Master Program E-portfolio:

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The Journey / Final considerations

Introduction:

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.

This educational adventure has helped me shape my philosophy, which can be summarize as: "*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*".

My first e-portfolio draft:

It is during the completion of my third course (ETEC 511) that I was asked to start an e-portfolio. I had no idea how to do this and considered various platforms: wikis, moodle, blogs, etc.

In the end, I chose Edublogs for my basic platform. I found that it offered various themes and allowed for sufficient freedom to create an e-portfolio that could represent my personality and expertise.

Changing the presentation:

I worked on the initial version of my e-portfolio through the seven other courses completed for the MET. During that time, I carefully selected, categorized, titled and tagged the various posts and assignments produced.

When I started this course (ETEC 590), I realized that the theme I had chosen for my presentation was not allowing for enough clarity and ease of use. With great reluctance (due to all the formatting that I had already done up to that point) I decided to change my Edublogs' theme and started the arduous, finicky and often frustrating task of reformatting all the selected posts, pages, artifacts, films and other documents.

The transformation made me sweat and certainly added a high level of excitement as well as anxiety to my adventure!

However, after hundreds of hours dedicated to this important presentational tool, I was satisfied with the product. Links worked, the presentation was consistent, the content was professional and diverse, and the viewer could access the same information through a variety of pathways.

Choosing the metaphor:

An educational adventure came to me due to my interest in film making. Anyone who has delved in the cinematic art will understand that the story reigns. Without a good story, or adventure, all the technology in the world does not make much of a difference.

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.

Hence, "An educational adventure" clearly became an appropriate figure of speech, especially when combined with my artifacts. Indeed, my articles, wikis, concept maps and films are generally related to digital film communication as a prominent environment to advance 21st century skills.

Selecting the information:

The artifacts have been selected to depict the knowledge acquired and the research undertaken in the MET courses. My core courses showed me the way to academic accuracy. The electives directed me towards technological ventures and artistic exploration.

My focus has been the discovery of student-centered approaches and the application of empowering communication technologies to support learning experiences. My specializations reside in educating women and teaching a second language (French and Spanish).

Assessing creative projects:

As a digital film production teacher, I 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?

This is why one of the artifacts is a paper which assisted me in clarifying my assessment procedures and enriched my teaching experience with sound theoretical background.

Storytelling in education:

The artifact related to the native communities reflects my fascination with the incorporation of the multiple intelligences perspective as well as the situated learning approaches in education.

Furthermore, I started to look at the development of digital storytelling for online education.

Women & 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 is why I chose to present an article that helped me clarify my stance when it comes to digital film as an empowering tool for women in technology. It encouraged me to explore the various aspects of e-learning, while providing distinctions between diverse forms of educational technology, particularly adapted to young female students.

Social awareness:

>The paper I wrote about digital film technology enhancing student responsibility exemplifies my attempt at explaining how this type of technology can provide an environment suitable to expand global citizenry. This is when I started to focus on digital film communication and student-centered pedagogical approaches.

Digital Film & languages:

>A concept map is another type of artifact I chose to reflect my work because 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 artifact, 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).

Virtual Learning Environments & my students' e-portfolios:

>I chose to present a Moodle assignment because it is this endeavor which encouraged me to create such learning platforms for my Digital Film Communication 10-11 and 12 courses.

>Moodle has offered my students and I features such as: Course information & access to electronic readings; multimedia content including video; assessment & e-portfolio collections.

>This innovative virtual technological platform has transformed the way I teach and the manner in which my students learn!

Telling the story / adventure with a slide show:

> I chose to present slide shows (comprising text; images; graphics; audio clips; sound effects; and animation) to enrich the presentation of what I learned during my MET studies. After creating many PP presentations, I encouraged my own students to do the same. Such educational presentations enrich assignments, projects and general coursework.

> This visual tool may add value to the presentations by making them more engaging for viewers.

Adding emotions to the adventure:

> Wikis were selected as artifacts due to the fact that I learned about them for the first time in this master program. 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.

Digital film making / the showcase:

> The films I created for the MET program 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.

Reflecting on what I have learned:

When I first embarked on this e-portfolio journey, my map 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! Was it possible to have the students as the protagonist of their own learning? Could we fathom the likelihood of re-writing the educational script, in order to advance 21st century skills?

This e-portfolio helped me articulate the discoveries I made related to student-centered approaches. It also gave me an environment to apply empowering communication technologies to demonstrate my learning path and my findings.

Review process and modifications:

- The review process has encouraged me to continue looking at the e-portfolio as an adventure!
  - I modified the guided tour by adding some written clarifications.
  - I simplified the ETEC 590 / Met e-porfolio section, for easier access.
  - Reflections are now hosted in the MET course section and easily found under selected artifacts.
  - Typos have been corrected.
  - A transcription of my guided tour has been added under the screen cast, to provide an additional tool.
  - Added a link to the MET home page /official course descriptions.
  - Emphasized the categories option (connecting the topics studied).
  - Placed the MET courses page first and the Artifacts page after.
    - After pondering this decision, I decided against it. It is my belief that prospective employers will be mainly interested in my artifacts. They might have a closer look at the courses' page if they feel the need to validate their selection process.
  - Thanks to my instructor's thorough reviews:
    - I converted my papers (in artifacts section) from "doc" files to "pdf" files, in order to facilitate access to original work. I also added pdf files in this section to see my initial proposal and my assessment rubric more easily.
    - The comments inspired me to confirm some choices that I had initially made regarding the audience and the purpose. It is now clearer than ever that my e-portfolio is a document that should appeal to professionals and prospective employers.
    - Much thought has been given to the presentation in order to optimize clarity & professionalism.
  - *A highly appreciated this comment from a peer reviewer:*
    - ***"Gold star e-portfolio!***
      - ***There is no doubt that you have become a master of educational technology".***

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!

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