Cross-Discipline Studies in Technology was one of my favorite courses so far in the program. We explored many different technologies, and had the opportunity to learn a few in depth.

Anna Boscarino, Leah Shull and I worked together on our first major project, creating and leading a unit on game-based learning and gamification. We created a series of videos discussing the topic, and also created a badge system and leaderboard for our classmates. As they completed activities in the unit, they were awarded badges and points. This really brought out the competitive spirit in our colleagues, each of whom eventually earned the "Blue Ribbon Best in Show" badge for completing all of the activities in the unit. It was a fun way to learn by doing for them, and gave us a taste of what was needed to administer such a system.

Our next major assignment was to write a white paper on a problem in education, and propose and implement a technological solution. I created an iBeacon based orientation for nursing students entering new clinical areas. The main purpose of this orientation was to ensure students could locate safety equipment, such as fire extinguishers, and would know how to operate them properly. The orientation I designed also included an inside view into medical emergency equipment such as crash carts. iBeacons are installed permanently in most applications, but this orientation was designed to only take a few minutes to place the iBeacons before the activity, and pick them up after completion. The application also included an assessment, to ensure that students understood the material presented. One of the requirements of the project included networking outside of NJCU by applying to present at a conference, or some other outside activity. I am very proud that my project was accepted as a poster presentation for the ISTE conference in San Antonio.

The last project in this class has changed my life. The assignment was to create a Technology Theme Park which teaches 5 different concepts in an engaging manner. I decided to structure my theme park as a Digital Breakout, using the framework described in www.breakoutedu.com/digital. This involved learning the techniques and building the breakout website, where students are told they are locked in a room, and have a limited time to solve all of the puzzles and break out. My breakout was designed to replace a rather tedious lecture about capitalism and philanthropy leaders, and my students were very engaged when they helped me test the application. Subsequently, I have had the opportunity to present this technique at two conferences. I never imagined I would be able to teach other educators at all levels how to use a technology to increase student engagement.