

Lane Hardy ePortfolio Video Tour Transcript

Welcome

Hi, my name is Lane Hardy and I'd like to welcome you to my graduating project ePortfolio, or eP, for UBC's Masters of Educational Technology course ETEC 590. In this video, I'll give you a tour of my eP in regards to its theme, organization, navigation, and the major theoretical frameworks that inspired me along my learning journey in this program.

What is my metaphor?

The metaphor for my eP is a video game

Why did I choose it?

I chose it because video games were a big part of my childhood. I noticed a similarity in how one learns in the real world in comparison to how a video game teaches you in order to succeed at the end of a level or the game itself through specific skills and goal-setting

When did I articulate it?

Coming into this graduating project class, I did not have a metaphor in mind. I did know that I wanted it to stand out.

How it shaped my eP?

The metaphor shaped my eP based upon the 8-bit video game homage to Super Mario Bros. in where I took common elements of my journey and shaped them into Worlds

Why is it organized this way?

Using the worlds concept, I looked for commonalities in all the learning artifacts. I grouped them into three major areas which each World represents. World 1 represents the core of the MET with the four required classes. Thankfully I decided to take these 4 courses first, as the learning in each of these showed up in a lot of the elective courses later on. World 2 represents 'solidifying what I already know'. There were learning concepts in educational technology that were important to me prior to the MET that solidified through my courses: learning through mobile devices, learning management systems, or LMSs, and digital storytelling. World 3 is somewhat of a miscellaneous group of significant learning artifacts that I realized were centred on the theme of "not yet ready". This meant the technology is not developed enough, or I'm not developed enough!

The learning artifacts throughout the Worlds can be identified with the power-up strawberry and it says "level-up with this learning artifact".

Navigation

There are a few ways to navigate through the site. Ideally, you should use the pipes at the bottom of the page to go through the site linearly – the path I intend for you to choose.

In addition, you can use the side menu to jump around, or use the Warp Zone in the footer of each page.

What are the major theoretical frameworks that have influenced me in the MET?

In working on this eP for the past 8 weeks or so, I knew that there were some areas that resonated the most within my learning journey in the MET. I counted 4 major areas: mobile devices, etextbooks, digital storytelling, and gamification (especially video game learning). All of these areas minus the etextbook theme have major theoretical frameworks that I felt helped provide me guidance and learning for my own teaching practise. As well, there are a few others that have inspired me!

- Cut from video due to length - Papert's Mindstorms – Mathland (mentioned in World 1-2)
 - There are different ways to learn
- Cut from video due to length - Piaget's stages of development (mentioned in World 1-2)
 - Formal Operation: Age group that I teach – taking things from ed tech and applying them to another situation
- Cut from video due to length - 21st Century Learning Attributes (mentioned in World 1-3)
 - Learners
 - We love to discover
 - Contributors
 - We do our part
 - Collaborators
 - We work together
 - Innovators
 - We think creatively
 - Thinkers
 - We find solutions
- **Video game theory (mentioned in World 2-1)**
 - **Prensky 2008:**
 - **Goals**
 - **Decisions & Discussion**
 - **Emotional Connection**
 - **Cooperation & Competition**
 - **Personalization**
 - **Review & Iteration**
 - **Fun**
 - **Klopfer et al 2009:**
 - **No pressure from adults**
 - **Willis**
 - **Video game model for teaching**
 - **Individualization**
 - **Scaffolding**
 - **Demonstrating incremental progress**
 - **Graphing incremental progress**
 - **Journaling and letter-writing for additional support**
 - **Setting achievable challenges**

- **LMS Selection through Bates' SECTIONS model (Mentioned in World 2-2)**
 - **Students**
 - **Ease of Use**
 - **Cost**
 - **Teaching Function and Media Selection**
 - **Interactivity**
 - **Organizational**
 - **Networking**
 - **Security**
- **Center for Digital Storytelling (Lambert) (mentioned in World 2-3)**
 - **Point of View**
 - **Dramatic Question**
 - **Emotional Content**
 - **Voice**
 - **Soundtrack**
 - **Pacing**
 - **Economy**

What have you learned through the construction of the ePortfolio?

Through the construction of this eP, it really opened my eyes to literally how much I have learned throughout the MET, in addition of what I need to do with this learning. In the End Boss section, I detail how I am already using skills learned in the MET in my teaching practise. I think I can truly say that doing my Masters in Educational Technology will help me be a more effective teacher by providing me the skills and tools to engage my students to help instill learning.

How has your learning shaped and been shaped by your considerations in creating this ePortfolio?

A big part of this eP is to demonstrate my learning journey through learning artifacts. Initially, I rummaged through the folders in my computer looking for products that I could show. The majority of these were major projects – either term papers or group work projects. Obviously, since a ton of work went into the creation of these products, they can best demonstrate my learning. I was surprised to find little objects here and there that were not necessarily flashy, but were important. I think the best example is probably the reflective video I discovered from ETEC 565A detailing my thoughts at the end of the course (found in World 2-2). I created the video because it was required by my instructor, and I wished that I had had the foresight to have done so for all my courses. In addition, upon reflection, I noticed that the best learning artifacts that I can demonstrate were through collaborative group projects. While I cannot claim that all the learning in those artifacts are *mine*, I am the most proud of them, as the MET has taught me that constructivism, the co-creation of knowledge, is a vital part of learning.

So this is end of this video. Please take a few moment to give me some feedback on this eP on the Assessment page. All that is required is to rate 8 areas on a linear scale and should only take a few moments.

Okay, I'll now leave you to walk through my eP. Remember, in order not to get lost, make sure that you click on the pipes at the bottom. In fact, to start the eP, click on the pipe below that says "About the Author".

Enjoy!