ePortfolio Proposal

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ETEC 590 – 66A

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Statements of Purpose/Objectives:

Purpose 1:

The purpose of my ePortfolio is to satisfy the requirements of the capstone learning experience as required by the Teacher Qualification Services of British Columbia. This includes the ability to read and be familiar with theory and research as well as to be able to critically evaluate it, draw conclusions and the ability to be able to apply theory and research into practice. My artifacts and corresponding reflections will demonstrate my capabilities in regards to these attributes.

Purpose 2:

The purpose of my ePortfolio is as a means of reflection for myself of what I have accomplished during my time in the MET program. This is my opportunity to take what I have learned and integrate the different ideas together and reflect on how I will use this knowledge in my present teaching and future endeavors. In addition I will be working together with my peers to share, peer edit and help refine our ePortfolios as a community of learners.

Purpose 3:

To act as a resource for what I have learned during my program so that I can share with peers, co-workers, family, friends, potential employers and my instructors. As a body of work to be considered educationally valuable and a source of learning by my peers.

Audience:

The audience for my ePortfolio will be:

- The two instructors who will be assessing my portfolio to ensure that it meets the TQS standards.
- My peers, both in my present ETEC 590 class as well as future students.
- My fellow co-workers, family and friends to share my accomplishments in the MET program.
- My ePortfolio will be hosted on my web domain so that is can be indexed by search engines and shared with a vast community of online learners.

Metaphor:

For my metaphor I have decided to use the idea of ocean waves. In order to understand this metaphor I will describe the basics behind how a wave is created. The water in a wave does not generally move but instead acts as a flexible medium through which energy can transfer. There are many sources for this initial energy with wind being the most common. In my metaphor I am the water which is allowing the energy/knowledge to transfer through me. Before the MET the water was calm with only small capillary waves which are nothing but small ripples in the water. The MET program represents the different sources of waves from wind, atmospheric pressure, seismic activity to tidal forces. Each of the different courses that I have taken through the MET program fall into the different categories. In my ePortfolio I will explain each of these waves and why these courses represent that wave type. The last part of my metaphor is the shoreline that the waves will eventually hit which represents my future and the

obstacles I will face. Overtime the different waves will have an impact on reshaping this shoreline just as the MET program will reshape my future. Below is a table of the different wave types and the course that is associated with each.

Wave Types:

Wave Type	Cause	Courses
Capillary Wave	Wind	Life prior to MET program
Wind Wave	Wind	ETEC 510,512
Seiche	Atmospheric Pressure	ETEC 565a, 530, 532
Seismic Sea Wave	Seismic activity	ETEC 522, 565m
Tide	Gravitation Force	ETEC 500, 511

Time Line:

Week	•	Task
5	•	Peer Review of Proposal by peers and instructor.
6	•	basic framework for website
	•	Home page with write-up and space for "guided tour"
	•	Waves page explaining the metaphor
7	•	Capillary Waves pages
	•	Wind Wave page: reflections/artifacts
	•	Seiche Wave page: reflections/artifacts
8	•	Seismic sea wave page: reflections/artifacts
	•	Tide wave page: reflections/artifacts
	•	Shoreline page
9	•	Peer and instructor review
	•	Start work on the "Guided Tour"
10	•	Reflection and refining of ePortfolio
11	•	Finish "Guided Tour"
	•	Further reflection and refining.
12	•	Finalize ePortfolio
13	•	Submit final ePortfolio and provide feedback/peer editing for fellow classmates

Media/Tools/Navigation:

For my website I will be creating a visually appealing website with a color scheme that supports my metaphor which is the wave. The following table indicates the various pages and navigation that I will be using with my website.

Pages	Items
Home	Introduction to the ePortfolio
	General Reflections

Waves	Explanation of the Waves Metaphor Detail of the Journey
Capillary Waves	Technology usage prior to the MET
Wind Wave	ETEC 510 & 512 – Reflections and Artifacts
Seiche Wave	ETEC 565a, 530, 532 – Reflections and Artifacts
Seismic sea wave	ETEC 522, 565M – Reflections and Artifacts
Tide Wave	ETEC 500 & 511 – Reflections and Artifacts
Shoreline	Final Reflections about the future. References/Sources

Evidence/Artifacts:

The following is a list of the courses I have taken during my Masters of Educational Technology program with the possible artifacts that will be included in my final ePortfolio.

MET Course	Artifacts:
ETEC 500 – Research Methodology in Education	Article Critiques Literature Review Research Proposal
ETEC 510 – Design of Technology Supported Learning Environments	Individual Reflection Images of our integrated ThinkSpace LMS System Paper: Design of a Multi-Platform Teaching and Learning Environment. Sloodle Wiki http://etec.ctlt.ubc.ca/510wiki/Sloodle
ETEC 511 – Foundations of Educational Technology	Essay Review Theorizing ET Image of our Group Project
ETEC 512 – Applications of Learning Theories to Instruction	Lesson Plan Critique Rubric for LMS Thought Paper 1 -3
ETEC 565A – Learning Technologies	Digital Story – YouTube Link ePortfolio – Wordpress blog - http://blogs.ubc.ca/grzeskowiaketec565a/
ETEC 522 – Venture in Learning Technologies	V-project – YouTube Video – Venture Pitch Cloud Learning in the K-12 System http://cloudlearning.weebly.com/
ETEC 565M – Mobile Education	Versatility of WordPress http://m101.sites.olt.ubc.ca/2013/11/18/introduction-versatility-of-wordpress/ Cloud Memory – http://cloud-memory.weebly.com/
ETEC 530 – Constructivist Strategies for E-Learning	Concept Map Constructivism Assignment

	Constructivist Lesson Plan
ETEC 532 – Technology in the Arts and Humanities Classroom	Vignette #1 & #2 Collaborative Inquiry Project
ETEC 590 – Graduating Project	ePortfolio

Assessment Rubric:

Objective	Approaching Expectations	Meets Expectations	Exceeds Expectations
Demonstrates an understanding of theory and research.			
Ability to evaluate and synthesis theories and research and apply it into practice.			
Demonstrates a personal development and growth through the various reflections.			
Sufficient and adequate artifacts are present that support the overall theme and supports the requirements of TQS			
Appropriate references to research are present as well as self-references.			
Appropriate theme/metaphor is chosen and well integrated throughout website.			
Website functionality is easy to use with no errors.			
Creativity and originality is present both with the website design and the use of the metaphor.			
Writing is clear and easy to understand free of errors.			
Various forms of media/images are present that support the overall theme			

References used in Proposal:

ETEC590-checklist.pdf. (n.d.). Retrieved from Blackboard Learn: https://connect.ubc.ca

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Possible References to be Used:

Bates, A.W. & Poole, G. (2003). Chapter 4: a Framework for Selecting and Using Technology. In ***Effective Teaching with Technology in Higher Education: Foundations for Success. (pp. 77-105)***. San Francisco: Jossey Bass Publishers.

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Jonassen, D. (1999). Designing constructivist learning environments. *Instructional design theories and models: A new paradigm of instructional theory*, *2*, 215-239

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