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Audio Journal

Transcription

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ETEC 500 Research: *Research Methodologies in Education*

- My focus: Research proposal for student-produced digital film & social responsibility.

- Artifact: Article: Student-Produced Digital Films & Social Responsibility (ETEC 500)

"*Research Methodologies in Education*" was my first adventure in the master program and initiated me to the criteria and standards of scholarly research. Apart from distinguishing various writing styles, I also learned how to cite references in the APA format.

This artifact exemplifies my first attempt at creating an academic paper. My journalistic training made it challenging for me to avoid vivid examples, but helped me keep an objective tone. At this early stage of my master studies, I started to focus on digital film communication and student-centered pedagogical approaches.

ETEC 510 Design: *Design of Technology-Supported Learning Environments*

- My focus: The relationship between pedagogical strategies, student motivation and knowledge acquisition.

- Artifact: Wiki: Academic Achievement and social emotional learning

"*Design of Technology-Supported Learning Environments*" was quite a challenge for me. Although I am very interested in digital film communication, I had never explored the design of technology-mediated environments.

I heard of wikis for the first time in this course and while creating an online learning lesson, became acquainted with the programming required to write a Wikipedia entry. My quest for active learning through media literacy encouraged me to investigate the assessment of cooperative learning as well as the role of emotions in academic achievements.

ETEC 511 Foundations: *Foundations of Educational Technology*

- My focus: How the study and use of communication technologies can encourage female students to consider careers in ICT.
- Artifact: Article: Female Empowerment Through Educational Technology

"Foundations of Educational Technology" encouraged me to explore the various aspects of e-learning, while providing distinctions between diverse forms of educational technology.

Apart from being specialized in media literacy, I am also particularly interested in the technological experience of high school female students. As the curriculum leader of a digital film communication program entirely populated by young women, I was eager to research their involvement in the field of media technologies.

This article helped me clarify my stance when it comes to digital film as an empowering tool for women in technology.

ETEC 512 Applications: *Applications of Learning Theories to Instruction*

- My focus: This mind map links educational theories to the fields of digital film communication as well as linguistic development.

- Artifact: MIND MAP: How to apply teaching perspectives and theories in Spanish and film production

"*Applications of Learning Theories to Instruction*" introduced me to important educational theories such as behaviorist, cognitive, developmental and social approaches to learning.

The thought questions in the course demanded a high level of intellectual rigor. My personal learning theory, also found in my reflections' page, stems from these philosophical considerations.

A concept map is the type of artifact I chose to reflect my work in this course because it was my first attempt at using one for academic purposes. Also, it is in line with my digital film and communication focus, while also adding the perspective of a second language.

By the time I had completed this core course, I had consolidated my research adventure:

- digital film communication, with a focus on women in technology and a particular interest the use of digital storytelling to learn a second language (especially Spanish)

ETEC 521 Indigeneity: *Indigeneity, Technology, and Education*

- This course explores central concerns of globalization and Indigenous people related to educational policy and practice.
- My focus: This paper explores the contextualization of aboriginal on-line education through the use of authentic activities and technological processes such as the use of digital films.

- Artifact: Article: E-learning Design for Indigenous Communities

Discovering a new world was definitely what I did when I delve in "*Indigeneity, Technology, and Education*". The analysis of colonial values in mainstream education made me look at the uniqueness of the aboriginal viewpoint. I immediately found that digital film communication technologies were well suited to satisfy some of the cooperative needs of native educational communities. Furthermore, I started to look at the development of digital storytelling for online education.

The artifact presented here reflects my utmost respect for the fascinating research that has been conducted among aboriginal academics. I found that many of their perspectives were avant-garde: incorporating the multiple intelligences perspective as well as the situated learning approaches.

ETEC 530 Constructivism: *Constructivist Strategies for E-Learning*

- This course provides the opportunity for participants to examine teaching that aims to learners' learning. It examines literature on current research and practice concerning contemporary constructivist instructional strategies considered to be canonically effective.
- My focus: The implementation of effective assessment strategies in a cooperative setting, with particular examples from a digital film communication course.
- Artifact: Article: Assessment in a Situated Learning Environment

"*Constructivist Strategies for E-Learning*", inspired me to investigate the challenges related to the evaluation of activities created in a situated learning environment.

As a digital film production teacher, I have often pondered the ramifications of evaluating students working in crews. How do we establish high standards that reflect the individual contributions as well as the group work? The creation of the chosen artifact assisted me in clarifying my assessment procedures and enriched my teaching experience with sound theoretical background.

ETEC 531 Curriculum Issues: *Cultural and New Media Studies*

- This course provides a forum for exploring technocultural issues such as cyborgs and hybridity, digital property, cyberpunk fiction, the posthuman, AI and AEI, information warfare, virtual reality, third nature and religion.
- My focus: The preponderance of communication and cultural studies in digital film production programs.
- Artifact: DIGITAL FILM: Student films – culture – communication – TMP 1

Aside from bringing my educational adventures to new conceptual territories, "*Cultural and New Media Studies*" was the first course in which I scripted, filmed and edited academic movies.

The challenges I had to face to produce these films are definitely worth an adventure story! For one, it was at the end of the year and my whole school was being moved to another building. Most of the time, I was surrounded with boxes.

Despite random vacuum cleaning while I was trying to record the narration; or frequent interruptions by my beloved students when I was about to finally say it just right … These films have allowed me to combine the diverse perspectives I had been presented with in previous courses. It became a place where I could link theoretical and empirical viewpoints while using my tools of predilection: digital film communication technologies.

ETEC 532 Arts, Humanities & Tech: *Technology in the Arts and Humanities Classroom*

- This course helps students understand the role of the arts in technology by historically reviewing the development of various technologies and their impact on development in the Arts, and examining socio-cultural considerations and their impact on the uses of technologies, aesthetics, pedagogy and curriculum in new media contexts.
- My focus: The use of digital film production as an effective part of a comprehensive technological program for language educators.
- Artifact: DIGITAL FILM: Technology & Spanish

By the time my adventures led me to this course, I was eager to study technology from an artistic point of view. "*Technology in the Arts and Humanities Classroom*" launched a cultural journey that inspired me to produce a digital film centered on the use of communication technologies for second language acquisition.

As I was producing this film, I was simultaneously conducting the experiment in my Spanish classes. My students were actually making digital films in Spanish and learning about the culture and the language while creating their movies.

My professional experience combined with the academic research approach proved to be a powerful experiment for both my Spanish students and myself.

ETEC 590 E-portfolio: *Graduating Project*

- This course helps students create their graduating project in the form of an e-portfolio, which should synthesize and apply knowledge and theories gained from courses taken in the MET program.
- To see the evaluation rubric I created, click Evaluation rubric

The development of this portfolio has been very much like an adventure. My core courses showed me the way to academic accuracy. The electives directed me towards technological ventures and artistic exploration.

This e-portfolio is a culmination of my scholarly voyage. The master program has motivated me to innovate in the field of pedagogy and has instigated profound changes in the way I use technology.

As I wrote in my personal learning theory:

"The quality of information mediated by educational technology should allow the cultivation of critical and original thought. Teaching with technology should advance the development of knowledge, rooted in the principles of the charter of human rights, and consider economical and political perspectives as well as the environment."

As you can see, this is just the beginning of my educational adventure!