Afton Goins

EDCI 270

Adrie Koehler

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Project 1: Portfolio—Narrative Reflection

1. Of the five ISTE standards, I feel that those best addressed by this project were the final 3: *Model Digital-Age Work and Learning,* *Promote and Model Digital Citizenship and Responsibility,* and *Engage in Professional Growth and Leadership*. First and foremost, I think ISTE standard 3 was addressed by this project in that the development of the website allowed me to practice effective communication of information regarding the cases, projects, and badges that I completed this semester to the viewers of my website, in correspondence with Standard 3c. Secondly, Standard 4, especially 4a, was addressed through the necessity of modelling online integrity through the appropriate use of digital information. As a professional portfolio, it was extremely important to make sure that any information that did not belong to me was cited properly so that I respected the rules of online integrity. Similarly, it was also very important that my “netiquette” was admirable and professional. Finally, Standard 5c in particular was addressed through the blog posts on my website, which gave me space to reflect on the old and new digital tools I was using and the way I was using them to facilitate learning for students.
2. This project gave me invaluable experience in designing a professional portfolio, of course! Before completing this project I had never made a website that was intended to be seen by the professional community, so it was a novel opportunity to develop the skills of building a space on the internet specifically to advocate for myself. I also had the opportunity to exercise my creativity through the design and set-up of the website, which was great for me! I was able to see what worked and what didn’t regarding stylistic choices and layout, so I now have the knowledge for the next time I create a website as far as the steps I need to take in order to make it as user-friendly as I can.
3. Websites are used to convey information all the time! The most immediate and salient example is the way our TAs used their websites to offer information about the course to their students, but since Weebly gives us the opportunity to add blog pages to our websites, they become Web 2.0 tools and can be used to interact in a push-pull relationship with those who view our websites. We can receive feedback on the way our website is structured, the information provided, the way a certain assignment was interpreted, and so on, and we are also able to respond to that feedback and create a dialogue about bit only the website itself but the concepts being discussed through it. This dialogue is what makes this project an invaluable tool to facilitate teaching and learning.
4. The main improvement that would be nice to see in this project would be a more interactive experience amongst the students within the course. We each have our own websites, but our URLs aren’t made available to the other students within our lab section. Although we do get the chance to peer review another student’s website about halfway through the semester, I think it would be a great use of the Web 2.0 capabilities of the websites to have access to the other students’ websites. The ability to open up dialogue with other students over any number of subjects—feedback on the layout or design of the website, an alternate perspective on a case reflection, or a clarifying conversation about the content—could be invaluable. Even if the websites are only used in a Web 1.0 way, it would be wonderful to be able to see the creativity of the other students in the course and learn from the way they completed the various assignments. I think encouraging the sharing of websites with other students would help each student grow and learn with regards to the topics discussed during the course and the completion of Project 1.