**Wings to Fly**

*A Reflection on My Doctoral Program*

Reflection paper submitted for

residency requirements

at Marshall University

in partial fulfillment of the requirements

for the degree of

Doctor of Education

in

Curriculum and Instruction

Committee Chair, Lisa A. Heaton Ph.D.

Ronald B. Childress Ed.D.

Rudy Pauley Ed.D.

Christopher Swindell Ph.D.

South Charleston, West Virginia, 2014

Keywords: curriculum, instruction, technology, portfolio reflection

Copyright 2014 by Allyson Bird Goodman

# Table of Contents

[Table of Contents 2](#_Toc383102654)

[Introduction 3](#_Toc383102655)

[Unfreezing: Leaving the Nest 5](#_Toc383102656)

[Major: Curriculum and Instruction 6](#_Toc383102657)

[Emphasis: Technology 8](#_Toc383102658)

[Change: Learning to Fly 10](#_Toc383102659)

[Doctoral Seminars Collaborations 12](#_Toc383102660)

[Research and Scholarship Collaborations 13](#_Toc383102661)

[Teaching Collaborations 13](#_Toc383102662)

[Theoretical Orientation 16](#_Toc383102663)

[Theoretical Influences 17](#_Toc383102664)

[Other Influences 20](#_Toc383102665)

[Conclusion: Wings to Fly 23](#_Toc383102666)

[References 25](#_Toc383102667)

# Introduction

*“****Change.*** *v. (used with an object) – to make the form, nature, content, future course, etc., of (something) different from what it is or from what it would be if left alone”– The American Heritage Dictionary.*

Change is a constant in my industry. Mass Communications, and particularly the field of strategic communications including advertising and public relations, has been and will always be changing. Strategic Communications is about changing – changing the minds of consumers, stakeholders and audiences. Strategic communicators encourage communication receivers to keep believing, change behavior or try something new. Also, strategic communications is closely tied to another field of constant change – mass media. Strategic communicators need media to deliver the messages of change.  Technologies drive change in media and, thus, drive change in strategic communications.

Change is also a constant in education.  Education is always adapting and changing to fulfill its mission of training learners to act in a constantly changing world. Educators are the ultimate life-long learners.  In addition to embracing change, educators are also change agents. Educators, like strategic communicators, seek to change audience behavior. Hodding Carter (n.d.), a progressive journalist, once said “There are two lasting bequests we can give our children: One is roots, the other is wings.” Educators change the lives of their students by helping them to gain new understanding and knowledge giving them wings on which they can fly.

My experience as a doctoral student in the College of Education and Professional Development at Marshall University has been about wings. Not only has it changed how I teach, but it has also changed who I am as a professor. I first became interested in change theory in CI 707 Curriculum Change; it was in this class that I was introduced to a number of change theorists. Kurt Lewin (1994) was one of those theorists. I loved the simplicity of his three-step change theory – unfreeze, change, refreeze. I have incorporated his theory into lectures on persuasion; my students based a strategic communications campaign on responsible drinking on his theory; and I find it is a good description of the process I have experienced in my doctoral studies. Doctoral courses and seminars helped to unfreeze me from my fears and predispositions about advanced study and education; technology courses, scholarly research and presentations afforded opportunities to practice change; and now I am ready to refreeze as I solidify my own education philosophy and research interests and reflect on where I have been and where I am going. In this reflection, I will discuss the process of earning my wings, and will, hopefully, demonstrate my readiness to fly.

# Unfreezing: Leaving the Nest

*“It may be hard for an egg to turn into a bird: it would be a jolly sight harder for it to learn to fly while remaining an egg. We are like eggs at present. And you cannot go on indefinitely being just an ordinary, decent egg. We must be hatched or go bad.”-****C. S. Lewis***

The first phase of Lewin’s (1947) change theory, Unfreezing, requires the participant to somehow become “unhatched” or aware that change is needed or wanted. Burnes (2004) notes that Lewin believed human behavior has a bases in a “quasi-stationary equilibrium supported by a complex field of driving and restraining forces” (p. 985). In my example, the egg is this equilibrium. Gravity and the molecular forces of the egg shell keep the egg intact for a time, but in the shell the bird is growing and there comes a point in time where it cannot grow in the shell any longer and it must break out.  Lewin (1947) says that the process of unfreezing varies according to the case. He notes that “to break open the shell of complacency and self-righteousness it is sometimes necessary to bring about deliberately an emotional stir up” (p. 35). It is this destabilization or unfreezing that Burnes (2004) says is needed before old behavior can be discarded and new behavior adopted.

Schein (1995) expanded on Lewin’s three-step theory illuminating Lewin’s process by  identifying the steps in the process of unfreezing.  Schein writes “unfreezing is basically three processes, each of which has to be present to some degree for readiness and motivation to change to be generated” (p. 3).  Schein’s three processes include:

* 1. The individual encounters disconfirming information that leads to dissatisfaction such as not meeting a personal goal.
  2. The individual accepts the disconfirming information leading to survival anxiety or the feeling of a need to change. This change can then be thwarted by learning anxieties such as “defensiveness and resistance due to the pain of having to unlearn what had been previously accepted” (Wirth, 2004, p.1).
  3. The individual seeks the creation of psychological safety or overcoming of anxieties to change. Wirth writes that “it is necessary to move past the possible anxieties for change to progress. This can be accomplished by either having the survival anxiety be greater than the learning anxiety or, preferably, learning anxiety could be reduced” (p. 1).

Lewin (1947) describes behavioral change as a slow process and that is how the process of change has happened to me. When I began the doctoral program, I was trying to fulfill a promotion and tenure requirement, but as I was presented with more and more disconfirming information, I began to change. The disconfirming information required me to reevaluate all facets of my personal and professional life. I began to unfreeze and started to experiment with teaching technologies, instructional procedures, my views of students, approaches to writing and ways of delivering information. The doctoral coursework helped me break out of my shell and pushed me out of my comfortable nest. I was challenged to survive by learning to overcome my anxieties, adopting new teaching and learning methods and changing my predispositions about curriculum theory.

## Major: Curriculum and Instruction

*“The curious paradox is that when I accept myself just as I am, then I can change.”–* ***Carl Rogers***

The whole process of studying for the doctorate in education has changed who I am. Like Rogers (n.d.) states in the quotation above, it first made me confident of whom I was as a person and professor. Then it changed how I taught and performed my university service.

I immediately began applying what I was learning in the doctoral program using principles and the historical understanding of descriptive and inferential statistics learned in my first course to revise lectures in JMC 408/508 Advertising Research and JMC 385 Advertising Media Planning. Prior to taking the course my understanding of statistics and when to use a particular statistic was limited and primarily self-taught. Although I completed an experimental research project for my thesis, my training in statistics in my master’s program was limited to one lecture.

Just being in courses with so many trained educators and observing professors and fellow students presenting has taught me numerous new techniques for delivering information. From courses in Curriculum Theory and Learning Theories, I was introduced to constructivist theory and instruction. This taught me to include students in developing the course. In these courses, I also had the chance to observe teaching applications presented by other students. I learned how to add such interesting instructional techniques like pair-and-share, storytelling rather than lecturing, brain-walls, color coordinated concept books, concept mapping, personal surveys and roundtable discussions. While these techniques for conveying information were common for my education classmates, they were new to me.

Courses in theory have given me justification for my actions, courses in curriculum have informed my own work on curriculum development and elective courses in the humanities and history have provided depth of understanding that has been valuable to me in my committee service to the university. Technology courses have provided new teaching tools for all my courses including a video explaining the concept of a column inch and a PowerPoint module for calculating print media cost for JMC 385 Media Planning; an audio module to explain radio writing styles and a social bookmarking website that I use to demonstrate television writing styles in JMC 221 Advertising and Continuity Writing; wikis for student conferences for my academic advisees, FYS 100 First Year Seminar and JMC 221 Advertising and Continuity Writing students; and online review exercises using crossword puzzles and other word games from a program called “Hot Potatoes” for my JMC 245 Fundamentals of Advertising course. Because of my technology classes, every course I teach now has an online component, and I was able to develop my first entirely online course. During my studies, I have earned tenure and promotion largely due to the work and scholarship developed through my doctoral courses.

## Emphasis: Technology

“It is the framework which changes with each new technology and not just the picture within the frame.” – **Marshall McLuhan**

McLuhan’s (1964) statement – “the medium is the message” (p. 38) – seems as relevant today as it was 50 years ago.  Kostelanetz (1967) writes that one interpretation of this phrase is that "the 'message' of a medium is the impact of its forms upon society" (para. 16). Thus, each medium or technology has a unique impact based on the kind of content it can deliver. If McLuhan's (1964) philosophy is applied to new technology, it would mean that new technology will not only deliver content differently than older technology, but will also change the framework or culture in which it is introduced.  It was this fascination with media and technology that drew me to a technology emphasis in my doctoral studies. My studies in educational technology have altered the way I teach. I am progressively moving to a "flipped classroom" where students do preparation outside of class and class time is used for interaction and practice. This movement was made possible because of the technology training in online education I received in my doctoral classes.

My coursework in technology also provided the groundwork for my research in social media changing not only the content for my classes, but also the framework in which they exist. As a result of my research, I began experimenting with using social media to increase interaction with students. I now use social media exclusively in my capacity as Internship Director for the School of Journalism and Mass Communications to communicate job openings to potential interns and for weekly progress reports from current interns. In the capstone course, students use social media groups to post shared documents, research and meeting planning. My most recent application of social media to a course was holding a Twitter chat with my advertising copywriting and media planning students during the Super Bowl. Of course, we did not talk about the game; we talked about the commercials. This new framing of interaction between teacher and student makes learning an ongoing and continuous process that happens both inside and outside the classroom.

# Change: Learning to Fly

*“Jump, and you will find out how to unfold your wings as you fall.”*

*-****Ray Bradbury***

The second phase of Lewin's (1947) change theory involves moving or changing. After becoming sufficiently dissatisfied with the current conditions, the individual gains a real desire to change.  Schein (1995) describes the moving or changing as a process of "cognitive restructuring" (p. 5). My cognitive restructuring began in CIEC 700 Technology and Curriculum. It was in this course that I found my researcher voice and subject.

Schein (1995) identifies three possible impacts from the acceptance of disconfirming information – semantic redefinition, where words take on new or expanded meaning; cognitive broadening, where concepts are interpreted within a larger context; and shifting standards, where adjustments are made in the scale used for evaluation and comparison.

Doctoral course work opened my eyes to new words and expanded the meanings of others. I came to understand the influence of theoretical concepts on curriculum such as Bruner’s concept of a spiral curriculum and Vygotsky’s Zones of Proximal Development. I was introduced to a number of curriculum and learning theorists including John Dewey, Carl Rogers, and Kurt Lewin, which broadened my view of how students respond to stimuli. This lead me to consider such important concepts as the influence of the brain on learning, where learning truly happens such as the concept of a "hidden curriculum," and how curricular and learning theory are investigated such as is present in the concept of phenomenology.

Schein (1995) describes two activities that aid change as imitation of role models and looking for personalized solutions through trial-and-error learning.  I have encountered many mentors as I have progressed through the doctoral program. The first came from among a close knit group of doctoral students that began the process with me, including Karen McComas, Jean Chappell, Amy Cottle, Yvonne Skoretz, Diane Downard, Debra Smith and a few others. We formed a Google group to share class assignment questions. The group fast became a support system for program completion and mentoring. Some of my first collaborative presentations included members of this group (Cottle, Downard, Goodman, Heaton, & Skoretz, 2008; Cottle, Goodman, Heaton, & Spivy, 2008). Today nearly all of us have made it through the program. I will be one of the last. Additionally, the technology courses that led me to a research focus also produced another mentor in the form of my committee chair, Dr. Lisa Heaton. Dr. Heaton provided the opportunity and guidance for my first presentations (Goodman, Heaton, & Triplett, 2009; 2009; Goodman, Heaton, Watts, & White, 2009) and has guided me through all portfolio requirements (Goodman, 2010; 2010; 2013; 2014).

Two additional concepts attributed to Lewin (1947) that also define not only my doctoral experience, but also my research identity is that of action research and experiential learning. Burnes (2004) attributes the creation of the term Action Research to Lewin. Lewin believed the best way to learn about change was to do it. He said, “If you want to truly understand something, try to change it” (Tolman, p. 31.). Lewin developed his understanding of change by trying to manage change for a number of groups and organizations. Burnes points to Lewin's work on behavior change to end violence between Catholic and Jewish teenage gangs and the integration of black sales associates into white sales staffs in a department store in New York as examples.

As I gained knowledge of curriculum and learning theory and research methods, I began to experiment with methods for changing my courses. I observed some of the other doctoral students in my cohort of learners conducting short experiments to include in class papers. This led me to jump in myself for a paper in the previously mentioned education technology course. I conducted a simple Action Research study to determine if using social media in conjunction with courses was viable. That study led to further study in EDF 625 Qualitative Research and eventually, with the assistance of my committee chair and mentor, to presentation at two international conferences and a publication. I jumped out of my nest of focus on the practice of teaching and into the world of scholarship.

## Doctoral Seminars Collaborations

*“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.” –* **Niccolo Machiavelli**

I like this quote by Machiavelli (n.d.) because it links the concepts of leadership and change. The quote points out the difficulties of leadership. Machiavelli learned this through life experience as his republican idealism was always in stark contrast to the regimes for which he worked. His quote demonstrates that it takes courage to lead and particularly to lead innovation or change. True scholarship demands that the scholar be a leader of change. The personal nature of scholarship makes it a lonely pursuit, and only those with leadership abilities can maintain the discipline to pursue the critical and creative thought it requires.

While it was intimidating when I began my doctoral studies to think of myself as a scholar with a research agenda working independently, I found with each succeeding class  that my confidence in my ability to lead scholarship grew.  One of the contributors to this confidence was the biannual, and in later years annual, Doctoral Student/Faculty Seminars required to fulfill residency. During my studies, I had many opportunities to share learning with other doctoral students through these seminars both as an attendee and a leader.

I led in these collaborative learning sessions on four occasions serving on the Doctoral Faculty/Student Seminar committee, presenting at the seminar twice (Cottle, Downard, Goodman, Heaton, & Skoretz, 2008; Goodman, Heaton, Watts, & White, 2009) and serving on a seminar panel. My service on the committee helped me early in my studies to understand how seminars are organized and presentations for the seminars prepared me and provided the confidence to pursue regional and international presentations. Beginning in Fall 2006 and continuing to present, I have only missed two seminars for a total of 10.

## Research and Scholarship Collaborations

“Life can be much broader, once you discover one simple fact, and that is that everything around you that you call life was made up by people that were no smarter than you. And you can change it, you can influence it, you can build your own things that other people can use. Once you learn that, you’ll never be the same again.” **- Steve Jobs**

"Publish or Perish," it is the mantra heard by all college professors. This was not true when I first began working as a professor over 20 years ago, but it is today. It is also one of the major ways I changed as a result of the doctoral program.  Prior to entering the doctoral program I had written for consumer publications, but my only scholarly publication was my master's thesis. With the help of my committee chair, Dr. Lisa Heaton, I was able to publish my first scholarly article (Goodman, 2010) and make six presentations at local, regional, national and international conferences (Cottle, Downard, Goodman, Heaton, & Skoretz, 2008; Cottle, Goodman, Heaton, & Spivy, 2008; Goodman, Heaton, & Triplett, 2009; 2009; Goodman, Heaton, Watts, & White, 2009; Goodman, 2010).

As I look forward to the development and completion of my dissertation, my hope is to begin a life of scholarly presentations and publications. Through presentation and publication, I have realized that, like Steve Jobs says in the quotation above, I, too, can build things that other people can use, and that despite the discipline or background I met at conferences, I can talk intelligently to and with scholars.

## Teaching Collaborations

“Online learning is not the next big thing; it is the now big thing.”

- **Donna J. Abernathy**, past editor of Training + Development Magazine

No matter how you read this quote from Abernathy, you understand that online learning is a “big thing” (Tellefsen, 2010, para 2), and it will be in the future. When I began my doctoral studies, online learning was just beginning to make its impact on education. Over the course of my studies, it has become an accepted practice in all institutions of learning.

In his book, *Understanding Media: The Extensions of Man,* McLuhan (1964) writes that when a new medium or technology is developed, it displaces or causes to become obsolete an older medium while also retrieving skills that predated that medium.  Online education has followed McLuhan's model. Today, online education is displacing and changing the lecture model in higher education classrooms, but it is retrieving the notion of scholarly discussion as educators rethink the purpose of a face-to-face class meeting.

In my doctoral studies, each course that I took in my technology emphasis took me deeper and deeper into the world of online education. I began by observing, discussing and exploring its concepts and philosophies and ended by collaborating with Dr. Lisa Heaton to create a fully online course.

The online course, JMC 245 Introduction to Strategic Communications (Goodman, 2013), is essentially a new course in the School of Journalism and Mass Communications. It replaces the content of JMC 245, Fundamentals of Advertising. While the new course carries the same number, curriculum position and some content from the old course, it is built on a new concept. The course is grounded in the idea that advertising, public relations and marketing communications are no longer separate fields of work or study, but are now blending into one field of operation and scholarship based on a four-step model of strategic communications planning (Figure 1).

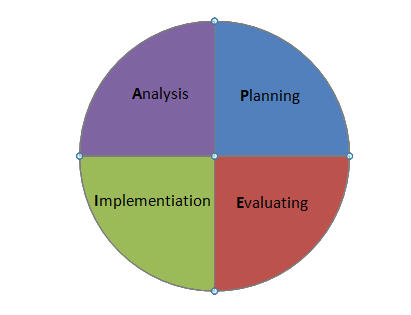


Figure 1. The four-step process used in Strategic Communications Planning

I began work on the course as part of the final project in technology course and then with Dr. Heaton's help completed the course in spring 2013. The course content is entirely new focusing on strategic communications rather than integrated marketing communications to present introductory principles for both advertising and public relations majors.

Once the course was completed, I taught it for the first time on a trial bases to one student in summer 2013. Since that time, the course has been offered fall 2013 and spring 2014 semesters and will be offered again in summer 2014. It has attracted students from the Board of Regents programs, OCCHS program (a program allowing high school students to earn college credit) and other nontraditional students as well as students in the advertising and public relations majors not able to take the face-to-face class.

The course includes eight units and 21 lessons of entirely original writing. There is no textbook for this course because no textbook as been written using this approach. The textbook for the course is the written content and Internet links provided on the course web pages. The course is taught through the written content, class discussions, exams and interactive assignments.

# Theoretical Orientation

“Education must, be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of the will to explore them.”

**- Jerome Bruner**

My personal theory of learning and curriculum suggests that all learning is in reality a search for meaning. Derived from constructivism, humanism and progressivism theories of education, the Personal Meaning Theory includes four pillars of meaning – Constructed Meaning, Active Meaning, Relationship Meaning and Individualized Meaning. This theory draws heavily on the work of Carl Rogers, John Dewey, Jerome Bruner and Lev Vygotsky.

Both my learning and curriculum theory are built on four teaching and learning philosophies that I have come to believe best represent who I am as a teacher, learner and educator.

1. A teacher should be a learning partner acting as a "guide-on-the-side," and not a "sage-on-a-stage." This belief has led me to constructivism as a teaching philosophy. In my courses, I have applied this theory by moving progressively away from lecturing and more to projects, online self-directed work and group discussions.
2. True learning is situation-based coming from doing rather than just seeing and hearing. This led me to the theorists and concepts of experiential learning championed by the Progressive Movement. In my teaching, I have implemented this philosophy through the use of service-learning, problem-based learning and other “real-life” projects and contests.
3. Understanding comes when the teacher is able to empathize with the student and view learning from the student's perspective. This is probably the most difficult to implement. One way I have done this is by giving students more responsibility in the class to present content from the text and offered more democratic chances for students to determine how content will be delivered.
4. For any learning to happen there must be a personal relationship between student and teacher and student to student. In my teaching, as a result of studying this theory, I have added personal conferences to my classes and group activities to encourage interaction.

These four concepts provide the bases-for the instructional level of my Personal Meaning Learning and Curriculum Theory model (Figure 2). Using this model the student, or nurturant, becomes intrinsically motivated to learn, expands their capacity for social interaction and develops integrative, or critical, thinking skills.

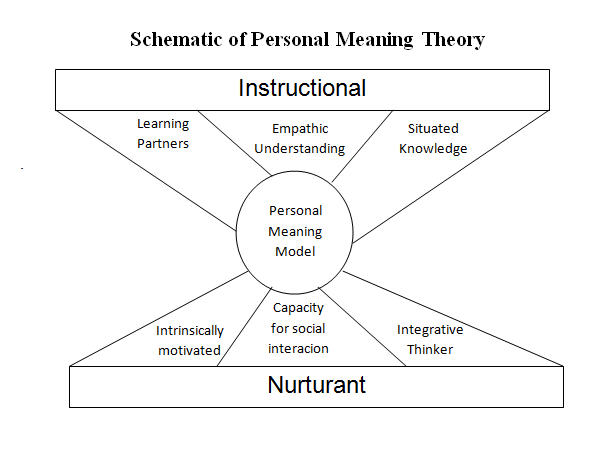


Figure 2. Personal Meaning model of learning and curriculum theory

## ****Theoretical Influences****

### John Dewey and Experiential Curriculum

Dewey, described as "the most significant educational thinker of his era" (John Dewey, 2014, para. 1.). is usually equated with the Progressive Movement in education. Pinar, Reynolds, Slattery and Taubman (2004) assign Dewey to this era of curriculum theory and identify The Child and The Curriculum (Dewey, 1902) as his most important work. However, it is Dewey's belief that education should be based on the principle of learning through doing that most interested me.  In Experience and Education (Dewey, 1938), published after his retirement from education and his experience with the Chicago Laboratory School, he writes, "In what I have said, I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience--which is always the actual life-experience of some individual" (p. 39). It is this concept of education as lived experience that connects my philosophy of education with Dewey.

### Lev Vygotsky and Social Development Theory

Vygotsky, a Russian-born psychologist, was not known in the Western world for many years after his death, but since his works were translated in the 1960s, he has greatly impacted modern educational thought (Haines, 2009). While Vygotsky is attributed with the development and integration of special education (Haines, 2009), it is his Social Development Theory that I find most interesting.  Closely associated with constructivism, Vygotsky's (1978) Social Development Theory focuses on the development of learning contexts in which the student plays an active role and the teacher or more knowledgeable guide takes a facilitating or coaching role. Three key concepts provide the basis of Vygotsky's theory:

1. Social interaction plays a fundamental role in the process of cognitive development.
2. The introduction of a More Knowledgeable Other (MKO), who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept increases learning.
3. Learning occurs in the Zone of Proximal Development (ZPD), the distance between a student’s ability to perform a task with guidance and the student’s ability to solve the problem independently. (Vygotsky, 1978)

I most identify with Vygotsky's concept of the teacher as coach and the student as interactive learner in a learning environment where the teacher gives the students a problem that fits their Zone of Proximal Development (“Social,” n.d.). In addition to agreeing with Vygotsky's facilitated learning model, I also found connections with him as a researcher. Vygotsky believed lab experiments did not give real-world results and that it was important to study development within natural contexts (Haines, 2009). This field approach to research fits the action research and qualitative studies I have conducted to date.

### Jerome Bruner and Constructivist Theory

Jerome Bruner along with Vygotsky and Jean Piaget are associated with constructivism (Hewitt, 2006). As a psychologist, Bruner began his research career focusing on dispelling the concepts of behaviorism and, like Vygotsky, began applying his findings to the field of education later in life. In the text, The Process of Education, Bruner (1960) presents the main premise of his research "that students are active learners who construct their own knowledge" (McLeod, 2012, Educational Implications section, para 2). The idea that students can construct learning places Bruner as a constructivist and is the concept that attracted me to his work. His research was profoundly influenced by Vygotsky, and his work expands Vygotsky's Zones of Proximal Development. Bruner is responsible for adding the word "scaffolding" (McLeod, 2012, Bruner and Vygotsky section, para 2) to my vocabulary. He developed the concept of a Spiral Curriculum stating that acquiring knowledge is a continuous process that flows from simple to complex, concrete to abstract and from year to year as a progression. It is the idea that learning is continuous rather than associated with growth stages that separates Bruner's work from Piaget ("Jerome", 2006). Like Bruner, I believe in discovery teaching focusing on the fundamentals of a subject and encouraging students to apply those concepts to numerous situations. Bruner (1960) wrote, "The shrewd guess, the fertile hypothesis, the courageous leap to a tentative conclusion—these are the most valuable coin of the thinker at work, whatever his line of work” (as cited in Weibell, 2011, pp. 13-14)

### Carl Rogers and Facilitated Learning

Rogers, a psychologist and therapist by training, is most noted for the development of Client-Centered Therapy. Rogers, a natural-born teacher applied his model to education and wrote a number of articles and books on the subject (Knapp & Smith, 2011). Basically, he believed, like Dewey and others, that all people are born to learn and that a teacher need only to provide the environment that releases the wisdom of the student. Like Vygotsky, Rogers' educational theory places the teacher in the role of facilitator of the learning rather than deliverer (Hewitt, 2006). Although I have never thought of myself as a humanist, I liked that Rogers theory emphasized the interpersonal relationship between teacher and students, and among the students themselves.  He believed teachers should be authentically themselves in the classroom, students' individualism should be accepted and respected and that learning occurred when the teacher was able to truly empathize with the student. Additionally, Rogers believed like Dewey that experience is the best teacher (Joyce, Weil & Calhoun, 2009). In his book *On Becoming a Person* (1961), Rogers said, "Experience is, for me, the highest authority. The touchstone of validity is my own experience. No other person's ideas, and none of my own ideas, are as authoritative as my experience" (p. 23-24)*.*

## Other Influences

### Kurt Lewin and Change Theory

As stated earlier in this reflection, I was introduced to Lewin's change theory in CI 707 Curriculum Change. I have applied his three-step change theory not only to this portfolio, but also to lectures, communication campaigns and curriculum planning. Since I have already given information about his theory and contributions in other parts of this reflection, I will not elaborate on his concepts here, except to point out that Lewin believed in the practical application of theory. He said, "There is nothing so practical as a good theory" (Tolman, 1996, p. 31). Applying his theory is what I have done here, and what I hope to do with my future research.

### W.E.B. Du Bois and The Talented Tenth

I was introduced to Du Bois in an elective course LS 619 History of Higher Education. Du Bois was a contemporary of leading black educators particularly Booker T. Washington and, one that is near to the heart of Huntington and Marshall University, Carter G. Woodson (DuBois, 1903). I was assigned to review Du Bois' (1903) article "The Talented Tenth." In the article, Du Bois used the term "the talented tenth" to describe the likelihood of one in ten black men becoming leaders of their race in the world, through methods such as continuing their education, writing books, or becoming directly involved in social change. He strongly believed that blacks needed a classical education to be able to reach their potential, rather than the industrial education promoted by such people as Booker T. Washington and some white philanthropists. Du Bois (1903) wrote, "You have no choice; either you must help furnish this race from within its own ranks with thoughtful men of trained leadership, or you must suffer the evil consequences of a headless misguided rabble” (para. 27). This research of the need among minority students to have role models made me aware of how woefully lacking the textbooks in my own discipline were on the subject of minority influences. I began researching to find the "talented tenth" in the field of strategic communications. This research is included in a unit in my online course focusing on multicultural and international strategic communications.

### Marc Prensky and Digital Natives, Digital Immigrants

I was first introduced to Prensky's (2001) research as part of an online discussion in the first class I took for my technology emphasis CIEC 582 Special Topics: Online Course Development and Delivery. Prensky's research into generational learning differences discussed in his article Digital Natives, Digital Immigrants (2001a) first brought to my attention the differences between how I learn versus how my students learn. Prensky (2001a) proposes that "today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously,” but that a “really big discontinuity has taken place” (p. 1). He describes this change as a “‘singularity’– an event which changes things so fundamentally that there is absolutely no going back" (p. 1). Prensky proposes that today students’ brains are different. He points out that Digital Natives process information faster, use parallel processing and multitasking, think graphically rather than textually and randomly access information. These students function best when networked, thrive on instant gratification and frequent rewards and prefer games to “serious” work (Prensky, 2001b). This led me to consider how I as an educator should change the ways I teach to utilized these new ways of thinking rather than trying to change their way of thinking. I focused on the concept of networking and began studying how social media could be used in the classroom.

### Marshall McLuhan and Learning Technologies

While Marshall McLuhan's theories (1964) were not specifically brought to my attention in doctoral courses, I decided to add him to this list because his research has had a definite influence on how I view technology. McLuhan's theories about technology and its impact are amazingly relevant to today especially considering his work was done in the 1950s and 1960s. McLuhan is responsible for concepts such as the "medium is the message" (McLuhan, 2000) and that technology will create a "global village" (Bobbitt, 2011).  In *Understanding the Media: The Extensions of Man* (1964), McLuhan saw technology as extensions of human capacities. He developed four laws that describe the processes through which any technology moves as it scales up in quantity, power and effect. McLuhan’s four laws ask the following questions:

1. What human trait or experience does the medium enhance?
2. What pre-existing technology does the new technology cause to become obsolete?
3. What past technology or system does the new medium retrieve?
4. When pushed to its extreme, what will the medium reverse into? (Bobbitt, 2011)

These four questions can be applied to any technology. For example an application of McLuhan's four laws to Facebook would be:

1. The human trait that Facebook extends is conversation.
2. Facebook is making the telephone obsolete.
3. The technology Facebook retrieves is letter writing.
4. Pushing it to its extreme the medium might reverse into excess personal and commercial promotion and invasion of privacy.

I believe understanding McLuhan's theories on how new technology evolve will help educators determine when and how to incorporate new technologies in the curriculum and the classroom.

# Conclusion: Wings to Fly

*"If you want to truly understand something, try to change it." -* ***Kurt Lewin***

My doctoral studies have opened doors for me to present and publish, advanced my abilities to develop courses and curriculum, improved my ability to deliver content, grounded my work in theoretical concepts and taught me how to adapt, adopt and embrace change.

For me this has been a slow change. When I started in 2006, I was not sure that I was even intelligent enough to tackle this process, but first, the application committee accepted me in the program and then I was able to complete my first summer classes including a course in curriculum theory that required me to produce a 20-page paper nearly every week. After that summer, I felt more confident that I could actually be a doctoral student even with a full-time job and three children.

With each class meeting, research paper and portfolio project my confidence grew, and my knowledge grew. I have unfrozen from my preconceptions of teaching, learning and curriculum, changed from a practicing professor to a researcher, and now I stand on the threshold of becoming a scholar. The challenge of taking my knowledge forward into my own area of research excites me, but more importantly, I am ready to begin the refreezing process. I have my wings, and I am ready to fly.

# References

Bobbitt, D. (2011). Scale in the Media Theory of Marshall McLuhan: An Application to Electronic Money and the Internet. *Media Fields Journal: Critical Explorations in Media and Space*. Retrieved from http://www.mediafieldsjournal.org/scale-marshall-mcluhan/.

Burnes, B. (2004), Kurt Lewin and the Planned Approach to Change: A Re-appraisal. Journal of Management Studies, 41: 977–1002. doi: 10.1111/j.1467-6486.2004.00463.x.

Bruner, J. (1960). *The Process of Education* (pp. 11-16). Cambridge, MA: Harvard University Press.

Cottle, A., Downard, D., Goodman, A., Heaton, L., & Skoretz, Y. (2008, March). *21st Century Tools for the Classroom.* Paper presented at Marshall University School of Education and Professional Development Doctoral Seminar, South Charleston, WV.

Cottle, A., Goodman, A., Heaton, L., & Spivy, M. (2008, September). *Exploring Social Networking in Education.* Paper presented at West Virginia Higher Education Technology Conference, Morgantown, WV.

Dewey, J. (1938). Education and Experience. In *School of Education*. Retrieved from http://www.schoolofeducators.com/wp-content/uploads/2011/12/EXPERIENCE-EDUCATION-JOHN-DEWEY.pdf.

Du Bois, W. (1903). The Talented Tenth., *The Negro Problem: A Series of Articles by Representative Negroes of To-day*.

Goodman, A., Heaton, L., & Triplett, M. A. (2009, October). *Using Social Media in the Classroom.* Paper presented at West Virginia ASCD Third Annual Conference, Bridgeport, WV.

Goodman, A., Heaton, L., & Triplett, M. A. (2009, April). *Social Media in the Higher Education.* Paper presented at International Conference on Teaching and Learning, Jacksonville, FL.

Goodman, A., Heaton, L., Watts, L., & White, M. (2009, March). *Using Social Media in the Classroom*. Paper presented at Marshall University School of Education and Professional Development Doctoral Seminar, South Charleston, WV.

Goodman, A. (2010). Student and Faculty uses of Social Networking to Advance Learning in a Higher Education Classroom. In J. Sanchez & K. Zhang (Eds.), Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2010 (pp. 998-1007). Chesapeake, VA: AACE.

Goodman, A. (2010, October). *Student and Faculty uses of Social Networking to Advance Learning in a Higher Education Classroom.* Paper presented at the meeting of the World Conference on E-Learning in Corporate Government, Healthcare, and Higher Education, Orlando, FL.

Goodman, A. (2013). *Introduction to Strategic Communications*. Available from Marshall University Online.

Goodman, A. (2014). *My Doctoral Experience* [Blog]. Available at http://www.allysongoodman.wordpress.com.

Haines, R. (2009, December 23). Vygotski, Lev Semenovich 1896-1934 . In *Education.com*. Retrieved from http://www.education.com/reference/article/vygotsky-lev-semenovich-1896-1934/.

Hewitt, T. (2006). Understanding and Shaping Curriculum: What we Teach and Why. Thousand Oakes, CA: Sage Publications.

Jerome Seymour Bruner (1915-). (2006). In *Key thinkers in psychology*. Retrieved from http://ezproxy.marshall.edu:2048/login?url=http://ezproxy.marshall.edu:3589/content/entry/sageuktp/jerome\_seymour\_bruner\_1915/0.

John Dewey. (2014). In The Biography Channel. Retrieved from http://www.biography.com/people/john-dewey-9273497.

John Dewey (n.d.). In *PBS.org*. Retrieved from http://www.pbs.org/onlyateacher/john.html#top.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of Teaching* (8th ed.). Boston: Pearson.

Knapp, C., & Smith, T. E. (2011). *Sourcebook of Experiential Education : Key Thinkers and Their Contributions*. New York: Routledge.

Kostelanetz, R. (1967, January 29). Understanding McLuhan (In Part). *The New York Times*. Retrieved from http://www.nytimes.com/books/97/11/02/home/mcluhan-magazine.html.

Lewin's change management model: Understanding the three stages of change. (n.d.). In *Mindtools.com*. Retrieved from http://www.mindtools.com/pages/article/newPPM\_94.htm.

Lewin, K. (June 1947). " Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change" Human Relations  1: 5-41, doi:10.1177/001872674700100103.

McLeod, S. (2012). Bruner. In *Simply Psychology*. Retrieved from http://www.simplypsychology.org/bruner.html.

McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: McGraw-Hill.

McLuhan, M. (2000). The medium is the message. In S. Thornham & P. Marris (Eds.), *Media studies: A reader* (pp. 38-43). New York: NYU Press. Retrieved from http://books.google.com/books?id=86kZKhuAjlAC.

Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2004). Understanding Curriculum. New York: Peter Lang.

Prensky, M. (2001a, October). Digital natives, digital immigrants. In *Marc Prensky*. Retrieved from http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf.

Prensky, M (2001b, December). Do they really think differently? From *On the Horizon* Lincoln: NCB University Press.

Roberts, T. G. (2003, August). An Interpretation of Dewey's Experiential Learning Theory. In *ed.gov*. Retrieved from ERIC (ED481922).

Rogers, C. R. (1961). *On Becoming a Person: A Therapist’s View of Psychotherapy*. Boston: Houghton Mifflin.

Schein, E. H. (1995, July). Kurt Lewin's change theory in the field and in the classroom: Notes toward a model of managed learning. In *www.mit.edu*. Retrieved from dspace.mit.edu/bitstream/handle/1721.1/./SWP-3821-32871445.pdf‎.

Social Development Theory (Vygotsky) (n.d.). In *Learning-theories.com*. Retrieved January 8, 2014, from http://www.learning-theories.com/vygotskys-social-learning-theory.html.

Tolman, C. W. (1996). *Problems of Theoretical Psychology*. North York, Ontario, Canada: Captus Press Inc.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Weibell, C. J. (2011). *Principles of learning: 7 principles to guide student-centered, personalized learning in the technology-enhanced, blended learning environment.* Retrieved from http://principlesoflearning.wordpress.com.

### **Quotes**

Bradbury, R. (n.d.). In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/authors/r/ray\_bradbury.html.

Bruner, J. (n.d.).  In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/authors/j/jerome\_bruner.html#bKosyxi8j8TZL2QT.99

Carter, H. (n.d.).  In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/authors/h/hodding\_carter.html.

Change. (n.d.). *The American Heritage® Dictionary of Idioms by Christine Ammer*. Retrieved December 30, 2013, from Dictionary.com. http://dictionary.reference.com/browse/change.

Lewin, K. (n.d.). In *Search Quotes*. Retrieved from http://www.searchquotes.com/search/Kurt\_Lewin/.

Lewin, K. (n.d.). In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/authors/k/kurt\_lewin.html.

Lewis, C. S. (n.d.). In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/quotes/c/cslewis131286.html.

Machiavelli, N. (n.d.). In *Torben Rick Writes*. Retrieved from http://www.torbenrick.eu/blog/change-management/20-awesome-quotes-on-change-management/

McLuhan, M. (2014). In The Biography Channel. Retrieved from http://www.biography.com/people/marshall-mcluhan-9393821.

Reynolds, G. (2012, June 12). Steve Jobs on life: Change it, improve it, make your mark. In *Presentation Zen*. Retrieved from http://www.presentationzen.com/presentationzen/2012/06/steve-jobs-on-life-change-it-improve-it-make-your-mark-upon-it.html.

Rogers, C. (n.d.). In *BrainyQuote.com*. Retrieved from http://www.brainyquote.com/quotes/authors/c/carl\_rogers.html.

Steve Jobs: One last thing (2011, November). In *PBS.org*. Retrieved from http://www.pbs.org/program/steve-jobs-one-last-thing/.

Tellefsen, R. (2010, August 24). The Best Online Education Quotes. In *myeducation.com*. Retrieved from http://www.myeducation.com/blog/the-best-online-education-quotes/