

Contribution to Your Learning and the Learning Community

By: Stephanie Scaletta

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Introduction

Throughout this course, I have regularly reflected on what was working well and where I could improve (Harapnuik, 2021). I consistently contributed to my base group by offering feedback, exchanging resources, and encouraging discussion, which helped strengthen both my learning and that of my peers. I revised all assignments thoughtfully, integrating instructor and peer feedback, and reflected on these revisions to deepen my understanding. I also completed all readings, videos, and supporting resources, which helped me stay grounded in the material. Importantly, I met all deadlines outlined in the course calendar, which ensured I stayed on track and could engage in discussions when they were most useful to others. After carefully reflecting on my contributions to my own learning and to the learning community in this course and based on the effort of my work, I would give myself a 97% in this course.

A significant part of my learning came through developing my action research plan, which focuses on the question, *How does participation in ongoing, content-specific professional development influence high school CTE teachers' instructional strategies and student learning outcomes?* Creating the [outline](#), completing the [literature review](#), and drafting the [action research](#)

[plan](#) challenged me to think deeply about both methodology and application (Mertler, 2019) challenged me to think deeply about both methodology and application. These assignments not only demonstrated my growth as a researcher but also laid the groundwork for meaningful study that I plan to continue after the coursework concludes. The process of revising each stage, from the outline to the final draft, strengthened my ability to connect theory to practice, synthesize research, and design a study that can have a lasting impact on CTE teaching and learning.

Supporting the Learning Community

I played an active role in my base group by sharing resources, asking guiding questions, and helping keep discussions moving forward in a productive way. My learning group consisted of classmates Amber Ellis, Erika Ponder, Stephanie Scaletta, and Jacqueline Garcia. I also supported the broader learning community by actively engaging in peer discussions on Blackboard and providing constructive feedback on major assignments within my base group.

I made sure to post in a timely manner so that classmates had space to respond and build on ideas. My posts showed that I really thought through the topics and explored them from different angles, often supported with APA-cited research, while I also contributed additional posts to share experiences or reflections that strengthened the learning community. I learned from my classmates how different approaches to action research can be applied in various classroom contexts, and how collaboration and feedback can improve both the process and the final outcomes. I was also in the course Group Me, which allowed for quick questions and clarifications on assignments, readings, or class meetings.

Reflection on Growth

What worked especially well in this course was my ability to stay engaged and build meaningful connections between course materials, my research plan, and my professional

practice. I found that taking time to revise assignments based on feedback improved not only the quality of my work but also my confidence in applying course concepts. At the same time, I recognize that I could improve by pacing my work more intentionally. While I stayed on top of deadlines, there were times I wished I'd allowed myself a bit more time to reflect before posting so my feedback could be even more thoughtful. I joined discussions regularly, but I know I could have offered more detailed, constructive feedback to really help my classmates improve their work.

Overall Contribution

Looking back, I feel that my contributions demonstrate growth as both a self-directed learner and as a member of the learning community (Harapnuik, 2021; Mertler, 2019). By completing assignments with depth, staying engaged in discussions, and supporting my peers, I not only strengthened my own learning but also contributed to the collective growth of the group. Developing my action research plan, beginning with the outline, strengthening it with a literature review, and finalizing it into a structured plan I intend to carry forward, was one of the most meaningful accomplishments of the course. These habits and this foundation are helping me become more reflective, intentional, and collaborative, qualities I will continue to build on as a lifelong learner. Based on these contributions, I believe my selected score accurately reflects the effort and impact I had within this course.

[Google Doc Link](#)

References

- Harapnuik, L. D. (2021). *Creating significant learning experiences: Reflection and self-directed learning in higher education*. New York, NY: Routledge.
- Mertler, C. A. (2019). *Action research: Improving schools and empowering educators* (5th ed.). Thousand Oaks, CA: SAGE Publications.