

Purpose: goals? why people come to site?

This site development is the culminating project for my MEd SISLT Educational Technology degree. Visitors to the site will be reviewing my learning progress to determine eligibility for graduation. A secondary group of visitors to the site might be potential employers or students reviewing my credentials as an educator and technology facilitator. The basic material presented for each audience is relatively the same. The site's purpose is therefore to illustrate advancement, understanding, and personal growth of myself and is not in itself designed to be a reference, education, or recreation tool. Visitors will want to see my competence using the Internet as a tool but more importantly my understanding of the core concepts:

Needs Assessment: interview Aimee Klimczak on requirements; include portfolio rubric

The site will be designed to meet the requirements of the portfolio rubric for SISLT. The rubric has 6 core requirements: Technically Sound, Learning Beliefs, Concept Map, Standards, Data, and Course of Study. After reviewing the rubric and examining the sample portfolios on the SISLT website, I needed to find answers to the following questions. The rubric is available from a link on my assignments page at http://bengal.missouri.edu/~dachx8/intro_web/assignments.html.

Interview Questions:

- Are the example portfolios ones that meet all of the requirements or merely products that were submitted? *They passed review... but some were copied before final review.*
- Are there expectations beyond the rubric that I should consider for the portfolio? *Not that I can think of...*
- Will I have contact with the portfolio evaluators or should I try to develop the portfolio as a self-sufficient product? *It's a self-standing product... the reviewers will e-mail you questions, comments, concerns after initial reviews...*
- Should the resume highlight all of my teaching abilities as well as my technology learning or be centered solely on technology education? *Doesn't matter... it's just a snapshot of you so reviewers can see where you are coming from...*
- May the products from the courses be modified as I progress through the degree program or should I use the version of the product submitted in the course as examples? If so, is it acceptable to include the modifications in a second file to show development? *Yes, they may be modified, and yes, you may include modifications to show development. Also, please know that you are NOT limited to course projects... you may include anything and everything you do.*
- Are the learning belief statements to be transitional or summative? Meaning, do I write them as a representation of growth that shows where I was and then where I am at the end or do I write them at the end showing where I stand after completing the program? *Summative... tell us what you believe now.*
- References for learning beliefs: Are these source references as if it were a research document or personal references related to my abilities that support my statements of belief? I can see the value of both. *We like to see research references... some theory that you anchor your beliefs to.*

Audience: discussion of target audience

The primary concern at this point for the portfolio is to present my development through the master's program to the independent evaluators. I will not have a direct contact with the evaluators or know their specific characteristics. They will be familiar with education theories and skills for incorporation of technology to enhance learning. They will determine my final approval for graduation.

Secondary to this objective, the portfolio will be available to prospective employers and students to view my education and technology abilities. These visitors will not have a specific goal in mind when viewing my site. They will want to see my capabilities and need to be given a reason to continue moving through the site. So, aesthetics, engagement, organization, and creativity need to be considered without compromising professionalism.

Content: discuss information in site

The site will outline my competencies as an educator while highlighting my integration of technology in meaningful ways. I will present each course in my program of studies with reflections and examples of products from these courses. The products will be from my course assignments and from student examples produced using my assignments. Each course will be tied together to support my learning beliefs. The site will also house my resume and references.

Presentation of Information: organization structure of site and benefits of structure






The site will be a standard home page with a column menu and primary content in the main box. Each course will then be a separate page linked back to the main with sub-pages for examples. Alternatively, if the page will layout correctly, the home page will be set up like a web. Since the program highlights the interconnectivity between technology, learning, and constructivism, it is logical to have a web be the backdrop for the site. Each course will be a primary intersection in the web linking to the content for the course and examples. There will be a navigation bar included with each page and a color scheme designed to present a professional appearance. To meet the rubric requirements, the links will be opened into new windows. It would be nice as the mouse hovers over a section to have key concepts pop up in the sidebar to accentuate ideas. This requires some JavaScript from what I can tell, but is a good challenge even if not completed by May. The idea behind this is to be attention grabbers. Many of the example sites I have visited are involve sections with long text. This is okay and often unavoidable, but may not keep the audiences attention or may not allow them to see major points. By having the key phrases come to the front, it ensures they see them and gives some entertainment to keep them involved while staying professional.

Media: images and video clips included; the permissions for material

Video of lab or student activities. Student products with names removed.
Images of classroom activities. Course assignment products.
Removing personal information of products from others that show my assignment successes will minimize the need for permissions. Also, most of the material will be original works from my classes or myself. For the few items such as the NETS standards that are from other sources, I will seek permission to repost the material on my site or simply provide a link to the primary page.

Color Scheme and Rationale: include color samples and scheme for site

Olive or Blue-grey

navigation column		
text		
links		
followed links		

I am reserving the right to modify the color scheme when the site develops further. I intend to try to use external style sheets for the site to enable easy modification. I like the olive or blue-grey color schemes because they tend to exhibit a degree of professionalism and represent themselves well on most browsers. The text will be variations of white or black depending on their locations over the background. Much of the background will be light colors in the main frame with a darker sidebar for navigation and highlights. Ideally, the site will provide an aesthetic, professional, and easy to read output. The intensity of the color will be the primary variance.