Contribution to My Learning and the Learning Community

Self-Assessment Score: *90*

Throughout this course, I feel that I made meaningful contributions to both my own learning and the learning of my peers. This reflection allows me to assess what worked well, identify areas for growth, and recognize how my engagement influenced the learning community. It has also reinforced my development as a self-directed learner, highlighting both the successes and challenges of participating fully in a collaborative academic environment.

Contributions to My Own Learning

One of the main ways I contributed to my own learning was by actively engaging with all course readings, videos, and supporting resources. These materials provided the foundation for thoughtful reflection, practical application, and the development of my professional learning plan. I approached each assignment with the intent to understand the underlying concepts, not just complete the tasks. This mindset helped me deepen my knowledge of professional learning principles such as CSLE + COVA and Fink's Taxonomy, and it guided me in designing meaningful, learner-centered strategies in my own work.

I also revised my assignments based on both instructor and peer feedback. I carefully considered comments, updated content, clarified points, and refined my work to ensure alignment with course objectives. This iterative process strengthened my assignments and allowed me to produce more thoughtful work. Although I sometimes struggled with timing, particularly with overlapping assignments, I prioritized producing high-quality work and submitting it as close to deadlines as possible. Not having set weekly deadlines for the discission boards and the freedom to answer as we go was a challenge for me. In the future, I aim to manage my time even more effectively to allow for earlier engagement and reflection.

Contributions to the Learning Community

My contributions to the learning community were focused on collaboration, peer feedback, and support for my core group members. While our group did not consistently engage in the discussion board, the four of us maintained constant communication via texts, emails, and calls throughout the last eight weeks. This informal collaboration created a supportive environment where we could troubleshoot challenges, share ideas, clarify concepts, and provide guidance to one another.

I took care to ensure that my feedback and interactions were constructive, thoughtful, and beneficial. Whether responding to questions, providing examples, or sharing resources, I wanted to make sure that my contributions added value and supported both the individual and collective learning of the group. Over the course of the semester, our group formed a strong bond, built on mutual respect, trust, and a shared commitment to helping each other succeed. This collaboration not only strengthened my own learning but also fostered a sense of community and accountability within the group. I am vested in my group members and want nothing more than for them to be successful!

In addition, I contributed to the learning of my peers by sharing insights from the course materials and discussing practical applications. For example, I explained how I integrated CSLE + COVA into my professional learning plan and reflected on how these frameworks could be applied in real classroom or professional contexts. This type of engagement helped my peers consider new approaches and think critically about their own work, while also reinforcing my own understanding.

Areas for Improvement

Although I met all key contributions, I recognize areas for improvement. One area is timeliness of discussion board participation. While our core group remained in close contact outside of the platform, I could have contributed more frequently on the discussion boards to extend our collaborative learning to the broader class community.

I also see an opportunity to deepen my research-based contributions in peer feedback. While I often referenced course concepts, I could incorporate more evidence, examples, or citations to further support my suggestions and model stronger academic engagement.

Finally, time management is another area for growth. There were moments when juggling multiple assignments or deadlines made it difficult to respond immediately. Improving in this area will allow me to participate more actively and consistently in future collaborative settings.

Rationale for Score

Based on the self-assessment marking guide, I met all the key contributions:

- Actively participated in my core collaboration group
- Provided thoughtful feedback to my peers
- Revised assignments based on feedback and reflected on those revisions
- Completed all course readings, videos, and supporting resources
- Submitted assignments in line with the course timeline

Although discussion board participation was limited, the consistent engagement and strong collaboration within my core group, combined with meaningful feedback and active learning, support a score of **90**. I am proud of my contributions, while acknowledging that there is always room for improvement in timeliness, breadth of engagement, and research-based discussion.

Group Members:

- Miranda Robinson
- Wendy Preston
- Tamia Jones
- Kary Garnica

Assignments: Developing Effective Professional Leadership (EDLD-5389)

Rethinking How We Learn: From Sit and Get to Go and Show

UPDATED: Rethinking How We Learn: From Sit and Get to Go and Show

Hematology/Oncology Alternative Professional Learning Plan Outline

Connecting and Communicating your ideas - Professional Learning Strategy

Contribution to Your Learning and the Learning Community (Final Grade Self Reporting)