

합리적 현실주의자 되기

주어진 것과 선택하는 것 사이의 빠른 포기

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The Pennsylvania State University

2019-06-25





news 1





나누는 점

1. 우울과 불안 사이에서 성공을 합리적으로 선택하는 법.
2. 미국 대학원 스토리.
3. 유학을 준비하려는 분들에게
4. Q&A

성공?

사전적 정의

Success

- The accomplishment of an aim or purpose.
- The attainment of fame, wealth, or social status.
- A person or thing that achieves desired aims or attains fame, wealth, etc.

Failure

- Lack of success.
- **The neglect or omission of expected or required action.**
- The action or state of not functioning.

[1] Oxford Dictionary: <https://www.lexico.com/en/definition/success>

성공 (成功)

이룰 성! 😊

실패 (失敗)

잃을 실 ㅠㅠ 😞

주어진 것

- 태어난 국가
- 부모님
- 부모님의 재산 및 학력
- 생물학적 성별
- 가족관계
- 신체적/감각적 조건
- etc.

선택하는 것

- 직업
- 학교
- 건강 관리
- 배우자
- etc.

DATE

(+)	Thanks	Expectation	(+)
(-)	Depression	Anxiety	(-)





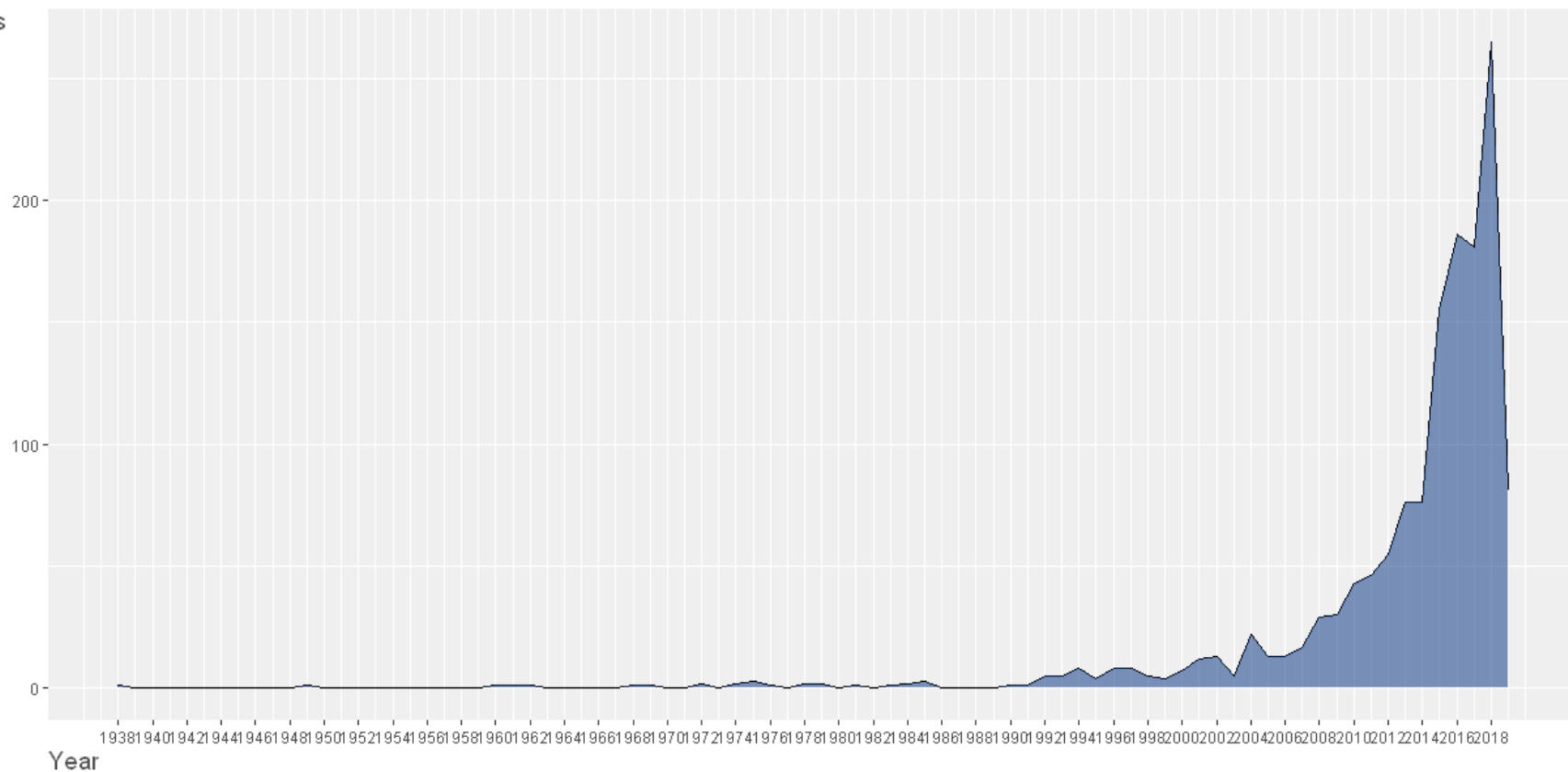
선택에 관한 질문

- "학점의 의미가 무엇이라고 생각하세요?"
- "해야만 하는 일이 너무 괴로울 때는 어떻게 대처하시나요?"
- "어떻게 포기해야 할 것과 그렇지 말아야 할 것을 구분하는지 알고 싶어요."
- "안정적이고 보장됐지만 큰 목표가 없는 삶과 불안정하지만 목표로 나아가는 삶에서 어떤 것을 선택해야 할까요?"
- "가능성이 있으면서도 내가 하고 싶은 일을 찾는 방법이 있을까요 이제 무뎌져서 진짜 하고 싶은 일이 무엇인지도 파악하기가 어려운 것 같아요"
- "현실적으로 생각하면 꿈이 작아지고 도전이 두려워지기 마련인데, 이런 점은 어떻게 극복하였는지 궁금합니다."

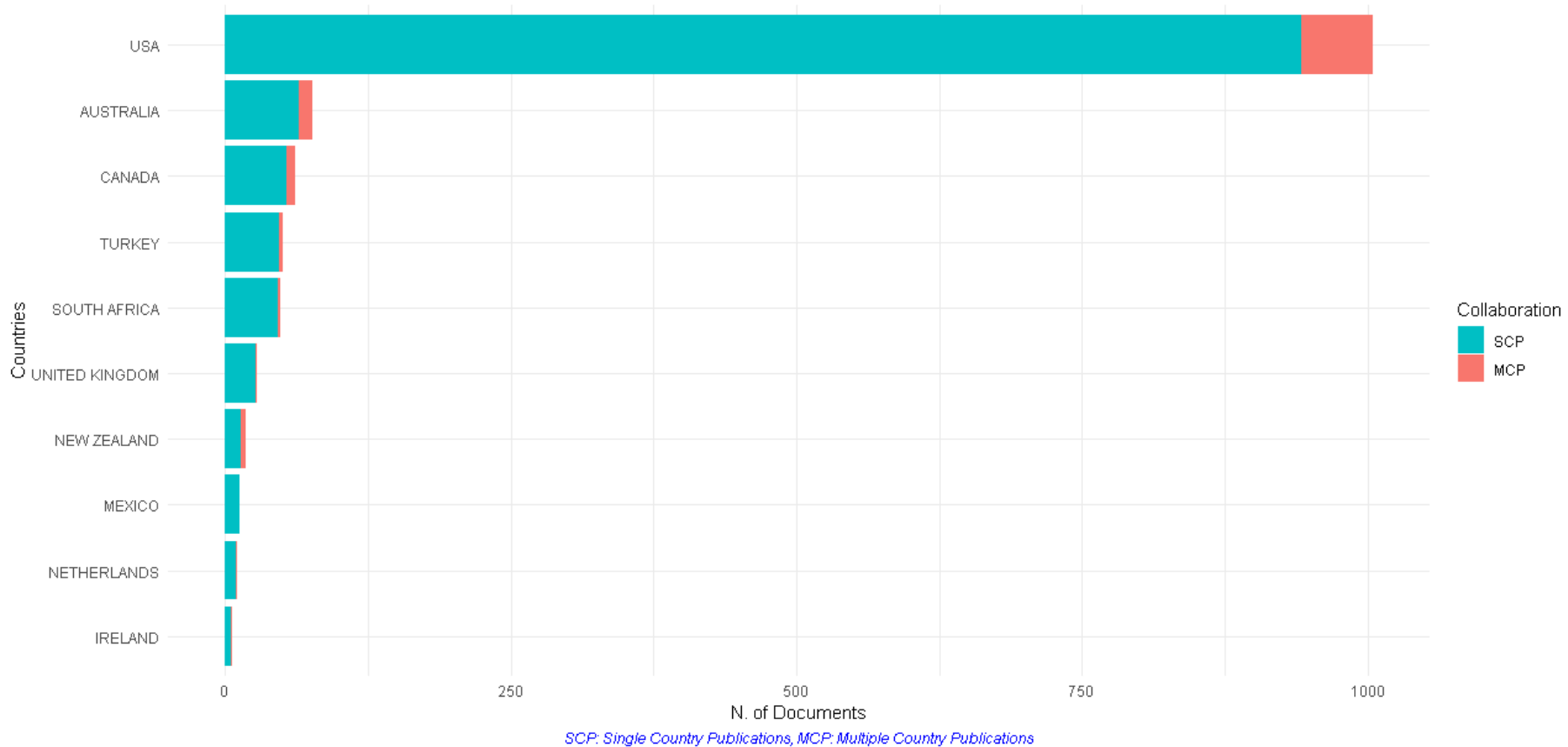
미국 대학원 이야기

Annual Scientific Production

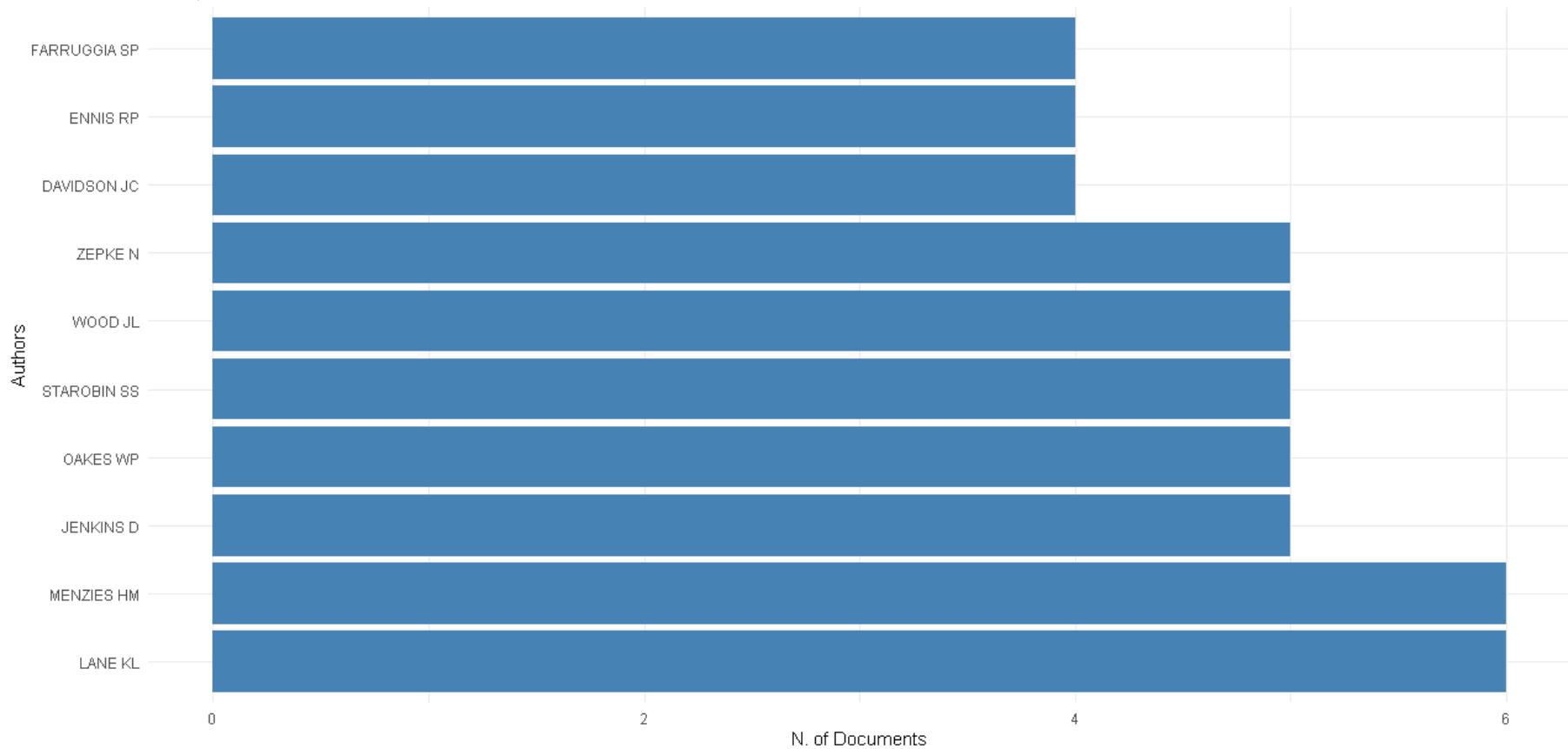
Articles



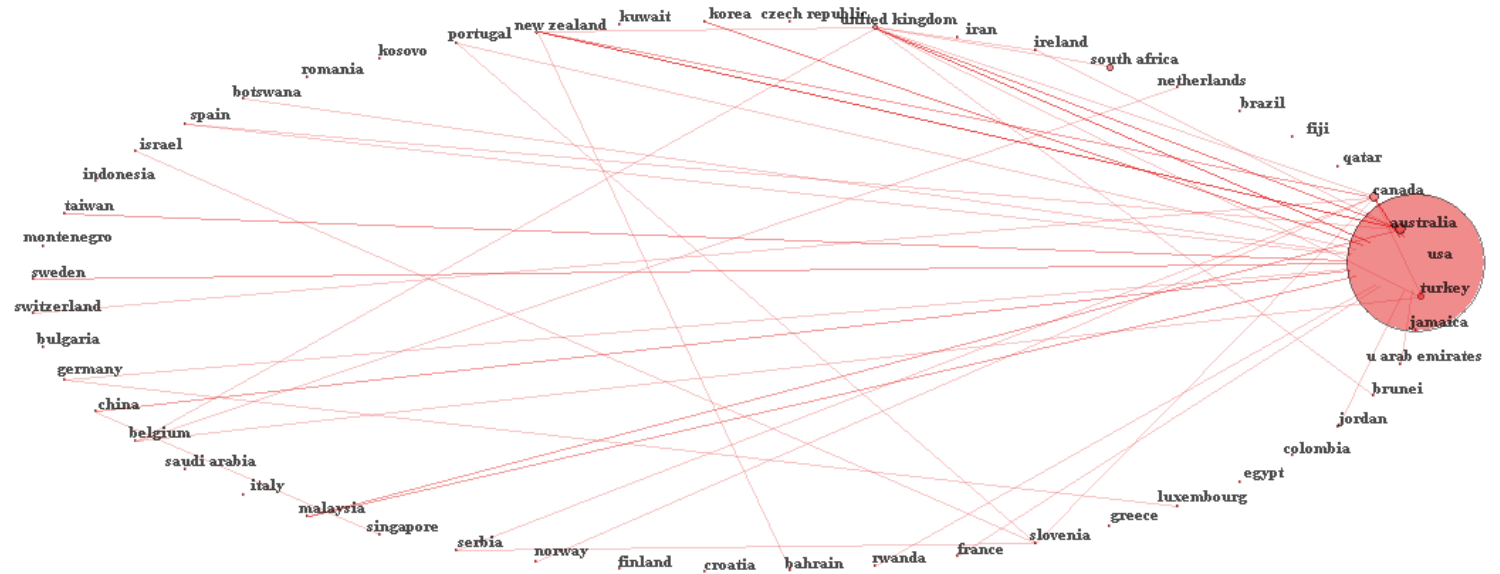
Most Productive Countries



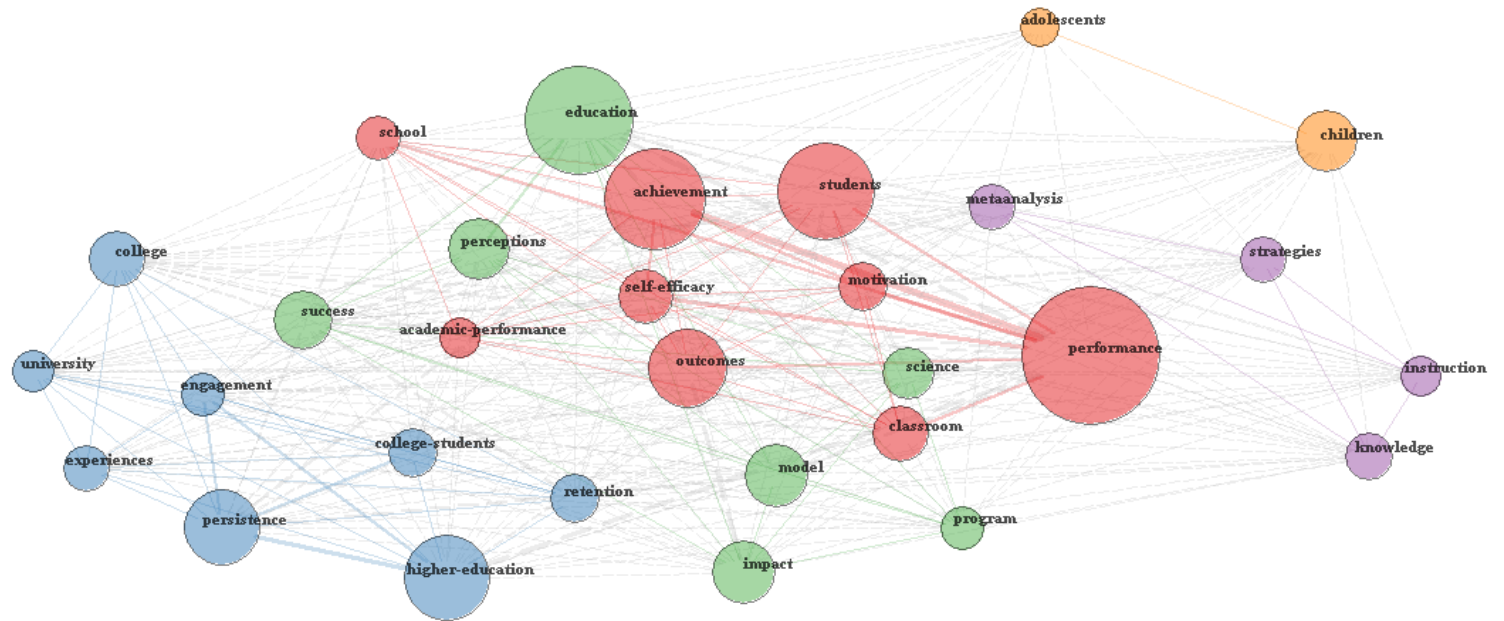
Most productive Authors



Country Collaboration

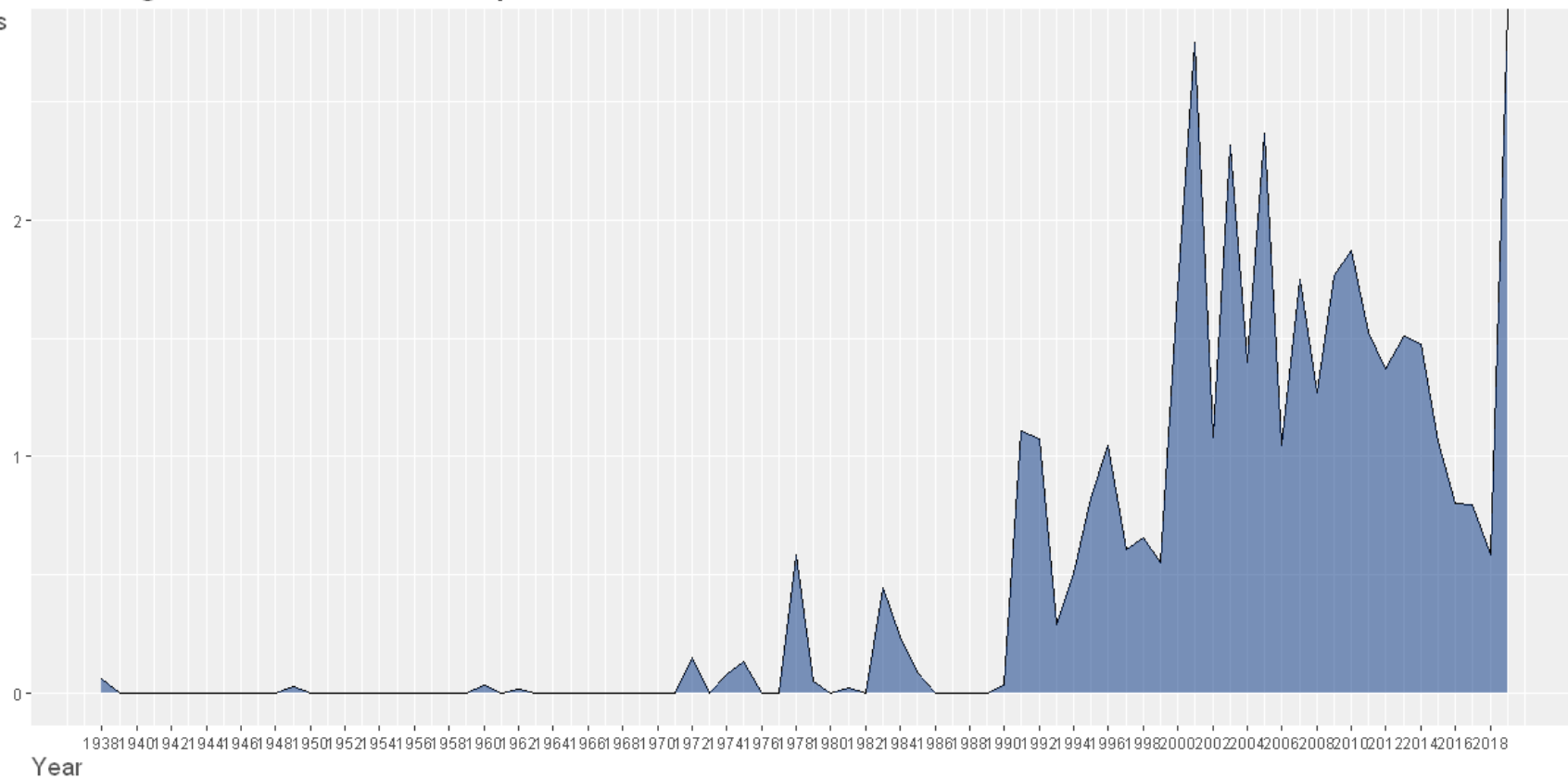


Keyword Co-occurrences

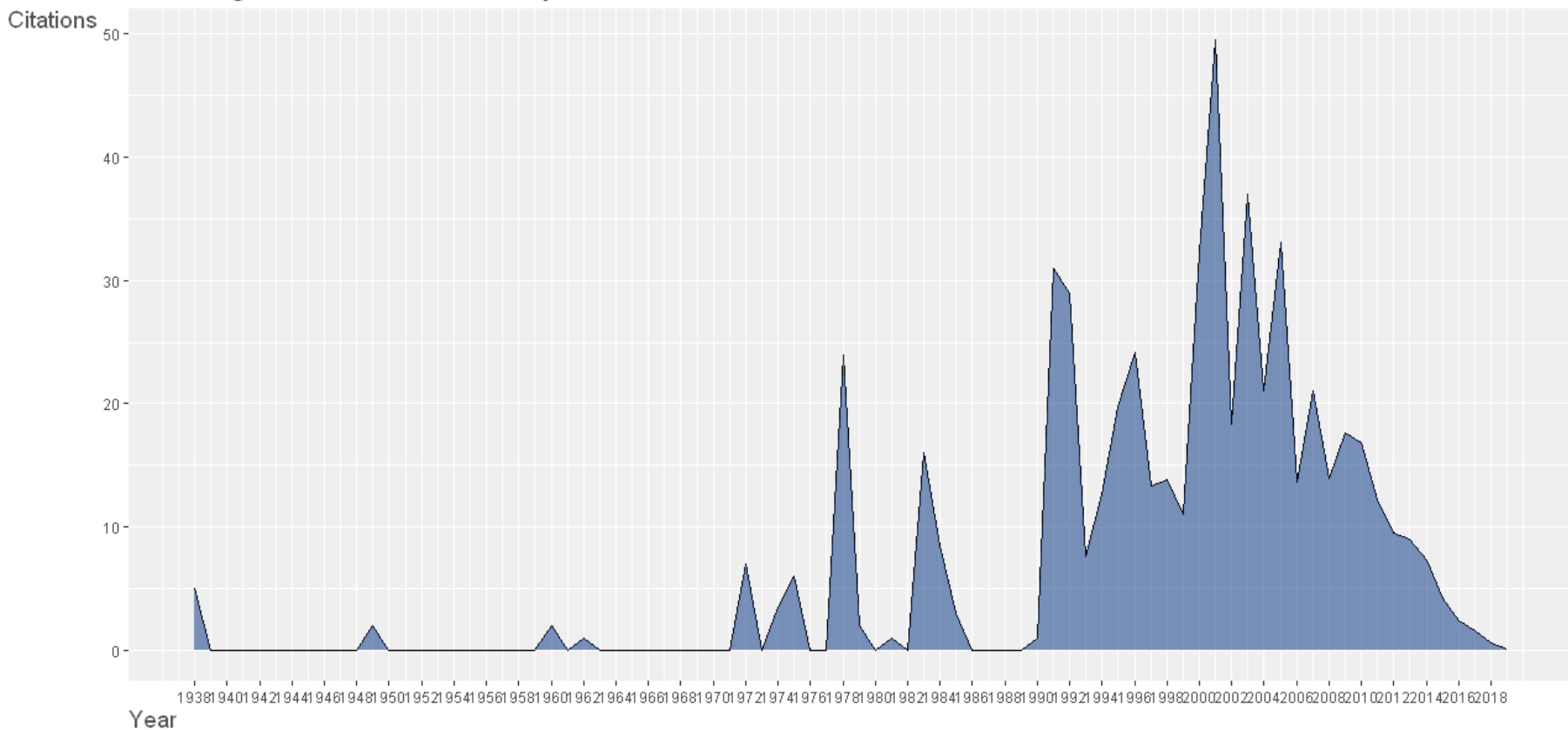


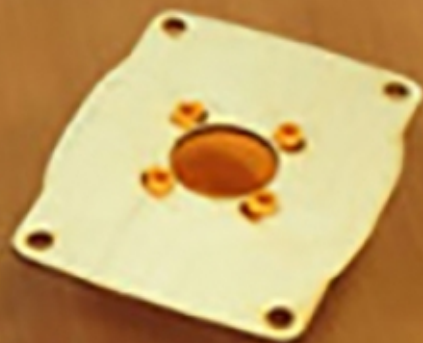
Average Article Citations per Year

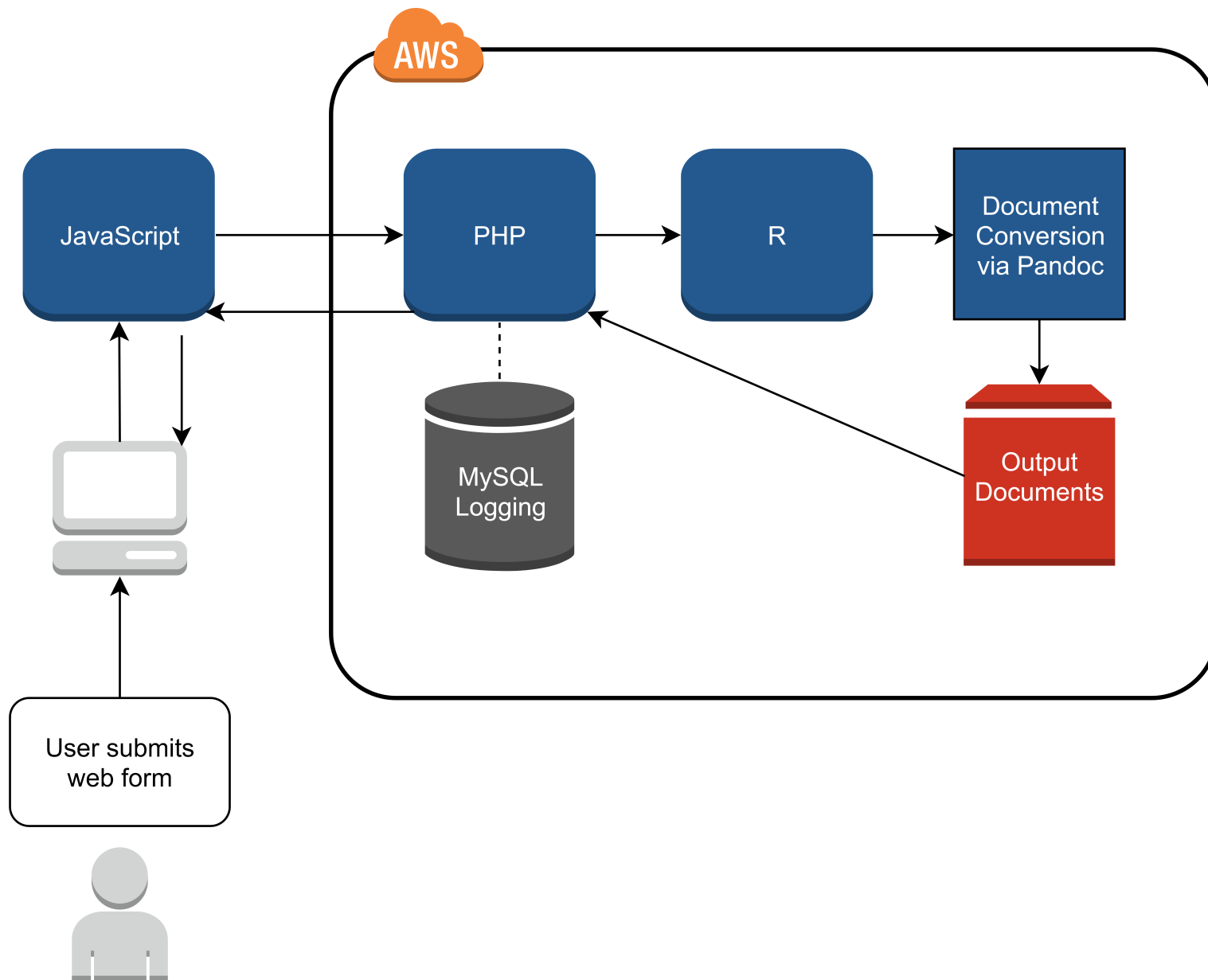
Citations



Average Total Citations per Year







Main text area

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Maths Symbols ▼

Maths Structure ▼

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```
# Here's a heading
**this is some bold text**
Here's some R code:
```${r}
Sys.time()
```
```

File name

MyFile

Create which file types?





html ☒

docx ☐

pdf ☐

Custom Headers

Add any header information you want here. Some defaults are provided to give you the idea

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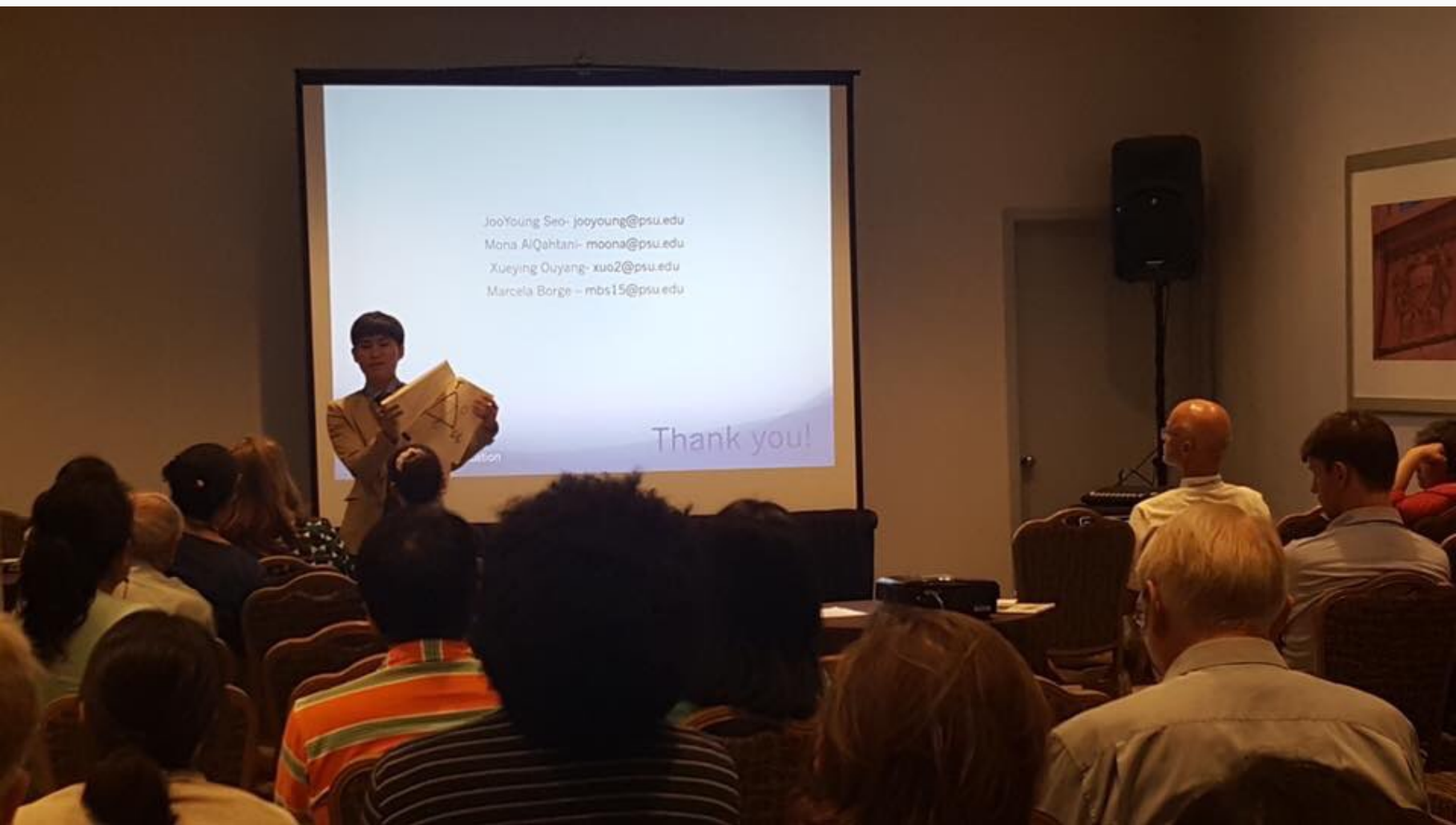
New Custom Header +

BibTeX Citations

Add a set of BibTeX citations to be able to be used in the main text area below.

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Thank you!



Furthering Inclusivity in Making:

A Framework for Accessible Design of Makerspaces for Learners with Disabilities

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The Pennsylvania State University



AERA 2018: Structured Poster Session: Analytical Frameworks to Advance the Study of Making: Themes in Research and Development on Makerspaces (Co-Chairs: J. Beale & G.T. Richard)

Abstract

- Recent discourse on inclusive and equitable design in makerspaces primarily focuses on gender equity (e.g., Buchholz et al. 2014; Burchley et al. 2008) and cultural diversity (e.g., Scott, Sheridan & Clark, 2015) with little scholarly attention devoted to the accessibility for learners with disabilities (e.g., Brady et al. 2014). Given that the design of tools and environments have an influence on how learners position themselves in a community of practice, the inaccessibility of makerspaces and activities can lead to the exclusion of individuals with different sensory, physical, and cognitive abilities. Subscribing to Universal Design philosophies (Steinfeld & Miesel, 2012) and socio-cultural perspectives (John-Steiner & Mahn, 1996; Scott, Sheridan & Clark, 2015), we contend that inviting learners with disabilities as design partners not only serves to increase their personal accessibility but also serves to enhance inclusivity across the spectrum of ability, gender and culture.

Research Aims

- To understand the current discourse around **equity and inclusivity** of making in the Learning Sciences.
- To shed light on the silent attention to the **accessibility** aspect of making for learners with **disabilities**.
- To propose a holistic framework for **equitable, inclusive, and accessible** design of makerspaces for **all diverse abilities**.

Related Work

- Making and Constructionist Learning**
 - Papert (1980) "objects to think with"
 - Scratch and robotics toolkits (e.g., McInerney, 2004; Resnick et al. 2009; Kazakoff, Sullivan & Bers, 2013)
 - Computational literacy and "computational thinking" (Wing, 2006)
 - The Maker Movement in informal and formal education (e.g., Bikstein, 2013; Halverson & Sheridan, 2014; Martes, 2015)
- Inclusive and Equitable Learning Through Making**
 - The relationships between maker toolkits and gendered participation (Burchley, Eisenberg, Catchen, & Crockett, 2008; Kafai, Leri, Searle, Fields, Kaplan & Lu, 2014); e-textiles (e.g., the Upped Arduino) had a positive effect on girls' willingness to engage in computing and making
 - Bridging cultural practices with computational skills (Kafai, Searle, Martinez & Brayboy, 2014; Buchholz et al. 2014; Richard & Kafai, 2015; Richard & Giri, 2017; Richard, Kafai, Adebegbe & Selvan, 2015)
 - The complexity involved in learning through cultural practice and the importance of using cultural diversity as an educational and research design asset (Nassi et al., 2014)
 - Culturally-relevant approaches within the environment when teaching computing and making (Scott, Sheridan & Clark, 2015)
 - Accessibility** for learners with a wide range of disabilities lacks scholarly and practical attention in making (Brady et al.)

Methods

- A survey of the literature and data derived from a current project on makerspaces.
- An exploratory study with blind/low-vision high school and adult learners (with 5 participants, aged 15-19) using Kibo, a programmable tangible wooden-block robotics (Seo & Richard, 2018).

Results

- An accessible making design framework consisting of two overarching components: (1) opportunities for accessible and equitable collaborative learning, and (2) the utilization of materials with multiple modalities:



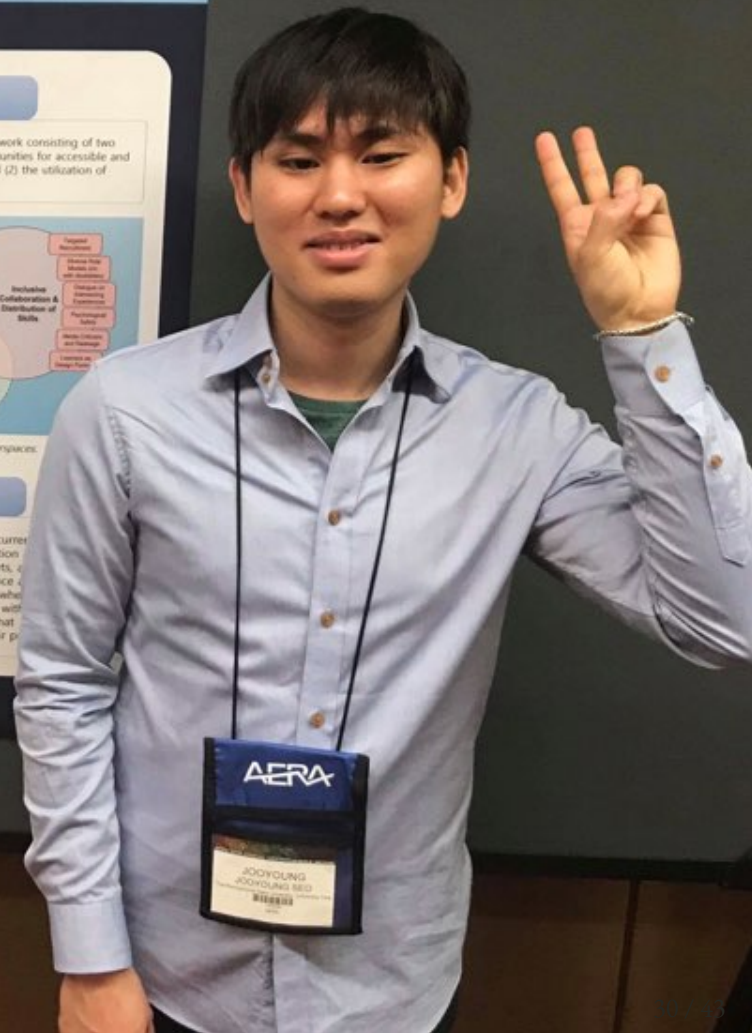
Figure 1. Framework for Accessible Makerspaces.

Conclusions

- This framework will contribute to current discourse around the democratization of making by illuminating underrepresented facets of making. Thus, we are not creating a space where learners are designing for learners with disabilities; we reshape the design stance so that diverse abilities are partners in their practice.



PennState
College of Education







유학을 준비하려는 분들에게

유학 준비

1단계: 재점검

- 왜 유학을 가려 할까?
- 내가 그리고 있는 대학원이란 어떤 모습일까?
- 어떤 공부를 하고 싶은 것일까?
- 내 자신에 대한 믿음이 있을까?
- 유학 비용은 어떻게 충당할까?

유학 생활에 대한 환상

1. 영어?
2. 음식?
3. 연구 실력?
4. 교수님과의 수평적 관계?

2단계: 기본 요건

1. 영어 점수: TOEFL, GRE/GMAT/LSAT/MAT
2. 자소서/학업계획서: Statement of Purpose (SOP)
3. 이력서: Curriculum Vitae (CV)
4. 추천서: Reference Letters
5. Contact

- 고우해커스

3단계: 장학금 지원

- 국비 유학 장학금
- 풀브라이트 장학금
- 관정 이종환 교육재단
- 일주 학술 문화재단

4단계: 가기 전에 이것만은~~

1. 서지관리 소프트웨어 (Reference Management Tool):
EndNote.
2. 통계 소프트웨어: SPSS, Stata, SAS, R, etc.

5단계: 유학 가서 살아남기

1. 꾸준한 영어 공부.
2. 커뮤니티 활동.
3. 방법론 공부.

논문 읽기와 쓰기

논문 읽는 순서

1. 초록(Abstract)과 결론(Conclusion)부터~
2. 표(Tables)와 그림(Figures) 스키밍.
3. 방법론(Methods) 스캐닝.
4. Others: if necessary.
5. 메모.

논문 쓰기

1. Academic Phrasebank
2. SkELL
3. Graduate Writing Center

Q&A

Thanks

✉ jooyoung@psu.edu