

5. Program Goals Reflection – David Scheer

Include a two-page reflection summarizing how the program goals have been met. Your reflection should answer the following questions. “How have you achieved the six program goals? How do you, or how will you implement the goals within your current or future work?”

Program Goals

Program goals are skills necessary to achieve the program outcomes. Master’s degree graduates will be able to:

1. Self-direct their personal and professional growth.

a. How have I achieved this goal?

Because I am not a schoolteacher at any grade level, and because I began this degree 27 years ago, I had to self-direct my efforts as I customized this program to my needs. By both course selection and inside of each class, I focused my efforts on specializing in adult education and online learning. Since there were no formal programs for this, I selected those classes that applied as close as possible, and then while in courses, talked with instructors to see how I could best focus my efforts on adult education and online learning. Additional self-direction came in the form of wanting to evaluate the Educational Sustainability doctoral program to see if I want to pursue it. I took as many Master’s classes that that were co-listed with the doctoral program as I could. While the course listing numbers may have been different, the result of this self-directed learning is that I now have a better understanding of what a doctoral program entails, and more specifically, what the UWSP Educational Sustainability EdD program includes and how I can perform in those classes.

b. How do I or will I implement this goal in current or future work?

Self-direction is what I do. While professionally I am currently an information technology project manager, I am also an Entrepreneur and have begun experimenting with creating a learning business that includes online courses for a fee. In fact, this course was a subject of my study in multiple forms during my Master’s Program, as I wanted to learn online instruction best practices to inform any future work. I was able to integrate research, academic discourse, and practical application to see what areas I could focus on in future online programs and how I can make them better.

2. Respond effectively to differences, equity and diversity, and global learning communities.

a. How have I achieved this goal?

For the past 6 years I have lived this goal in my daily work. I am and have been an IT Project Manager in global, multinational companies where it is common practice that I work with people from all over the world on a daily basis. Just the last few years, I routinely worked with people from: Mexico, United Kingdom, Bulgaria, China, Japan, Malaysia, Colombia, Argentina, India, and those from across the United States. In my Master’s Program, I learned the latest vocabulary that describes what I do and how I relate respectfully to the differences we all share. I learned about Diversity, Equity, and Inclusion (DEI) Mindsets in my EDSU 740 class and how they can influence our behavior and habits.

b. How do I or will I implement this goal in current or future work?

Going forward, as I develop online learning courses, workshops, seminars, and other learning events, I will continually keep Diversity, Equity and Inclusion in mind. Because online learning truly has a global audience, and because of my firsthand work experience with a global team, it is imperative that I integrate my awareness of DEI approaches into program development, course delivery and logistics and pedagogy. As I focus on Adult Education, I will work toward heightened awareness and implementation of these principles that encourage connected engagement with all peoples.

3. Align content, pedagogy, and knowledge of students to engage and guide learners as they achieve developmentally appropriate objectives.
 - a. How have I achieved this goal?

I have developed a variety of programs for differing audiences including a high school thematic unit on Ethics in Technology, re-oriented a community Tai Chi class toward Sustainability principles, developed a 16-movement Qigong course using an online delivery platform, and produced a video that discusses my own personal connection to Care of Self. I have studied the importance of relational connection in education especially in online learning and have a bias that relational principles are critical in the alignment of content, pedagogy, and student knowledge.
 - b. How do I or will I implement this goal in current or future work?

Especially as I move forward in developing content for online educational platforms, further investigation into the principles of Community of Inquiry (CoI) and Social Emotional learning will be key to making sure that I guide learners towards processes that are vital and healthy for their engagement. Developing processes that are repeatable but also possess sufficient flexibility to adapt to individual learning differences will be an applied balance that I will target.
4. Improve practice through critical self-reflection, self-assessment, and applied research.
 - a. How have I achieved this goal?

I have achieved this goal in many ways throughout my program. In my study of the Care Ambition Framework and of Care of Self, Care of Others and Care for the Environment in my EDSU 709 course, I was able to reflect a great deal on how I perform each of those “Cares” and what I can do to help others to care for themselves, and how I can care for others and the environment. This study culminated in me producing a 20+ minute video of my own Care of Self journey. I was also able to self-assess my own resilience in my EDUC 790 class and determine how I can build my resilience going forward. In my Research class EDUC 707, I completed a research project that examined the need for relational connection in online learning platforms.
 - b. How do I or will I implement this goal in current or future work?

I will continue this work going forward as I synthesize all these goals together to create content and learning materials that can be applied to Adult Continuing Education Learners and as I make a pivot from my current career to one that more fully integrates my interest in education.
5. Work collaboratively with colleagues, professionals, parents, guardians, families, and individuals.
 - a. How have I achieved this goal?

This is currently a daily event for me as part of my job. I expanded this experience as I worked in various online platforms such as Zoom, E-mail, Microsoft Teams, and Canvas with my student colleagues, professors, and advisors. Because I do not work in grade school teaching, I do not have much interaction with parents, guardians, and families except in the interaction that I do with my own family of 5 daughters/stepdaughters. Our family also operates a couple of businesses and so working with the community at large is key component of what we do everyday. I am grateful for my Education program colleagues (whether Master’s or Doctoral) for the help and encouragement they provided during my program. They were both professional and inspirational, and I believe we fostered an exceptional collaborative relationship throughout our work together.

- b. How do I or will I implement this goal in current or future work?

My hope is to expand my day-to-day work toward a more educational related endeavor. I hope to not just work in Information Technology, but to work for others and myself (Entrepreneur) as an Educational expert primarily and leverage my technology experience secondarily to further the educational goals of companies, organizations, and individuals.

6. Demonstrate skills representative of an educational leader.

- a. How have I achieved this goal?

I have worked to synthesize what I have learned in all my education experiences. This includes when I started my education program back in 1994, combined with the UWSP program, and my adjunct teaching and facilitation experiences from my many years of experience. As I synthesize all of this, I have been able to form a worldview/mindset that goes beyond the status quo, that can truly address the challenges and rapid changes that are occurring in our educational domains. I am uniquely positioned, with 27 years of work experience in technology and this deep training, experience, and interest in education to be a non-traditional Educational leader who can help take us into what is next.

- b. How do I or will I implement this goal in current or future work?

The specifics of the “how” on this one remains to be seen. I will continue to work to discover the best route through my career pivot, learning how best I can serve the world with the gifts that I can bring to bear while still being able to feed myself and my family. But it is likely that my educational leadership will come in a very non-traditional, non-linear fashion, and focus first on adults. Working toward innovative approaches 4K-12 may come later, as I would focus on those that are most meaningful and useful rather than developing a latest fad. One way forward is to develop a form of self-education where the learner is truly at the center and the teacher becomes what we call in the IT field a “Value-Added Reseller.” In other words, the learner knows what they want, and can get it on their own from a variety of places. The teacher becomes a conduit and facilitator to help put together the right platforms and approaches that gets the learner where they want to be.