

Julia Da Silva-Beharry
OMDE 601 Section 9040
March 22, 2015
E-Portfolio Task - Questions for Reflection - Wave 2

In your e-portfolio (learning journal), please respond to the questions for reflection for Wave 2:

1. Review your group's (r)evolutionary grid. What aspects of Wave 2 did you find to be the most interesting? Why? What was the least interesting?
 - The most interesting aspect of the project outcome was for my group members and I to record our information in our [Skill Builder 5 Wave 2 Group 1 Grid](https://docs.google.com/spreadsheets/d/1HOt7NiS6KM1nkNHbPNEnzVbO51Y683ubFaHo5rB-A/edit#gid=0) (https://docs.google.com/spreadsheets/d/1HOt7NiS6KM1nkNHbPNEnzVbO51Y683ubFaHo5rB-A/edit#gid=0).
 - This aspect of the project was very important for us, because we were required to work as a team and successfully submit the project in a timely manner.
 - The weakest aspect of our project outcome was to ensure that all group members contribute relevant information with correct references in our [Skill Builder 5 Wave 2 Group 1 Grid](#) .
2. What were your "a-ha!" moments during this wave? What incited these moments and how did they influence your understanding of DE?

As the group editor and content manager of Group # 1 Wave 2 project, my moment during the second wave of this project was very challenging. One of my team member and I diligently organize our group members to contribute and communicate efficiently and effectively to accomplish the goals and objectives of the project. Nevertheless, as a committed and dedicated team member, I always volunteer and inspire my team members for us to work together to complete our tasks in a timely manner. Then I had a deeper understanding of DE because, my instructor, fellow team members and I use asynchronous technologies and web based tools to communicate collaboratively in our study group discussion area and Google Docs collaborative document area. We also used e-mail to communicate whenever it is necessary for us to connect with all group members and our instructor.

3. After what you have read, learned, or experienced in studying this second wave, how might you revise your original definition of DE? What specific readings/experiences have influenced your understanding of DE?

Nevertheless, based on my experiences on this project, I have acknowledged that based on my original DE definition, the real meaning of DE is really a broad term, that is used beyond a two-way interaction between instructor and student, instructor and instructor, and students and students. This DE pedagogy personalizes the communication of teaching and planned learning, with *a diverse group of students and instructors* through a selection of educational tools conducted by a special institutional organization.

Julia Da Silva-Beharry
OMDE 601 Section 9040
March 22, 2015

E-Portfolio Task - Questions for Reflection - Wave 2

The specific experiences that influence my understanding of DE are when my group members, my instructor and I interacted through a selection of educational tools to accomplish our tasks. Then I have confirmed that Distance Education is a broad term that is frequently used synchronously with other terminologies.

4. Consider the seminar with our visiting scholar Alan and the expert video from Tony Bates. What left a lasting impression on you? Tell us about your impression and how it affected your views about DE.

I will also emphasize that I am impressed that during our group project, my fellow class members, my instructor, and I were very privileged to have an opportunity to communicate with Professor Alan Tait, as our guest lecturer. I interacted with Professor Tait on topical issues pertaining to DE. I highlighted to Professor Tait that, “there is a digital divide with regards to easy access to technology resources, particularly in the rural remote areas of the developing countries.” I also asked, “How can we find inspiring ways to incorporate social media in the classroom for students of both developing and developed countries?” Then I was really touched by the words of Professor Tait when he replied, “Students in every society are expected to enjoy the resources and opportunities for communication.” Therefore, I will not accept or take any of my distance education and E-learning courses for granted, because there is a digital divide with regards to easy access to DE resources, tools, and technologies. In addition, Professor Tait said, “Digital divide is real.” However, based on this epidemic, “course designers are expected to consider the digital availability to meet the needs of a larger diverse population when designing strategies for learning and teaching in both DE and Face to Face (FtF) environments.”

5. Go back to the course objectives listed in the Syllabus. Do you feel the objectives are being fulfilled and if so, how and to what degree? Are there objectives that are not being met? If so, which ones?

Based on my reflection of this course objective from the OMDE 601 Section 9040 Syllabus, I will emphasize and acknowledge that the objectives of this course is fulfilled, because my Instructor (Lisa Blaschke), Teaching Assistant (Brenda Ledford), implemented the objectives of this course with a high quality of DE resources, tools, and technologies. In this view, I explored the history and evolution of DE. In addition, I critically examined the social and political/economic factors, theories, learning and teaching models, technology and media innovations, institutions and systems, and major writers that have shaped the development of the field of DE. In concluding, I will re-emphasize that a variety of technologies are used to support the development of foundational skills that are integral to current practice in DE. Please visit [Julia's E-Portfolio](http://juliadasilvabeharry-e-portfolio.yolasite.com) or copy and paste the URL: <http://juliadasilvabeharry-e-portfolio.yolasite.com> in a new window for additional information.