

Reflective Statement- P2 ePortfolio

Prior to this Critical Media Literacy course this semester, I was unfamiliar with how to create an ePortfolio and what its significance was. Throughout this course, we have put a lot of time and effort into creating our own ePortfolios. Our ePortfolios include a showcase of all of the academic work we have created throughout this semester. My ePortfolio is a collection of tools and assignments that showcases my accomplishments in this course. An ePortfolio displays evidence of writing samples, including files with various formats (Clemson, 2017). An ePortfolio also provides an audience with the creators learning and growth over a period of time.

As technology continues to advance, teachers are incorporating technology into modern day classrooms around the world. As a future teacher, I am aware that it is crucial for me to become knowledgeable and comfortable with the use of technology and be able to integrate it into a curriculum in a way that enhances my students' learning. An ePortfolio is one of many ways to incorporate technology into learning. Dr. Alice Christie defines ePortfolios as, "a purposeful collection of student work that exhibits the efforts, progress and achievements in one or more areas" (Christie, 2015, p. 8).

While creating an ePortfolio, the use of technology allows for creation, adaptation, and personalization of learning experiences that foster independent learning (ISTE Standards, 2008). While creating an ePortfolio, there are three main steps to follow: collect, select, and reflect (Christie, 2015). In this process, students are given the chance to collect information based on a specific, assigned topic, select the most significant data that they would like to include, and reflect on the information that they have chosen. This

shows growth and achievement in the specified learning goals. “What makes a portfolio more than a collection of artifacts is the inclusion of reflections providing a unique expression of the individual creating the portfolio” (Christie, 2007). In this course, we worked on reflective statements, like this one, after each project, this gives students the ability to reflect and look back on what they have learned throughout the project, while also demonstrating their knowledge that they have gained.

“As portfolios began to be incorporated into K-12 classrooms, the emphasis was more on portfolios as a showcase for learning, as a counterpoint to traditional forms of assessment, or to illuminate capabilities not covered by standardized testing: the emphasis on portfolio assessment” (Barrett, 2005). Giving students the opportunity to create an ePortfolio allows them to have the freedom to design and organize the information they have collected in a way that not only works for them, but is also stored online and is accessible both in and out of the classroom. Creating ePortfolios allows students to take on the responsibility of producing work, as well as using it as a tool in order to “support the learning process” (Barrett, 2005).

In the 21st century, ePortfolios are a way for students to learn how to produce a product and reflect on what they have learned throughout the experience. Whoever is creating the ePortfolio benefits from the strategies involved, for example, “writing, solving, researching a topic, analyzing information, or describing their own observations” (Barrett, 2005). I think that ePortfolios are a great tool for students to document and showcase their work, academic accomplishments, and their understandings of what they have been working on, and then be able to reflect on what they have learned. Creating an ePortfolio also allows students to gain useful technological skills that could one day be

used in the student's future educational careers and professional lives. Throughout this Critical Media Literacy course and the process of creating my own ePortfolio, I learned many beneficial skills and I now feel better prepared to work with new technology and help my future students build their own ePortfolios.

References

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