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Course: D525, Introduction to Distance Education Systems in Adult Education

Semester: Spring 2017

Artifact: The History of Distance Education Timeline

Capstone Statement #5

D525, Introduction to Distance Education Systems in Adult Education, was my nemesis the entire master's program. I delayed taking the course as long as I could. But the time came when I had no choice but to enroll.

Why the fear? I'm a complete techno-baby, that's why. I become a whimpering puppy when presented with new technology. And I don't think it's my age; I've strongly disliked technology since I was in my 20s. I should clarify that statement. I don't really hate technology; it seems to have more of a problem with me. Technology just never seems to work when I use it. 99% of the time, I find most applications or software are not user-friendly, at least not the way MY mind works.

So I looked over the syllabus as soon as the class was added to Canvas, desperately searching for all the assignments that were going to bring me (and my grade point average) tumbling down. There, right at the beginning of the class was a project description that made me cringe: Create a history of distance education timeline, using any platform you choose. Dr. Marje, our tech-savvy leader of the class, might as well have asked us to climb Mt. Kilimanjaro over the weekend. I would have been equally despondent over my ability to complete either task.

Several of my fellow students commented that they were using TimeToast, whatever that was, to create their timelines; so taking full advantage of social constructivism (a major tenet of my personal educational philosophy) I learned from them and followed their lead.

Much to my surprise, Timetoast was pretty user-friendly. Don't get me wrong. I had my share of screaming fits: "Why isn't this working?", "How the heck did that happen?" and pure expletive outbursts that would make my college roommate proud (she cussed a lot). But I got it to work! I even started having fun finding images and creating captions. When I finished, you would have thought I had found a cure for scabies; I was that proud.

To my colleagues in the class, this was probably an assignment that took all of 20 minutes, with loads of reflection time left over. But for me, this assignment was HUGE. I proved to myself I could conquer technology and live to tell the timeline tale. That growing e-confidence stayed with me the rest of the class and beyond. Even in this capstone course, seeing the scary word "e-portfolio" didn't send me into an anti-techno tailspin, like it might have earlier in the program. I knew I'd have my fights with the website design site, scare my dog with sudden eruptions of frustration, and have my family designing excuses to be away from home when I worked on the site. But I persevered and maintained the attitude that my portfolio wouldn't be the most techno-fancy, but I would successfully complete the project as assigned. That's why I included this artifact: to show that my insecurities would sometime show their Demogorgon heads during the program; but each time I used my self-efficacy mallet to knock them down. Now, this old dog knew that some tricks are harder to learn than others, but practice and plenty of deep breathing were the keys to keeping that ball securely balanced on my noggin.

Artifact #5

Please copy and paste the link below into your search engine:

<https://timetoast.com/timelines/1429409>

It looks better if you switch the button to List (as opposed to Timeline) located beneath the timeline.