In "Research Methods in Education," (EDFR 6300) I had the opportunity to enhance my proficiency in conducting research and analyzing both quantitative and qualitative data. While I initially found the specifics of data collection challenging to grasp, my professor's insightful explanations helped clarify the rationale behind each aspect of data collection. One of the research projects I undertook involved examining the correlation between preschool student learning outcomes and exposure to different durations of screen time. This research not only shed light on the effects of screen time but also prompted me to reflect on my role as an educator in establishing a strong foundation for student learning.

In "Foundations of Learning, Cognition, and Human Development," (EDFR 6302) I delved deeper into understanding the mechanisms of human learning and the diverse environmental influences that shape it. Drawing from my experience teaching across multiple grade levels—ranging from 3rd to 7th—I gained valuable insights into how different developmental stages influence students' learning processes and behaviors. Reflecting on the wealth of information and theories explored in the course, I gathered various classroom strategies tailored to accommodate the distinct developmental needs of students at different stages.

In "Introduction to Historical and Sociocultural Foundations of Education," (EDFR 6388) I gained valuable insights into the political dynamics that shape educational systems. Delving into the course content prompted me to reflect on the systemic oppressions that students encounter based on their backgrounds. This realization ignited a strong sense of advocacy within me, compelling me to empower students to voice their perspectives and advocate for equality and justice.

In "Assessment of Learning" (EDCI 6304), I acquired a diverse range of skills related to data collection. Despite entering the course with a solid foundation in assessing students, I discovered numerous additional techniques that I'm eager to implement in my classroom. Particularly intriguing was the focus on qualitative data collection, an area I had previously overlooked in favor of quantitative methods. Recognizing the significance of qualitative data gathering has broadened my perspective, and I'm enthusiastic about integrating these newfound skills into my teaching practice.

In "Curriculum Problems and Processes," (EDCI 7334) I acquired extensive knowledge about integrating various CPP languages into my teaching approach. Moreover, I gained valuable insights into the evolution of education from traditional to more constructivist methodologies. Engaging in group work provided me with the opportunity to forge meaningful connections and establish strong friendships with fellow educators who share similar perspectives and goals.

In the "Math and Science Education Project" (EDCI 6348), I gained insights into the significance of teaching and learning math and science. I conducted research exploring the importance of early exposure to these subjects. Through this research, I discovered potential career opportunities that could arise from fostering early engagement with math and science among students.

In “Teaching Math Understanding,” (EDCI 6351) I learned valuable techniques for developing effective teaching methods in math and science for students. During this period, I was tutoring math students and successfully applied some of the strategies learned in the course.

In “Models and Methods in Science Education,” (EDCI 6342) I applied the knowledge acquired throughout the course to develop purposeful lesson plans for science. I focused on creating lesson plans tailored to meet the needs of diverse learners, incorporating various forms of support. One notable example is the 5E lesson plan I devised and implemented with the class I was teaching. Following the lesson, I engaged in reflection, making necessary adjustments to optimize the plan for future groups of students.

In “Teaching and Learning Algebraic Concepts,” (EDCI 7353) I gained insights into the diverse forms of algebraic thinking engaged by students when learning math. I discovered that embracing various forms of algebraic thinking enhances students' conceptual understanding of mathematics and facilitates more effective learning approaches. 've also reflected on how project-based instruction, although not always emphasized in classrooms, fosters the facilitation of learning mathematical concepts.

In “Teaching and Learning Geometric Concepts” (EDCI 7354), I've contemplated the significance of introducing geometric concepts to students at an early stage. Establishing this foundation is crucial for developing a comprehensive understanding of mathematical concepts as they progress through different grade levels. It was enlightening to realize how elementary educators, including myself, might overlook teaching these concepts, possibly due to their lesser emphasis in the curriculum provided by our districts.