provide consultation to schools on developing technology plans
- Constantly update my e-portfolio
- Learn to sew

## **PROFESSIONAL GROWTH ACTIVITIES**

- Take a grant writing course or join a grant-writing committee and learn from others.
- Submit an abstract and proposal to a major conference such as ISTE or SITE.
- Serve as a delegate for OCLC to influence their strategic direction and report concerns from member libraries.

## **PART III: PROFESSIONAL GROWTH PLAN (Summer 2014-2016)**

As a doctoral candidate in the Educational Technology Leadership program at New Jersey City University, I now relate my personal life so closely with my academic life that it is hard to tell where one ends and the other begins. This summer's institute has allowed me the opportunity to reflect over my life and the direction I wish to take my career. As a librarian, I have learnt that I love teaching people research skills but now I want to become more technology proficient in the classroom and motivate students to take some kind of action (Kouzes and Posner, 1995). I also have an understanding of the use of technology in the process of gaining information literacy and in fostering higher-level thinking skills (Johnson, 2012). At present, I've realized that I want to combine my love of teaching with my love of technology and my passion for research and this doctoral program is the avenue to realize such a goal.

I have seen my share of change and have changed many times. The field of educational technology leadership offers diverse skills, competencies and resources which kindled a

spark that began this summer. Having the opportunity to get to know a very vibrant group of teacher professionals (doctoral students) as well as engaging faculty during my visit to the campus, I've changed, yet again. Although, it was an orientation to my studies, it felt much like professional development. Dr. Zieger's class got me thinking about who I want to become as an educational technology leader and about *social constructivist theory* (learning by doing) and *mentorship* (people who know something that I don't, have been where I want to go and have done something significant that I would also like to accomplish). The first term has stuck with me since the summer and the second was even more exciting as we got to be publishers. The first year happened and it was not a disappointment. I did think that there would be a seminar on grant-writing for Summer Institute II, but I guess I'll have to do this one on my own.

Leadership as my classmates and I learnt is the basis of change. For me, the definition of *educational technology leadership* is an individual who motivates other persons to learn technology, use technology and integrate technology and resources together with each subject-related area of the curriculum to enhance learning both inside and outside the classroom. Northouse (2013) describes different types of leadership styles and approaches and the ones that I can identify with are authentic and transformational leadership. Authentic leaders "have the right stuff"; they have the right personal qualities to lead. Transformational leaders are able to learn how to be leaders (Gardner, 1990).

### **Educational Leadership Philosophy**

My educational leadership philosophy will be to improve the knowledge and pedagogical tools and skills of less-qualified and poor-resourced teachers (Bracey & Culver, 2005). I plan to get there by obtaining the requisite knowledge and skills to train and assist with teacher training and professional development. I plan to gain additional skills in online teaching, which is a fabulous field to get into. I plan to teach online courses by investing in the right equipment and advancing my skills to be ready to participate in such classes when they become available. This means having a computer that can handle all that I ask of it, which includes downloading and uploading different materials. This will also involve investing money to ensure that I have a good amount of memory for my computer, a decent video card, and of course, software such as Word, Excel and PowerPoint. Familiarity with programs such as Adobe, Photoshop and Internet skills will be rather useful (Learning Express Organization, 2010).

### **My vision**

Is to become a leading 21st century educational technology specialist within the Caribbean by 2017. This will be made manifest upon matriculation, through continued self-discipline and commitment until I graduate from New Jersey City University. The process of becoming a technology leader in the region involves re-assessing and evaluating my personal goals continually and this professional growth plan is the starting

point. Mike Murdock (2007) discusses six helpful tips that I've revised and plan to adopt as benchmarks and these involve:

- 1) Investing one hour in writing down clearly the goals that really matter to me at this point.
- 2) Permitting unexciting goals to diminish by not hanging on to ideas, habits or emotions that detract from my vision.
- 3) Limiting my dependence on others who do not share in my vision.
- 4) Not making permanent decisions based on temporary feelings – this will happen through not giving up but staying committed to the course/plan.
- 5) Anticipating changes in some of my goals – prepare to embrace new relationships and experiences that lay ahead
- 6) Listening to one mentorship tape daily and relying on a professional colleague who can provide encouragement

As my colleagues and I complete this journey, I hope to learn as much as I can so that I can teach, motivate, and develop to meet the needs of technology education. I am excited about the future of technology as it pertains to education, business and libraries and have set and achieved the following goals to remain relevant in the field.

### **Publications 2014-2016**

Darling, A., Sheehy, N., & Sosa, M. (2015). European challenges in technology and its influences on education and training. *Journal of Applied Learning Technology*, 5(2), 22-29.

Nicholls, D., Russell-Smith, C., Dean-Patterson, S., Deveaux-Stuart, L. D., Gibson-Mobley, I., Williams, E. J., Pinder-Darling, A., & Fielding, W. J. (2014). Attitudes of high school students regarding intimate relationships and gender norms in New Providence, The Bahamas. *The International Journal of Bahamian Studies*, 20(1), 38-51. Retrieved from <http://journals.sfu.ca/cob/index.php/files/article/view/225/268>

Pinder-Darling, A. (2016, February 25). Strong local libraries, stronger Bahamian societies. *Nassau Guardian*, p. B10.

### **Accomplishments (2014-2016)**

Pinder-Darling, A. (2016, March). *2016 Girls in Technology Workshop*. Presented at The Hudson County Community College.

This was a hands-on coding session and presentation that was developed to teach girls the value of coding and the need for females in STEM.



Pinder-Darling, A., Nagler, D., & Healy, M. (2015, March). *Get Your Game On! MMORPGs in K-12 Education*. Paper presented at NJEDGE Conference at New Jersey City University.

This conference workshop was phenomenal and convinced me that the curriculum could be bridged to technology in the form of social media, games and interactive media. One of the best opportunities for me was meeting Etienne Wenger, a well-known author and technology leader in person (face-to-face).

Pinder-Darling, A. (2016, February). Creating an online portfolio. In Berthamae Walker (Chair), *Library Symposium 4.0*. Symposium conducted at the Harry C. Moore Library & Information Center at The College of The Bahamas.

This presentation was designed to inform library professionals and paraprofessionals of the value of a digital portfolio. The focus of the presentation was directed at how to prepare and utilize their online portfolio for career success.

Pinder-Darling, A. (2016, March). How to avoid plagiarism in academia: A librarian's perspective. Presented at *Business Week 2016: Building a stronger economy through Entrepreneurship, Creativity and Innovation* at The College of The Bahamas.

This presentation was delivered to undergraduate students, faculty, administrators, as well as guests on the need to avoid plagiarism in academia. Attended International Conference on E-Learning, June 25-26 2015 (Attending this conference was an excellent opportunity and that helped me to identify with opportunities to identify with and apply emerging skills in technology. I am interested in e-learning, virtual instruction and distance education—so this conference helped me to network with other technology leaders and in 2017—I plan to be a conference presenter).

Conducted Microsoft 2013 training (Word, Excel, and PowerPoint) for College of The Bahamas (COB) staff - February/March 2015 - This event really got me out of my comfort zone. I got the opportunity to deliver professional development training to other colleagues and what gave me satisfaction from this experience was to see some of them advance in their department or went on to use it for their entrepreneurial endeavors, as a result of the skills obtained.

Awarded a second Master's degree from The University of the West Indies in Adult & Continuing Education (St. Lucia, October 2014) – this degree was a significant upgrade in my professional skills as an educator.

#### **Short-term goals for 2015/2016:**

- To present at conferences related to my current coursework such as Girls in Technology (Proposals to be submitted by March 2016).

- Attend an American Library Association conference (Summer 2016)
- To prepare an article on libraries for COB's Annual Library Symposium (Spring 2016).
- To take a MOOC course (subject: virtual education)

### **Long-term goals for 2017 and beyond:**

- To write and finish the dissertation and prepare to graduate by Spring 2017.
- To teach an online course (post-doctoral goal).
- To serve on a distance education committee (post-doctoral goal).
- To work as a consultant for the government to train information technology teachers (post-doctoral goal).

### **References**

Bracey, B., & Culver, T. (2005). *Harnessing the potential of ICT for education: A multi-stakeholder approach*. New York, NY: United Nations ICT Task Force.

Gardner, J. W. (1990). *Gardner on leadership*. New York, NY: Free Press.

Johnson, D. (2012). *The classroom teacher's technology survival guide* (1<sup>st</sup> ed.). San Francisco, CA: Jossey-Bass.

Kelsky, K. (2015). *The professor is in: The essential guide to turning your PhD into a job*. New York, NY: Three Rivers Press.

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass.

Learning Express Organization. (2010). *Best careers for teachers: Discover alternative options to make the most of your teaching degree*. New York, NY: Author.

Murdock, M. (2007). *31 secrets for career success*. Ft. Worth, TX: The Wisdom Center.

Northouse, P. G. (2013). *Leadership: Theory and practice* (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

U.S. News & World Report. (2015). *Best Graduate School's 2016 guidebook*. Washington, D.C.: Author.

### **Statement of Originality and Confidentiality**

©This digital portfolio is the work of the copyright holder. Please do not copy or use without permission the academic material, work samples, and or service evidence included in this website by the author.