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OMDE 601 Section 9040
April 19, 2015
E-Portfolio Task - Questions for Reflection – Trends

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

- 1. Review your group's (r)evolutionary grid. What are your thoughts about the grid as a learning tool and the process used to create the grid?**

My group members and I belong to Group # 1, which consists of five group members. My Group members and I contributed ideas and recorded specific information in our [Skill Builder 10 Current trend 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). Unfortunately, it is assumed that 1 group member withdrew from the course because of work related issues. Nevertheless, contributing to our grid as a group member was a remarkable occurrence, because I utilize my prior knowledge and skills in a team-spirited manner. In this view, I took the leadership role and I recorded information in our grid, and then other group members recorded their information. During the process, I worked collaboratively with my group members to complete our project in a timely manner, as a content manager and group editor. I also remain very committed towards demonstrating leadership role in several tasks to post the initial outline for our group projects in more than one occasion. In addition, I also continue to participate and assign responsibilities throughout the project, as well as posting information each week to our study group section and Google docs area. During the final phase of our project I executed duties towards the final completion of our project current trends and future wave.

With the continuous guidance from our professor, Lisa Blaschke, my group members and I completed our project in a timely and successful manner. Based on earlier reflections, I will therefore re-emphasize that my team members and I will continue to work on our final group project, with the continuous support of our instructor Lisa. The support from our instructor will continue beyond classroom sessions. Professor Lisa and my fellow students have inspired and channel my learning skills to sustain [Julia's Wealth of Knowledge](#) for the workplace and connecting with the global face-to-face and Distance Education and e-Learning environments. My group members and I used conference call, Google docs, emails, and our study group discussion areas to communicate about our project. We recorded our information in both Google doc and study group, and email areas to proceed with our project. Ninety-eight percent of our communication was done in our study group area. All challenging issues were solved very timely, by student-to-student and instructor-to-student communication.

It is therefore imperative for me to acknowledge that I am very pleased with my working progress learning experience about our [Skill Builder 10 Current trend Group 1 Grid](#) . My team members and I are working diligently towards a successful completion of the submission of our final grid.

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- 2. Go back to your original definition of DE. What aspects of the course have influenced your understanding of DE? Based on what you have learned in the course, revise your original definition accordingly---and explain why you have changed (or not changed) your definition in the way you have.**

It is important to emphasize that, based on my original distance education (DE) definition and experiences on this project, I have realized that DE is a comprehensive terminology that is used beyond a two-way communication between instructor-student, instructor-instructor, and students-students. Distance education has developed through emerging technologies in a tremendous way. In addition, DE has been recognized through its historical wave of technological innovations and learning experiences of emerging technologies. In this view, DE is responding to specific historical, sociological, economical, technological, political, and environmental factors of an era that impact on the accessibility to education for students. This concern includes students who were or are participating in a DE program, and are separated from the institution, instructors, and fellow students. Based on my classroom discussions, feedback from assignments, and research findings, I have also learned that DE emerging technologies continue to rely on a range traditional text-based, correspondence, and online learning materials to meet the needs of learners and educators in both developed and developing countries, because of their geographic locations in rural remote areas. Therefore the methodology approach of DE requires improved organizational structure in a more holistic approach, and not only on course materials. With this view, I will revise my definition of DE in order to meet the needs of a more diverse population of students and educators in a widespread DE environment.

Based on what I have learned in the OMDE 601 9040 Foundations of Distance Education & E-learning (2152) course, I have revised my distance education (DE) definition as follows:

The history of DE was always a broad term, but it was based on a humanitarian approach to meet the needs of DE learners. Therefore DE definition should be revised and designed as a two-way communication to meet a widespread of diverse academic-professionals and learners-educators needs, with reference to specific historical, sociological, political, technological and environmental factors in its adopting era. Consequently, everyone should have easy access to appropriate and adequate education resources and technology tools that are user-friendly and re-useable for students-students, instructors-students, and instructors-instructors interaction or communication anywhere, at a convenient place or time in the global spectrum of the DE environment. This revised definition is based on my reflection on Wave 1, 2, 3 and current trends versions', with regards to the Future Wave reflections from my group contributions, classroom conference discussions, and instructors' feedback from assignments. In this view, I do believe that DE is certainly a comprehensive term that is frequently used synchronously with other terminologies by an extensive perception in reality of humanitarian and emerging technologies' approaches.

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3. Consider the overall course objectives (see the Course Syllabus). Were all or most of these objectives achieved? If so, in what ways and to what degree?

Based on the Course Syllabus, the course objectives were as follows:

Knowledge:

1. Identify the unique characteristics of distance education: **Achieved**
2. Describe the major influences - social, economical, and political - in the evolution of distance education from its early beginnings to the current IT-based practices: **Achieved**
3. Identify the key authors and theorists in distance education and analyze their contribution to the field: **Achieved**
4. Describe how distance education methodologies have changed over time, in particular how the roles of teacher and learner have evolved: **Achieved**
5. Describe various types of distance education institutions and the relevance of a systems approach to teaching and learning: **Achieved**
6. Analyze the impact of technological changes on the nature of teaching and learning in distance education: **Achieved**

Specific Skills:

1. Navigate and use an online learning environment, shared virtual spaces, and social media for the purpose of learning, documenting learning, and creating content (e.g., learning management system, maps, charts, wikis, Google docs, Weebly, Twitter, blogs, Diigo, Vimeo): **Achieved**
2. Master and apply research and writing skills for the purpose of critically analyzing issues and topics discussed in relevant literature, synthesizing findings, and communicating ideas and arguments with supporting evidence: **Achieved**
3. Learn collaboratively by using social media and other shared virtual spaces to create content and successfully complete assigned team projects: **Achieved**
4. Reflect on learning and articulate changes in thinking, feeling, and behavior: **Achieved**

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- 4. Take some time to reflect on your study group experience: What did you think about the experience of working together to create a collaborative document? What worked? What did not? What could your group have improved in order to realize a more smooth process? What do you see as benefits (or drawbacks) of online collaboration? How do you think the activity could be improved?**

We are wrapping up our course, completing unfinished tasks towards the final week of this course. Oh yes! This is real! **L**- Look, **I**-I, **S**-See **A**-an awesome professor with diverse academic and interpersonal skills. I am elated because our professor **LISA** unselfishly disseminated timely education instructional information among my group members and I. My group members and I worked collaboratively to complete our group project in a successful and timely manner. My group consists of five group members. Unfortunately, it was difficult for one of the group members to complete her tasks because of work related issues. Nevertheless, my team members and I worked diligently on our tasks and overcome the challenging moments in order to be able to discuss ideas and record information in our grid.

I encountered different learning experiences with my group members, because it was necessary for us to sharpen our team-spirited skills to create and complete our group grid during our group discussions. We communicated through conference call, email, Google docs area, and study group section in order to be more efficient and effective with our online collaboration tasks. In my opinion, we did our best to successfully complete our Current Trends, despite we experienced a few *ha and challenging moments*.

Wow! The reflection of 12 weeks is certainly a chapter of [Julia's Wealth of Knowledge](#) . Based on this reflection, I will always remember, "This is real!" **L**- Look, **I** –I, **S**-See **A**-an awesome professor with diverse academic and interpersonal skills. I am elated that our professor **LISA** unselfishly disseminated timely education instructional information among my group members and I.

This project has certainly widen my knowledge on OMDE 601 9040 Foundations of Distance Education & E-learning (2152) course, because I particularly benefitted from the classroom conference, group discussions, and other assignments, which achieved the overall course objectives in the course syllabus. Based on my reflections on Group 1 experiences, I will re-emphasize that I am looking forward to work with my group members towards the completion of our final project. Please visit [Julia's E-Portfolio](#) or copy and paste the URL: <http://juliadasilvabeharry-e-portfolio.yolasite.com> in a new window for additional information.