ePortfolio Proposal – Gary Bartanus

Statement of Purpose

This ePortfolio documents and celebrates two and a half years of professional evolution while I was both participating in the University of British Columbia Master of Educational Technology (UBC MET) program and teaching at Hanyang University (HYU) in Korea. As this online network of artifacts, reflections, and relationships demonstrates, I am fortunate to be employed at one of Korea's top universities that not only attracts the best students, but also provides motivation and support to faculty members who wish to pursue graduate school or research work. Since commencing the UBC MET program, the healthy autonomy provided at HYU has allowed me to implement many instructional design and pedagogical approaches that have, as a result, become intrinsic to who I am as an educator. While this is personally rewarding in every possible way, the greatest value of this process resides in the positive impact that it has had on the lifelong learning paths of those students who have been exposed to the continually evolving pedagogical practices that have emerged from it. Therefore, the main purpose of this eP is to present unequivocal evidence of how social constructivism can enable educators and students to form mutually beneficial partnerships in communities of learning and practice.

A secondary purpose is to demonstrate that I meet the requirements of the Teacher Qualification Services in the Province of British Columbia for a capstone research experience in the MET program ("ETEC 590: Graduating Project | UBC Master of Educational Technology (MET)," n.d.).

Primary Objective, Questions, and More Objectives

My primary and overarching objective will be to connect the more scholarly and current knowledge that I have constructed in the MET Program with the prior knowledge that began to develop way back in high school, then re-emerged when working in my first classroom. *(The background to this is in my full proposal, but was cut from here for brevity.)*

In addition to that possibly too ambitious objective, the development of this ePortfolio will raise some key questions. Because the audience is expected to be more than just myself and family, those question will be based on the reflections and relationships that emerge as I consider the various courses I took and artifacts I created while taking those courses. While developing this ePortfolio, questions that will be repeatedly asked will include:

- How is this artifact not just a trophy-artifact...an artifact chosen merely to show off a glittering skill with all the bells and whistles--but no real relationship to teaching and learning?
- What particular competencies are my strongest? Which artifacts best demonstrate those competencies?
- Given the choices and directions I have followed in my learning and teaching over the past few years, what paths should I consider taking in the immediate and long-term future? Where could someone like me make the most positive contribution(s) in education and/or educational research?

As I formulate answers to those and other emerging questions, additional objectives may emerge and these, in turn, may have some influence on the stated purpose of this proposal. I expect to include some secondary objectives that will be:

1. to acquire a clear and comprehensive perspective on how the various concepts, skills, and artifacts of the MET courses have had an immediate impact on my teaching practice

and students

2. to develop specific plans for continued professional development that draw on the above perspective (Objective #1) and consider the major shifts in direction that, because of advancing technology and well researched pedagogies, are taking place globally in education
3. to provide tangible evidence of such basic competencies as ePortfolio development, educational research, and group project collaboration.
4. to demonstrate via carefully selected artifacts and written reflections that, in addition to the basic competencies outlined above (Objective #3) and in the TQS, my prior knowledge plus MET collaborations and knowledge building all equip me with "a particular set of skills" (Morel, 2009) that enable me to collaborate with others to help bring about advancements in the specific area(s) identified in Objective #2 (above).
5. to make use of a memorable metaphor/theme that allows the audience to connect and relate to the competencies that are being demonstrated by the artifacts and reflections
6. to develop and maintain an easy to navigate platform that allows the audience to view and assess content with minimal time commitments

Audience

Initially, the audience will be ETEC 590 instructor Dr. Francis Feng, and the esteemed peers of this cohort. With both their feedback and my ongoing reflection and growth, this ePortfolio may have the potential to evolve into a sort of Open Educational Resource (OER) and hopefully reach a wider audience of educational peers, prospective employers, and possible doctoral programs (Yes! even at my age!).

The Process

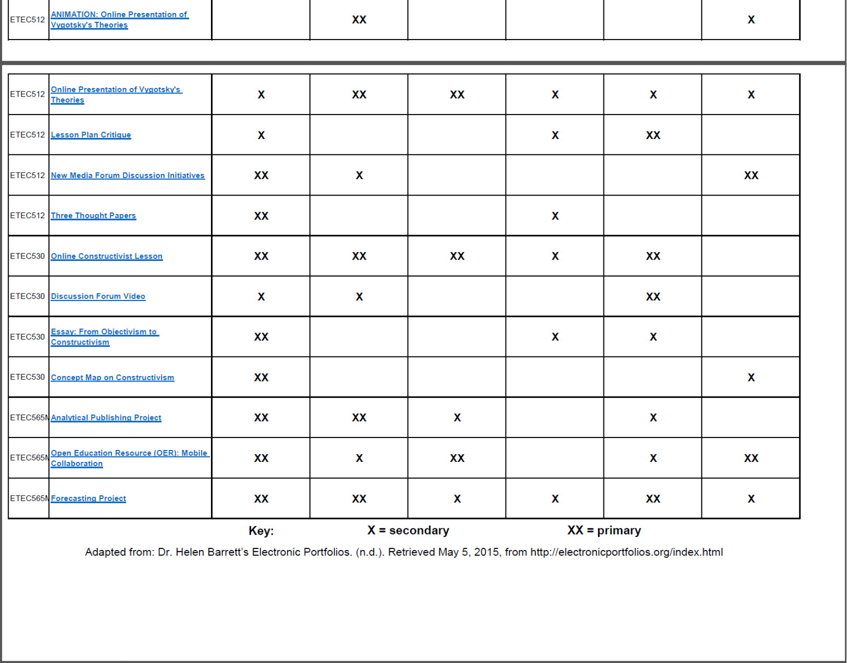
I do not plan to use a linear approach where one simply presents the courses in chronological order--the same order in which they were taken. One reason for this is because most of my best and most aesthetically appealing work is in the more recent courses I have done. Although it is important for the eP to show how one's knowledge has been developed and shaped over time, I think it is also important to create a positive and appealing first impression by beginning with content that is most relevant to the main purpose of this ePortfolio. Since that purpose is more about growing relationships, building knowledge, and achieving both common and specific goals, I will try to correlate competencies with artifacts and reflections across the MET curriculum and use metaphorical imagery to clarify the essential elements of each of the competencies.

Theme/Metaphor

While commencing work on my B.Ed. degree, I learned that physical fitness could affect one's mental acumen. So I decided to embark on a fitness program that, within six months, resulted in the loss of over 40 pounds, the gain of significantly increased muscle mass, a much more efficient metabolic rate, and the beginning of a lifelong passion for weight training, cycling, and distance running. Interestingly, while gaining the passion and losing the fat, my grades actually increased.

In the first version of this proposal, I wrote 5 long paragraphs that had some ideas on how to link the sub-metaphors with the competencies that I want to emphasize in the eP. Although I may include a few of the ideas that were described in those paragraphs, the following chart (adapted from Dr. Helen Barrett's Electronic Portfolios. (n.d.). Retrieved May 5, 2015, from http://electronicportfolios.org/index.html) is a fairly clear representation of how I will design 6 separate sections of the eP, each emphasizing a different competency/sub-metaphor:

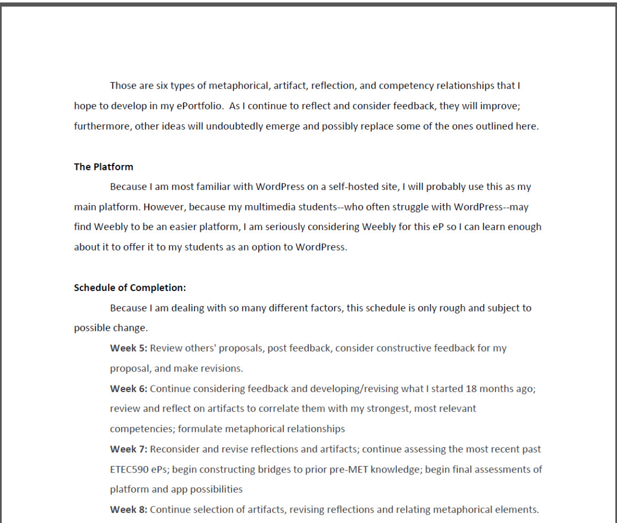
Course	Artifact/URL	E-learning Competencies to Demonstrate					
		Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6
		Critically evaluate and draw logical, clear, objective, and well supported conclusions about learning theories, relevant literatures, technologies, or collaborative projects	Use innovative professional multimedia production, digital storytelling, editing and voiceover techniques plus New Media content to engage targeted audiences	Utilize best practices for instructional design, basic web design, responsive Web 2.0 design, mobile learning, e-learning 2.0, and high interest presentations for optimal outcomes	Plan, develop and implement useful research initiatives with appropriate methodologies; generate, analyze and report findings; write high quality academic writing	Link and apply modern learning theories as well as current research findings to professional practice and development (including other MET Courses)	Respect and learn from differing perspectives and new ideas; apply collaboration, project completion time management, and negotiation skills (Influencers)
		Linked Sub-metaphors (based on "Fitness Program")					
		Sub-metaphor 1	Sub-metaphor 2	Sub-metaphor 3	Sub-metaphor 4	Sub-metaphor 5	Sub-metaphor 6
		Consume healthy foods and don't trust that weigh scale! Instead, check the mirror for balanced muscle development and a more attractive shape. (self-reflect for critical evaluation & personal growth)	Cross train with carefully considered and appropriate exercise regimens that focus on spcecific targets for various muscle groups, joints, wellness goals, etc.	Utilize best practice training techniques, such as stretching, warming up, cooling down, using good form, and wearing appropriate gear for weight training, running, cycling, etc. to get optimal training benefit	Develop and implement workout schedules that are based on your current level of fitness; keep track of your progress and consult with a trainer and/or doctor	Consult with trainers and other health professionals, listen to your body, and customize your fitness program to maximize your health benefit.	Don't try to go it alone: use a buddy system to make your workouts more enjoyable and beneficial.
ETEC532	Culminating Project: Literature Review, Ethnographic Research, and Revisions to New Course Design	XX	X	XX	X	XX	X
ETEC532	Analysis of Vignette #1: Art, Culture, Identity and Representation: A Conversation with Three Art Educators	X			X	X	XX
ETEC532	Analysis of Vignette #2: How do I Teach/Learn from Creating a Website	X			XX	X	
ETEC532	JR's TED Prize wish: Use art to turn the world inside out					X	XX
ETEC532	FaltyDL - 'Straight & Arrow'					X	XX
ETEC510	Wiki page on Google Drive (Docs) and Google+ Hangouts	X	XX	X		X	
ETEC510	The Online Learning Environment Design Project (Group)	XX	XX	XX	X	XX	XX
ETEC510	Synchronous and Asynchronous Collaboration with Google Drive	X	XX	X		X	
ETEC565A	http://www.garysclasses.com/moodle/	X	X	XX		X	
ETEC565A	Digital Story	X	XX			X	X
ETEC565A	Course e-Portfolio WordPress Blog	X	X	X	XX		
ETEC565A	SECTIONS Framework on ETEC565M OER	X		XX	X	XX	
ETEC500	Co-authored Methodological Critique	XX			XX	X	XX
ETEC500	Research Proposal	XX		X	XX	XX	X
ETEC500	Article Critique	XX			XX	X	
ETEC511	DLG @ Case Study Assignment: The Internet Meme Website	X	XX	X		X	XX
ETEC511	My Intro. for DLG @ Case Study Assignment	XX	XX	XX	X	X	X
ETEC511	Scholarly Essay: Pedagogy in the Age of Web 2.0	XX			XX	X	
ETEC511	Thought Leaders' Perspectives: Dawkins, Wesch, & Lessig	XX		X			X
ETEC511	Some Thoughts on the Spirituality of Technology in Education	XX	XX	X		X	X



ETEC512	ANIMATION: Online Presentation of Vygotsky's Theories		XX				X
ETEC512	Online Presentation of Vygotsky's Theories	X	XX	XX	X	X	X
ETEC512	Lesson Plan Critique	X			X	XX	
ETEC512	New Media Forum Discussion Initiatives	XX	X				XX
ETEC512	Three Thought Papers	XX			X		
ETEC530	Online Constructivist Lesson	XX	XX	XX	X	XX	
ETEC530	Discussion Forum Video	X	X			XX	
ETEC530	Essay: From Objectivism to Constructivism	XX			X	X	
ETEC530	Concept Map on Constructivism	XX					X
ETEC565	Analytical Publishing Project	XX	XX	X		X	
ETEC565	Open Education Resource (OER): Mobile Collaboration	XX	X	XX		X	XX
ETEC565	Forecasting Project	XX	XX	X	X	XX	X

Key: **X = secondary** **XX = primary**

Adapted from: Dr. Helen Barrett's Electronic Portfolios. (n.d.). Retrieved May 5, 2015, from http://electronicportfolios.org/index.html



Those are six types of metaphorical, artifact, reflection, and competency relationships that I hope to develop in my ePortfolio. As I continue to reflect and consider feedback, they will improve; furthermore, other ideas will undoubtedly emerge and possibly replace some of the ones outlined here.

The Platform

Because I am most familiar with WordPress on a self-hosted site, I will probably use this as my main platform. However, because my multimedia students--who often struggle with WordPress--may find Weebly to be an easier platform, I am seriously considering Weebly for this eP so I can learn enough about it to offer it to my students as an option to WordPress.

Schedule of Completion:

Because I am dealing with so many different factors, this schedule is only rough and subject to possible change.

Week 5: Review others' proposals, post feedback, consider constructive feedback for my proposal, and make revisions.

Week 6: Continue considering feedback and developing/revising what I started 18 months ago; review and reflect on artifacts to correlate them with my strongest, most relevant competencies; formulate metaphorical relationships

Week 7: Reconsider and revise reflections and artifacts; continue assessing the most recent past ETEC590 ePs; begin constructing bridges to prior pre-MET knowledge; begin final assessments of platform and app possibilities

Week 8: Continue selection of artifacts, revising reflections and relating metaphorical elements.

Shortlist 7 or 8 artifacts/reflections for peer and instructor review.

Week 9: Submit 3 artifacts for peer and instructor review; consider feedback and make revisions where necessary; continue reviewing the developing eP in the context of purpose, audience, and objectives

Week 10: Reflect on how latest revisions may affect all other eP contents and make adjustments where necessary; begin planning and preparing an outline for the guided tour

Week 11: Record rough draft of guided tour, watch and reflect on it, and make the necessary changes in continuity and/or overall approach, if necessary

Week 12: Test and review links and navigation of site; insert citations where possible; continue recording and revising the tour as needed; test site on different computers and browsers--make changes where possible

Week 13: Complete reference page; do last minute check of any embedded YouTube videos for bogus copyright claims that violate "Fair Use" provisions and, if necessary, move videos off YouTube to a different host; test site on different computers and browsers; go live!

Evaluation Rubric

Full Disclosure: This is a rough working document that does not, at this point, attempt to reinvent the wheel. Where my own words are incapable of quickly saying it better, I have borrowed language from various other sources, including Megan, D'Alice, Quentin, the ETEC 590 Checklist and the EPortfolio (Digital Portfolio) Rubric (Vandervelde, n.d.). This is will allow me to get this proposal posted much sooner than would otherwise be possible. Thank you for understanding.

Purpose and Objectives

Criteria	Emerging	Proficient	Exemplary
The overall purpose and objectives of the ePortfolio are clearly described and is supported throughout the eP.			
Artifacts and reflection are relevant to the student's learning and professional practice--and have been appropriately chosen.			
The primary purpose and objective provide meaningful insight as to the student's educational philosophy and its consistency with key values of the MET program.			
Connections and applications of knowledge attained throughout the MET program are clearly demonstrated.			

Teacher Qualification Service (TQS) Competencies

Criteria	Emerging	Proficient	Exemplary
The eP demonstrates familiarity with and understanding of theory and research in educational technology and includes artifacts/reflections that demonstrate ability to it effectively in classroom and e-learning environments.			
The eP includes examples of the student's ability to critically evaluate content presented in relation to educational technology theory and current research.			
Artifacts and reflections in this eP explicitly link theory and research to professional practice			

Reflection

Criteria	Emerging	Proficient	Exemplary
Reflective thought is evident, demonstrates synthesis and analysis of course content, and draws relationships (connections) among various key aspects of both the MET program and current practice.			
The eP relates the applications of the knowledge gained in the MET program to personal educational philosophy			

and demonstrates a clear plan for future professional development.			
All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives (Vandervelde, n.d.).			

Design and Layout

Criteria	**Emerging**	**Proficient**	**Exemplary**
The overall design is aesthetically pleasing, inviting to the viewer, and appropriate for the theme/metaphor.			
The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file (n.d.).			
The ePortfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.			
Creative elements have purpose and enhance understanding of the overall purpose of the eP.			

Multimedia Elements (n.d.)

Criteria	**Emerging**	**Proficient**	**Exemplary**
All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.			
All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.			

Writing Conventions

Criteria	**Emerging**	**Proficient**	**Exemplary**
The eP has no spelling or grammatical errors.			
All images, media or text created by others are cited with accurate, properly formatted APA citations and/or attributions.			

Collaboration

Criteria	**Emerging**	**Proficient**	**Exemplary**
Artifacts and reflections provide evidence of collaborative practice throughout the completion of coursework and the MET program.			
The ePortfolio offers some interactivity which provides viewers the opportunity to participate in discussion			

Current and Potential References

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