

Discuss your epistemological perspective. Include how this affects your own learning and teaching. Compare your perspective with your classmates, noting how or why your views may be different.

I believe my epistemological perspective is mainly behavioral although during my years of teaching I have unknowingly incorporated both cognitive and constructivist techniques into my lesson plans. Before beginning this masters program I had no formal training in instructional design or theories, most of what I knew I picked up here or there. When I began my teaching career at New Horizons Computer Learning Centers I was taught the "three T's," "tell them what you're going to teach them, teach them, and then tell them what you taught them." In the beginning I taught mainly computer applications which consisted mainly of lecture followed by guided practice. After I started to work at Mt. San Jacinto College I was told to join the curriculum committee which helped me learn a lot about their methodology of course design which is very much teacher/curriculum centered. First we define course objectives, then course outlines, followed by teaching methods, methods of assessment, and media choices (usually textbooks). Along the way I have experimented from time to time to see if I couldn't find better ways to help students learn what I was teaching. Some of the techniques I have adopted are akin to the cognitive and constructivist philosophies. Things like hands-on assignments to promote active learning, allowing quizzes to be repeated an unlimited amount of times to allow students to increase their scores as well as prep for midterms and finals through repetition, allowing them to have several opportunities to improve upon HTML coding assignments, also increasing student motivation through the development real world scenarios, and trying to offer several media types for students to learn course content. After learning a few things last semester and this, I plan on incorporating even more techniques like creating cooperative and collaborative environments and giving opportunities for reflection and strategic thinking to help develop metacognition.

The memory principal of the section on cognitive learning and schema theory really struck a chord with me. Organization is something I am very cognizant of nearly every second of my day. From organizing my schedule, including even procedures for task occurring within that schedule, and organizing information I am learning. I love taxonomies and enjoy seeing how others have organized subjects that I am interested in. I find myself constantly organizing and re-organizing the way I build Websites and course content, and structure data on my network and other networks I have access to. In fact, for the 3.1 paper I found myself creating an outline that was more conducive to a PowerPoint presentation than a linear prose version of the information – so I created a PPT for my report instead. I think my compulsion for organizational structures is why I have been so attracted to databases all my life. I guess you could say I'm ocd at being organized.