

# EPORTFOLIO ROADMAP

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**Our goal** is to present a convincing case that what we have learned is what students in the MEd program are expected to know.

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Below is a snapshot of what we've covered over the past three weeks, and a glimpse to potential next steps.

■ Completed    ■ In Progress    ■ Still To Come

- Determine Group Baselines
- Examine EPortfolio Structures and Definitions
- Match Competencies ↔ BA Equivalencies
- Conceptualize 'Backbone' and Qualifying Artifacts
- Consider Application/Platform (weebly, blogspot, wordpress, Joomla, tumblr etc.)
- Customize Platform (structure, design) and Gather Artifacts
- Populate Eportfolio With Qualifying Content
- Present EPortfolio

## Roadmap Expanded

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### **Determine Group Baseline**

We determined group understanding of, and experience with, eportfolios. Baseline level achieved through interviews, discussions and transcriptions of interviews.

### **Examine EPortfolio Structures and Definitions** *(Discussant: Lorayne)*

We examined four eportfolio structure models, and suitable definitions. Adjectives to keep in mind - organize, searchable, transportable, accessible, personal.

### **Match Competencies to BA Equivalencies** *(Discussant: Chris)*

Worked on compiling list of competencies, and matching them up with BA Equivalency chart.

- Formal (Education, Professional)
- Informal (Volunteer, Hobbies, life...)

\* Lorayne provided a 'Compliance Chart', and sample concept maps in our discussion board. She reminded us not to sell our experiences short.

## **Conceptualize Backbone and Qualifying Artifacts** *(Discussant: Kris)*

### **BACKBONE**

Kris asked us to think about our, “Pillars of Competency”, also referred to as the portfolio “backbone”, and “Conceptual Organizers”.

- \* Lorayne recommended limiting the “backbone” to THREE to FIVE main links, under which all other content will be organized.

### **QUALIFYING ARTIFACTS**

Kris prompted a discussion on the importance of **qualifying** our artifacts, which involved determining a **baseline artifact**, and then demonstrating growth through a **post-baseline artifact**.

- \* If we do not have physical evidence (**IE. letters, certificates, work samples, references etc.**) to establish baseline and/or post baseline competency in a particular area, then we should consider ‘**reflective posts**’ as suitable alternatives.

## **Consider Eportfolio Applications/Platforms** *(Discussant: Dan)*

Dan prompted the class to consider what application/platform they were thinking of using for their eportfolio. Also of interest was where each portfolio would be hosted.

- \* Anna mentioned Durham College might be able to offer limited, but secure, hosting on the server.
- \* Dan recommended the creation of another discussion board thread on, “Applications/Platforms”, so the group could post any questions/concerns/advice that they may have.

## **Customize Platform and Gather Artifacts**

Here, group members will have chosen a platform for their eportfolio, and a host for their site to reside on. Focus will turn to customizing the design and structure of their portfolio, as well as gathering all of the content (page descriptions, artifacts etc.) that they intend to use on each page/section of the site.

- \* Kathleen posted a resource from UFV that could prove helpful during this stage of development:  
[http://www.ufv.ca/plar/portfolio\\_tutorial.htm](http://www.ufv.ca/plar/portfolio_tutorial.htm)

## **Populate EPortfolio With Qualifying Content**

Portfolio will be populated with all of the user-generated content.

## **Present EPortfolio**

Students will present their portfolios to the class. Questions for Lorayne:

1. How will the presentation schedule be determined, and when will it be finalized?
2. What is the expected length for each presentation?