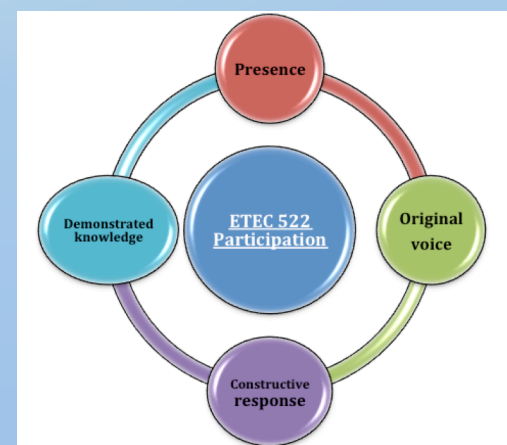


Assignment 4

Participation Portfolio

H. DeWaard

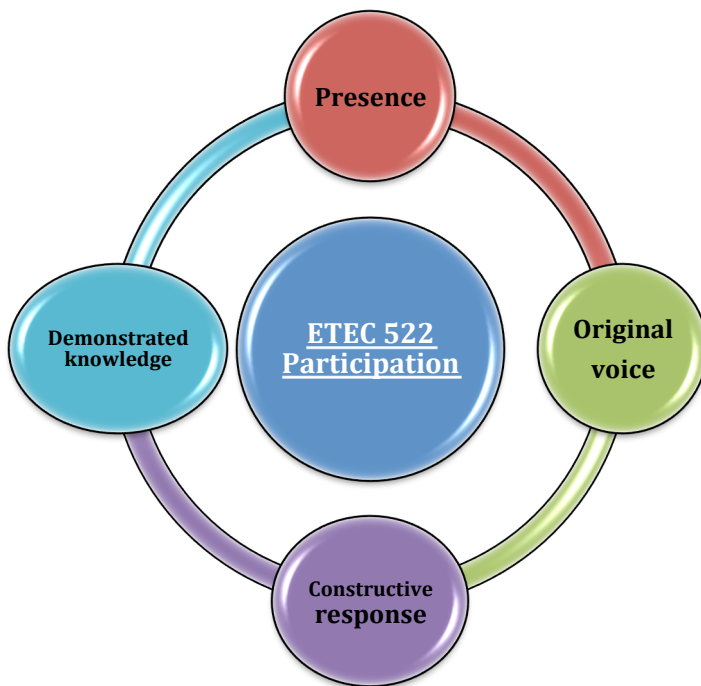
ETEC 522
August, 2012
David Vogt



<http://blogs.ubc.ca/eventures/a4-participation-portfolio/>

A4 Participation Portfolio Response – H. DeWaard, ETEC 522, July, 2012.

My A4 submission demonstrates the multiple paths I took through the course content. This reflection will highlight the key components of participation, original voice, constructive response and demonstrated knowledge. These elements of participation within ETEC522 examine the quality and quantity of my participation with course content and interactions with others. Course improvements are also suggested.



Quality **participation** involves subject, object and community as learners negotiate tools, rules and roles (Hew & Cheung, 2003). In order to provide evidence of my consistent and valuable presence in conversation flow, I examined the frequency, sharing, interaction and engagement. Within the collection provided, there is evidence of a consistent and frequent response rate for each module, group presentation

and investigation. Within several blog responses, the ‘conversations’ provide evidence of a reciprocal flow of information. Engagement with content and topics is evident throughout my course responses, but is best exemplified by investigations into e-portfolio ventures (<http://blogs.ubc.ca/eventures/e-portfolio-ventures/>)

When examining evidence of **original voice** I looked for contributions that demonstrated my personality and experiences within the social context and with the content of ETEC522.

Submissions that are unique, novel, motivating, and provide evidence of a willingness to learn, try, create and contribute provide evidence of this quality. While my personality and experiences are evident in the ongoing submissions, the contribution that best exemplifies my creative and original interaction would be the work done for the self-guided learning group presentation (<http://blogs.ubc.ca/eventures/self-guided-learning/>).

Constructive response, in ETEC522 was challenging since the blog format was a new experience in course delivery for me. Actively following discussion threads was challenging within the multiple, group presentation sites. Providing constructive responses that celebrate, elaborate, and encourage others within the open, public venue was particularly troublesome for someone unfamiliar with this learning environment. Each contribution had to be reevaluated to determine if it was factual, accurate, reflected my thoughts succinctly and also responded to a real person in a supportive, honest manner. By reviewing all my responses, the contribution to dialogue, discovery and negotiation is best exemplified by responses to Group 8 – Personal Learning Environments (as collected here - <http://blogs.ubc.ca/eventures/a4-participation-portfolio/responses/> -scroll down to Group 8)

Throughout the course, my contribution to **demonstrated knowledge** is evidenced throughout. Responses that are on topic, researched, reflect immediate questions and broader topics, and provide unique insights are evident. My responses are clear, concise, easy to read and are free from grammatical and spelling errors. Responses show synthesis of content, research and personal reflection. Statements are evidence of negotiated meaning and newly constructed knowledge, as evident in Week 12-MET Ventures (<http://www.youtube.com/watch?v=Hn4IQX2ccdM>). Connecting content to experience is evident in my response to the Entrepreneur Bootcamp (<http://blogs.ubc.ca/etec522may12/2012/05/30/vocalinks/>). By participating in the four types of dialogue – conversation, inquiry, debate, and instruction – I have demonstrated my

engagement, both socially and cognitively, throughout ETEC522. My sense of accomplishment is best exemplified in the Venture Pitch project (<http://blogs.ubc.ca/eventures/a3-venture-pitch/elevator-pitch-lb4u/>).

Throughout research on online learning and models for effective learning environments, the importance of engagement through social, cognitive and instructor presence is noted. This course, distributed in an open, public forum makes each element more challenging yet provides opportunity to extend learning, motivation and learners' sense of accomplishment. Knowing that my learning journey is visible to future ETEC522 students, or to others interested in learning more about educational technology ventures, is motivating. The one element that would enhance the course experience would be an increased sense of community. Within the EVA group assignments, there developed a small community focused around a topic. With a large cohort in an open forum, it was difficult to achieve a sense of connection to others for any extended period of time or for in-depth dialogue. One change I would propose would be to structure smaller cohorts or develop collaborative, smaller teams that extend over the length of the course, with a backchannel method of communication (other than email) that is less visible or open. In this way, voice, engagement and community can be enhanced, and tools, rules, and roles can be explored.

In summary, the responses included in this reflection are only a few that exemplify my participation in ETEC522 through demonstrated knowledge, constructive response, original voice and participation in both quantity and quality. The full participation portfolio collection can be viewed (<http://blogs.ubc.ca/eventures/a4-participation-portfolio/>) as evidence of my active, engaging and ongoing participation with content, collaboration, colleagues, and critical thought.

References

ETEC 522 Course Materials, Assignment 4 rubric. Retrieved from

http://blogs.ubc.ca/etec522sept11/files/2011/06/A4_2011-Rubric.pdf

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