

## **ePortfolio Proposal**

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### Introduction and Purpose

I have been thinking about my ePortfolio since I began the MET program. As a writer and instructor, I was looking for a way to demonstrate my abilities outside of a resume and clippings. This portfolio seemed like the best way to integrate my knowledge of technology, writing and teaching. However, soon after I began MET, I felt the need to share my new knowledge with others interested in educational technology. Therefore, when I began a blog in one of these courses, I decided to keep it going.

As with a resume, I knew choosing from a vast array of samples would prove to be a challenge. Therefore, I designed my blog to include pages with assignments from each course and regular posts reflecting on what I had learned. In essence, my blog became an online book which included pages of information and reflections about each new topic.

Therefore, my ePortfolio will be designed like a book. This book will do the following:

- outline what I learned in each course
- show how I deepened my understanding of course material by reflecting
- demonstrate how educational technology can be used with adult literacy learners
- demonstrate my employable skills as an educator, researcher and writer in the field of educational technology
- link to further information regarding educational technology
- engage others by encouraging feedback

I want this to be an ongoing project that began with my blog, transformed into an ePortfolio and still continues to grow.

## **My Method**

Like an author I will construct my chapters with free-flow writing, reflect on what I have written and edit for clarity. Like any story, my portfolio will start with an idea and grow into itself. Perhaps the readers will write the ending if one exists. My audience includes those interested in educational technology and those interested in hiring me.

Each chapter of this ePortfolio will have a theme linking technology to education and literacy as an example demonstrating these links. I realized after about three courses that I could understand and remember the new educational technology information I was learning better when I connected the knowledge in each course to my literacy teaching experience. For example, in ETEC 520 Planning, I discovered ways to integrate technology into my classroom, my school and even my province. In ETEC 565, I designed an online literacy course for adult students. Soon after, I obtained a job designing and teaching a similar course for a local school board. In each step of my ETEC journey, I applied new knowledge to the practical. Therefore, I will continue to include literacy as my example of how themes in each course connect.

I want this to be a book that can be read from beginning to end but can also be read in any order like a reference book. Each chapter has a unique lesson that can stand alone but also belongs with all the other lessons in the book.

## **Artifacts**

Artifacts will include text, audio, media, Moodle and links to further knowledge. I will include examples from the core courses and my electives. I am particularly interested in why I chose the electives I did and how they have shaped my learning. Overall, I will include accomplishments, questions, reflections, a tour guide and a rubric to show evidence of my learning. Instead of describing various types of media, I hope to include several examples including slide shows and audio files.

References will include those I have collected along my way including articles by Bates, Chickering and Ehrmann and Chickering and Gamson. I have found their articles particularly influential while choosing media.

### Challenges

My greatest challenge is that I am still learning. Other challenges include the following:

- Although, I believe in Constructivist methods of teaching, I am discovering my teaching style may not be as Constructivist as I first thought. Currently, I am taking ETEC 512 and learning about various theories; therefore, my theory chapter may need to be the last one I complete.
- Another challenge includes using a metaphor that is professional enough to have meaning to those viewing it beyond this course.
- I am not certain if my ePortfolio will be a book that builds chapter upon chapter or one with modular pagination which allows me to insert new information into each chapter without changing the rest of the book.

### Conclusion

With the conclusion of this course, I hope to use this ePortfolio to share my knowledge of educational technology with others. I will continue to add pages to my book and reflect on each new piece of information in my blog. Eventually, I would like to link to an ongoing wiki where I would ask others to help me build a resource for writers, designers and literacy educators. Currently, there appears to be little information regarding educational technology and adult literacy learners. Therefore, I hope to contribute to a new knowledge base while demonstrating my skills.

#### ePortfolio Timeline

Week	Task
4	Finish readings and post proposal
5	Read feedback and submit proposal
6	Peer review, decide platform
7	Pick artefacts from core courses

8	Pick artefacts from 3 electives
9	Pick artefacts from 3 more electives
10	Reflect on all artefacts and link all together
11	Show tour
12	Review feedback and revise
13	Submit ePortfolio