

Contributions to My Learning & Our Learning Community (Fall 2025)

By: Jasmine Handsome

Introduction

When I enrolled in EDLD-5302: Concepts of Educational Technology (Dr. Harrison/“Dr. H”) and EDLD-5305: Disruptive Innovation in Technology (Dr. Grogan), I felt rusty, twelve plus years away from college will do that. What started as fear and nervousness quickly shifted to ease and growing confidence. 5302 asked me to look inward at my learning style, leadership, personality, and philosophy; 5305 pushed me outward to design and defend a real, disruptive innovation. Together, they worked: my VR for DeSoto ISD idea became a concrete plan, and I became a more reflective, intentional leader.

What worked for my learning

Three elements moved me forward: (1) structured reflection that connected readings to my classroom reality, (2) iterative feedback that normalized revision, and (3) authentic application, building a plan that could actually live in a district. After reading Fink, I redesigned deliverables for lasting change by adding a short logic model and clearer outcomes to my VR plan (Fink, 2013). The ISTE Standards for Educators pushed me to align our PD arc to concrete competencies; I revised the PD section to include micro-badges and observation rubrics tied to those standards (International Society for Technology in Education, 2021). Harapnuik’s ePortfolio guidance led me to write for real audiences and make my artifacts public with in-context links (Harapnuik, n.d.).

Where I can improve

Next term, I will draft earlier and schedule a mid-week self-edit, tighten APA 7 with a small citation bank I keep open as I write, and invite targeted peer feedback sooner (for example, “check clarity on metrics in slides 6-8”). I am also keeping a micro-checklist: purpose, audience, evidence, APA, working links.

Linked artifacts (context + link)

- **Technology Learning Manifesto** – My commitments to choice, ownership, voice, and authenticity (COVA) and designing for equity. → *Can be found [HERE](#).*

- **Personality & Leadership Philosophy** – How servant/transformational leadership shapes my coaching, feedback, and change work. → *Can be found [HERE](#).*
- **Technology Case Study Analysis** – What 1:1 programs taught me about devices, connectivity, PD, and sustainability. → *The visual presentation can be found [HERE](#). While the document elaborating my group's plan lives [HERE](#).*
- **Learning Networks Blog** – These Blogs helped me build and use a practical PLN this term. →

EDUCAUSE Review – emerging tech + change management in education.
XR Association (XRA) – Education posts – safety, design, classroom use.
EdTech: Focus on K–12 Magazine – district case studies, VR/AR rollouts.
WestEd / PRISMS updates – research-based VR implementations.
- **Innovation Plan (5305)** – Three-year roadmap to pilot/scale VR in DeSoto ISD with TEKS, UDL, PD, metrics, and funding. → [HERE](#).

My contributions to the learning community

This morning, Kayla shared an email from Dr. H asking us to add each group member's name next to the section they owned in our collaborative project. We pulled together immediately, opened the doc, mapped names to sections, and pushed a clean revision. Two weeks ago, I received an email from Dr. H that started, “Coach Jasmine, in your spare time can you design for me all the students in the class... in an Excel spreadsheet?” My heart dropped for a second, then I reached the “HaHa, just kidding... wanted to make you smile,” and laughed out loud. It meant a lot that he knows my Excel strengths and my personality well enough to joke with me. It reminded me that our instructors are also learning us, not just grading us. In virtual classes, human connection can fade if you are not careful; Dr. Grogan and Dr. H kept us engaged, encouraged, and seen.

Collaboration reflection

A highlight was helping Chatana. She did not have a strong grasp of our first assignments for Dr. Grogan’s class and her score was low. Dr. Grogan offered a resubmission with grace, and I sat with Chatana to revise. She came back stronger and more confident. That experience, plus the “names-to-sections” fix, taught me to formalize roles early (facilitator, editor, slide lead), keep a live ownership table in the doc, and set mid-sprint checkpoints so we are never scrambling.

COVA, growth mindset, and failing forward

COVA was a throughline. Choice: I chose VR because it matters for our students. Ownership: I iterated the plan based on evidence, not comfort. Voice: I wrote for district leaders and families,

not just a grade. Authenticity: we built something that could actually launch. A “failing forward” moment was the first funding draft, it was not strong enough. I redid it with clearer cost-per-student framing and sustainability metrics, and it clicked (Dweck, 2006).

Cross-course connections (5302 + 5305)

5302 sharpened my self-awareness, how my servant/transformational tendencies show up in coaching, feedback, and project pacing. 5305 gave me the design lab to put that into practice. The leadership lens from 5302 directly shaped 5305’s PD arc (embedded coaching, micro-badges, reflective cycles), and 5305’s disruptive innovation lens pushed my 5302 reflections from beliefs to deliverables with measures.

Conclusion

I am thoroughly enjoying this newfound community, a place where I can slow down from being “superwoman” in my personal life and simply be part of the team. I feel seen by instructors who are human and gracious, and supported by peers who have become a cohort I can call. My commitment for next term: lead boldly, measure honestly, revise quickly, and keep the work anchored in students’ needs.

References

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Rev. & updated ed.). Jossey-Bass.

Harapnuik, D. (n.d.). How to create your ePortfolio. http://www.harapnuik.org/?page_id=6065

International Society for Technology in Education. (2021). ISTE standards for educators. <https://www.iste.org/standards/for-educators>