Reflective Summary of my eLearning Project:

Prior to my commencement to the MSc in applied eLearning in September 2012, I had been lecturing in DIT on the MSAP for three years. I had also been teaching Adult and Community Education for the CDETB for eight years at that point. The resources and facilitates in DIT third level education were already established and available to both the lectures and the students. Online resources such as student email accounts, Mahara for ePortfolios, and Blackboard Learn Plus.

I noticed that as a professional practitioner in teaching and learning, throughout the eight years of community adult education, that the resources were limited. The resources that were typically available as teaching aids were hand-outs, overhead projectors, computer facilities and student folders. Over the years as my teaching styles changed, my courses required the students to create a Gmail accounts in class so that they would have an electronic copy of the hand-outs and also be able to correspond via email to each other as classwork assessment's.

Under community adult education from both a tutors and students perspective, to date we are not facilitated with a tutor/student email account or online learning platforms, or access to ePortfolios. As part of the research methods module on the MSc, I had to create and develop an eLearning Project based on my research topic title: 'How can delivery of a Digital Media Technology ePortfolio, bridge the gap between Adult Community Education and further education, training and employment, from a tutor and student perspective?' I began to research online open source software that I could use to host my eLearning Project as a Moodle, that would be free to both tutors and students, and the online environment would be safe and secure and easy to navigate. I also wanted to source an online platform to host the student's ePortfolios.

The journey throughout my second year of research has been a bit of a roller coaster by times. Academic writing has been a huge challenge for me and still a work in progress. I try to focus in on my strengths regarding technology, teaching and learning and keep up to date with the latest trends in eLearning. My eLearning Project has been broken down into different stages of curation.

1. Research and Literature Review for my Journal Paper
2. Academic Writing style for my target Journal Paper to be publishable
3. Technology Exploration

1. Research and Literature Review for my Journal Paper:

On commencement of my research into 'How can delivery of a Digital Media Technology ePortfolio, bridge the gap between Adult and Community Education and further education, training and employment, from a tutor and student perspective?' it brought me towards researching ePortfolios (Jafari & Kaufman, 2006) in particular and how they can be utilised in Adult Community Education. One of the elements of an ePortfolio that could be factored in is to consider an ePortfolio as a digital CV for students who would like to progress on to further education and employment.

As part of my research for adult community education and the use of ePortfolios in education, it became apparent that the uses of ePortfolios are used only in third level education.

2. Academic Writing Style for my target Journal Paper:

The difficulties in finding the right target journal paper seemed to be endless and unachievable, until I came across AONTAS; The Adult Learner/The Irish Journal of Adult and Community Education (Conway, 2002). Its aim is to serve the needs of Adult Community Education and was founded in the mid 1980's. As the CDETB is my community partner for my research and they are also an organisational member of AONTAS, it enabled me to make the decision on choosing AONTAS; The Adult Learner/The Irish Journal of Adult and Community Education as my target journal to submit my research journal paper to on completion of the MSc. On reviewing the guidelines of their submission criteria, this validated my decision to choose with AONTAS.

3. Technology Exploration:

After extensive research the online learning platform to host my eLearning Project as a Moodle was Edmodo and Yola for the ePortfolios to meet my curriculum design and research needs on 'How can delivery of a Digital Media Technology ePortfolio, bridge the gap between Adult Community Education and further education, training and employment, from a tutor and student perspective?'.

Upon exploration of numerous resources and researching beyond my existing comfort zone, towards multimodality (Katz, 2013), I came across a resource called Thinglink which encompasses Infographics and assists in there transformation into Interactive Infographics (Thinglink, 2014). To say the least I was like a child with a new toy. It incorporates text,

audio, video and graphical representations of your own choice, which can be shared across social and digital media platforms by URL and embed code.

Edmodo:

Edmodo helps connect all learners with the people and resources they need to reach their full potential**,** Edmodo was designed to bridge the gap between how students engage inside and outside of classroom learning. When Edmodo was developed it brought education into the 12st century environment. (Borg, O'Hara, & Hutter, 2008)**.**

I chose Edmodo for my eLearning Project Resource because it is free online open source software both for tutors and students to access. It provides an online Moodle space in which I have set up Folders to host my resources for Tutors and Students. It provides the facilities for files and folders can be on public or private. I can invite tutors and students to join Edmodo to access the Digital media Technology ePortfolio resources that I have developed.

Some of the main key features that enhance the tutor/student engagement of using Edmodo are listed below:

- Professional Development: to facilitate tutors in workshops and share and discuss ideas and content.
- Assessments section: can be utilised using Quiz Builder for revision.
- Peer review and critiques: based on small groups, students and tutors can peer review each other's work and provide formal and informal feedback.
- Build digital online identities: enforce online etiquette guidelines for students.
- Mobile Learning: free mobile app for Edmodo which can be integrated into your flipped learning classroom and make learning interactive at any time.
- Back channel discussions: inspire real-time discussions and extend learning beyond the classroom.
- Differentiated instruction: this provides course delivery though small groups and shared folder content which can be on public or private settings.

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