Repurposing ePortfolios to Promote Reflective Teaching

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* Who am I as a teacher?
* Why do I teach?
* Who are my students?
* How do my students learn?
* What do I *really* teach?
* Why do I teach it?

* How often do you ask yourself...
*What are my teaching strategies?
*Why am I using them?
*How effective are they?
*How are my students responding?
*How can I do it better?

*How often do you ask yourself...
To examine the extent of the impact the use of e-portfolios has on the development of in-service teachers’ reflexivity, meta-learning skills and pedagogical aspirations

Objective of the Study
Personalized, Web-based collections of work, responses to work and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods.
Mahara ePortfolio System
*Student Portfolio
  *Showcase of specific outcomes in a course
*Teaching Portfolio
  *Collection of course- or discipline-related plans, strategies and artifacts

*Purpose of ePortfolio
*reflect on their learning and teaching experience in and out of classrooms;
*construct and refine their teaching philosophies;
*articulate their own experience, in light of professional competencies required as teachers

*Reflective Teaching
Reflection ➔ Practice

Ghaye, 2011
Data for the study came from the reflections that students reported in their e-portfolios.

Sources of Data
EDTECH 210 E-DIGITAL PORTFOLIO
by Airneo Grace Catihan (airneo)

This e-digital portfolio showcases the works and requirements I created for EDTECH 210. It contains my personal reflections, insights, researches, and critiques as I went through the second semester for this class. I hope that you will learn a lot and enjoy your reading of my articles here just as much as I enjoyed doing the course requirements.

Welcome to my EDTECH 210 Crib!

EDUCATIONAL TECHNOLOGY 210

REFLECTIONS

Reflection#1: My Journey to Educational Technology

Personal History: My Lifetime Interaction with Technology

The Professor

Doing the timeline of the technologies that I have encountered in my life was kind of nostalgic for me because there were memories attached to them. It was challenging but fun trying to remember which ones I used when I was young. I even forgot the names of a few equipment so I tried to search for it using the
Welcome!

This would be a great place to let you know that you are free to explore, give feedback in whatever form (hopefully phrased in a helpful and friendly way) and to generally join me in my journey through the wonderful world of technology in education.

Reflection #4 All good things must come to an end

It is also a good thing that there is an end, so there would be a new beginning! The sem was that was was incredibly enlightening, it was a time for REAL learning, where everyone was empowered to take charge of how and how much one take from the course.

It was a rough and bumpy road but definitely worth it. I was looking at my peers pages and it was both inspiring and "nakakapanghinala". The Filipino description is more apt. Inspiring in the sense that I managed to not only learn things foreign and unknown to me before but also use and apply them well enough that others pick up ideas from what I have done. Nakakapanghinala yahin hindi lahat nasaungkulan ng galing nila, kayang kaunti laring ang nalutasan ramin mula sa inyo.

A blade is sharpened when it is in direct contact with another hard surface, when friction removes the rough parts and makes the whole blade shine, when it is carefully and meticulously studied to bring out its best qualities. We each had a responsibility to bring our best into the course. In UP there is no other way. It was quite unfortunate others did not do the same.

It was a joy looking into other people's work through this platform and belonging. It was a great exercise of creativity and innovation in figuring things out. It was fun, challenging and fulfilling when things go your way. It was frustrating when it doesn't but the satisfaction of going over that digital wall and making sense of what was a big question mark before makes me giddy and pleased with myself. I am actually not THAT old to learn something new.

This course is just an overview, a sampler of things to come. For a first taste it is both fortifying and think-museing. Not only the world, but also my own. Thank you, each and every one of you for being part of my journey.

The Quizzes

The quizzes are found here. I hope you enjoy them!
Welcome to Mahara!

Welcome Note

Welcome!

In the Beginning

Role of a teacher (group work)

Magic sight

Aibi Neis's wall

Maximum 1500 characters per post. You can format your post using BBCode.

Make your post: private

Jazzer (Jazzer Emmanuel Eusebio - jusebio) - 24 January 2014, 7:35 AM
aibi, di ko kayang ausasak, hingi mo nang ang part sa seminar, tnx.

Aibi Neis (Na. Ivy Neis - aibi) - 24 January 2014, 6:41 AM
so cramming naman? ha?? >.< ni n ngage s=.

Mulu (Mello Maatap - mello) - 10 January 2014, 1:50 PM
I agree, your sage reccs! The poster is soo expressive, sino model for the eyes? Gaing!!

Aibi Neis (Na. Ivy Neis - aibi) - 10 January 2014, 7:14 AM
9nine... XD

Aibi Neis (Na. Ivy Neis - aibi) - 10 January 2014, 6:56 AM
sramming mode?? >.<... not again! sigh...

Lenny Que (lenny) - 31 January 2014, 5:30 PM
Yeah, looks like there's more than 1... But with how you created your page, there's really no need for a theme. You did a great job!

wating ngsa sa mahara?... :)

Aibi Neis (Na. Ivy Neis - aibi) - 24 December 2013, 2:26 AM
done updating... weew... >.<

Chillin' around in tagaytay XD

I imagined what would be the set up of a 21st century classroom, given that all the tools for teaching and learning are already provided. In my works, the book with circuit pages and neon lights means that robots and other computer generated images can take place a teacher. I emphasized here the eye of a man to emphasize also that students should observe what was already happening, be open minded, to see and watch out the development and become critical thinkers. Lastly the core. The 21st century classroom should be technology integrated and can produce holistic learners which are in the symbolized in the drawing as the core, core of education. The aim of education is to develop the learners critically, effectively and have a well developed psychomotor skills which are essential in living their lives.
FINAL REFLECTION

by Angela Carreon

Conf’d...

Equity, Legal and Ethical Issues in the Use of Technology for Education: My level of awareness on the possibilities of enhancing our students when made to use online resources was heightened. Other concerns are the legal issues involved when creating online content. Students need to be reminded on respecting intellectual property and proper attribution. The first time the infractions were submitted, I asked everybody to revise them since they freely used images from the net without citing their sources. When I made flipped classroom videos, I used flixpress instead of YouTube to ensure that students viewed only my videos and not some recommended one which I had no control. During the semester, I was planning to create a Facebook account as an educational extension tool where I could post useful tips on Math and their studies but delayed this plan and study very well the possible problems of doing so. Instead, I used Schoology and curled up in tandem to deliver content.

Report 1. Essential conditions for technology integration. I am a strong believer of standards because I used to be an ISO auditor in my plant. During these years, I learned the benefits of standards and how to design them for optimization. After our plant was ISO certified, the process became less people-dependent since all standards, and the corresponding production steps involved were detailed. Previously, when a critical personnel resigned, he or she brought with him all his knowledge and expertise. After the standardization of this problem, this problem was lessened. We made less mistakes and were more consistent in level and quality of output. I was very glad that ISTE has formulated similar ones and because of the report, I learned how to use them in assessing whether educational technologies satisfy them. The guidelines for coaches are also a great help since I do blended learning activities and use the internet a lot for lesson adaptations. I learned more confident that I can design courses that are more tailored to the needs of my students.

Report 2. Traditional and digital media for education. Sophisticated technology is no longer the best tool. Ultimately, it depends on the situation. I was particularly interested in the different examples that the group brought along. Actual samples are more interesting than pictures and it was good that the members brought many of them. Most of the traditional tools I know are for Math so it was good to see how other areas like science and previous classes use certain tools to aid learning.

Report 3. Emerging Technologies in Education. I was really glad that we got this report because I am very interested in projections and glimpses of the future. Not only did I learn the emerging technologies in the field of education but also the issues and challenges that educators face before they can go mainstream. The NWC horizon reports offer rich information and what is so good about them is that they are results of inputs from leaders and experts from different parts of the world. Most regions have the same problems but they differ in priority largely because of the economic divide.

Cont’d...

Fipped classroom. Unquestionably, this is a very useful strategy. For my case, I saw a lot of applications in my classes since one of my main problems is limited classroom time. Therefore, conceptual understanding and procedural fluency and flipping may give me more time to address these targets when I meet my students. I partly implemented this in my Math classes last week by recording my lecture Khan Academy style, using an iPad APP. The video was very crude since I was using an ordinary stylus (I may invest in a bamboo Wacom pen in the future if this will do the trick) but I got useful feedback among the group. They like the videos not because they were cute but because they could be watched again if they didn’t quite get the explanation. They also had useful suggestions like putting a Q and A forum underneath the video for questions (actually some did through text messaging).

Last but not least is Mahara. I remember Professor Oue saying that at first, students get discouraged and see it as difficult to use. But once you know how to use it, you earn to love it. Initially, I felt bewildered while navigating the site but once I started posting my work, I learned its nice features little by little which is probably the reason why I feel I have mastered it. In the learning theory article homework, a large part of the article was devoted on learning assimilation, and accommodation. My Mahara experience is surely a reflection of these processes. More and more teachers are becoming facilitators and learners are more involved and in charge of their learning. Hence, hands-on activities like the Mahara portfolio, infographics, QR codes, and more are the best ways for a learner to acquire the skills.

As a final note, let me say that I am very impressed with EdTech 210. This is not to get the good grades of Professor Oue but a sincere opinion. When I enrolled, I thought we were going to make posters and the like and I realized now that I was really mistaken. Last November, I registered online in a UCLA led Coursera course on emerging technologies and I am proud to say that our Ed Tech course at UCE are not lagging behind. As a teacher, I learned a lot from how this course was managed. All requirements and expectations were defined and deadlines were set in advance. I used to think I was very organized but this was far more better. Since we are starting the next semester in August, I have time to benchmark these into my course administration. Thank you for an enriching experience.
20 in-service students enrolled in MA Education in a university in the Philippines AY 2014-2015
* Atlas Ti, a qualitative analysis software, was used to analyze the reflections.

* The reflections were converted into word document format before being imported into an Atlas Ti heuristic unit for analysis.
*Findings*
Textual analysis of the data revealed that students steadily deepened and broadened their content knowledge of their subject domain over the period of the study.

Mathematics involves conceptual understanding and procedural fluency and **flipping may give me more time to address these targets** when I meet my students.

I partly implemented this in my Math 1 classes last week by recording my lecture, Khan Academy style, using an Ipad APP. The videos were very crude since I was using an ordinary stylus (I may invest in a Bamboo Wacom pen in the future if this will do the trick) but I got useful feedback among the group. They liked the videos not because they were nice but because they could go back and watch again if they didn’t quite get the explanation.
If it’s something that will benefit the majority of our students, it’s worth the effort, and if it’s something that will be for the betterment of mathematics education, it’s worth all the sacrifice because our mission as mathematics educators is to make our students learn the subject and master it well.
The study also revealed that students successfully used their reflections to find contextually relevant solutions to the complex teaching and learning problems they were confronted with.

I was proud of it because I felt I pushed myself into thinking what I had to do when I encountered obstacles. It is really tedious and it takes a lot of planning (as well as trial-and-error) for a beginner like me. But now, I can say, I appreciate it, the idea of Flipped Learning, because I have a better understanding of how to do it. I think this will always be an important aspect of training teachers into something new.
*Teachers need ICT tools plus the time to develop their capability to optimize the use of e-Portfolio.

Initially, I felt bewildered while navigating the site but once I started posting my work, I learned its nice features little by little which is probably the reason why I feel I have mastered it.

I was at first digitally challenged when I started using the mahara but eventually my constant trial-and-error-never-give up-attitude finally helped me in uploading different digital outputs like, pdf files, videos, QR codes, Powerpoint presentation, etc.
Jun Roe
try this url sir: http://up.edtechlearn.org/manila/:D

Oct 16, 11:47 am  Like  Comment  Edit  Delete
👍 1 person likes this.

Vincent Paul Reyes
Sir, thanks :)
Do you know how to create a new portfolio with an existing account?
Anyone, aside from Sir Jun are free to comment.
Txn&GOD BLESS!

Oct 17, 7:42 pm  Like  Edit  Delete

Aaron "Gen Nap" Cruz
1. On your Dashboard, go to Portfolio.
2. On the right side of the Portfolio page, you will see a "Create Page" which will take you to a next page.
3. Fill up the details such as the Page title, Page description, and tags (optional).
4. Click "Save" afterwards.
5. You will then be taken to a new page where you can insert content (text, images) and change the layout.
   Should you wish to edit later, click "Done" at the bottom of the page.
6. You will be taken to the Portfolio page. You may edit your portfolio anytime.

Hope this helps! :D

Oct 19, 10:25 pm  Like  Comment  Edit  Delete

Performance Problem, Goal/s, Concept map (due Oct 24, 5:29 pm)
Create a page in Mahara for your Learning Object. Post your identified performance problem, your goal to address the problem, your target user and a concept map for your content. Use any of the concept maps software mentioned in the repo...

Oct 14, 7:56 pm  Delete

Elenita Que
The affordances of ICT should always be re-examined and contextualized in order to promote deep engagement of teachers in reflective thought, enabling them to be lifelong learners in a complex online setting.
*To ensure sustainability, provide a user-friendly ePortfolio platform
*Utilize other approaches such as videotape and reflective analysis, teaching diary
* Encourage them to participate in communities of practice or learning communities for collaborative reflective teaching


Experience alone does not lead to learning. Reflection on experience is essential.
Maraming Salamat!