

Contribution to My Learning and the Learning Community

Amber Young

Lamar University

Disruptive Innovation in Technology – 5305

Dr. Kristi Meeuwse

Contribution to My Learning and the Learning Community

Self-Assessment Score: 45–50

As I reflect on my work in this course, I believe a score within the 45–50 range best represents the consistency, depth, and intentionality of my contributions to both my own learning and the learning community. This semester required a high degree of self-direction, adaptability, and collaboration, especially as I navigated the development of my Innovation Plan, weekly blog reflections, leadership simulation, and the ongoing construction of my ePortfolio. Through this process, I have strengthened not only my understanding of digital learning design but also my confidence as an educator who actively contributes to the success and growth of others.

What Is Working Well

One of the greatest strengths of my learning this term has been my commitment to engaging fully with course materials, readings, videos, discussions, examples, and instructor feedback. I approached each module not as a checklist of tasks but as an opportunity to deepen my thinking about instructional design, disruptive innovation, blended learning, and leadership. This mindset helped me internalize the concepts, which became evident in the quality of my assignments and my ability to integrate those ideas into my Innovation Plan and ePortfolio.

Another area that worked well was my active collaboration. I consistently engaged with my base group by reading others' posts, offering feedback, asking questions, and participating in discussions, helping connect ideas across our projects. My primary collaboration group included:

1. Kristen Kirsch (5303)
2. Jaszmine Bailey (5303)
3. Michelle Canon (5303)
4. Charity Lewis (5303)
5. Chalice Mcknigt (5305)

These peers greatly contributed to my thinking, and I intentionally reciprocated by offering encouragement and actionable suggestions when appropriate.

I also took responsibility for revising my assignments in response to instructor and peer feedback. Whether adjusting the structure of my Literature Review, refining the clarity of my leadership script, improving visual hierarchy in my ePortfolio pages, or strengthening the sustainability of my Innovation Plan, I viewed revision not as correction but as growth. Documenting these revisions in my ePortfolio reinforced my understanding of reflective design and allowed me to create a clearer narrative of my learning journey.

Finally, I consistently met all deadlines, posted in a timely manner so others could respond, and ensured my writing reflected details, synthesis, and APA-aligned citations. This level of discipline allowed me to contribute meaningfully to others without creating holdups in collaborative cycles.

What I Could Do Better

Although I am proud of my contributions, I also recognize areas for continued improvement. First, I can deepen my engagement on the discussion forums beyond my base group. While I regularly contributed early and offered thoughtful feedback, I see opportunities to broaden my interactions by responding to additional classmates or revisiting threads later in the week to extend conversations.

Another improvement is to continue refining my ability to synthesize across courses. As an accelerated ADL student completing two courses simultaneously, I began recognizing meaningful overlap, for example, how the mindset work in EDLD 5302 influenced the leadership reflection in this course, or how the innovation concepts in EDLD 5303 strengthened the academic base for my proposal. I contributed to both learning communities, but I believe I

can make these connections even more explicit in how I engage with peers, helping others see how our ideas intersect across the program.

Lastly, while my ePortfolio has grown significantly, I am still working on the confidence to share it more widely and invite feedback regularly. This will be a focus as I refine my voice, structure, and consistency across pages.

My Contribution to the Learning Community

Throughout this course, I intentionally supported the learning community by:

- Offering constructive and encouraging feedback
- Asking clarifying questions for any misconceptions
- Modeling transparency in revision and learning
- Demonstrating vulnerability in reflections, which opened space for authentic dialogue

I also took responsibility for organizing and documenting elements of my Innovation Plan in ways that could serve as a reference for others navigating similar challenges in adult education, blended learning, and ePortfolio design.

Conclusion

Overall, I believe I met all key contributions and supporting contributions, and that my level of engagement aligns with the highest mark on the self-assessment scale. More importantly, this process reinforced what Fink describes as essential to becoming a self-directed learner: the ability to assess the quality of one's work with honesty, specificity, and purpose. This assignment allowed me to recognize not only what I accomplished, but how each component contributed to my growth as a reflective educator, designer, and leader. Completing EDLD 5303 and EDLD 5305 simultaneously provided meaningful opportunities for me to connect ideas

across courses, which enriched both my Innovation Plan and my understanding of assessment and leadership.

References

Cunningham, C. (2020, February 20). *Assessment for learning, assessment as learning, assessment of learning* [Video]. YouTube.

<https://www.youtube.com/watch?v=WLmxREQLizk>

Earl, L. (2012, June 8). *Rethinking classroom assessment with purpose in mind* [Video]. YouTube. <https://www.youtube.com/watch?v=WT4ZHFW6d48>

Harapnuik, D. (n.d.). *Assessment OF/FOR/AS learning*.

https://www.harapnuik.org/?page_id=8900