EPortfolio Proposal:

My Voyage to Master of Educational Technology

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ETEC 590, Section 66A

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Purpose

The purpose of my ePortfolio is to fulfill the course requirements for ETEC 590 by producing a visual display of my learning in the UBC MET program. The process of creating my ePortfolio provides me with an excellent opportunity to reflect on how my teaching philosophy and practice have evolved since beginning this program. Reflecting on various artifacts will allow me to demonstrate what I have learned from theory and research and how I have applied this knowledge in my own classroom. Completing my ePortfolio, and thereby meeting the requirements for ETEC 590, will enable me to conclude the MET program and apply to TQS for upgrading of my teacher certification.

Audience

The intended audience of my ePortfolio includes my peers in the MET program, course instructor, Dr. Franc Feng, faculty member Dr. Alex DeCosson, as well as current and future employers and colleagues. My family and friends are also included as potential audience members and I look forward to sharing with them what I have learned during these studies.

Objectives and Outcomes

The objectives and outcomes for my ePortfolio are:

- to demonstrate that I have met the requirements of ETEC 590 and the MET program.
- to display an understanding of theory and research in the field of educational technology.
- to reflect on my personal and professional growth throughout this program.
- to show how I have applied newly acquired knowledge and skills to creating a 21st century student-centered learning environment where technology use plays a prominent role.

- to showcase a digital record of artifacts from my time in the MET program that can be shared with the aforementioned audience.

Metaphor

Teaching and learning in the 21st century will be examined in my ePortfolio through the metaphor of a voyage. The choice of metaphor is natural for me as growing up boat trips were always the highlight of my summer. I met my husband through boating and have spent a significant amount of my life out on the water. The point of a boat trip is to seek an adventure, to explore new islands, to spend quality time with great people, and to gain knowledge and skills. My voyage through UBC's MET Program has been an eye-opening journey where I have acquired knowledge and skills about the use of educational technology that have transformed the way that I teach.

Sections of ePortfolio

For a detailed view of the artifacts and references in each page of ePortfolio, see the table that I have included in the appendix. The sections for my ePortfolio include:

1. **Home Port**

   My homepage will be where I welcome visitors to my ePortfolio, explain the metaphor of a boating voyage, and provide the viewer with a "virtual tour".

   Subpage a) Purpose

   On this page, I will discuss the purpose and audience of my site.

   Subpage b) Bio

   Here, I will describe my educational and professional background and embed a two and a half minute video that I made during the MET program to introduce myself to my students. This will show viewers a bit more about my background, family, and interests, as well as a virtual tour of my classroom.

2. Planning

Just as there are many plans and preparations when going boating, there were many plans and preparations for me to make when deciding to pursue my Masters of Educational Technology. On this page, I will explain why I chose to take my masters and outline my teaching philosophy by embedding my application essay. I will also chronologically list the courses that I took in the MET program to illustrate the direction that I navigated along this voyage. Part of planning for my ePortfolio includes choosing a platform to use. I have decided to use Wix to build my website as I have used it before and found it easy to navigate while also having original and organized templates.

3. Smooth Sailing

Effective learning is similar to smooth sailing, although waves may arise at times. In this section, I will introduce key features of 21st century learning (National Resource Council, 2000), then go into more detail about aspects of an effective learning voyage.

Subpage a) Reliable Boat

Packing for a 21st century boating trip requires thought, and consideration must be given to having a reliable boat to begin your voyage. The pedagogy you bring to your teaching is like the vessel you use on the water. This page will discuss the 21st century skills that I believe are necessary to transport learners smoothly to their destination. Artifacts presented here will include my ETEC 533 Prezi about 21st century learning environments, and ETEC 510 new designs for new learning discussion post.

Subpage b) Boaters

Every boater, just like every learner is unique. In this section, I will explore the importance of student-centered learning, drawing examples from my ETEC 530 constructivism concept map, and ETEC 530 essay about constructivism in the secondary science classroom.

Subpage c) Learning the Ropes

Learning should be a hands-on activity that students are actively involved in, just as crew members actively function to run their boat. Not only should learning be active, but it should also be authentic in terms of being meaningful and personally relevant. In order for boaters to effectively "learn the ropes", they need to be engaged. Artifacts examined on this page will include my ETEC 512 WISE lesson, ETEC 532 discussion post about the net generation, and ETEC 565A digital story.

Subpage d) Crew

A boat trip isn't nearly as easy or fun without people to share it with. Similarly, "learning most naturally occurs not in isolation but by teams of people working together to solve problems" (Jonassen, 1999, p. 228). On this page, I will reflect on some groups projects such as my ETEC 510 multiliteracies website, ETEC 511 case study, and ETEC 532 framework for online learning Prezi.

Subpage e) Captain

A good captain provides a vision of where the boat is going, makes sure that systems will get the boat to its destination, and is an effective leader to the crew. What makes a teacher effective in their context? In this section, I will draw upon what I learned in ETEC 565A, citing the NETS Standards for effective teachers (ISTE, 2008) and Chickering and Gamson's (1987) 'Seven principles for good practice in undergraduate education'.

Subpage f) Racing

How does one evaluate the accomplishments of a boater? In the case of a race, one might assess success by whether or not one's boat came in first place. Others, such as myself, might value the journey over the destination, arguing that all boaters who finished the race were successful. I believe that learning is not a race, but teachers do need to assess their students'

performance during various "legs" of a course. In my discussion of assessment, I will reflect on my ETEC 532 Vignette about assessment, and ETEC 512 behaviorism Prezi.

4. Stormy Seas

Boaters may encounter rough waters, but an effective boat and crew will take them to shore. Stormy seas will include a discussion of issues that pose a challenge to effective learning.

Subpage a) Water

In my opinion, math is similar to the water because it is all around us, and learning to use it is a vital skill. Becoming proficient with mathematics is like learning to swim yet many people are afraid of the water because they haven't had an opportunity to master swimming. The issue of mathophobia was examined in ETEC 510 when discussing Papert's (1980) book 'Mindstorms'. I also looked at the importance of math skills in ETEC 512 when discussing neurological evidence for learning. Finally, games can make learning fun, especially for a topic like math. I used to be a swim instructor, and we would often play games as a class to increase student engagement. In ETEC 511, I wrote an essay about math games for learning that I will reflect upon here.

Subpage b) Capsizing

Capsizing is when a boat is turned on its side or upside down. This is the perfect metaphor for "flipping the classroom", where the traditional lecture/homework approach to teaching is inverted. With flip teaching, students obtain first exposure to course content before class through instructional videos, then spend class time extending their understanding of that content through active learning exercises, activities, labs, or other practical applications. This instructional approach has both benefits and drawbacks, as I discuss in my ETEC 510 design wiki and ETEC 500 research paper.

5. Sail vs. Power

I have intentionally left my metaphor open to include both sailboaters and powerboaters. In both cases, people are getting out and experiencing a journey across the water. In this section, I will discuss the overlap between sailing and motorboating, as it applies to interdisciplinary learning. I will also discuss the various marine electronics used to enhance the boating experience.

Subpage a) Motorsailers

A motorsailer is a boat that is a cross between a sailboat and powerboat. It draws together positive aspects of the different types of vessels. Similarly, interdisciplinary teaching allows learners to make connections between the separate courses that they take, and apply this knowledge to real world situations. The artifacts that I will examine here are my ETEC 532 essay and wiki site about interdisciplinary teaching.

Subpage b) Marine Electronics

Marine electronics are like the digital tools used to enhance the educational experience. Here, I will discuss various technological tools that I use regularly, and reflect on the following artifacts: my ETEC 565M QR Codes Prezi, ETEC 565M Augmented Reality website, ETEC 533 Edmodo tutorial website, and ETEC 565M Google Hangouts tutorial website. I will share some other digital tools that I recommend, but conclude with a discussion of how it can be beneficial at times to unplug and go back to basics, whether it is with sailing or learning.

6. Captain's Log

As my MET voyage reaches its destination, I have started looking out at the vast blue horizon for my next adventure. This page will be a final reflection about what I learned in the MET program and my plans for future EdTech voyages. I will also include a rubric or checklist for evaluation of my eP here.

7. Cruising Guides (References)

Timeline

Dates	Activity
Week 4: June 2 - 8	Submit ePortfolio Proposal for instructor and peer feedback.
Week 5: June 9 - 15	Provide feedback to peers on their ePortfolio proposal. Review feedback from colleagues and instructor and make adjustments. Choose a website platform. Start setting up ePortfolio website.
Week 6: June 16 - 22	Begin adding content to pages. Begin adding artifacts and work on their reflections.
Week 7: June 23 - 29	Continue working on ePortfolio pages.
Week 8: June 30 – July 6	Have at least 3 artifacts and reflections uploaded for instructor and peer review #1.
Week 9: July 7 - 13	Upload link to ePortfolio. Provide peer feedback to colleagues. Review feedback from instructor and colleagues and make adjustments to site.
Week 10: July 14 - 20	Continue working on remaining pages, focusing on artifacts and reflections. Draft script for "guided tour" video.
Week 11: July 21 - 27	Provide feedback to colleagues for peer review #2. Review feedback from instructor and colleagues and make adjustments to site. Work on "guided tour" and upload to ePortfolio.
Week 12: July 28 – August 3	Make any final revisions to ePortfolio.
Week 12: August 4 - 8	Submit ePortfolio. Provide final feedback to colleagues.

Assessment

My assessment checklist is a Google form that will be embedded on the "Captain's Log" page of my ePortfolio. The checklist can be viewed at https://docs.google.com/forms/d/17Jazbts9unLIoy_fkC7aa209YCdNdqlW4gwaCxPbIis or in the screen shots below.

ePortfolio Checklist

Assessment tool for ETEC 590. Master of Educational Technology Program, UBC. Created by Kate Ropchan.

Organization

ePortfolio purpose is clearly stated

- ◯ YES
- ◯ NO

ePortfolio audience is explicitly identified

- ◯ YES
- ◯ NO

ePortfolio guided tour explains site's organization

- ◯ YES
- ◯ NO

ePortfolio is organized around a clearly articulated, thoroughly integrated metaphor

- ◯ YES
- ◯ NO

Presentation

Site layout is clear with effective use of font and colour

- ◯ YES
- ◯ NO

Design choices complement and support metaphor

- ◯ YES
- ◯ NO

Navigation is clear and straightforward

- ◯ YES
- ◯ NO

Links are all functional

- ◯ YES
- ◯ NO

Text utilizes proper spelling and grammar

- ◯ YES
- ◯ NO

Proper citation is used

- ◯ YES
- ◯ NO

Artifacts

Artifacts demonstrate learner's critical thinking and reflection

- ○ YES
- ○ NO

Some artifacts link theory and research to classroom teaching practice

- ○ YES
- ○ NO

Some artifacts demonstrate collaboration with peers

- ○ YES
- ○ NO

Some artifacts demonstrate learner's proficiency with educational technology.

- ○ YES
- ○ NO

Learning & Reflection

ePortfolio demonstrates learning and growth

- ○ YES
- ○ NO

ePortfolio demonstrates a reflection on the MET experience

- ○ YES
- ○ NO

ePortfolio exhibits a transformation in teaching philosophy

- ○ YES
- ○ NO

ePortfolio demonstrates areas for future research and/or growth

- ○ YES
- ○ NO

If you answered "NO" to any of the above statements, it would be greatly appreciated if you would take a moment to provide some details below. Your suggestions and feedback are greatly appreciated.

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Appendix: ePortfolio Design Table

Metaphor	Subpage	Purpose	Course	Artifacts	References
Home	Purpose	Identifying the purpose and audience of my site			-Cambridge, 2001
	Bio	Describing my educational and professional background.			
Planning		Explaining why I chose to take my masters, outlining my teaching philosophy, and listing the MET courses I took.	-all courses	-MET Application Essay	-Brandes, 2008
Smooth Sailing	Reliable Boat	Discussing the 21st century skills required for today's students.	-ETEC 533 -ETEC 510	-21st Century Learning Environments Prezi -New Designs for New Learning Discussion Post	-National Research Council, 2000 -Prensky, 2001 -Wesch, 2007
	Boaters	Exploring the importance of student-centered learning.	-ETEC 530	-Constructivism Concept Map -Constructivism in the Secondary Science Classroom Essay	-Good, Mellon & Kromhout, 1978 -Land & Hannifin, 2000 -Lutz & Huitt, 2003 -NRC, 2000
	Learning the Ropes	Outlining how learning should be active, meaningful and personally relevant.	-ETEC 512 -ETEC 532 -ETEC 565A	-WISE Lesson -Net Generation Discussion Post -Digital Story	-Bates & Poole, 2003 -Goldfarb, 2002 -Jonassen, 1999 -Scardamalia & Bereiter, 1994 -So, 2002
	Crew	Reflecting on group projects and the importance of collaborative learning.	-ETEC 510 -ETEC 511 -ETEC 532	-Multiliteracies Website -Case Study Website -Framework for Online Learning Prezi	-Brown, Collins, & Duguid, 1989 -Glassman, 1994 -Jonassen, 1999 -Khoo & Cowie, 2010 -Kolodner, 1992 -Lundberg, 1993 -New London Group, 1996 -Reigeluth, 1999

	Captain	Analyzing what makes a teacher effective in their context.	-ETEC 565A	-Digital Age Teaching Professionals Discussion Post -Seven Principles for Good Practice Discussion Post	-Anderson, 2008 -Chickering & Gamson, 1987 -International Society for Techology in Education, 2008 -Jonassen, 1999
	Racing	Reflecting on assessment.	-ETEC 532	-Assessment Vignette -Behaviorism Prezi	-Anderson, 2008 -Anderson, 2008b -Gibbs & Simpson, 2005 -Lutz & Huitt, 2003
Stormy Seas	Water	Discussing various challenges and successes of math education.	-ETEC 510 -ETEC 511 -ETEC 512	-Mindstorms Discussion Post -Neurological Evidence for Math Learning Discussion Post -Math Games for Learning Essay	-Papert, 1980 -Prize, Mazzoco, & Ansari, 2013 -Tobias, 1993 -Zamarian, Ischebeck, & Delazer, 2009
	Capsizing	Analyzing the benefits and challenges of "flipping the classroom".	-ETEC 500 -ETEC 510	-Flipped Classroom Design Wiki -Flipped Classroom Research Proposal	-Alvarez, 2011 -Frederickson, Reed, & Clifford, 2005 -Lents & Cifuentes, 2009 -Ronchetti, 2010 -Strayer, 2012
Sail vs. Power	Motorsailers	Exploring interdisciplinary teaching.	-ETEC 532	-Interdisciplinary Teaching Literary Review -Interdisciplinary Teaching Wiki	-Wee, Kek, & Sim, 2001
	Marine Electronics	Discussing various technological tools that I have become proficient with during the MET program.	-ETEC 533 -ETEC 565M	-QR Codes Prezi -Augmented Reality Website -Edmodo Tutorial Website -Google Hangouts Tutorial Website	-Bates & Poole, 2003
Captain's Log		Reflecting on what I learned in the MET program and my plans for future EdTech voyages.	-all courses	-Final Reflection -Rubric for Evaluation of ePortfolio	-Moon, 2001

Cruising Guides		Listing the references that I used in this ePortfolio and throughout the MET program.	-all courses	-Reference List	-all references above