

From "Required" to Dynamic: Innovative Strategies to Transform Discussion Boards



Presenter: Dr. Kristen Betts

May 3, 2018



Dr. Kristen Betts

Professional Background

- **Public, Private & For-Profit Institutions**
- **20+ years:** Senior Administration, Program Director, Faculty, Trustee
- **Drexel University:**
Clinical Professor, Sr. Director eLearning, Director: MS & EdD
- **Forbes Education:**
Chief Academic Officer
- **Armstrong State University**, University System of Georgia:
Director, Online & Blended Learning, USG
- **Educational Consultant** **Active:** Journal Reviewer, National Projects

Research Focus:

- Program/Course Design, Faculty Development, Accreditation
- Student/Faculty Recruitment, Engagement, Retention
- Online & Blended Education, Non-Traditional Students
- Neuroeducation, Online Pedagogy, Mind, Brain & Education, Brain Targeted Teaching, Transfer of Learning



Requirements: Student Engagement

US Department of Education, Title IV Funding

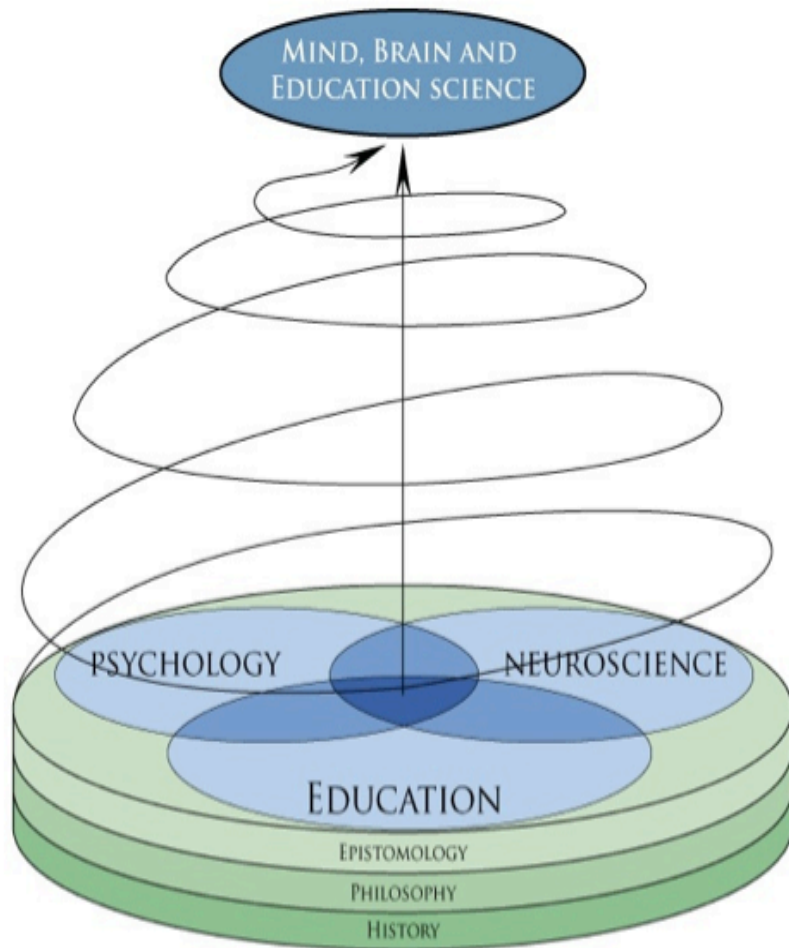
Distance Education Definition:

- Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to **support regular and substantive interaction** between the students and the instructor synchronously or asynchronously.

Challenge: Read, Post, and Reply



Mind, Brain & Education Science



MBE science is concerned with studying **how humans learn best** in order to develop **more effective teaching methods**

Dr. Tracey Tokuhamma-Espinosa, 2011

Dr. Tracey Tokuhamma-Espinosa, 2006
Grounded Theory Dissertation
Delphi Panel

2017 Delphi Panel
41 experts from 11 countries
across the learning sciences

Source: Tracey Tokuhamma-Espinosa



DREXEL UNIVERSITY
School of
Education

Principles of How Humans Learn



Neuroplasticity: “Brain’s ability to **change, remodel and reorganize** for purpose of better ability to adapt to new situations.” (Puretić & Demarin, 2012)

1. New learning is influenced by prior **experiences**.
2. There is no new learning without some form of memory and some form of **attention** (practice, feedback).
3. **Feedback** is an essential element of learning.
4. **Spacing** of learning is beneficial to long-term memory.
5. The brain changes constantly with **experience**.



“Teachers are brain changers.”

~ Glenn Whitman & Ian Kelleher, *Neuro Teach*, 2016



We are all brain changers.



Constructivism

- Learning: **active, constructive**
- Students: **create their own meaning** of objective reality
- New information: **prior knowledge, experiences, culture**

Social Constructivism

- Knowledge: **constructed** through **interactions** with environment and other individuals
- Knowledge: **cooperative** process, Zone of Proximal Development (ZPD)

Transformative Learning

- Instrumental learning: **task-oriented problem solving, cause and effect relationships**
- Communicative learning: **understanding the meaning of what others communicate** concerning values, ideals, feelings, etc.
- Perspective transformation: **10 Phases**
1. A Disorientating Dilemma

Paradigm Shift: Discussion Boards

- Active Learning & Mastery (practice, feedback)
- Scaffolding Assignments with Discussion Boards and Spacing
- Discussion Boards – Practice, Transfer of Learning



Courses

- EDUC 815: Writing for Research, Publication, and Funding in Education
- EDUC 802: Using and Integrating Learning Technologies
- EDUC 800: Educational Leadership and Change
- EEDUC 803: Research Design 1
- EDUC 810: Research Design 2
- EDUC 818: Applied Research Study



EDUC 815: Writing for Research, Publication & Funding in Education: Annotations - “Help Your Peers”

Citation in APA	Intentional Futures. (2016). <i>Instructional design in higher education</i> . Retrieved from https://intentionalfutures.com/wp-content/uploads/2017/08/Instructional-Design-in-Higher-Education-Report.pdf
Summary and Assessment	<p>This report comprehensively reviews the instructional design field and an instructional designer’s role in various contexts. The authors created a survey that was distributed to several instructional design professional communities. They collected 853 responses. The results showed that most instructional designers who responded to the survey worked for research institutions. Over 67% of respondents were female, and the majority of respondents had master’s degrees. Designing, training, managing, and supporting were four key primary functions that were reported as part of their roles. Most of the respondents worked with faculty, instructional staff, other instructional designers, and subject matter experts. The types of tools they regularly used, their projected career paths, and their preferred professional development sources were also collected. Three barriers to success were cited as well, including “lack of faculty buy-in, time, and resources.” The report cited several calls to action, suggesting that leaders support the integration of instructional designers into appropriate projects, that faculty embrace the integration of instructional designers to support their success, and for technology providers to recognize instructional designers as key stakeholders, users, and trainers of their products. Overall, the survey had a strong sample size and provided a comprehensive overview of the field.</p>
Reflection	<p>This report provides a comprehensive overview of the field and confirmed many assumptions I held about the instructional design role and the profession. I also was very excited to see several suggestions for further research, one of which intersects closely with my research topic. I will take some time to explore these suggestions further to influence my current research topic and potentially refine a future dissertation</p>

EDUC 815: Writing for Research, Publication & Funding in Education

Concept Maps – Research Streams



Research Focus: Written Expression Instruction in Middle School Full Time Emotional Support Classrooms

Written Expression In Middle School Classrooms	Students with Disabilities	Pedagogy
Common Core, PA Core & District Curriculum	Diability Identification	Evidenced-Based Practices
Content and Skills for Written Expression Instruction	Processing Variances	Strategy Based Instruction
Vertical and Horizontal Curriculum Maps	Common Gaps in Written Expression Performance	Curriculum Materials
		Professional Development Activities

EDUC 815: Writing for Research, Publication & Funding in Education

VoiceThread

Dissertation Reviews - "Literature Review"

starting on page 3 of this document. You must include some notes for each dissertation review for Part B. Note 1: Some dissertations will provide a short overview of the research methods in Chapter 1; however, you may need to look at Chapter 3 for more detailed research methods. Note 2: You have the option of critiquing a third dissertation if you would like - see extra evaluation pages starting on page 9.

On page 2 of this document, fill in the five dissertations that you reviewed in ProQuest. On page 3 of this document, complete the information on the two strongest dissertations you selected from ProQuest that align with your research topic. On page 4 you will find the optional pages for critiquing a third strong dissertation.

Part 2:
Once you complete this document, you will (a) save it as a PDF file, (b) go to Week 4 in Blackboard to load this PDF file into VoiceThread, and (c) provide a short voice or video overview of your review of the materials in VoiceThread. In your voice or video comments share with your group member(s) (a) what stood out most to you in terms of the dissertations, (b) how the dissertations aligned with your dissertation, and (c) how the dissertation review may influence your own research/dissertation. Note: Make sure you **Share** your VoiceThread.

Part 3:
After you have posted your PDF file and recorded your Voice or Video comments, (a) let your group member know that the materials are ready to review in VoiceThread. Each group member is to (b) review the posted PDF materials from their group member(s) and (c) to listen to or watch the Voice or Video comment. The final part of this Writing Group Assignment is to (d) post comments to your group member(s) based on your review of their ProQuest materials.

Directions for Accessing ProQuest

Click on the link to login to ProQuest and to begin your search: <http://libguides.library.drexel.edu/go.php?c=622373>

Once you are in the ProQuest Dissertation & Theses database, enter some of your search terms to begin looking for dissertations similar to your research interests.

**1. Part A:
Five Dissertations**

Cecil Whitley

APA Reference:
Call, D. (2016). Examining how knowledge managers facilitate the process of knowledge creation in organizations (Order No. 10183605). Available from ProQuest Dissertations & Theses Global. (1834199232). Retrieved from [http://proquest.umi.com/2.library.drexel.edu/docview/1834199232?accountid=10559](http://proquest.umi.com/2.library.drexel.edu/login?url=https://search.proquest.com/erproxy2.library.drexel.edu/docview/1834199232?accountid=10559)

Key Search Terms: knowledge management in organizations

2. Dissertation #2
Title: How organizations use collaboration to create knowledge

APA Reference:

Novak Dissertation Review

search terms that you used to identify the dissertation.

1. Dissertation #1
Title: A Comparative Case Study Analysis of the Successful Transition from Alternative Education Programs into Traditional Education Programs
APA Reference: Gilin, E. T. (2017). A comparative case study analysis of the successful transition from alternative programs into traditional educational programs (Order No. 10261937). Available from ProQuest Dissertations & Theses Global. (1510082130). Retrieved from [http://proquest.umi.com/2.library.drexel.edu/docview/1510082130?accountid=10559](http://proquest.umi.com/2.library.drexel.edu/login?url=https://search.proquest.com/erproxy2.library.drexel.edu/docview/1510082130?accountid=10559)
Key Search Terms: alternative educational programs

2. Dissertation #2
Title: Key factors that contribute to alternative high school diploma graduates' college success
APA Reference: Shorrock-Dickson, W. (2016). Key factors that contribute to alternative high school diploma graduates' college success (Order No. 10212460). Available from ProQuest Dissertations & Theses Global. (1868902316). Retrieved from [http://proquest.umi.com/2.library.drexel.edu/docview/1868902316?accountid=10559](http://proquest.umi.com/2.library.drexel.edu/login?url=https://search.proquest.com/erproxy2.library.drexel.edu/docview/1868902316?accountid=10559)
Key Search Terms: alternative educational programs

3. Dissertation #3
Title: Alternative education: Understanding program effectiveness to meet the needs of at-risk youth
APA Reference: Swanson, J. S. (2009). Alternative education: Understanding program effectiveness to meet the needs of at-risk youth (Order No. 3321346). Available from ProQuest Dissertations & Theses Global. (394318051). Retrieved from [http://proquest.umi.com/2.library.drexel.edu/docview/394318051?accountid=10559](http://proquest.umi.com/2.library.drexel.edu/login?url=https://search.proquest.com/erproxy2.library.drexel.edu/docview/394318051?accountid=10559)
Key Search Terms: alternative educational programs

4. Dissertation #4

Kyper Dissertation Discussion

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815

Name: Nicole M. Danker
Date: 2/11/2018

**1. Part A:
Five Dissertations**

Identify five dissertations that align with your research topic. Put in the title of the dissertation, the APA reference for the dissertation, and the key search terms that you used to identify the dissertation.

1. Dissertation #1
Title: Revisiting the school to prison pipeline: A phenomenological study of the educational experiences of African American males
Who Have Been Expelled from Public Schools

APA Reference:
Grant, J. (2016). Revisiting the school to prison pipeline: A phenomenological study of the educational experiences of African American males who have been expelled from public schools (Order No. 10291105). Available from ProQuest Dissertations & Theses Global. (1346903282). Retrieved from [http://proquest.umi.com/2.library.drexel.edu/docview/1346903282?accountid=10559](http://proquest.umi.com/2.library.drexel.edu/login?url=https://search.proquest.com/erproxy2.library.drexel.edu/docview/1346903282?accountid=10559)

Key Search Terms:

2. Dissertation #2
Title: How Care Restorative Practices Decrease "School to Prison Pipeline" Occurrences for Black Male Students?

APA Reference:

Nicole Danker- ProQuest Activity

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815

Name: Stuart Hirstein
Date: February 15, 2018

Directions

Part 1 A & B:
Fill in the information in this document by conducting a ProQuest dissertation review. Your ProQuest review will include looking at dissertations that align with your dissertation topic. Look for quality dissertations that are well written. For Part A, you write down information on page 1 of this document about the dissertations relating to your topic. For Part B, you will identify two of the strongest dissertations in terms of quality, writing, and alignment with your research topic and review Chapters 1 and 2 in each dissertation. You will when then critique each dissertation starting on page 3 of this document. You must include some notes for each dissertation your review for Part B. Note 1: Some dissertations will provide a short overview of the research methods in Chapter 1; however, you may need to look at Chapter 3 for more detailed research methods. Note 2: You have the option of critiquing a third dissertation if you would like - see extra evaluation pages starting on page 9.

On page 2 of this document, fill in the five dissertations that you reviewed in ProQuest. On page 3 of this document, complete the information on the two strongest dissertations you selected from ProQuest that align with your research topic. On page 4 you will find the optional pages for critiquing a third strong dissertation.

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Part 3:
After you have posted your PDF file and recorded your Voice or Video comments, (a) let your group member know that the materials are ready to review in VoiceThread. Each group member is to (b) review the posted PDF materials from their group member(s) and (c) to listen to or watch the Voice or Video comment. The final part of this Writing Group Assignment is to (d) post comments to your group member(s) based on your review of their ProQuest materials.

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Click on the link to login to ProQuest and to begin your search: <http://libguides.library.drexel.edu/go.php?c=622373>

Once you are in the ProQuest Dissertation & Theses database, enter some of your search terms to begin looking for dissertations similar to your research interests.

**1. Part A:
Five Dissertations**

Stuart Hirstein ProQuest Review

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815

Name: Nancy Young
Date: February 14, 2018

**1. Part A:
Five Dissertations**

Identify five dissertations that align with your research topic. Put in the title of the dissertation, the APA reference for the dissertation, and the key search terms that you used to identify the dissertation.

1. Dissertation #1
Title: A correlational study of special education teachers' qualifications and preferred writing instructional strategy

APA Reference:
Holtzman, K.E. (2013). A correlational study of special education teachers' qualifications and preferred writing instructional strategy (Dissertation dissertation). Retrieved from ProQuest Dissertations and Theses Database. (UMI No. 3583340)

Key Search Terms: Special Education, Written Instruction, Strategy

2. Dissertation #2
Title: Students' perceptions of writing when interacting with the step up to writing program

APA Reference:
Cox, J. L. (2018). Students' perceptions of writing when interacting with the step up to writing program (Dissertation dissertation). Retrieved from ProQuest Dissertations and Theses Database. (UMI No. 10005704)

Key Search Terms: Writing Instruction and Strategy Based Instruction

Nancy Young ProQuest Activity

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815

Weeks 5 & 6: Writing Group Activity in VoiceThread
EDUC 815



EDUC 815: Writing for Research, Publication & Funding in Education

VoiceThread

Key Sections - "Literature Review" (E-Poster)



Research Topic EDUC 815 4B

The Millennial Woman of Color, Leadership and the Workplace

Research Topic Description

Researchers and Human Resource Managers have acknowledged the need to learn and understand the values of the Millennial employee. The Millennial generation is defined as those born between 1979 to 1994 Chaudhur and Ghosh(2012). The workplace is changing greatly due to the presence of the Millennial and many of the Baby Boomers in or close to retirement. Research shows that comparing the Millennial worker to other generations in the workplace, they have very different values and expect more from their employers. Although the Millennial generation is quite unique, employers must acknowledge the difference within this group. Today, many women still face hitting a "glass ceiling" in their careers which affects women from all generations. While graduation rates for women of color have increased significantly, they still face many roadblocks in striving for career advancement when compared to their male counterparts. The literature review will examine the relationship between Millennials and employers in the workplace the relationship

Drexel University Ed.D Student

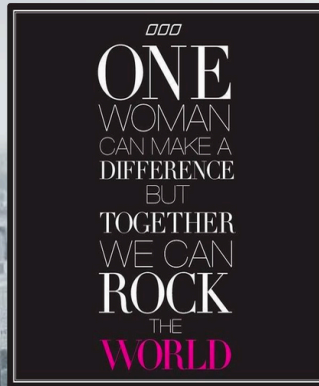


PHOTO BY @MARCUSJAY



Self-Introduction and Overview of Research

<http://vocaroo.com/i/s0lp5EQtb17v>



Significance of Research

Employers today realize that the Millennial employees are much different than their Baby Boomer parents. They also acknowledge that the Millennial is a key element to their company's success. By 2020, Millennials will make up 50 percent of the global workforce. As a result, employers must understand and acknowledge the needs of the Millennial women in workplace and how they can provide them with professional development opportunities to ensure they are equipped with the leadership skills

Definition of Terms

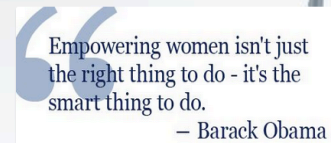
Millennial persons born between 1979 and 1994
Wage and Gender Gap a statistical indicator often used as an index of the status of women's earnings relative to men's
Women of Color women not of european descent
Professional Development wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
Mentoring to advise or train someone
Reverse Mentoring an inverted type of mentoring relationship whereby new junior employees are paired up with more experienced managers or employees to help the experienced worker acquire new learning

Research Questions

1. What role does professional development opportunities such as mentoring programs and leadership training programs, have on career advancement for Millennial Women of Color?
2. What role does self-advocacy play

Future Vision for This Research

<http://vocaroo.com/i/s0xEMnFNhRRk>



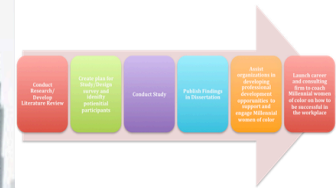
Overview of Literature

<http://vocaroo.com/i/s1m9yFmZPKnx>

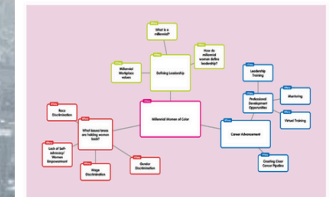
Purpose of Research

The purpose of this research is to define the role of leadership and how that impacts Woman of Color in advancing to mid-level and senior-level positions within organizations. Identifying what barriers hold Women of Color back from advancing in the workplace and how Human Resource Management departments can create programs that can develop and retain this population in the workplace.

Next Steps/Future Direction of Research



Literature Review Map



Millennial Women of Color_Popplet Map PDF document padlet drive

Gaps in the Literature

There are many studies that cover Millennials and their challenges in transitioning to the workplace. The current research on Millennials study the personal and professional values of the Millennial worker as well as the how the Millennial generation compares to other generations such as Baby Boomers, or Generation X'ers. There is little research done on



2015 E-Poster Gallery - EDUC815-910

Track: Professional Development

Using Technological Pedagogical Content Knowledge to Design Professional Development

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/etachau/wilsonTPACK>

Social Networking and Organizational Social Capital in Professional Development Programs for University Employees

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/lms482/d2vish9lrx5>

Professional Development Related to Mathematical Content Knowledge of Kindergarten through Grade Eight Teachers

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/michelewestphal/EDUC815/wish/58288054>

TOP Three E-Posters - Selected by the Class

[Redacted] A Compliance Scorecard: Assessing Impact of Non-Profit Organizations' Compliance Program on Ethical Culture

[Redacted] Examining the Efficacy of First Year Seminar Courses at a For-Profit College

[Redacted] Teaching Grit: Impact on Student Achievement and the Prevalence of School Anxiety



Title: Student Retention

Examining the Efficacy of First Year Seminar Courses at a For-Profit College

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/km3282/Assign4B>

International Students at the University of Hawaii

Presenter: Cindy Rote, cr593@drexel.edu
Institution: Drexel University
E-Poster: http://padlet.com/crote/rote_educ815_3B

Track: Student Achievement

Teaching Grit: Impact on Student Achievement and Prevalence of School Anxiety

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/AHoffert/EDUC8154B>

Advising Influence on Underserved Students Persistence in STEM

Presenter: [Redacted]
Institution: Drexel University
E-Poster: http://padlet.com/mjw388/mwelr_educ8154B

Effect of Extended Day Programming on Middle School Participants

Present: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/ryan17602/rh5lps9zdc>

Title: Evaluation

Effectively Evaluating a Principal's Effectiveness

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/nikh1/PrincipalEffRes>

Evaluator Strangelove or: How I Learned to Stop Worrying and Love Online Faculty Assessment

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/jtk65/74xueclkv7ld>

Title: Compliance

A Compliance Scorecard: Assessing Impact of Non-Profit Organizations' Compliance Program on Ethical Culture

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/robynjoppy/a61o732zr06v>

Board Governance: Good Governance Practices and Measuring Board Effectiveness through Evaluations and Other Surveys Instruments

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/bk34/E-PosterGov>

Speak Up for Patient Safety: If Nurse's Won't Then Who Will?

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/nicolelasonhall/nicolehall>

Title: Educational Leadership

Creating and Implementing a Sustainable, Diversified Budget for Interscholastic Athletics

Presenter: [Redacted]
Institution: Drexel University
E-Poster: http://padlet.com/mtb327/EDUC815_4

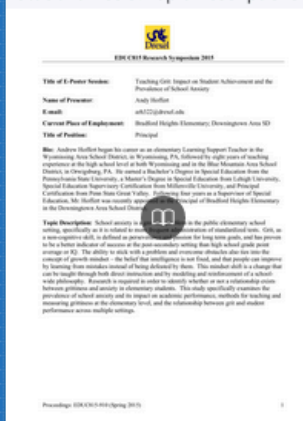
Co-Curricular Activities Providing Opportunities in Developing Self-Efficacy, Ethics and 21st Century Skills

Presenter: [Redacted]
Institution: Drexel University
E-Poster: http://padlet.com/cm359/kuncioEDUC815_4

The Impact of Aligning Technology to Teaching Standards

Presenter: [Redacted]
Institution: Drexel University
E-Poster: <http://padlet.com/Cheronda/uschim5s7ysq>

E-Poster Gallery Proceedings Student Bios & Topic Descriptions



EDUC 802: Using and Integrating Learning Technologies

Week 1: Infographic Resumes



Amanda Atkinson

Education



1998

St. Anne's College, Oxford University
Coursework in Elizabethan Literature and History



2000

Sweet Briar College
Bachelor of Art (BA) in Literature/Theatre



2002

Harvard University
Master of Education (EdM) in Higher Education Administration



2006

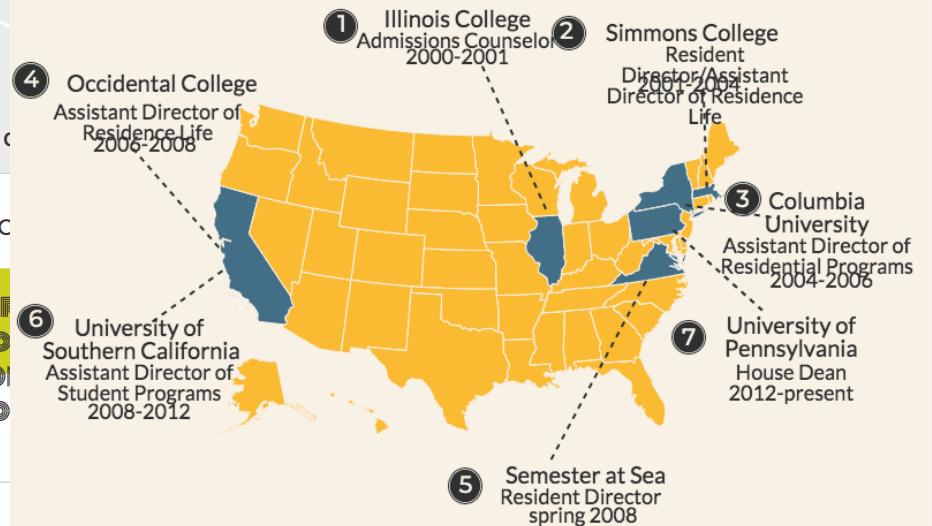
Columbia University
Coursework in American Studies



In progress

Drexel University
Doctor of Education (EdD) in Educational Leadership and Management

Experience



INFOGRAPHIC

Shnechia L. Walker

Lead Human Resources Specialist

Department of Defense Education Activity

Work

Mrs. Shnechia Walker currently works for the Department of Resources (HR) Specialist in Okinawa, Japan. She has been the recruitment and staffing of all school administrators, e

Prior to her current position, she worked for the Department Manager performing HR Management for active duty military. She resided in Livorno, Italy, where she worked for the Department for four years.

Shnechia is also a military veteran who previously served in the United States Air Force (USAF) before being medically retired.

Education

- Doctor of Education, Drexel University, currently enrolled
- Master of Science, Human Resource Management, University of Scranton, 2013
- Bachelor of Science, Human Resource Management, minor Business Administration, University of Maryland University College, 2011
- Associates of Science, Human Resource Management, Community College of the Air Force, 2007

Research

LGBTQ military Don't Ask Don't Tell

Andrea McDonough

Artist Educator

make.art@me.com



● Passionate ● Creative ● Mindful ● Fearless ● C

Academic

- 2016-present Drexel University
Doctoral Student, Educational Leadership
- 2012-2013 Bloomsburg University
PA Supervisory C & I Certification
- 2007-2011 Mansfield University
MA.Ed. Art Education
- 1999-2003 Lycoming College
BA + K-12 Art Certification

Professional

Art Education, K-16
Williamsport Area School District 2006-present

Research

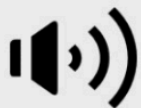


Creativity



Communication in the digital age

by Andy Hoffer



How a school admin gets the message out

As a snow day unfolds...



e-mail already?
The morning starts by checking for any important messages...if there's a chance for a snow day, this may happen in bed!

Just to make sure - I jump on the web to check the weather sites and local news station wfmz.com

School Messenger
official word comes via auto-call through school messenger. I can use the same program to send mass email, voice mail or robocalls to all students or faculty on any topic

sometimes when the kids are off, the office staff and administrators have to report to work. Just because I'm driving, doesn't mean I'm not going digital. XM radio, Bluetooth phone connection, and my Audible app make my car into a moving office.



Travel time is for technology too...



Social Media
besides the calls and email, we also use linked social media to hit up our followers

once I'm at work, it's data, data, data...

with no students or staff around, it's the perfect time for some data analysis and planning. Some of the tools we use to look at student achievement are study island (benchmarking) and the PDE Standards Aligned System site



of course, I'd much rather be at home...

...where my digital footprint extends far beyond the work day. Snow days are great for spending time with the kids, either playing outside, or sometimes inside, on the X-Box, or watching movies. It's also a great time to catch up on my classwork, and post a few blog entries or discussion board responses through blackboard!

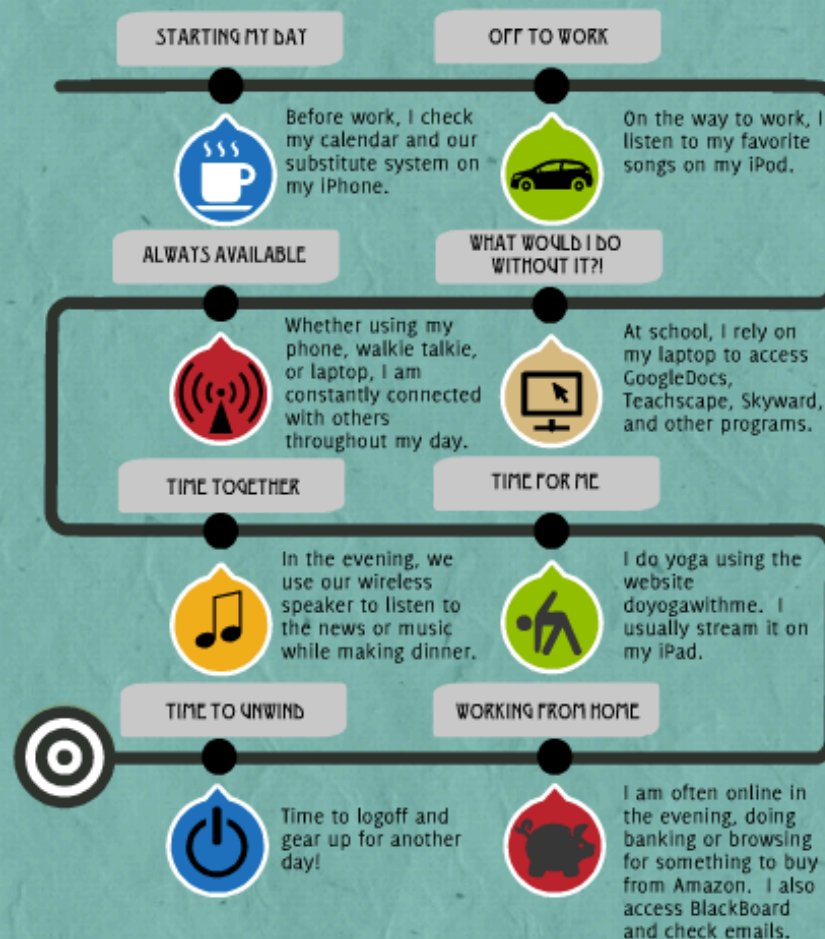


EDUC 802: 24-Hours Technology

MY DIGITAL DAY

JESS QUINTER

EDUC 802: JANUARY 25, 2016



* I created this in easel.ly. It was easy to use and has additional options for purchase. Keyboard shortcuts, such as cut and paste, were able to be used in this application, and the guidelines and grid were helpful in aligning the text boxes and objects.

EDUC 802: Using and Integrating Learning Technologies



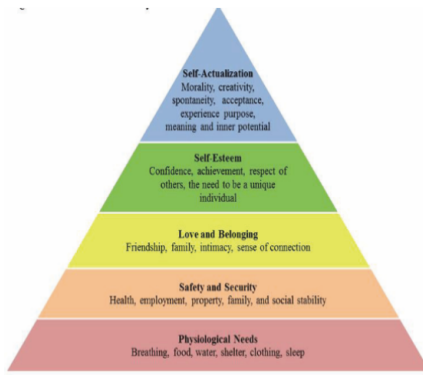
Learning Theories Table

padlet

planmyplate • 2mo

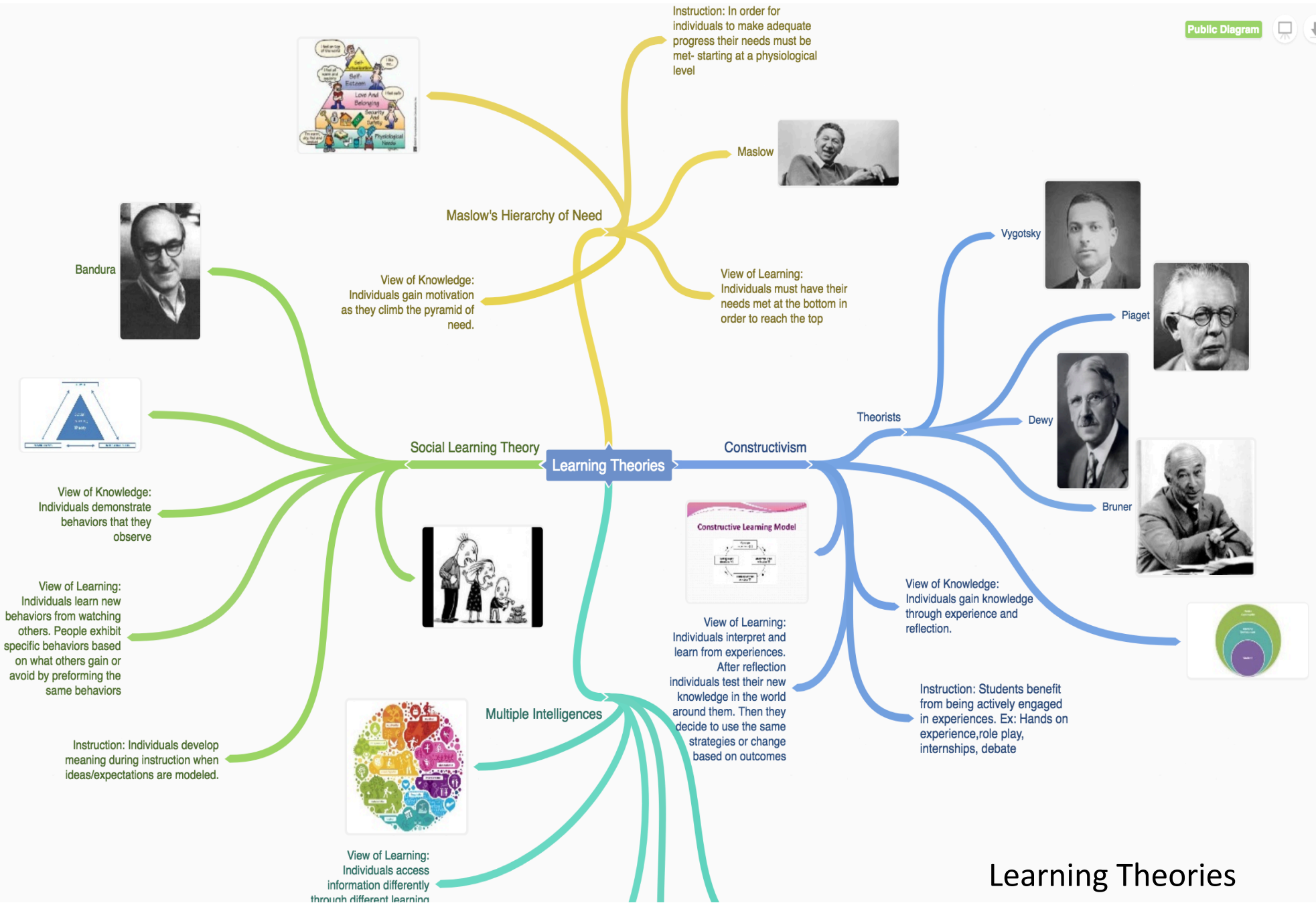
Learning Theories Concept Map: Collaborating with Others

connecting the theories: learning happens individually and collaboratively in real life, in real time, in the real world.

Associative Learning Theory (Beetham & Sharpe, 2013, Appendix 1) Theorists: Skinner and Gagné	Constructive (Individual) Learning Theory (Beetham & Sharpe, 2013, Appendix 1) Theorists: Biggs, Piaget, Papert, and Kolb	Constructive (Social) Learning Theory (Beetham & Sharpe, 2013, Appendix 1) Theorists: Laurillard, Pask, and Vygotsky	Situative Learning Theory (Beetham & Sharpe, 2013, Appendix 1) Theorists: Lave & Wenger; Cole, Engstrom, & Wertsch	Self-Determination/Maslow's Hierarchy of Needs Theorist: Maslow
<p>View of Knowledge</p> <p>Learners build knowledge in step-by-step ways</p> <p>While knowledge can be represented internally, learners must show observable evidence of their knowledge in external media.</p> 	<p>View of Knowledge</p> <p>Learners build knowledge by active discovery</p> <p>Understanding how a learner internalizes knowledge and skills is central to this theory. Kolb's Cycle, below, illustrates this process.</p> 	<p>View of Knowledge</p> <p>Learners build knowledge by dialoguing and collaborating</p> <p>How learners engage with their social environment is foundational to how learners assimilate new knowledge. Vygotsky's Zone of Proximal Development (ZPD), below, illustrates what learners can do without and with help. The people in the learners' social environment are critical to learning.</p> 	<p>View of Knowledge</p> <p>Learners build knowledge by developing practice in a given community</p> <p>Knowledge is related to a particular and specific community.</p> 	<p>View of Knowledge</p> <p>Learners build knowledge by progressing sequentially from one level of pyramid to the next</p> <p>Learners need to identify where they are in the hierarchy for knowledge to cement and assimilate. Burleson & Thoron (2014) present Maslow's Hierarchy of Needs in the figure below.</p>  <p>Figure 1. Maslow's Hierarchy of Needs</p>
<p>View of Learning</p>	<p>View of Learning</p>	<p>View of Learning</p>	<p>View of Learning</p>	<p>View of Learning</p>
<p>Learn through Operant Conditioning</p> <ul style="list-style-type: none"> • Individuals learn by association • Basic stimulus-response (S-R) • Learning is reinforced by anything that strengthens desired response • Need routines of organized activity 	<p>Learn through Actively Exploring</p> <ul style="list-style-type: none"> • Individuals learn by actively exploring, feedback sharing, and making conclusions based on their experiences • Learners integrate new concepts/skills into their existing schema & frameworks 	<p>Learn through Discussing & Collaborating</p> <ul style="list-style-type: none"> • Individuals learn by engaging with peers and teachers present in their 	<p>Learn through Discussing & Collaborating</p> <ul style="list-style-type: none"> • Individuals learn participating in a group that has a specific purpose and practices a specific skill • Through engagement with this community, learners progress from 	<p>Learn if and when basic needs are met</p> <ul style="list-style-type: none"> • Learners can attempt to understand a new concept, but if they are preoccupied with other needs that are more immediate to them, learning and assimilation

EDUC 802: Learning Theories Table

Public Diagram [Icons]



EDUC 802: E-Flip Book

Professional Portfolio: Annual Review, Promotion, Transition

padlet

Kristen Betts • 4mo

EDUC 802-910 E-Flip Books, 2017

The image displays a collection of 18 e-flip book covers and professional profiles, arranged in a grid. Each item is a digital document, often with a redacted area (a solid black rectangle) covering sensitive information. The items include:

- Covers for "School of Education 2017" and "EDUC 802 - Summer 2017".
- A cover for "Residence Life Professional ~ Educator ~ Mentor ~ Scholar-Practitioner" with contact information for @drexelinnovat@gmail.com and phone number 215-497-4433.
- A cover for "AN INNOVATIVE AND ENTHUSIASTIC EDUCATIONAL LEADER" from Drexel University, Summer 2017, EDUC 882 E-FLIP BOOK.
- A cover for "Marketing Communications Leader Educator | Doctoral Student" with contact info 609-351-5293 and email amb467@drexel.edu.
- A cover for "Student affairs professional with expertise in residence life, academic advising, new student orientation, workholding, staff supervision, and student conduct".
- A cover for "teaching e-portfolio book" from the School of Education, Drexel University, 2017.
- A cover for "E-lifestyle" with the quote "EDUCATION IS THE MOST POWERFUL WEAPON WE CAN USE TO CHANGE THE WORLD" by Nelson Mandela.
- A cover for "Strategist Inspirational Thought Leader Innovator & Influencer Global Cross-functional Expertise" with various certifications like "Certified Behavior Change Specialist" and "Human Subject Research Certified".
- A cover for "E-Flip Book School of Education - Drexel University Spring 2017".
- A cover for "View: Professional Website" showing a screenshot of a website.

EDUC 802: E-Flip Book

Professional Portfolio: Annual Review, Promotion, Transition



- Reviews
- Resumes
- Cover Letters

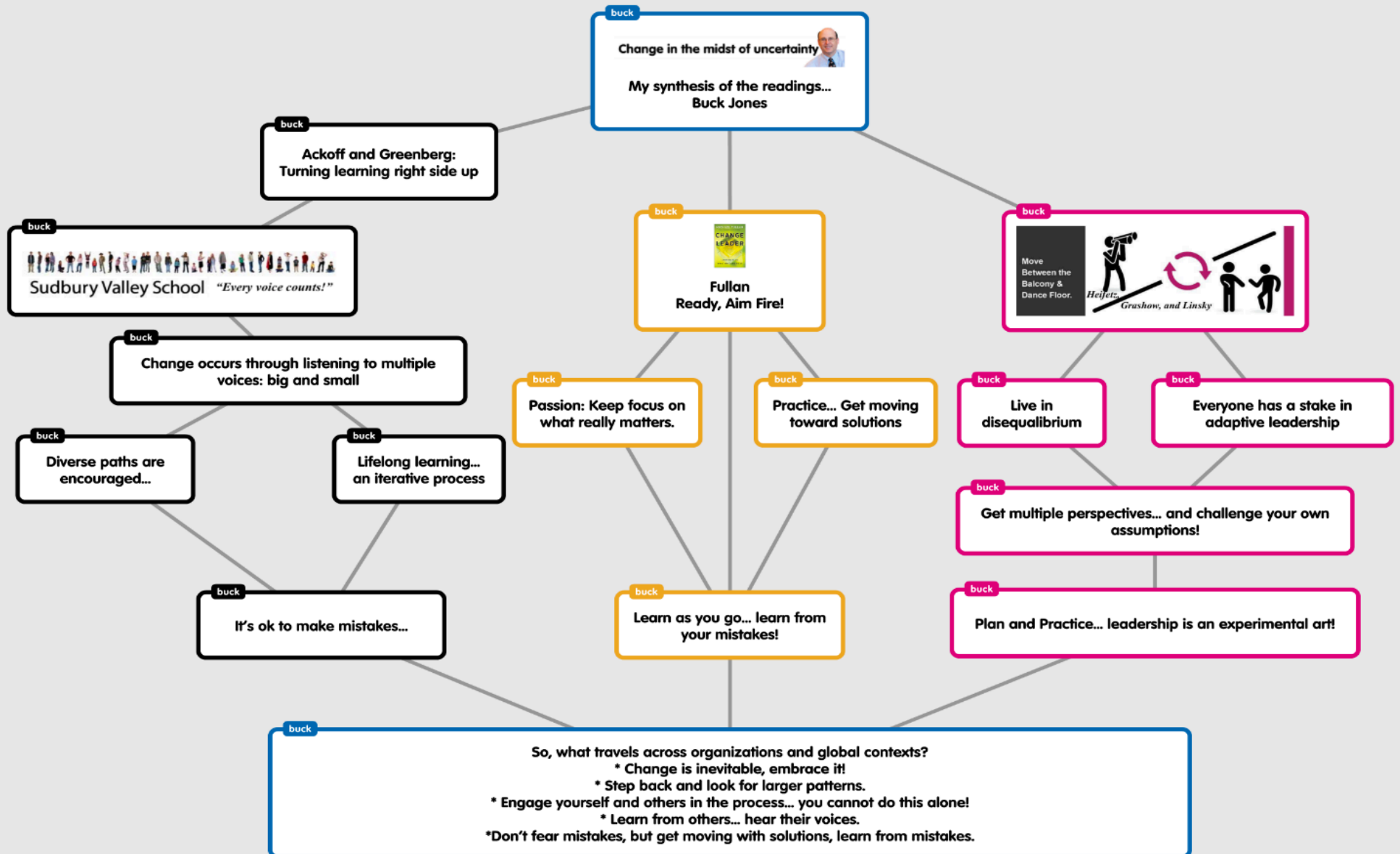
“
Performing in American Sign Language has the power to tell a story
in more dimensions than spoken language.

”
- TAMI SANTIMYER



EDUC 800: Educational Leadership and Change

Reflection Readings & Key Points



EDUC 800: Educational Leadership and Change

Reflection Readings & Key Points

Alisha Brown • 1yr

Weeks 4 & 5 Reflection: Innovation Recipes

Just add: imagination, goals, systems thinking, research, leadership

Contributor of Leadership, Systems Thinking Recipes



MEASURE ACCORDINGLY

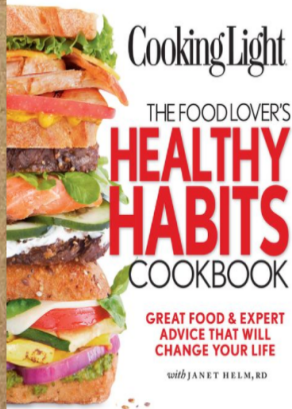
There should be a balance of short and long term goals
(Senge)



HABITS

- Habit is the most important force or ingredient to success.
- Habits build businesses.

(Senge)



THINGS TO AVOID

- Obsolete systems
- Reluctance to change
- Innovation fatigue

REFLECTION

In this week's video, Senge says systems are like families. Systems are influenced by cultural and social norms. Habits (both good and bad) are formed by these influences and are passed on. Some great innovative ideas have been passed on to generations a long with some not so great ideas and systems.

This made me think of a family cookbook. There are recipes we love, ones we try to master and ones that we don't appreciate. This recipe is like the advice we receive from our families. This padlet is a collection of innovation recipes and tips.

TEST YOUR RECIPES FOR CHANGE

- Share your aspirations for change with team members often.
- Build awareness of the situation and your role in it.
- Be honest about what (ingredient) worked and what didn't.

(Senge, 2008)

Sprinkles of imaginations



Shopping List

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THEN LEARN SOME MORE . . .

"Curiosity keeps the individual in motion, always seeking change and innovation."
(Ackoff, 2008)

LEARN SOMETHING NEW

EDUC 800: Educational Leadership and Change

Reflection Readings & Key Points



EDUC 803 & EDUC 810: Research Design 1 & 2

Research Design Table

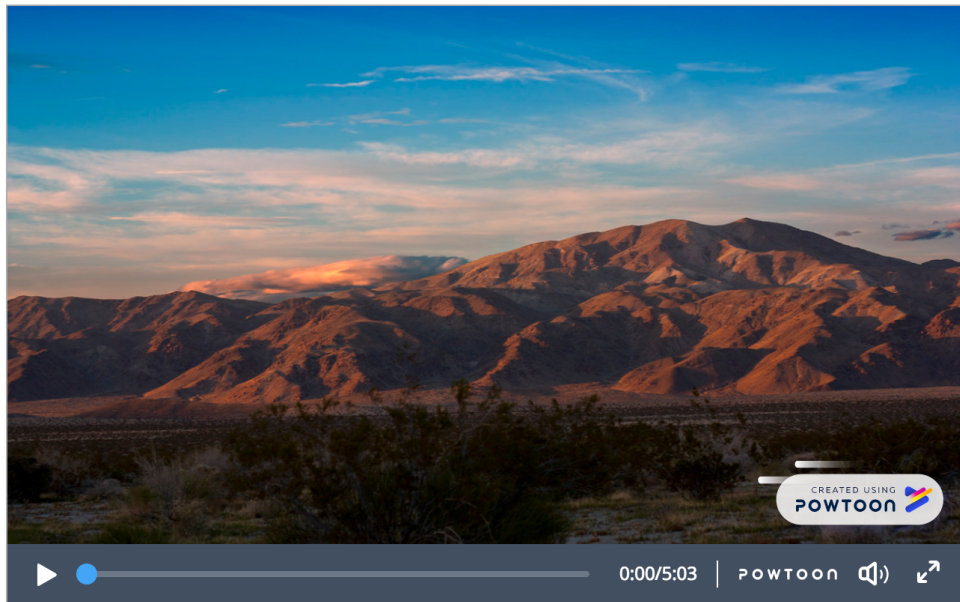
EdD Program: EDUC 803-810 Research Design Table

EDUC 803: Research Design I			EDUC 810: Research Design II		
Paradigm	Ontology	Epistemology	Methodologies (quantitative / qualitative)	Research Design with Types of Designs & Methods	Articles
<p>Definitions of <i>Paradigm</i> from the Literature (minimum of two sources and not including Creswell):</p>	<p>Definitions of <i>Ontology</i> from the Literature (minimum of two sources and not including Creswell):</p>	<p>Definitions of <i>Epistemology</i> from the Literature (minimum of two sources and not including Creswell):</p>	<p>Definitions of <i>Methodologies</i> from the Literature (minimum of two sources and not including Creswell):</p>	<p>Sample:</p> <p>Research Design with any associated types of design:</p> <p>Ethnography</p> <ul style="list-style-type: none"> • Realistic Ethnography • Case Study • Critical Ethnography 	<p>For each Research Design, provide one or two articles with the URL(s) that reflect the paradigm.</p>
<p>Definition of <i>Paradigm</i> from Creswell Textbook:</p>	<p>Definition of <i>Ontology</i> from Creswell Textbook:</p>	<p>Definition of <i>Epistemology</i> from Creswell Textbook:</p>	<p>Definitions of <i>Methodologies</i> from Creswell Textbook:</p>	<p>Definition from Creswell Textbook:</p> <p><i>Ethnography</i> "Writing about groups" (Creswell, 2015, p. 465)</p> <ul style="list-style-type: none"> • <i>Realistic Ethnography</i> "In objective account of the situation, typically written in third person point of view, reporting objectively on the information learned from participants and field site" (Creswell, 2015, p. 468). • <i>Case Study</i> "may focus on the program, event, or activity involving individuals rather than group" and "searches for the shared patterns that developed as a group and tracks over time" (Creswell, 2015, p. 468). 	<p>Qualitative case study article: http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3016&context=etdhttp://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3016&context=etd</p>
<p>Your Definition of <i>Paradigm</i> (in your own words):</p>	<p>Your Definition of <i>Ontology</i> in your own words):</p>	<p>Your Definition of <i>Epistemology</i> (in your own words):</p>	<p>Your Definition of <i>Methodologies</i> (in your own words):</p>	<p>Quantitative case study article: https://www.andrew.cmu.edu/user/nicolasc/publications/ash.pdf</p>	<p>Quantitative case study article: https://www.andrew.cmu.edu/user/nicolasc/publications/ash.pdf</p>

EDUC 803 & EDUC 810: Research Design 1 & 2

Paradigm	Ontology	Epistemology	Methodology	Research Design with Types of Designs & Methods	Articles
<p>POST-POSITIVISM</p> <p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition: (in your own words):</p>	<p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition:</p>	<p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition:</p>	<p>Type(s) of Methodology:</p>	<p>Research Design with any associated types of design:</p> <p>Definition(s) from Creswell Textbook:</p> <p>Tool(s):</p>	<p>Title:</p> <p>Purpose:</p> <p>Methodological framework:</p>
Paradigm	Ontology	Epistemology	Methodology	Research Design with Types of Designs & Methods	Articles
<p>INTERPRETIVE/ CONSTRUCTIVE</p> <p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition: (in your own words):</p>	<p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition:</p>	<p>Definitions from the Literature (minimum of two sources and not including Creswell):</p> <p>Definition from Creswell Textbook:</p> <p>Your Definition:</p>	<p>Type(s) of Methodology:</p>	<p>Research Design with any associated types of design:</p> <p>Definition(s) from Creswell Textbook:</p> <p>Tool(s):</p>	

EDUC 818: Applied Research Study Reflections



Comments

- This course was very well designed and **every assignment was relevant**, well articulated, and **tied into the final deliverable** in a **meaningful and efficient manner**.
- The **collaboration with peers** to create learning experiences that was phenomenal as well as the usual robust **feedback** from the instructor.
- Submitting the VoiceThread assignment for **peer feedback** a week before submitting Assignment 4 was **very helpful**. I really enjoy when courses are structured in such a way that forces us to **submit a small portion or outline prior to the final product**. It really helps to keep me on track and reduces a lot of stress at the end of the quarter.

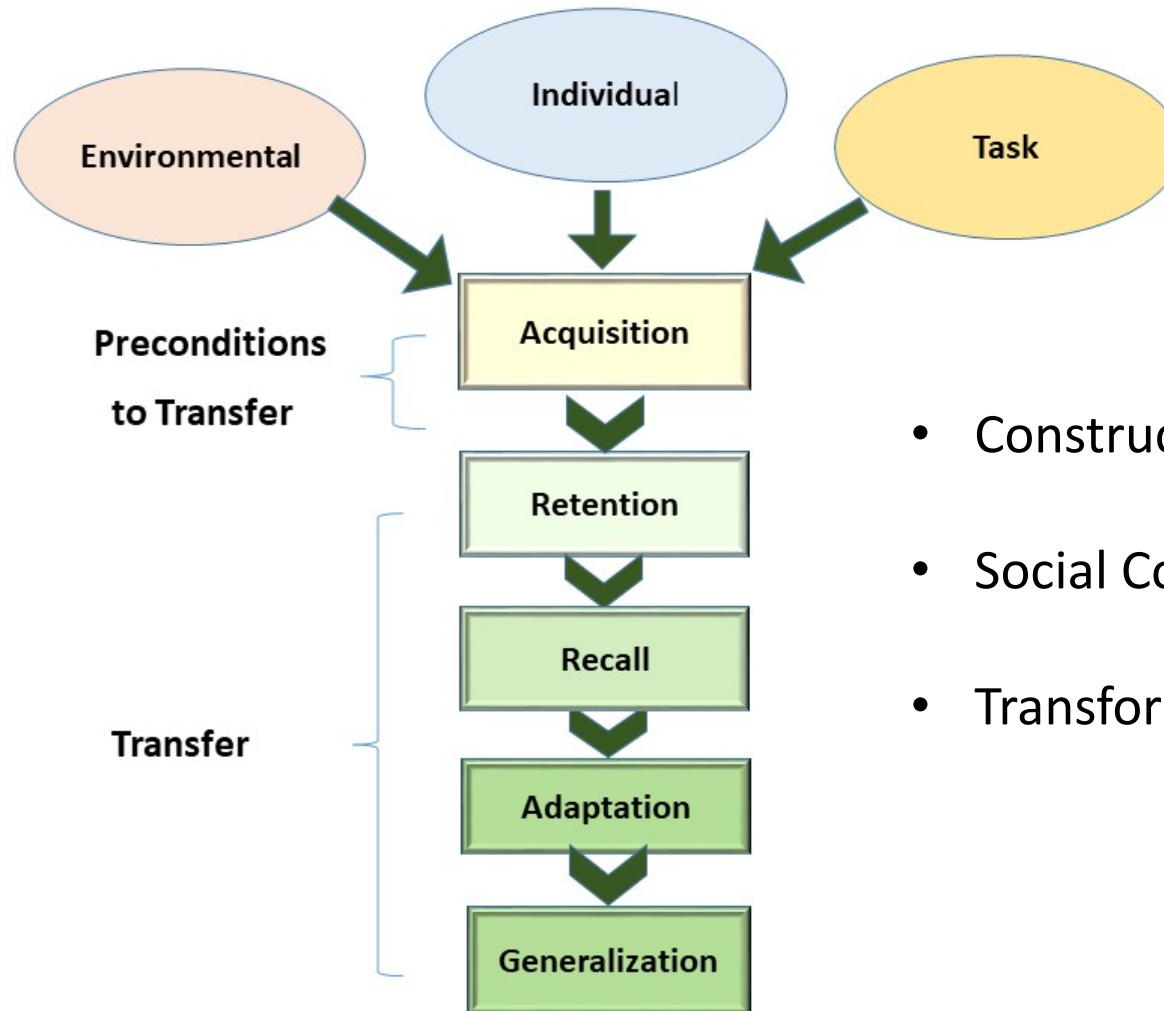


Comments

- Interacting with students in the general forums and the teams (matrix project and final group project) provided **meaningful and purposeful** opportunities to **learn from each other**.
- This is the best class I have ever taken. The professor kept us well organized by **requiring us to submit our assignment in manageable sections**. She provided very **useful feedback**, and introduced us to a **variety** of instructional strategies and applications.
- This course pushed me **out of my comfort zone** and **I am better for it**.
- It provided the foundation for **future research** and provided guidance for **future courses**.



Transfer of Learning: Real-World Contexts

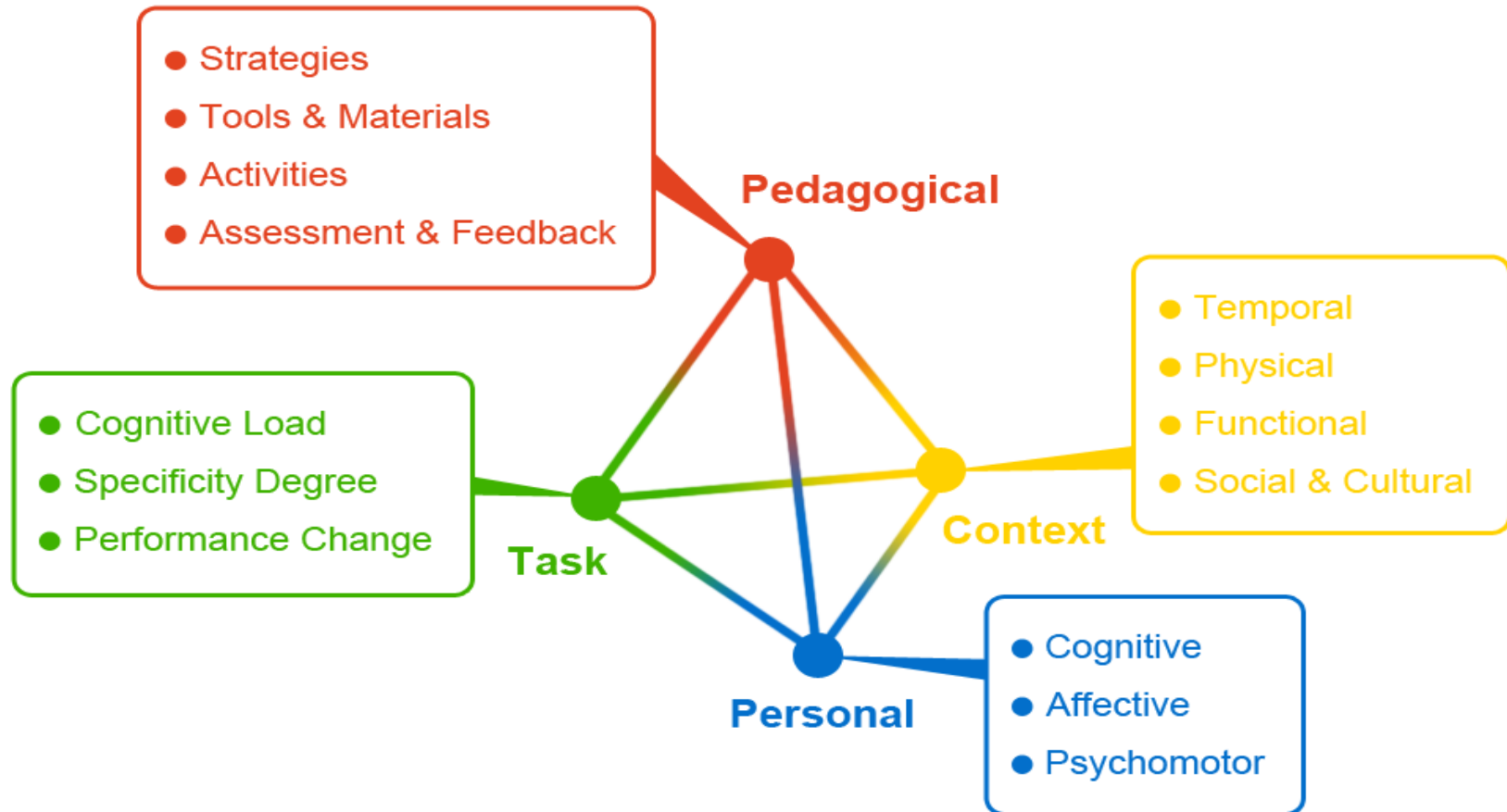


- Constructivism
- Social Constructivism
- Transformative Learning

(Galoyan, Betts & Shewokis, 2017)



Tetrahedral Model of Dynamic Transfer for Onsite, Online, and Blended Learning



(Galoyan, Betts & Shewokis, 2017)



Questions?



Contact: kbetts@drexel.edu

