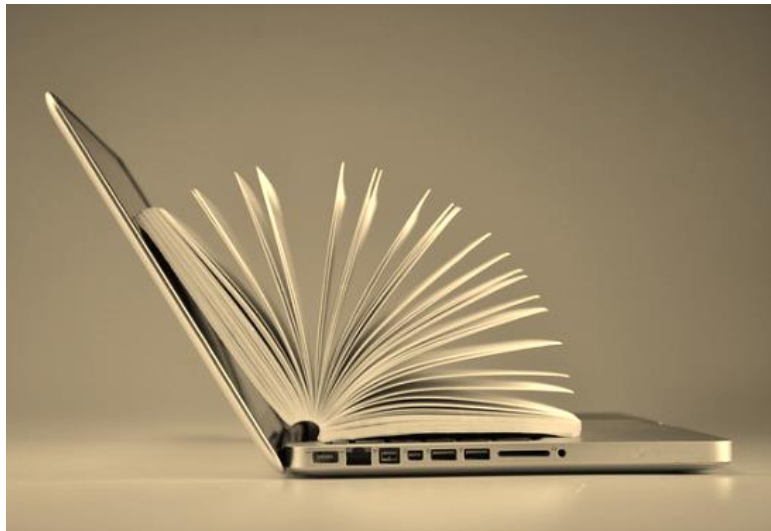


E-Portfolio Proposal

Written by Stefani Oakes (86768132)

ETEC 590- University of British Columbia

Master of Educational Technology Program



My ePortfolio Proposal:

1.) The purpose of my ePortfolio is multi-faceted. It serves to satisfy the requirements of the Masters of Educational Technology (MET) program as established by the University of British Columbia (UBC) and the Teacher Qualification Service (TQS). This ePortfolio also serves as a record and keepsake of my incredible learning journey. I am hopeful that it will also serve as a place in the future in which I can further my own learning by sharing my ePortfolio with colleagues and other educators and by continuing to add to it as my learning deepens and my practice continues to evolve through future professional learning endeavours.

2.) My objectives (as a means to meet the purpose as stated above) are to create an ePortfolio that:

- demonstrates the growth that I have made as an online learner
- demonstrates the growth that I have made as a teacher who uses technology in pedagogically sound ways to enhance student learning opportunities
- documents the specific learning that took place for me in each of the MET courses through the inclusion of mindfully selected artifacts and personal reflections
- includes my ETEC 500 research proposal and a reflection on the way in which this particular artifact changed my classroom practice
- links my learning to classroom applications
- is of personal use to me and to others (my audience being UBC MET faculty members, my MET peers, future MET students, my colleagues and others in the field of education)

3.) The key references that I will likely be using within my ePortfolio will mainly pertain to the various articles that acted as springboards for further learning or resulted in discourse that

Running head: Oakes-E-Portfolio Proposal

challenged my thinking or beliefs, led to deeper learning, or ultimately resulted in a change in my classroom practice. At this time, I do not have a firm list of references, but some initial stand outs are: 511-Haraway, and Turkle, 512- Judy Willis, Piaget, Vygotsky, Von Glasersfeld, 500- Ruth Sandwell, Gay, Mills & Airasian, 511- Papert, Bates & Poole, Prensky, boyd, 540- New London Group, Ong, Bolter, 565A- Anderson, Bates & Poole, Chickering & Gamson, 532- Annetta)

4.) The procedure that I hope to follow in order to achieve my objectives is to revisit my discussion posts, experiences and reflections in each of the MET courses that I have completed. I will complete my ETEC 531 artifact selection and reflections along the way, as I am currently completing this course along with ETEC 590. I have saved all of my weekly posts and made the effort to reflect upon my big learning moments throughout this experience. Last year, I actually blogged throughout my experience in each of the four courses that I took. I am hopeful that I will be able to creatively weave that material into my ePortfolio in some meaningful way. I will also be reviewing each of my major projects, both individual and group, in order to select the artifacts that best meet my objectives. I am hoping to find and include artifacts that show my growth as a learner, and helped to positively change my classroom practice and also those that I learned the most from. I plan on including at least two artifacts for each course, possibly more for those courses that had a more profound impact upon me.

5.) My expected outcomes from the project are:

- closure- I am already feeling the butterflies in my stomach as the end of this learning journey approaches. As this has been such a big part of my life for what will be two and a half years in the end, I think that the ePortfolio itself and the process I will be undertaking to create it, will help me resolve my feelings as one part of my lifelong learning journey ends and a new one begins.

Running head: Oakes-E-Portfolio Proposal

- creating a well-structured and meaningful ePortfolio that successfully meets my objectives
- making final connections with my peers from whom I have learned so very much throughout my MET course work, as we share this culminating stage of our learning together (here I am referring to the peer review process for our ePortfolio development)
- a mindset to continue to push myself to take my learning further through the connections that I have made in the program and also through the experts in my own school district in order to stay abreast of the best practices, as I continue to grow and evolve as a teacher

6.) I hope to complete an assessment rubric as soon as possible (this has been completed and has been included above), as I will use this rubric as a framework to refer to as my ePortfolio begins to take shape. My timeline for my ePortfolio completion is:

- Week 6- create the framework of my ePortfolio using a Weebly website
- Weeks 7 and 8- continue to review my MET course experiences and select artifacts to include within the ePortfolio. Concurrently, work on reflections, connections to theory and research as well as classroom applications (the way in which my own classroom practice has changed)
- Weeks 9 and 10- continue to load site content and ensure that my metaphor is used consistently throughout the site. Participate in peer ePortfolio reviews and use this peer feedback to continue to revise my ePortfolio.
- Weeks 11 and 12- finalize site content, polish up site navigation and overall presentation. Create my 'guided tour' to share in the final week of the course
- Week 13- finish and share 'guided tour' and the final version of my ePortfolio

Additional Information:

Running head: Oakes-E-Portfolio Proposal

As I create my ePortfolio, I will be selecting media and tools that enhance the delivery and purpose of my product. I am hoping to select tools that mesh nicely with my chosen metaphor/overlying theme. I want to be sure that they add to, rather than distract from the effectiveness of my ePortfolio. For example, during our reviews of example ePortfolios, I found that the inclusion of background music that plays as soon as you arrive on a webpage to actually be quite distracting. I will be carefully considering my aesthetic choices, use of graphics, navigational features and inclusion of embedded features. It will be challenging to create a balance on each page, as I do not want to end up with cluttered pages or be too text heavy either.

I think that a great deal can be learned from the process of creating these ePortfolios. I personally have been completing this journey while working full time. Each term, I have taken two courses, and because I am a very dedicated student, that has meant course work every day for each of those 13 week terms. Being so busy, it has been difficult to slow my pace down and really take the time to look at my own learning in a deep and meaningful way. I really appreciate that within this course, I am going to be afforded that time to look back upon all that I have learned and start to really examine how I have grown as both a student and a teacher. As there is no culminating thesis required for the completion of this particular Masters program, I think that the significance of constructing the ePortfolio is huge. The fact that we are dedicating a course to its completion further illustrates its importance. This is another example (and there have been many in my MET experiences) of the process being just as meaningful and important as the end product. It has been challenging for me to explain to other educators all that I have learned and how I have changed both personally and professionally as a result of my experiences in this program, hopefully I can capture and share that information effectively through my ePortfolio.

Running head: Oakes-E-Portfolio Proposal

My Metaphor:

I plan on using a Weebly website for the creation of my ePortfolio. I have come to a decision in regard to my metaphor. I am an avid reader and an aspiring writer and I absolutely love putting language together in creative ways. From the beginning of the MET program, I have been thinking of it in terms of progressing through a good book. There have been edge of your seat moments for me, as well as times when I needed to reread to be sure that I had a good grasp on the characters and events before diving in for more, and also many 'ah ha' moments that resulted in me making powerful inferences and gaining a deeper understanding of what I was learning about. Books at the manuscript stage are continually revisited, reworked, revised and added to by the author, which is also my hope for my ePortfolio. Although books have definite endings, there is always the possibility of a sequel, so I hope that I can make this metaphor work in the way that I am picturing things in my head. I am going to move forward with the following headings:

- Prologue (my catalyst and reasoning for completing my Masters)
- Chapter 1 (the core courses- year one)
- Chapter 2 (four electives- year two)
- Chapter 3 (final elective and 590- year three)
- Epilogue (classroom connections)

Criteria	Not yet meeting	Fully meeting	Exceeding
<p>Design, Structure & Navigation</p>	<ul style="list-style-type: none"> - site is poorly designed - little attention paid to aesthetic details - site structure is lacking - navigation is flawed or illogical - metaphor or guiding question is absent 	<ul style="list-style-type: none"> - site is well designed - effort has been made to consider design elements - site is well organized - navigation allows for ease of use - an effective metaphor or guiding question is used consistently throughout the ePortfolio 	<ul style="list-style-type: none"> - site has been thoughtfully designed and is aesthetically pleasing - site is very well organized - navigation is seamless and intuitive - an effective metaphor or guiding question is consistently used and is creatively woven into the 'story' told within the ePortfolio
<p>Reflections & Connections</p>	<ul style="list-style-type: none"> - little effort has been made to reflect upon learning - lacks connections to theory and research findings 	<ul style="list-style-type: none"> - good effort has been made to include reflections that demonstrate growth and learning - some connections are made to theory and research 	<ul style="list-style-type: none"> - strong effort has been made to include reflections that demonstrate critical thinking - clear connections are made to theory and research - classroom connections and applications are shared
<p>Artifacts & Learning Evidence</p>	<ul style="list-style-type: none"> - little rationale is provided for the inclusion of the chosen artifacts - artifacts are not representative of learning and growth 	<ul style="list-style-type: none"> - artifacts have been mindfully selected to demonstrate growth and transformative learning - artifacts are connected to the ePortfolio objectives 	<ul style="list-style-type: none"> - a wide variety of artifacts have been carefully selected and thoughtfully reflected upon - artifacts enhance the intended purpose of the ePortfolio
<p>Multimedia Elements</p>	<ul style="list-style-type: none"> - little to no inclusion of multimedia elements, or those that are included do not enhance the ePortfolio 	<ul style="list-style-type: none"> - multimedia elements have been incorporated in ways that enhance the ePortfolio and have value to the target audience 	<ul style="list-style-type: none"> - multimedia elements have been thoughtfully incorporated and lend a professional quality to the ePortfolio - multimedia elements are creatively used to demonstrate key learning moments and increase the value of the ePortfolio for the target audience