Running Head: AN EDUCATIONAL ADVENTURE

An Educational Adventure:

*Active Learning through Media Literacy*

(1000 words – not including the evaluation criteria)

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2010

An Educational Adventure: *Active Learning through Media Literacy*

Introduction

As a media teacher, specialized in digital film communication, when I imagine an adventure I think of a cinematographic genre, in which the protagonists face challenging situations. In such daring experiences the intrepid characters must use their knowledge, wit and skills to overcome obstacles and eventually triumph. The creation of this portfolio has been an adventure!

When I first embarked on this educational journey, my map of the educational world was vague. The exploration started with theoretical landmarks: from the classical behaviorist model to the more recent constructivist approach.

Soon, didactic explorations brought me to reflect on my views of teaching and learning. The more I travelled on the long path to erudition, the more I conceived the teacher as a facilitator and the learner as a creator of knowledge. These reflections motivated me to write papers focused on the importance of media awareness. I created multimedia activities empowering students to produce their own artifacts and communicate their view points.

Finally, I realized that the advent of digital technologies presented opportunities to undertake daring new pedagogical enterprises! My studies helped me discover student-centered approaches and apply empowering communication technologies to support their learning experiences.

This portfolio chronicles the innovative relationships created between my academic and professional narratives. It is a testament of the continuous expansion of my educational perspectives and a conclusion to the MET voyage.

Statement of Purpose

My focus during the whole program has been to explore and develop my understanding of active learning and media literacy. As a media teacher, specialized in digital film communication, I realized that my experience in using moviemaking as an educational tool was somewhat distinctive. My MET studies have assisted me in improving the theoretical background necessary to ask better questions and make more informed decisions when embarking on new academic adventures!

*The audience*. This e-portfolio has been created for educators, whether they are fellow master students, instructors or prospect employers in educational institutions.

*Exploring questions(s)*: Is it possible to have the students as the protagonist of their own learning? Can we fathom the likelihood of re-writing the educational script, in order to advance 21st century skills?

Organization

I chose to create my e-portfolio on Edublogs, which offers simple and effective ways to present educational presentations. Here is a summary of the key resources to be used; the procedures to be followed; and the expected outcomes and evidences that you will find in the interactive document that I am producing as a culmination of my MET experience.

*An educational adventure*. During the exploration of this interactive document, "*an educational adventure*" is the overarching metaphor that guides the travelers on this learning

experience. The subtitle: *Active learning through media literacy* refers to my research focus in the courses and activities completed throughout this scholarly quest.

*Tabs*. Secondly the **tabs** will be located at the top of the portfolio. Each tab will represent a page hosting the main topics of this presentation. The pages will also be displayed on the left sidebar. This display will be useful because it will also show the sub-pages for easy access.

1. The first tab will be home.

   - This e-portfolio will be set to open automatically on this presentation page.

   - In the home tab, guests will find the metaphor I chose to symbolize my journey. Also, for a glimpse at my digital film communication adventure, they will be able to watch a 5 minute film.

2. The second tab will direct to the guided tour.

   - On that page, information regarding the audience targeted by this interactive document as well as the purpose of this e-portfolio will be available.

3. The third tab will show the artifacts selected to depict the knowledge acquired and the research undertaken in the MET courses (papers; mind maps; power point presentations; wikis; digital films and discussion posts)

   - Clicking on a link in the artifacts tab will bring you to a preliminary presentation of the artifact with an option to read on.

4. The fourth tab will host the courses that I took during the master program.

   - There will be a short description of each course and a succinct explanation of my focus while I was completing it.

- To explore my findings more in details, for each course I will also add an artifact related to the theme I chose to develop.

- Inspired by Moon's (2001), whose theories of reflective practices support the insertion of interconnections between artifacts through interconnected considerations, I will create an audio journal relating my experience while creating the artifacts.

- Clicking on the links will lead to a concise introduction to various posts that I chose to keep for this portfolio.

  - The posts partly will consist of various discussions and activities required for the courses and they will sometimes include links and videos.

  - Clicking on "read more" will show the complete posts.

- Note that the ETEC 590 course will include the evaluation guideline that I used to create this portfolio (see last page of this proposal).

5. The fifth tab will present my reflections

   - Here, thoughts about various facets of my educational beliefs and values will be compiled

   - Clicking on "academic reflections" at the bottom of this page or on the right side bar will direct the visitor to my *topical* reflections, written for specific topics in each course.

6. The sixth tab will be for the short films that I produced during the MET program.

   - They have a special page because they exemplify my research focus, which is media literacy with a specialization in digital film communication.

7. <u>Finally, the tab labeled "More info"</u> will present additional information about my

background and expertise.

*The posts and categories*: The posts and categories will be located on the right side bar.

Under my picture, visitors will find a box in which a key word can be written to make a search.

A range of categories will direct guests to the previously mentioned posts, created for the

courses. These categories are quite useful when seeking information on particular topics.

Schedule: e-portfolio creation

- Initial draft and group discussion (Weeks 2-3)

- Reflect & revise (Week 4-5)

- Feedback from peers & revisions (ongoing)

- Final draft (Week 11-12)

## Conclusion

In conclusion, my goal has been to present what I discovered and achieved during this master

program in a multimodal fashion. I hope that my research papers, multimedia creations,

reflections and films will provide interested educators with an exciting educational adventure!

Bon voyage! (Please see evaluation criteria on the last page.)

## References:

Moon, J. (2001). PDP working paper 4: Reflection in higher education learning. *Learning and Technology Support Network (LTSN) Generic Center*.

**The Evaluation Criteria**

| Criteria | Indicators | Emerging Consolidating Achieved |
|---|---|---|

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|---|---|---|---|---|
| **Design & Use of Media** | • Appearance & navigation are clear and consistent<br>• Links work<br>• Programming is appropriate<br>• Published materials respect fair use regulations (copyright rules & educational research) | | | |
| | • Audience & purpose of e-portfolio: integrated and respected in overall design | | | |
| | • Illustrations, sound and videos support subject matter & create interest<br>• Images: optimized for the web<br>• Text is readable (fonts, sizes & contrast) | | | |

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|---|---|---|---|---|
| | • Student shows innovation in the way acquired knowledge is exhibited | | | |
| **Selected Artifacts** | • Artifacts: directly relate to the focus of the e-portfolio | | | |
| | • Artifacts coherently linked with main research<br><br>• Pages, posts and categories allow for easy access to data | | | |
| | • Chosen items demonstrate significant achievements as well as understanding of theoretical concepts & practical applications | | | |
| **Reflection** | • Metaphor:<br><br>　o Appropriate<br><br>　o Effective<br><br>　o Presents an overarching theme | | | |
| | • Reflective comments:<br><br>　o Relevant<br><br>　o Incorporated into the e-portfolio<br><br>　o Connect presentation with | | | |

| | | Emerging | Consolidating | Achieved |
|---|---|---|---|---|
| | overall topic | | | |
| | • Creative & original thought enhance the content <br><br> • Spelling & grammar: accurate | | | |
| **Overall portfolio** | • The portfolio represents the student's learning in a variety of contexts & is coherently organized | | | |
| | • Items are clearly presented & skillfully displayed | | | |
| | • The e-portfolio is easy to read <br><br> • Informative & inspiring <br><br> • Presentation of ep is in line with the theme | | | |
| **Results** | | **Emerging** | **Consolidating** | **Achieved** |

References:

http://www.wikieducator.org/E-portfolio_evaluation_criteria_and_indicators;

http://drscavanaugh.org/workshops/assessment/sample.htm;

http://www.uwstout.edu/soe/profdev/eportfoliorubric.html