

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

There will be approximately 30 students (elementary teachers) in the class. The course will be delivered live in a classroom setting once every other week for 1 hour throughout a 3 month period.

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? Society?

Our district has set in place expectations on the implementation of Project Based Learning opportunities. We are also expected to create opportunities for our students to be able to utilize technology in their learning while also being able to be creative and innovative in their thinking.

3. Nature of the Subject

Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

The implementation of ePortfolios is a combination of theoretical and practical. The subject is primarily divergent as ePortfolios are something that is able to continue to be developed and added to, especially in regards to our students who can continue their ePortfolios through their educational careers. They are allowed the freedom and opportunity to be creative in their design and choices. There has been a huge shift to online portfolios because of the practical and accessible aspects, as well as a push to utilize technology more in the classrooms, giving students choice, freedom and creativity in their learning development.

4. Characteristics of the Learners

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

The staff is a diverse group of teachers, mainly teachers with 10 or more years of experience. They have very little experience with ePortfolios aside from the introduction to them during the pandemic through sites such as Seesaw. They are expected to implement PBL and technology in their classrooms through the use of ePortfolios for themselves then eventually for their students.

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

I believe that any student can be successful if we as teachers find what motivates, inspires and drives a student. I am confident that the implementation of ePortfolios effectively will help lead our students to greater success in their learning. I delved into the world of ePortfolios during at-home teaching and allowed my students to use SeeSaw to share their projects. I knew there was more I could learn about ePortfolios so, through my graduate work, I've become very familiar with how they work and how we can use them to create new opportunities in our school. Coming from teaching in a fine arts classroom for 18 years, I understand how allowing for creativity, freedom, choice are key to the success of this implementation project.