



**a place of mind**

**THE UNIVERSITY OF BRITISH COLUMBIA**

**Technology Teacher Education**

**e-Portfolio Primer for Technology Students**

### **What is an e-Portfolio?**

Simply put, an e-Portfolio is a collection and presentation of evidence. For technology teacher education students, this typically includes personal files (resume, philosophy, specializations, etc), course-related files (essays, animations, inquiries, podcasts, projects, reflections, tweets, videos), teaching or curriculum-related files (blogs, course designs, design challenges, media guides, tutorials, projects, units), and design files (media productions, images, projects, etc). What are these selections evidence of? An e-Portfolio is also an attestation of what these artifacts represent: Most of the selected entries will have a brief description of what the artifacts attest to. An e-Portfolio is:

#### **I. Collection and Selection of Evidence**

- *Knowledge, Skills, & Dispositions*
- *Philosophical Positions*
- *Teaching Materials & Media Productions*
- *Reflective Processes*

#### **II. Process for Reflections on, and Attestations for, Selections of Evidence**

### **What is the most expedient way for me to start an e-Portfolio?**

The easiest way to start and maintain an e-Portfolio is through either a blog or Facebook page. Go to [blogs.ubc.ca](http://blogs.ubc.ca) to launch a WordPress blog, which you can design as a more formal "website". See the blog for this course at [blogs.ubc.ca/dandt](http://blogs.ubc.ca/dandt) for a good idea of how a blog can be designed into something much more extensive. Facebook requires that visitors have a Facebook account, WordPress blogs do not require this.

### **What are Some Platforms for e-Portfolios?**

Media production platforms and applications: a range of platforms are available. Wordpress remains a viable option and students have drawn on Weebly, Wix, and Google sites, to name a few, and from an ever increasing list of options, to host their e-Portfolios and a range of other artifacts.

## **e-Portfolio Checklist (Who do I Want to Be?)\***

### **Who am I? (*Personal Portfolio*)**

- Specializations
- Philosophy of Technology Education (and Design & Technology)
- Other Biographical Information
- Resume
- 

### **What is Evidence of my Creativity and Design Work? (*Media Design Portfolio*)**

- Media Productions
- Programming Scripts
- Technical Reports
- Project / Product Photos
- Project / Product Drawings
- 

### **Assignments**

- Handouts
- Open Source Instructional Materials or Presentation
- Compressed video & sound file (Tutorial or Podcast)
- Tutorial
- Designs
- Lesson Plans & Reflections
- 

### **What Are My Ideas For Teaching Technology? (*Teaching Portfolio*)**

- Sample Lessons & Lesson Plans
- Demo Materials (slides, teaching aids, etc.)
- Handouts (Dispatches, Procedure, Information, Safety, etc.)
- Activity, Design & Project Briefs
- Assessment Rubrics
- Content Outlines
- Modules & Units
- Curriculum & Courses
- Program Ad brochures, etc.
- Philosophy, etc.
- 

### **What do the Entries Attest to and What are My Reflections? (*Reflective Process Portfolio*)**

- Brief Attestations
- Reflections
- Insights
- 

### **Attainment of Standards**

- Reflections on teaching in context of standards
- Process of blogging and reflecting over time

\*These are benchmark items for guidance in the process. Including all of these items in your e-Portfolio is unnecessary at this point, but we anticipate that eventually you will. You should include all the modules assignments in the checklist. A video or sound file, for example, may be a tutorial or a podcast.

**Assessment:** See Rubric for assessment details, i.e.,

1. **(Contextualize)** The purpose and goals of the e-Portfolio are clearly articulated. Is the context professional? Is this a professional e-Portfolio?
2. **(Collect)** Many samples are collected as evidence. Is the content substantial? Are content and blogs sustained over time?
3. **(Collect)** Samples are collected that illustrate BCCT Standards. Is the content responding to (or thoughtfully critiquing) the Standards? **(Collect)** Entry categories are provided for organizing samples. Is the content well organized and presented.
4. **(Reflect)** Reflection is incorporated in the e-Portfolio. Are attestations provided for the entries and sustained over time?
5. **(Reflect)** Reflection demonstrates connections to BCCT Standards. Are the reflections responding to (or thoughtfully critiquing) the Standards?
6. **(Design)** The e-Portfolio / blog is well designed and used in a technically effective manner.
7. **(Design with Media Sophistication)** The blog effectively showcases content.
8. **(Design)** The blog is well-organized and easily navigated. Does the e-Portfolio take advantage of the interactive features of blogging?
9. **(Design with Media Sophistication)** The blog is professional looking. Are the visual impact and style professional?
10. **(Experiment)** There are some experimental features to the design.
11. **(Design)** The e-Portfolio is engaging and displays a high degree of creativity.