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# PROJECT TWO A REFLECTING ENDEAVOR

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Paul Perez-Jimenez

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Dr. Rene Corbeil

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While face to face traditional pedagogies usually conducted in brick and mortar establishment may inherently be different from an online environment, however, the "Ten Core Learning Principles" found in Boettcher & Conrad's *The Online Teaching Survival Guide* Simple and Practical Pedagogical Tips apply to both pedagogical environments. This declaration's key proof is summed up by Boettcher & Conrad on two fronts, the first of which runs through chapter one and its litany of theorists most of which had their theories begin in traditional pedagogies and the second is aptly found in chapter two's Overview, teaching as a "lifelong pursuit" demands change regardless of the environment. In other words, teaching in a brick and mortar classroom or an online environment both must be open to transform, to renovate, to renew based on student needs. Generation Z students cannot be taught like their Millennials parents nor can they be seen from Baby boomer grandparents' notions- they must be taught on their terms. However, the crucial point to note is that a lasting quest to teach must be marked by an internalization of motivation and reflection and acceptance to change.

Which finally connects to my endeavor in reflecting along with an almost nostalgic walk back through time. In my early twenties, I began my undergraduate studies at a stuffy old Catholic University with a pursuit of philosophy and theology and a priestly vocation that seemed to elude me. While there, I concluded that philosophy was a hopeless labor in belly button gazing and coupled with theology it was also a masochistic indulgence in self-flagellation; an egoistic introversion that could only lead to the fundamental degradation that would ultimately point to lost contact with reality. I based this concept on the premise that I was taught philosophy, theology, and my vocation were a search for a general understanding of value and reality brought about through praying, thinking, and speculating about life, instead of

experiencing it. Consequently, I rebelled by leaving both the seminary and the university demoralized and determined to seek altruistic answers by participating in life and real work. This is part of the social ethics "crisis in modernity" of which Clifford Christians refers to as "detached from the social context" (found in Denizen & Lincoln, 2018, p. 72). The experience shaped my theory about living and learning (which I now believe are one in the same). I believe that the best method for learning is by experiencing through interaction and discourse with others. Few of us live alone on an island; most of us live in a community where we must interact with others. We experience, reason, and make rational decisions individually but, we cannot fully live as human beings unless we relate, communicate, and connect (both figuratively and literally) with others. Furthermore, memories that make up these experiences center around a shared interaction or accomplishment that is what gives memories their importance, for a downfall or a triumph are meaningless unless they are witnessed by others. Years and years of this type of experience, of synthesizing text read along with internalization of meaning have resulted in a heartfelt research that I now know has impacted and will continue as my personal bias in my future research as well as my preferred teaching style and which will show up in whatever environment that I teach.

In summary, although I firmly believe that regardless of the teaching environment, online or traditional, instructors must not only be open to change which includes access to new technologies, but we must strive towards modeling social interaction and shared knowledge. Teachers should not only model empiricism but also underscore the ethical, moral, altruistic, and social capabilities of being humane.

## References

- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. Los Angeles: SAGE.
- Stanford Encyclopedia of Philosophy. (n.d.). Retrieved from <https://plato.stanford.edu/>