

BLOGS AS E-PORTFOLIOS FOR LEARNING
INNOVATION PLAN IMPLEMENTATION OUTLINE

An essential piece for promoting innovation in your organization is an implementation plan, a draft timeline of how I am planning to carry over my innovation idea is below. A growth mindset is the first step to push forward and become a real innovator. I do not doubt the outline has many holes that I am not considering at the present moment, but I am sure they will be filled out and improved as the progression starts to take place.

Spring Semester 2019. Pilot Program

Phase I: Planning, establish the bases and gathering information.

November - December 2018: Write an innovation proposal and complete a literature review to determine viability.

December 2018: Survey to determine the perspective and interest of the school community to blogs and e-portfolios.

Phase II: Communication of the purpose

December 2018: Administrators. Send the letter of proposal to the head principal. Schedule an appointment with the head principal to discuss the innovation plan and implementation — presentation of the literature review and promotional video. Discuss improvements, include the Educational Technology Coach at the campus.

December 2018: Teacher invitation. An invitation will be sent by email to all teachers informing about the innovation plan, its purpose, timeline, time commitment, and training. The goal is to generate interest to participate in "Blogs as e-portfolios for Learning" and its benefits

including those after student graduation. Develop a list of teachers willing to innovate in their classrooms by participating in the program.

January 2019: Parents and guardians. Send a letter home introducing the "Blogs as e-portfolios for Learning" program, a link to the promotional video, and an invitation to actively participate in reviewing and giving feedback to their students' blog-based e-portfolio through comments.

Phase III: Implementation

Platform and devices: GHS is a 1:1 iPad high school, and for that reason, the platform selected was Adobe Spark Page due to its functionality in the iPad compared to other platforms. The commenting feature is fundamental in blogging and is not available on Adobe Spark page. To complement the experience, students will create a free account on Flipgrid (a leading video discussion platform) and will use attach a grid as a link from their blog to generate a place where visitors will leave comments, and the blog owner could reply. Due to the characteristics of Flipgrid, comments can be text or video, enhancing the engagement and participation in the discussion. Flipgrid is password protected and will be shared with the school community, helping maintain the privacy of the students.

January 2019: Inservice. During the in-service day, I will present a professional development session on "Blogs as e-portfolios for Learning" that includes the promotional video and a snapshot of the literature review as well as how to create and implement a blog-based digital portfolio in GHS classrooms. Teachers are encouraged to develop their own e-portfolio/blog to experience in parallel with their students as well as, by publishing their blogs,

they will promote a good image of the school and its activities. Teachers participating in the program will enjoy a jeans day every Wednesday.

February - May 2019: Monthly meeting. Participating teachers will meet for 30 minutes after school to discuss occurrences, adjust the course of action and have extra training. I will be available for questions or help during the semester.

January 2019: Introduction and student training. Introduce all students in AP Physics classes to the e-portfolio and blogging platform and its purpose. Allow time for personalization of their page. Discuss digital etiquette, footprint and online safety. Students will be trained in the creation of web content and blog posts, and will create a welcome blog post.

February 2019: District level professional development day. A session on “Blogs as e-portfolios” will be presented to create a presence of the program in the district.

January - May 2019: Blogs for learning. Students will work every Friday on blog/e-portfolio related activities. The goal is for them to reflect on their learning through different formats, written, audio or video, and provide feedback to other classmates through the commenting feature of the blog. GHS has a block schedule, classes on A and B day will have alternated Fridays to work on the e-portfolio during class. Build a database that includes all web addresses to the student blog e-portfolio.

February - March 2019. During this period, students will create one blog post every other week. Students will be trained to provide mindful feedback and will be required to provide a minimum of three feedback comments to other students' blog posts. Blogs will be short reflections of past academic experiences, extracurricular activities or life experiences. By providing students with choice, we are expecting to increase engagement, encourage ownership

of the work and empower student's voice. Students will be evaluated on their participation and quality of their feedback.

April - May 2019. During this period, students will create one blog post per week and a minimum of three feedback comments to other students' blogs. A rubric will evaluate blog content and interactions.

Phase IV: Program evaluation and planning for the future.

March and May 2019: An anonymous survey, based on a Likert scale, will be sent to all teachers and students participating in the pilot program to determine the usage, benefits, engagement, functionality of the platform, and perspective of "Blogs as e-portfolios for Learning."

June 2019: Planning for the future. Analyze and compare trends from the surveys, adjust and improve the program. Present results to the school administration, look for approval for large scale implementation the upcoming year. Evaluate the blogging and discussion platforms to determine if they are the most adequate for the job.

Summer 2019. "Blogs as e-portfolios for Learning," professional development sessions for all interested teachers will be implemented during the Summer.

2019-2020 School Year. Larger scale implementation of the program "Blogs as e-portfolios for Learning."

Phase I: Preparation

July 2019: Planning larger scale implementation.

August 2019: Schoolwide invitation. At least two teachers from each department will be expected to join. Teachers joining the program will continue to enjoy jeans day every

Wednesday. A promotional video including testimonials from teachers and students will be distributed to promote the benefits of the e-portfolio and blog.

Phase II: Communication of the purpose

August 2019: In-service for participating teachers. Show the promotional video once more. Snapshot of the most recent literature review will be presented. Professional development for teachers joining the program will be in the schedule.

Parents and guardians. A letter home will be sent explaining the program and its benefits as a continuation of the pilot plan.

October 2019 and February 2020: District level professional development day. Present various sessions on "Blog as a e-portfolios for learning" to create a stronger presence of the program in the district and encourage other schools to try it out.

Phase III: Implementation

Platform and devices: Adobe Spark Page app on iPad.

September 2019 - May 2020: Continuous teacher training. Ongoing monthly teacher training with a specific focus will be provided for any teachers in the program, 30 minutes after school. During that time, student sample work will be discussed. Conversation on the use, implementation, and benefits of the e-portfolio/blog during PLCs will be encouraged as a method of advertising.

September 2019: Portfolio creation and personalization. Introduction to the platform and creative process for new students. Students that already have an e-portfolio/blog will continue to use it. Discuss digital etiquette, footprint, and online safety — creation of a welcome to the

semester blog post. Students with experience on the use of the e-portfolio/blog will share their knowledge with those students new to it by creating small teaching groups or rotations.

October - December 2019. Students will create one blog post every other week and will comment on three separate blog posts. Students will be evaluated on their participation and quality of the feedback process.

January - May 2020. Students will create one blog post every week and will comment on three other blog posts — evaluation as planned.

Phase IV: Program evaluation and planning for the future.

December 2019 and May 2020: Survey. An anonymous survey based on a Likert scale will be sent to all teachers and students participating in the program. Analyze and compare trends. Adjust and improve the program as needed.

2020 - 2021 School Year: Schoolwide implementation of the "Blogs as e-portfolios for Learning."

Implementation. The adjusted implementation plan will be developed during phase 4 on May 2020.

Administrators support. Support is fundamental for schoolwide implementation. Continue to maintain the administrative team informed to earn their support to continue the work in campus.

Teacher participation. All teachers will be required to participate in the program. Teachers participating in "Blogs as e-portfolios for Learning" the year before will share their expertise by being lead teachers for the schoolwide implementation of the program. PLCs will be the central support organization for teachers. Monthly training will be offered during their meetings.

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