

ETEC 590 ePortfolio Proposal – Alexis Handford

Purpose and Audience

The purpose of my ePortfolio is to act as a medium of reflection for my journey through the MET program and to act as a digital exhibit of my learning artifacts as a student of Educational Technology. The main audience will be prospective employers, that likely will have a limited knowledge of Educational Technology, and, as well, other audience members will include my MET peers as well as my instructor, Dr. Feng, who will be evaluating my ePortfolio.

Objective

The objective will be to create a portfolio that summarizes my skill-set, as well as clearly summarize what educational technology is to people that may not have previous knowledge about the field. As well, it is my objective to create a space within my portfolio that I can continue to contribute to and extend my reflective process after my time with UBC and MET.

Theme and Discussion

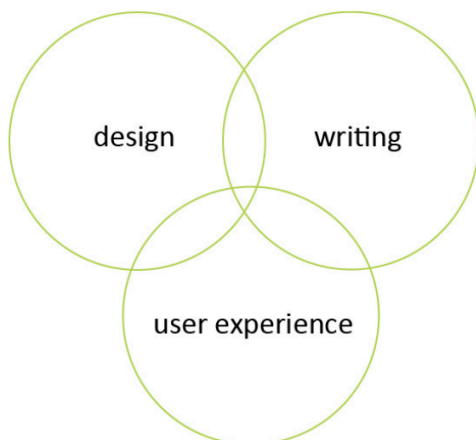
Paige McClelland and I have been discussing how to have a design-centered ePortfolio that also clearly connects to the theories and practices we have learned throughout the MET program. Both of us realized that the TPCK model (Technology, Pedagogy, Content Knowledge) is one of the best models we learned in MET that is clear for non-educators (potential employers), and that fits nicely with a design-oriented vision.

I was first exposed to TPCK in ETEC 511, where I wrote the paper “iPads, Literacy, and Creativity: A Look at Classroom iPad use in Conjunction with the Technology, Pedagogy, Content Knowledge (TPCK) Model.” In this paper I concluded with the following:

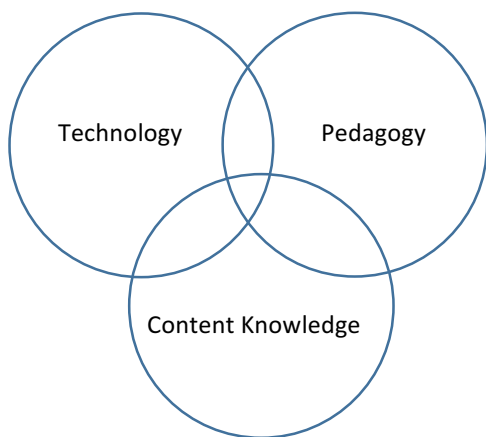
Teachers, while embracing TPCK and iPad use, need to act as information designers. As explained in TPCK literature by Mishra and Koehler, “good teaching requires an understanding of how technology relates to the pedagogy and content” and this is not unlike the work of information designers (Mishra and Koehler, 2006, p. 1026). Information design focuses on intended users and on managing and producing information that is understandable in varying forms. As Jacobson has described, information designers need “...the ability to present the right information to the right people at the right time, in the most effective and efficient form” (Jacobson, 2000, p. 16).

And I believe this will be a good foundation for my ePortfolio. To use TPCK as a foundation for MET explanation, and to use it to connect to my previous experience as an Information Designer.

I love using Venn Diagrams as a tool for simple visual explanation of how concepts interact. When I was finishing my undergraduate degree in Information Design, I created the following Venn Diagram to visually explain what Information Design is to me:

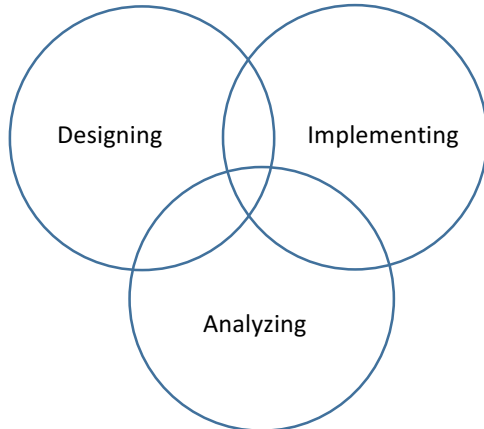


So in reflecting on TPCK and Educational Technology, I decided that I would like to create another Venn Diagram to help visually explain what Educational Technology is. While a TPCK diagram may appear as this:



I would like to make this a little bit clearer for non-educators, and base it on how Mishra and Koehler (2006) conceptualized TPCK from Shulman's PCK model, and they argued that the TPCK model "...can enable a more theoretical robust way of designing, implementing, analyzing and evaluating the use of Information and Communication Technologies in education" (Unwin, 2007, p. 232).

So, I'm hoping to base my ePortfolio on the following diagram:



Coming back to the TPCK model is like reflecting on the beginning of my journey to its conclusion. To take a model that I learned about in my first semester, and apply the model to the rest of my courses and personal journey will be a good tool for reflection.

In addition to TPCK, a theory that has greatly impacted me throughout MET is constructivism. According to Herring et al. (2016), TPCK brings forward the need for technology to be integrated into learning beyond "functional fixedness;" to enhance content and be an active tool in problem solving. Essentially, TPCK enhances constructivist thinking, so by focusing on TPCK and my model of Designing, Implementing, and Analyzing, I will more effectively be able to display the understanding and capabilities of Educational Technologists as educators that focus on active, engaged learning, and that skillfully incorporate technology into education.

So essentially, I will divide artifacts into the categories of Designing, Implementing, and Analyzing. I would like to select 2-3 artifacts per MET class, with the goal of keeping my artifacts and reflections engaging and visual. As my main audience will be non-educators, having visual cues and artifacts will help to engage them and help them understand educational technology better. I will include some of the following artifacts:

- ETEC 565M Group Podcast Project Website and Audio Recording
- ETEC 565M Gif project and Petcha Kucha Video
- ETEC 530 Constructivist Workshop Lesson Plan
- ETEC 510 Wiki Stop Motion Animation Video
- ETEC 565A LMS Rubric group project
- ETEC 565A LMS Moodle creation
- ETEC 511 paper on TPCK and iPads
- *NEW* Collaborative podcast on the meaning of TPCK

As well, based on peer feedback, I will focus on the following question to guide my reflective process:

What is Educational Technology? And what is Educational Technology to me?

And I will return back to my Venn Diagram theme throughout my ePortfolio to help answer this question(s).

Some references and resources I plan to use include the following:

1. Cross, N (2001). Designerly ways of knowing: design discipline versus design science. *Design Issues*, 17(3) pp. 49–55.

I will review this source, thanks to Dr. Feng's recommendation to help guide my design-oriented direction I would like to take my portfolio.

2. Mishra, P. & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

I will be reviewing this source further to help refresh my memory on the facets of TPCK.

As well, I will explore further and review sources on constructivism, TPCK, educational technology, portfolio creation, and design.

Additionally, based on peer feedback, I will be exploring Thinglink as a tool for Venn Diagram visuals.

Media

I will be using Weebly to create my ePortfolio. While I had originally decided I would use Squarespace, I have decided that Weebly offers me a greater variety of tools, while not requiring me to set up a yearly payment plan unless I choose to do so. I also like that Weebly allows for content to be sorted by categories, which will help me in better organizing my artifacts for intended viewers.

Significance

The significance to this project is to help me reflect on my journey through MET and to help me better identify themes and similarities between my different courses and projects so that I can go forward after MET and feel confident in my abilities as an educator.

Time Plan

Like Sarah Winkler has already indicated, I think that a good goal is to have a rough draft completed between Feb 19-25th, and then revisit the time plan after the first peer review.

Rubric

I have based my rubric on my group's assessment of ePortfolios. As well, because the ePortfolio is primarily a personal journey and reflection, I have divided my rubric into Meets Expectations and Exceeds Expectations. Because it is my intension to exceed beyond expectations, I have focused my attention on the elements that I believe will Exceed Expectations, so the Meets Expectations has limited description in some areas.

Criteria	Meets Expectations	Exceeds Expectations
Organization	<p>Presentation is clear, and displays adequate level of technological skill</p> <p>Artifacts organized into understandable categories</p> <p>Designed for multiple different audiences</p>	<p>Presentation is simple and not cluttered. Displays a high level of technological skill</p> <p>Artifacts organized into understandable categories that help display areas of learning and reflection</p> <p>Designed for multiple difference audiences and is easy for an external viewer (external to MET) to understand</p>
Mechanics	<p>Limited grammatical errors</p>	<p>Spelling and grammar is without errors</p> <p>ePortfolio follows a similar pattern of reflection</p> <p>Content can be viewed across a variety of technological mediums (tablet, phone, computer)</p>
Design	<p>Layout has clear navigation</p> <p>Most elements in the ePortfolio have a purpose</p>	<p>Layout has clear navigation that connects to theme</p> <p>Inventive</p> <p>Clean</p> <p>Originality</p> <p>All elements included in the ePortfolio have a purpose</p> <p>Design displays reflective thinking</p> <p>Easy to access/follow, ie. user friendly</p> <p>Design and imagery connects clearly to theme</p>
Artifact Selection	<p>Artifacts organized into categories that help display areas of learning</p>	<p>Artifacts organized into categories that help display areas of learning</p>

	and reflection	and reflection, as well, they are selected and organized in a way that reflects the theme.
Framework	Direction for journey is presented	Viewers are taken on clear and insightful journey
Reflection	Reflections discuss how artifacts impacted learning	Reflections explain how artifacts impacted learning, how they connect to theme. Reflections demonstrate personal growth Reflections summarize well the artifacts and themes for non-educators.