

My ePortfolio Proposal

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Proposal for my ePortfolio Called *Elliptical Go*

Purpose

The purpose of my ePortfolio is to reflect on my learning journey and my transformation as a student in the Master of Educational Technology (MET) program at the University of British Columbia (UBC) and how I envision my work as an online educator. Because I want to respect my teaching style but also move to congruence (Heimlich & Norland, 2002), I plan to reflect on the reasons why I chose this program, how it has challenged my values and beliefs (Heimlich, 2002), how it has fulfilled my professional expectations, sometimes unexpectedly, and what the next steps are. I also plan to reflect on and make connections between theory/research and their applications in the classroom using technological tools. The development of my ePortfolio will help me define my goals as a professional in education.

Audience

My audience will include family members, friends and present and future MET students and MET educators. It will also include my teachers' online colleagues.

Objectives and Questions

My main objective in developing my MET ePortfolio is to demonstrate what I have learned: how I used a few eTools, shared knowledge and created ideas during the course of this program. I also plan to reflect on my learning and include ideas for further research. I value the social learning theory (Vygotsky) and I consider the collaboration among fellow students and with MET educators to be an essential component of this learning journey. It has definitively helped me reach my personal and professional goals. In addition, I plan on adding my future

goals to my ePortfolio because I believe the success of new learning adventures depends on good planning.

In addition, here are some of the questions I have asked myself while developing my ePortfolio:

- Which artifact is better linked to my learning growth and how has it helped me in my practice?
- Are these artifacts connected to my teaching reality? How? What can I do to make it work in my reality?
- Why did I choose working on these artifacts instead of working on others? What were the pros and cons and can I make a good use of what I have learned?
- How important was collaboration in my online learning journey? How do I plan to transfer these new skills on a regular basis into my educational practice?
- Were there any challenges I encountered during MET and how did I face them? If I had to do things differently during my journey what would I change?
- Am I stronger as an educator and what makes me say that? What do I consider being my best new strength and why?
- Are there any challenges I will now face as a graduate? How am I planning to work with them in the next months and years, now that I am alone without MET colleagues to consult with?

Metaphor and its Significance

The title of my ePortfolio is *Elliptical Go*, is a metaphor that expresses the necessity for me to be apply this learning journey by making the necessary improvements to the quality of my online teaching environment. Clearly, the elliptical machine (the object) empowers its user if

employed properly and consistently, using specific and personal goals. With that perspective in mind, I plan to continue exercising, in order to be in shape and in good health, using appropriate tools just like an educator will do in his/her field of expertise. Indeed, I have to continue building on the knowledge I have acquired in the MET program so I can develop the skills I need to perform as a 21st century educator.

Chosen Media and Tools

I expect my ePortfolio to include media, eTools, images and hyperlinks. The chosen platform also has to possess features that allow MET peers and educators to give direct feedback or comments. For this reason, I plan on using the WordPress platform that can incorporate eTools to help the development of a polished design and offer an effective navigation between the web pages and where I can embed a few wisely chosen artifacts. I am considering having my ePortfolio's web pages and possible artifacts displayed as in Appendix A.

Selection of Artifacts

The TQS document presents a list of competencies related to the understanding and the evaluation of theory/research versus their application. My choice of artifacts should demonstrate links between understanding and application. The selection of artifacts, as listed in Appendix B, should also be related to competency acquisition through the program. Consequently, that selection should be representative of my learning growth and transformation these past three years.

Procedure

In order to succeed with the development of my ePortfolio, I plan on first creating its framework and collecting and embedding my artifacts in each page. Following that, I plan on working on each of the pages, including a discussion and reflection part. Since each of the pages will be linked to a particular course, I will write a short description of the course and link it with

the chosen artifact(s). I hope also to make a connection between the metaphor and some of the chosen artifacts. In addition, I want to include a final reflection on my learning growth during the Met program and how I intend to continue this learning journey. The video tour should be done lastly. A time plan for completion is displayed in Appendix C. And, in order to evaluate my ePortfolio, criteria are developed in an assessment rubric in Appendix D.

Expected Outcomes

The outcomes I am expecting from this graduating project will: 1) help me making links between the concepts I have learned/revisited and how it can apply with educational technology, 2) give me some direction in terms of what my future goals should be, what I should do in order to improve the foundation I have built, and, 3) provide me with experience building an ePortfolio, something the Ontario Ministry of Education is encouraging our students to do. Consequently, in order to properly build my ePortfolio, a selection of key references and resources I have encountered during this journey is presented in Appendix E. Some more outcomes I am hoping for are the representation of competencies I have developed through these courses and the confidence it gives me towards educational technology.

Conclusion

The development of my ePortfolio should help my understanding of where I stand professionally at this point in my career and where I go from there. The fact that I am going to experiment with such a process first hand should also help as I guide my students while in a similar process. Most importantly, I plan to continue to encourage my students to be engaged in their own learning journey. In order for that to happen, I have to set an example and be the best role model I can be.

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Appendix A

E-Portfolio Web Pages Display		
Home Page	Introduction to the e-portfolio: purpose, audience, objectives and questions Contact: Twitter, Facebook, LinkedIn	
Bio	Short bio: explanation of some of my experience in the field of education	
Metaphor and Guided Tour	Explanation of Metaphor and how it relates to specific themes and courses and guided tour of ePortfolio using Screencast-O-Matic and YouTube	
E	E ducational Foundations ETEC 511	<ul style="list-style-type: none"> - Definition: <i>Online Social Networking</i> - Reflecting on my Cartoon Project meaning: <i>Technology Dependency</i> - Essay: <i>Perceived Impact of Video Games on Boys' Critical Thinking Skills</i> - Technological Tools: <i>Toondoo.com, Prezi.com, WordPress.com, UBC Vista</i>
L	L earning Theories ETEC 512	<ul style="list-style-type: none"> - My Personal Learning Theory - My Conceptual Map on Learning Theories - Technological Tools: <i>Conceptual Map tool, UBC Vista</i>
L	L eadership ETEC 520	<ul style="list-style-type: none"> - Essay: <i>A Vision for E-Learning</i> - Essay: <i>Recommendations for a Borderless University of British Columbia</i> - Technological Tool: <i>UBC Vista</i>
I	I nvestigation ETEC 500	<ul style="list-style-type: none"> - Literature Review: <i>A Literature Review of Online Experience for High School Students – Social Presence, Interaction and Collaboration</i> - Research Proposal: <i>Using Social Networking in High School Online Courses: The Effects on Critical Thinking and Learning – An Experimental Research Proposal</i> - Reflecting on the written process of peer editing the article critiques <ul style="list-style-type: none"> - Article Critique 1: <i>A Word Processor Combined with a Writing Program: Examination of a Qualitative Ethnographic Study</i> - Article Critique 2: <i>Critique of a Quantitative Research Called 'Middle School Students' Technology Practices and Preferences: Re-Examining Gender Differences'</i> - Article Critique 3: <i>Comparison of Three Research Articles Falling Respectively into Qualitative Ethnographic Research, Quantitative Research and Action Research Studies</i> - Technological Tool: <i>UBC Vista</i>
P	P edagogy ETEC 532	<ul style="list-style-type: none"> - Annotated Bibliography and Literature Review: <i>The Integration of E-Portfolios in the Classroom: Is Students' Learning being Enhanced</i> - Essay: <i>The Integration of E-Portfolios in High School Online Courses</i> - Reflecting on collaboration and peer editing and on group projects in this course and in other courses: ETEC 510, ETEC 511, ETEC 512, ETEC 520 and ETEC 565 - Technological Tool: <i>WordPress, UBC Vista</i>
T	T echnology ETEC 565	<ul style="list-style-type: none"> - Proposal: <i>Choosing Moodle to Implement a Grade Applied French Course</i> - Moodle course: <i>Grade 12 Applied French</i> - Creative Moodle Website: <i>Teaching & learning a foreign language: An online non-credit course for adults (ETEC 510)</i> - Reflecting on Analysis of Vignette # 2: <i>The Online Teacher's Role (ETEC 532)</i> - Reflecting on the Storytelling artifact process and final product: <i>Une mer sens dessus dessous (A sea Upside down)</i> - Reflecting on discussion/collaboration and feedback provided weekly in Vista - Reflecting on the process of personal weblog - Technological Tools: <i>WordPress.com, Storybird.com, Moodle, Dreamweaver, UBC Vista</i>

I	Innovation ETEC 510	<ul style="list-style-type: none"> - Wiki Entry: <i>Physical Disability: Technology and Learning</i> - Technological Tools: <i>UBC Wiki, UBC Vista</i>
C	Constructivism ETEC 530	<ul style="list-style-type: none"> - Essay: <i>Online Teaching and Constructivism: Reflecting on a High School Online Course</i> - Lesson Plan: <i>Writing a Narrative Text: A Constructivist Lesson Plan</i> - Conceptual Map on <i>Constructivism</i> - Reflecting on the constructivism approach - Technological Tools: <i>IHMCCmap, Vue.com, UBC Vista</i>
A	Authorship ETEC 540	<ul style="list-style-type: none"> - Research Paper: <i>The Rise of Newspapers and the Penny Saver</i> - Rip. Mix. Feed. Reloaded: <i>A mix of Web 2.0 Tools in Educational Technologies</i> - Reflecting on multiple online spaces to write: <i>Making Connections in Cyberspace</i> - Technological Tools: <i>UBC Wiki, WordPress.com, SymbalooEDU.com to Embed Educational Tools in Course Website, UBC Vista</i>
L	Lifelong Learning ETEC 590	<ul style="list-style-type: none"> - Assessment Rubric - Reflecting on process of its development and on meaning of lifelong education and lifelong learning
GO	Goals -Personal and professional goals	
References	Cf. Annexe E	
eP's Final Reflection	Reflection and Projection -Learning growth and transformation in in the MET program and what happens next	

Appendix B

Competencies and Selected Artifacts	
Selected Competencies to be Evaluated Student demonstrates:	Considered Artifacts to be Included in ePortfolio
-familiarity with and comprehension/understanding of learning theories and research (TQS);	ETEC 512: Personal Learning Theory; and Conceptual Map on Learning Theories ETEC 530: Essay: Online Teaching and Constructivism: Reflecting on a High School Online Course; and Conceptual Map on Constructivism
-ability to critically evaluate and draw conclusions about the work presented in relation to previous theory/research (TQS);	ETEC 500: Literature Review: A Literature Review of Online Experience for High School Students: Social Presence, Interaction and Collaboration ETEC 511: Essay: Perceived Impact of Video Games on Boys' Critical Thinking Skills ETEC 532: Annotated Bibliography and Literature Review: The Integration of E-Portfolios in the Classroom: Is Students' Learning being Enhanced
-capability to generate research findings (TQS);	ETEC 500: Research Proposal: Using Social Networking in High School Online Courses: The Effects on Critical Thinking and Learning – An Experimental Research Proposal
-aptitudes to propose ways to research that will link theory/research to practice (TQS);	ETEC 520: Essay: A vision for E-Learning ETEC 530: Lesson Plan: Writing a Narrative Text: A Constructivist Lesson Plan ETEC 532: Essay: The Integration of E-Portfolios in High School Online Courses
-ability to give a concrete product that demonstrates linkages and applications (TQS) and can be useful in the classroom;	ETEC 510: Wiki Entry: Physical Disability: Technology and Learning; Creative Moodle Website: Teaching & learning a foreign language: An online non-credit course for adults ETEC 530: Lesson Plan: Writing a Narrative Text: A Constructivist Lesson Plan ETEC 565: Moodle Course: Grade 12 Applied French; Creation of a Story using Storybird.com: Une mer sens dessus dessous (A sea up sight down)
-progressive learning growth through linkage with a meaningful and personalized metaphor;	Done through all courses
-competency at using a variety of educational technology tools in diverse contexts/courses;	ETEC 510, ETEC 540: UBC Wikis ETEC 511: Toondoo.com, Prezi.com ETEC 511, ETEC 512, ETEC 540, ETEC 565: WordPress.com ETEC 512: Conceptual Map Tool (?) ETEC 530: Vue.com ETEC 540: SymbalooEDU.com ETEC 565: Storybird.com, Moodle, Dreamweaver
-creativity during the process and final product of artifacts and e-portfolio;	All artifacts presented and e-portfolio
-collegiality and active collaboration with peers in the MET program.	All courses: discussion forum in UBC Vista ETEC 500, ETEC 532, ETEC 530, ETEC 590: peer editing ETEC 510, ETEC 511, ETEC 512, ETEC 520, ETEC 565: group projects

Appendix C

Time Plan for Completion of Project	
Time	Description
Week 4	-create first draft proposal that includes a first selection of artifacts (Appendix A) to be in ePortfolio and share it with the group class for feedback;
Week 5	-review first draft proposal (explain better the metaphor); -complete the selection of artifacts (Appendix A); -add the competencies linked to each selected artifacts (Appendix B); -complete the time plan for completion of project (Appendix C); -create a rubric (first draft) that clearly and effectively addresses the expectations of the ePortfolio and that includes TQS competencies (Appendix D); -continue adding to key references and resources (Appendix E); -post new version of ePortfolio proposal to be reviewed by peers; -review two peer proposals and provide feedback.
Week 6	-reflect on peer review of my second draft of my ePortfolio proposal; -make finale decision at choosing ePortfolio platform; -figure out finale global design of ePortfolio (layout of pages, selection of e-tools, visual) all aligned with metaphor, and design the skeleton of ePortfolio; -prepare a graphic that will represent my learning journey in relation with the elliptical object and its symbolism; -reflect on process, reasons for artifacts to be chosen and how critique should be integrated in ePortfolio.
Week 7	-work on Home Page: write short bio and introduction to the ePortfolio; -work on first three pages (ELL: Educational foundations (511), Learning theories (512) and Leadership (520)); -ensure the strength of the metaphor; -reflect on learning and making links between artifacts and course content/application; -integrate a way for peers to collaborate within ePortfolio; -add references and key resources.
Week 8	- "indicate which 3 artifacts will be peer reviewed, and which one of the three will be reviewed by the instructor" and write three reflections; -work on next three pages (IPT: Investigation (500), Pedagogy (532) and Technology (565)); -ensure the strength of the metaphor; -continue reflecting on learning and making links between artifacts and course content/application; -continue adding references and key resources; -start working on tour guide.
Week 9	- "peer review of e-portfolio – review 3 artifacts"; -work on next two pages (IC: Innovation (510) and Constructivism (530)); -ensure the strength of the metaphor; -continue reflecting on learning and making links between artifacts and course content/application; -continue adding references and key resources; -continue working on the tour guide.
Week 10	- "reflection on peer review"; -complete next two pages (AL: Authorship (540) and Lifelong Learning (590)); -ensure the strength of the metaphor; -continue adding references and key resources; -complete working on the tour guide.
Week 11	- "peer review of e-portfolio – review rationale, "tour guide", framework"; -add Goals (GO) and contacts; -complete references and key resources.
Week 12	-re-read and make finale editing of texts in ePortfolio; -finish and polish the ePortfolio to be ready for finale presentation.
Week 13	- "presenting, showcasing, & "guided tour""; - "final revisions and due feedback".

Appendix D

Assessment Rubric					
Criteria for Assessing my ePortfolio (eP)					
	FAIL	PASS			
	Does not meet expectations (<70)	Approaching expectations (70-79)	Meet expectations (80-90)	Exceed expectations (>90)	Observations
Purpose and Audience					
are: -clearly defined; -considered all the way through the ePortfolio.					
Choice of Metaphor					
is: -unique, creative and meaningful; -authentic and congruent with the student's learning objectives.					
Objectives/Questions					
display: -learning objectives that are clearly defined and connected with TQS competencies; -strong academic reflection towards educational technology and how emerging digital tools and resources can be used with efficiency in the classroom (online, f2f); -future learning goals that show an engagement in professional development and practice.					
Content/Selection of Artifacts/Guided Tour					
shows the student's: -familiarity with and understanding of learning theories and research (TQS); -ability to critically evaluate and draw conclusions about the work presented in relation to previous theory/research (TQS); -capability to generate research findings (TQS); -aptitude for proposing ways to research that will link theory/research to practice (TQS); -ability to give a concrete product that demonstrates linkages and					

applications (TQS) and can be useful in the classroom; -progressive learning growth through linkage with a meaningful and personalized metaphor; -competency at using a variety of educational technology tools in diverse contexts/courses; -creativity during the process and final product of artifacts; -collegiality and active collaboration with peers (<i>UBC Vista</i> and group projects).					
Guided Tour					
presents: -my metaphor and how it shapes my ePortfolio; -how the navigation in my ePortfolio works; -the organization of each page. demonstrates: -my growth with technology and the incorporation of technology in the classroom. is: -concise, clear and easy to understand.					
Metacognition					
indicates the students: -integration of learning theories versus practice (in online or f2f classroom); -thoughtful and authentic reflection and critique through the ePortfolio; -coherency and sustainability of links between courses (quality and depth of scholarly reflections); -personal/professional improvement and growth.					
Organization/Design					
includes: -a visually appealing and engaging interface; -a readable layout; -a user-friendly navigation that shows fluidity and consistency; -a variety of media tools and web 2.0 tools;					

Interaction/Collaboration					
demonstrates the students: -"thinking in community"; -connectivity and interactivity with peers, colleagues and the public in general.					
Conventions					
regarding: -writing mechanics (spelling grammar, syntax); -references in APA format.					
General comments					

Appendix E

Key References and Resources

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