

Waterways

Running Head: Waterways

ETEC 590 ePortfolio Proposal

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Introduction

This ePortfolio provides an extraordinary opportunity for me to reflect upon and impart my transformative learning journey within the MET program at UBC. In a sense, my ePortfolio is an auto-ethnographic journey that portrays how my experience shaped and continues to shape my philosophy of educational technology. (Estrella & Forinash, 2007) This ePortfolio provides a way for me to make meaning of my learning by analyzing and synthesizing my MET experience and relating it to theory and practice.

Purpose

- To provide an arts-based inquiry project (Sinner, Irwin, Gouzouasis & Grauer, 2006) in the form of an ePortfolio, which records the different aspects of my learning process
- To explore and come to terms with my accomplishments and theorize where I will go from here
- Through careful selection of artifacts, connect my learning to philosophical and theoretical viewpoints related to educational technology
- To reflect upon the fostering of technology within the classroom, linking theory and research to practice
- Demonstrate my reflective and creative process through visual representation
- To meet the requirements of the MET program capstone project

Audience

The primary audience is me, since this is an auto-ethnography project depicting my MET journey. Since my family and friends have supported my efforts during this two-year project, I will also share this capstone project with them. (Barrett, 2009) Beyond this, it is my hope that this ePortfolio serves as reflection material for peers and colleagues; and that from an educational point of view it can inform and serve educational interests within UBC or other higher-learning institutions.

Consequently this ePortfolio is intended for:

- Myself
- Past and future MET Colleagues
- MET faculty members
- Other educational institutions
- Colleagues within my teaching practice
- Family, friends, the general public

Theme

I wish to create an organic platform that portrays my learning process as a 'living', 'progressive', and 'ongoing' learning experience since as a life-long learner I feel learning is in constant movement, always changing and with endless possibilities.

As such, I have decided to represent my MET learning journey as if I were travelling along many 'waterways'. My learning adventure takes me from the smallest rivulets to tranquil lakes, and then to turbulent rivers and vast oceans. My theme reflects my philosophy of learning and teaching, thus it is circular in nature. It represents my two-year transformative learning journey with all its ups and downs, deep and turbulent moments, highlights, and insights. It also represents learning in constant evolution, intricately intertwined with my experience as an adult learner and educator.

Overarching Questions and Evidence of Learning

Throughout my MET program, two main themes have resurfaced: exploring constructivist, holistic and organic approaches to online learning environments to better the learning experience; and the discovery, integration, and use of technological tools as a learner and within my teaching practice. As I revisit my learning journey, I intend to piece together key elements and insights, carefully chosen from artifacts that demonstrate my understanding and learning specifically related to these two themes. (Cambridge, 2011) Like the possibility of travelling on multiple waterways, each artifact will build upon theory and practice along the way, reshaping my philosophy of educational technology.

Process, Organization and Expected Outcomes

The platform for my ePortfolio is Weebly. Since my organization is organic in nature it will develop on an ongoing basis in the coming weeks. The ePortfolio will be organized under 7 main sections, under which fall sub-sections. Reflections will present how learning has informed theory to practice and/or show how artifacts or learning connect and are intricately linked to my learning journey. (Moon, 2001)

Artifacts will be carefully selected to support analysis, synthesis and connections related to learning. (Cambridge, 2011) Artifacts chosen may include:

- References to readings, peer comments, lectures that have informed my learning
- Traditional text-based work: essays, research papers, vignettes, critiques
- Weebly project presentations
- Collaborative work
- Wiki
- Moodle
- Blogs

Waterways

- Video and slide presentations
- Arts-based project

This is how I would like to demonstrate my learning process and supporting artifacts under the theme ‘Waterways’:

1) The Journey Begins

- Overview of ePortfolio
- Invite viewers to embark on this learning journey with me
- State my purpose and intended audience
- Explain theme and provide a guide to navigating the ‘Waterways’
- Provide a Map to navigate the waterways

2) The Brook

Humble Beginnings

- Initial goals and expectations concerning the MET program
- Initial thoughts about Educational Technology
- Initial knowledge of technology

3) Casting Off

Visualizing the Journey

ETEC 500

- Fostering an holistic approach to online learning
- Fundamentals of research

4) White Water Rafting

Taking the technological plunge

ETEC 510

- First Moodle online collaborative course design
- First Wiki design experience
- Navigating through rough waters – challenges

5) Sailing with the Crew

Embarking on a Collaborative Learning Journey

ETEC 511

- Importance of Community of Practice and collaborative learning
- Peer interaction and interactive learning
- Discovery of Weebly as a learning and course design platform
- Learning to use Web 2.0 tools in a teaching context

6a) Where Rivers Meet

From Theory to Practice - Making Connections

ETEC 530

- Using constructivist principles to redesign course synthesis on Weebly

6b) Veering 180 Degrees

Design and Market Processes of elearning

ETEC 522

- Experience with designing principles of e-ventures
- Marketing possibilities of e-ventures
- Evaluating ventures
- Introduction to Open Courseware

7a) Open waters

Reflecting and Going Beyond

ETEC 511

- Exploring v-logging as a means of reflection
- Exploring spirituality and technology

Waterways

- Theorizing about technology

7b) Making Waves

Technology and Identity Making

ETEC 532

- Arts-based inquiry project
- Process of a/r/tography
- Using creativity and technology to investigate issues and foster discussion

8) Exploring Channels

Building on Knowledge

- ETEC 511: revisiting the Wiki - Reflection on the use of technological tools
- ETEC 532: Use of technology and constructivism in the classroom
- ETEC 532: Critical look at Social constructivism from an adult educational perspective

9a) New Horizons

Looking Beyond

- ETEC 521: Exploring indigenous collective memories
- Exploring culturality in relation to technology

9b) Circumnavigation

Taking my learning to New Worlds

- Experience in Slovenia – theory to practice
- Experience in Mumbai – sharing my learning & building on my learning

10) Cruising the Ocean

Where to now?

- Synthesis of my learning experience
- Accomplishing three initial goals
- Explore possible educational opportunities and openings

Waterways

- New Quest

Timeline

Week 4 & 5	Submit ePortfolio for peer feedback. Consider peer feedback, adjust and submit eP proposal
Week 6 & 7	Create Weebly platform and begin shaping each segment under chosen themes and finding connections between artifacts to support learning
Week 9	Provide 3 artifacts for peer review. Review peer eP's. Input information, embed links, artifacts in portfolio – test run to make sure they work. Check for uniformity, continuity, flow. Finalize assessment rubric. Finalize 1 st draft and post on forum for peer review. (Lorenzo, 2005)
Week 10	Consider feedback, adjust, edit and make necessary changes
Week 11	ePortfolio complete – guided tour started
Week 13	Final changes – submit portfolio

Assessment Rubric (Draft – Final Version has been provided separately)

Objectives	Surpassed Objectives	Achieved Objectives	Did not Attain Objectives
Scholarly Outcomes			
Metaphor clearly relates to learning journey			
Demonstrated understanding of research and theory in Educational Technology			
Demonstrated ability to critically evaluate work and link it to learning in relation to educational technology			
Provided explicit examples that link theory and research to practice			
Content			
Artifacts are carefully selected and relevant to theme			
Evidence of reflection leading to analysis and synthesis throughout			
eP flows smoothly, and artifacts and learning are connected			
Program and course concepts are evident throughout			
Organization and Design			
Theme unifies eP			
Well-structured design			
Placement and layout is uniform throughout			
Navigation cues are clear			
Reflections and artifacts are clearly delineated			
Presentation			
eP demonstrates technical ability			
Attention to aesthetics, creativity and originality is evident			
Clarity of expression and grammatical correctness is observed			
All links and embedded documents are functional			
Sources have been referenced correctly and APA has been used correctly throughout			
eP flows nicely throughout			

Sources

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