My name is Bekir Mugayitoglu. Currently I am a Doctoral student in Instructional Technology and Leadership. I’m researching education programming languages and game design. Prior to my doctoral study, I received my MBA from California University of Pennsylvania, where I worked as a graduate assistant, and after graduation I worked as a Business Financial analyst. I was born in Turkey.  I have a Bachelor’s degree in Environmental Engineering from Turkey. After arriving in the U.S., I taught math and physical education at a private middle school for two years in Pittsburgh. Also, I taught Carnegie Mellon Turkish for 3 years.

I am so glad my educational background is diverse. I started from engineering, business, and end up with education school. Before doctoral program, I was confident with Software programming languages, such as Objective C, Python. I started creating and designing educational video games with mentorship and guidance from one of Instructors at Stanford University D School.

Knowing programming languages, advance math background in engineering school was beneficial for me, but one part was missing which was Pedagogy.

In Particular, Technological Pedagogical Content Knowledge model and constructivist theory impressed my life to focus on creative thinking field practices.

I also had a chance to read various content areas to understand what they teach, how they teach, why they teach, such as articles about Special education to Marine Biology and Space Science to Animal Science. In order to teach combination of content, technology and pedagogy should snap together.

Doctoral program is not only helping me to discover pedagogy also letting me learn online environment that I wasn’t familiar with and wasn’t aware of it.

I hadn’t taken any online courses before than doctoral program at Duquesne University. When I was at engineering school, all of my courses were face-to-face, which is considered as old-fashion style. After I came over United States, I couldn’t speak English at all; therefore, I took some ESL courses online. It was frustrating and discouraging, since softwares they used and their unwillingness of training us how to use it.

After my novice years Graduate school, I was so confident, however, it was all 5 asynchronous courses I took. Duquesne online courses were completely different than those and instructors were teaching step-by-step and easy to learn. Also, practice makes perfect. We were always practicing in our classroom. The good thing about online teaching was that I trained one Turkish Professor in Genetic Engineering to teach in Turkey online synchronously. She didn’t know about teaching online and there was no Collobarate or Wimba at the College. I recommended her to use Google Hangout. It was practical to teach, and students were in brick-and-mortar classroom and they didn’t need to have a computer. One instructor in that college just turned on the projector display professor from Pittsburgh. She was so shocked because she was Digital Immigrant I assumed.

What I learned from educational school was that learning and teaching were completely different than our childhood. In our generation, we were learning various contents in physical environment. However, doctoral school gave me opportunities to discover virtual reality. Learning various contents are fun, entertaining with this environment for kids.

Everybody is talking about digital natives, but I don’t think this generation is digital natives. They are consumers, goofing around facebook, twitter, instagram, and playing video games.

Also, Bloom’s taxonomy was so beneficial for me to understand the process of creating, designing, and making. That is what schools need, creative thinking practices, activities, and assessments via applying Bloom’s Taxonomy.

From my education story to date, I would now see learning as creating, designing, and making instead of just listening, observing, and utilizing. Learning by mistakes, learning by teaching, and learning by tinkering and brainstorming.