

Hi, my name is Renee Phoenix and this is my reflection video that is part of my culminating portfolio in the Masters of Educational Technology program at Boise State University. I'm finishing my third year as an instructional designer and faculty developer for the Center for Engagement and Learning, affectionately called CEAL, at Pierce College in Washington State.

Pierce College is a multi-campus community college district and I work at both the Puyallup and Fort Steilacoom campuses. Both are located southeast of Tacoma in the beautiful Puget Sound area. Along with my full-time duties with CEAL, I'm an adjunct professor in the business department. In this video I'd like to talk about some of the significant work I've done and key experiences I've had in the Met program.

I was originally drawn to the EdTech program to improve my skills as an online instructor and to learn more about creating educational content for online and blended learning environments. So I took the required courses for the certificate in online teaching first before many of the core classes for the Met degree. I have a strong background in web design and HTML coding so some of my favorite work was done in EdTech 502 - Internet for Educators - and EdTech 512 - Online Course Design. The work for both of these classes is located in the web projects area of my online portfolio.

I'd like to talk first about the WebQuest and virtual tour sites that I made for EdTech 502. These are really fun and interesting projects for me because I learned early on that there are some best practices that come with each type of online environment. We had specific design requirements for the webquest, that incorporated using scaffolding strategies, and things for students to do as they moved through the activities. I was able to create a college-level WebQuest and I eventually used it in one of my online business courses that I teach at Pierce. The students loved it and I got great feedback on how to improve the WebQuest through its use in a real class. This experience of building a structured online environment, as opposed to creating a series of webpages really opened my mind up to the importance of a designer's role in creating an engaging and effective learning experience. Later in 502, I also created a virtual tour.

So this is my virtual field trip for Art Nouveau in Brussels, Belgium. The challenge for this type of site was how to create a structured and visual design that served at educational purpose, yet was engaging and interesting for the user. I learned how to curate and incorporate a variety of types of content and discovered that putting together a site like this is a challenge, even for someone who has some technology skills. So it was great for me to go through this process and be able to work out where the challenges might be for faculty.

Another significant early experience for me was EdTech 512. This was the first time I was asked to develop and deliver a fully online course using a systematic process. Everything we did in 512 was documented, and it became part of our culminating work product for the course. This was basic ADDIE - analysis; design; development; implementation; and evaluation. But we didn't skip any steps! The expectation was an authentic experience working with this model of design and development. I didn't appreciate at the time how valuable it was to be transparent and show the work done in each one of these steps. I've referred to this site many times when talking to faculty and administrators about the true process online course development. All the decisions and processes that are contained in this site represent one of the most thorough and detailed instructional design experiences I've had in creating a course. In addition to the site we also created a demo course which is accessed through the links that

are on the right side of the of the site. It goes to a Canvas learning management system course that actually served as a basis for changes in my Business 135 Introduction to Online Marketing. One of my very favorite courses which was very similar to Edtech 512 was Edtech 503-Instructional Design. 503 took my instructional design skills even further as we were able to work collaboratively on case studies in the course and delve a bit more into the areas of analysis and selection of instructional strategies. I was also able to create a fully online course and this is the final design document.

As you can see we went into detail in each area of instructional design and I was able to actually create a course that I used as a basis for teaching faculty how to build badges and badge quests using the Canvas learning management system. I thrived in both 512 and 503 as an instructional designer, and I relied heavily on what I learned from these two courses to get the job that I currently have as an instructional designer at Pierce College.

I'd like to mention two other courses that I feel had a significant influence on projects that I've recently been involved in, in my work at Pierce. Edtech 501 was a significant core course, in that it helped me put the fields of educational technology, instructional design, and online teaching and learning into clearer perspectives. I was especially interested in the technology evaluation assignment because I used that as a basis for opening up some conversations at my community college. That experience required me to touch base with our IT, eLearning, and student services departments and gave me reasons to ask questions and investigate the culture and status of technology in our organization. I'm happy to say the college was fairly mature in our integration and planning of technology use, but I also identified some areas where we could be doing things better, including training and support for faculty in the use of technology in all modes of teaching.

Another assignment in 501 that changed my thinking about technology and how we use it in our work as educators was the video I created about digital divide and digital inequality. This video has started a lot of conversations at my campus and I've used it in two professional development workshops I've facilitated for our faculty. I also decided that I enjoyed creating this kind of multimedia storytelling and

I've done a few more of these types of educational videos for two fully online courses on developing for faculty at Pierce. One called Visual Storytelling and the other Screencasting 101. It seems to be a repeating pattern for me to take a course in the MET program and then use what I learn to develop workshops and courses for faculty and staff back at Pierce College.

Finally, EdTech 543, the Social Networking course, became one of my very favorite experiences in the program. I was able to take advantage of connections and collaborations with a personal learning network of classmates, practice using Twitter and Diigo, Facebook groups and use a variety of content creation tools to expand and share my work with a larger community of practice. I greatly appreciated the ability to express my knowledge in a variety of ways such as with this assignment where we were asked to create a non-linguistic representation of our understanding of personal learning networks, communities of practice, and the theory of connectivist learning. I think I nailed it on this assignment and had a chance to actually take these concepts further through my work at Pierce College. This year I'm currently facilitating a faculty learning community around Universal Design for Learning, and we're incorporating use of social media for connecting our group with similar online communities of practice and experts in UDL outside of the college.

My experience in the MET program was never dull or boring. The variety of courses and instructors. The style of teaching and innovation that was used in the courses in terms of technology and delivery was a living and breathing learning lab that I was able to thrive in.

I was not only interested in the content of the courses but I paid close attention to how my instructors delivered the course and how they interacted with students online. I learned as much about how to teach with technology from their example as I did by doing the activities and assignments in each course.

Has there been real world application of what I learned? Absolutely! Every day I'm able to apply something I learned in this program to the work I do as a consultant, designer, developer, and teacher in higher education. I've never doubted the value of what I started and I have never regretted the time and effort that it's taken to reach this place in my career.

I'd like to thank all of the instructors and staff, and fellow graduate students and I've been able to work within my courses an incredible journey of growth and learning and I'm proud of what I've accomplished at Boise State.

Thanks for watching.