

EDTECH 592-4174: Portfolio

SPRING 2012

3 Credit Online Course

Boise State University, Department of Educational Technology

EDTECH Website: <http://edtech.boisestate.edu>

** NOTE: THE ORIGINAL SYLLABUS FOR EDTECH 592 WAS CREATED BY DR. CHAREEN SNELSON.*

Instructor information

Dr. Ross A. Perkins

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Location: Room 312 of the College of Education Building

Office Hours: (Mountain Time)

Tuesday: 2:00 - 4:00 PM

Wednesday: 2:00 - 4:00 PM

Thursday: 2:00 - 4:00 PM

Virtual meetings may be scheduled by appointment.

Instructor E-Mail Response Time

If you send an e-mail during the week you should typically have a reply within 24 hours. If you do not receive a reply to your e-mail within a reasonable period of time please send it again. If an email is sent Friday evening, or during the weekend, it may be a longer period of time before I am able to respond.

Course description

A broad-based selection of significant student work that is used to appraise student performance and professional development. A portfolio reflects the depth and breadth of a student's educational growth since entering the graduate program. Portfolios may include, but are not limited to, classroom examinations, journals, writing samples, publishable scholarship, professional projects, annotated bibliographies, and artistic endeavors. Graded pass/fail. (P/F) only.

Course Goals

- Describe the rationale for and logistics of ePortfolios from an academic perspective
- Create an ePortfolio website with artifacts mapped and linked to the AECT standards, a rationale paper, and a reflection video.
- Organize a significant collection of artifacts in the ePortfolio including projects, papers, and other relevant examples of work completed during the M.E.T. career.
- Map ePortfolio artifacts to appropriate AECT standards.
- Write a rationale paper describing the artifacts in the portfolio and how they demonstrate skills, knowledge, understanding of theory, professional disposition, real-world application, and mastery of the AECT standards.
- Prepare a reflection video to tell the story of professional growth attained during the master's program.
- Review a peer's ePortfolio and provide constructive feedback using the ePortfolio rubric.
- Make revisions to the ePortfolio based on feedback provided through peer and faculty review.

Course Location and Login Information

This is an online course hosted on the EDTECH Moodle site at: <http://edtech.mrooms.org/>

Firefox is *strongly* recommended browser for Moodle: <http://www.mozilla.com>

Logging in to Moodle:

- If you have taken courses with us before in Moodle, then login as you did before. If you have lost your password, click the "Forgotten your username or password?" link under the login area of the EDTECH Moodle site: <http://edtech.mrooms.org/login/index.php>
- If you have never taken a course in the EDTECH Moodle then you will need to create a new account. Click the "Create new account" button on the Moodle login page: <http://edtech.mrooms.org/login/index.php>
- For additional information, please refer to the Moodle tutorial here: <http://edtech.mrooms.org/mod/resource/view.php?id=625>

When you login to Moodle look for a link to EDTECH 592-4174 (Perkins): Portfolio (SP12). This link will be visible on the course start date of Tuesday, January 17, 2012. The enrollment key can be found in an e-mail sent during the week before the semester begins.

Course Materials

- Access to BSU GoogleApps (provided by default through Boise State University)
- Syllabi from all EDTECH courses you have taken. The most recent syllabi are linked from the EDTECH website.
- A copy of the AECT standards. A copy is available inside the Moodle course site for EDTECH 592.
- Course assignments completed during the entire master's program.

- Copies of rubrics and feedback provided by instructors and peers. This is used to make improvements to the artifacts and will not be used in the portfolio itself.
- Webcam or other digital video camera for the reflection video.
- Computer microphone or webcam with microphone for the reflection video.
- Screen recording software for the reflection video. Here are some recommendations from most expensive to least expensive.
 - [Camtasia](#): Record the screen with or without webcam. A PowerPoint plugin is provided. [Camtasia](#) comes with its own video editor. It's more expensive, but worth the price.
 - [Jing Pro](#): IMPORTANT NOTE: Please note that although Jing Pro provides the benefit of minimal cost, it only records 5 minutes of video at a time. Shorter sections can be spliced together in some video editing software programs, such as iMovie. Please note that the mp4 video format is currently NOT compatible with Windows Movie Maker. Please avoid using the free version of Jing, because editing options are very limited and the software produces a swf file only.
 - [Screencast-O-Matic](#): This is free, requires no installation, and permits 15 minute video recordings with mp4 output. The pro version gives you additional time and provides some video editing tools.
- Video editing software may be needed. It depends on your video and the software you use to record it. If you are using [Camtasia](#), then it is unlikely that you will need additional software. Here are my recommendations for video editing.
 - [Adobe Premiere Elements](#): Excellent video-editing software for the price. This software works on both Mac and PC. It will open mp4 files created by Flip video cameras or screen recording programs such as Jing Pro or Screencast-O-Matic.
 - [JayCut](#): Free, online video editing. It works fairly well, albeit with some limitations.
 - iMovie: If you are a Mac user.
 - Movie Maker/Windows Live Movie Maker: If you are a Windows user. Please note that you may have to convert video files created with some screencasting programs before editing. Short video files can be converted online for free, or software may be purchased for file conversion. See the list of video conversion tools here: <http://edtech.boisestate.edu/snelsonc/youtube.html>
- A website to host your ePortfolio and its contents online. This can be on the EDTECH2 server or on your choice of online hosting services. IMPORTANT NOTE: All portions of your portfolio must be online with public access (no login required) so that it can be easily reviewed by peers, instructor, and faculty.
 - *You are welcome to use a website created in GoogleSites, but if you do so, it is recommended that you use your own Google account to do so. Though Boise State's GoogleApps allows a student to make sites, student lose all access to their BSU account within six months of graduation. Therefore, in order to preserve access to the portfolio you create, you should do so with a personal account.*
- A video-hosting site. I recommend [Screencast](#) or [YouTube](#). The video must be in a format that anyone can view from the Web. For example, if you upload the video to YouTube or Screencast it can be viewed on both Mac and Windows machines online. It may also be linked and/or embedded on the portfolio website.

- Software to create the ePortfolio Website: For example, Dreamweaver if the portfolio is created on the EDTECH2 server. If an online e-portfolio service is used then software may be unnecessary.
- A CSS template for your website. If you are creating your own ePortfolio site on the EDTECH2 server, I encourage you to download an attractive CSS template to give it a professional look. There are many places to get these for free online such as: <http://www.freecsstemplates.org/> Additional sources may be found through a Google search.
- We encourage you to add a link to your [Linked in](#) account on your ePortfolio homepage. Some faculty may wish to give you a referral on Linked In.

Readings, Videos, and Resources

All reading materials, videos, and other online resources are available in the Moodle course site.

Assignments and Grades

This course is a bit different from most, because we do not have weekly modules. Rather, the majority of our work on preparation of the ePortfolio, which serves as the culminating activity for your M.E.T. program. The peer review and the ePortfolio are assessed as described in the table below. Other minor assignments (such as discussion boards, etc.) will be assessed primarily on a Satisfactory/Unsatisfactory basis.

Assignment	Description	How it is Assessed
Admin Tasks	You will be asked to create a shared folder through BSU GoogleDocs along with other minor administrative (housekeeping) tasks.	Done (on-time) or Done (not-on-time)
Project Management Documents	You will be asked to submit various documents related to your electronic portfolio (such as spreadsheets, etc.)	Done (on-time) or Done (not-on-time)
Discussion Boards	You will participate in a couple of selected discussion boards. Typically, students will have a couple of days to submit an initial post (starting from the time the board "opens") and then another few days to submit follow-up responses.	Sat / Unsat
Peer Review	Use the portfolio rubric to complete one peer review during the preliminary review segment of the course. You sign up for the review week as described in the assignment instructions within the Moodle course site. The peer review is a pass/fail assignment that simply needs to be completed satisfactorily with scores entered in the rubric spreadsheet along with typed comments about the portfolio you	Completed/Not Completed

	reviewed. The peer review is scored as Completed/Not Completed.	
Portfolio	<p>The portfolio must be entirely online with public access.</p> <p>Your portfolio must include: (1) A video reflection presentation, (2) rationale paper, and (3) a "map artifacts to standards" piece that links from the standard to each artifact.</p> <p>The ePortfolio is scored using a rubric. [Click here to download the scoring rubric.] This rubric is a spreadsheet with formulas included to calculate the score. When you open it you will see that scores have been entered for a perfect portfolio with all 4s. You will change these scores when conducting the peer review. It is also strongly encouraged that you use the rubric to self-score your own portfolio as you develop it.</p> <p>The ePortfolio rubric is used during both the preliminary portfolio review (instructor, peer) and the formal faculty review (committee of 2 EDTECH faculty members). Please refer to the course schedule for dates.</p> <p>Your portfolio must be approved by a formal review committee of EDTECH faculty members to pass. This review is conducted during the formal faculty review portion of the course. Please refer to the course schedule further down this page for dates.</p> <p>The ePortfolio includes the following elements:</p> <ul style="list-style-type: none"> • ePortfolio Website (20% of final score) • Reflection Video (30% of final score) • Rationale Paper (25% of final score) • Artifacts Mapped to the AECT Standards (25% of final score) 	Scoring Rubric

Final Grades for EDTECH 592 Portfolio

This is a pass/fail (P/F) course and M.E.T. candidates must pass EDTECH 592 in order to graduate.

Grade	How it is Earned
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P	The ePortfolio passed and the peer review was completed. Your portfolio must be approved by a formal review committee of EDTECH faculty members to pass.
F	The ePortfolio failed.
I	Incomplete granted only with departmental approval.

What Happens if the Portfolio Fails?

If a student fails the portfolio a letter is sent to the EDTECH Department Chair requesting another chance. If approved, an incomplete is given. The incomplete grade must be resolved the following semester. If permission is not granted to retry or the student fails the portfolio a second time then the final grade for the portfolio becomes an F.

Course Alignment to the AECT Standards

This course aligns to the AECT *Standards for the Accreditation of School Media Specialist and Educational Technology Programs*. As a culminating activity, the ePortfolio demonstrates mastery of knowledge, skills, and dispositions considered important to the field of educational technology.

Major Category	Description
STANDARD 1: DESIGN	Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.
STANDARD 2: DEVELOPMENT	Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
STANDARD 3: UTILIZATION	Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.
STANDARD 4: MANAGEMENT	Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.
STANDARD 5: EVALUATION	Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Late Work

Because of the nature of this course we cannot accept late work. Due dates are firm.

Technical Difficulties

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then a reasonable extension might be granted depending on circumstances.

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss specific needs. You will also need to contact the [Disability Resource Center](#) at 208-426-1583 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Academic Honesty

We will follow the [BSU Student Code of Conduct](#) and also observe [U.S. copyright laws](#) in this course.

Please adhere to the following guidelines:

- The ePortfolio should be composed of your own original work.
- Images or other media used in the ePortfolio should be original, used with permission of the owner, come from the public domain, or fall within use permitted under a Creative Commons license. Please check terms of use on sites containing these items. If in doubt, don't use it.
- Please cite the source for materials that are used in the ePortfolio unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Sign up for Preliminary Review

IMPORTANT! [Sign up for a preliminary review group](#) during the first week of class. During the second part of class we go through the preliminary review (midpoint review) of the ePortfolios, which includes both a peer and instructor review of the first good draft of your ePortfolio. This is essentially a dress rehearsal for the formal faculty review that begins later in the semester. We are using a staggered preliminary review schedule with the class divided into groups.

Pick a group and sign up via Moodle: After you log into the EDTECH 592 Moodle course site, look for the link that says, "[Sign up for a Preliminary Review Group](#)." Sign up is first come, first served. You MUST have a complete first draft of your ePortfolio by the due date indicated for your selected group in order to receive comprehensive feedback.

Due dates for reviews are linked from within the Moodle site.

Course Schedule

This course is structured in six parts. The start and end dates are shown in the table below. When you login to the EDTECH 592 Moodle course site you will see a section devoted to each part of the course. Instructions and documents are provided there for you.

- *1a. Introduction to ePortfolio*
 - A view of the "big picture" of ePortfolio - not only for this course, but as an assessment tool in general (note that this overlaps with the second module).
- *1b. Assemble the ePortfolio*
 - Create the ePortfolio site, map the artifacts to the standards, write the rationale paper, and record the reflection video.
- *2. Preliminary Review of the ePortfolios*
 - Conduct peer and instructor review.
- *3. Final Preparation for Formal Review*
 - Finish work on the ePortfolio.
- *Formal Faculty Review*
 - EDTECH faculty members evaluate the ePortfolio
- *Last Chance Review (if necessarily)*
 - Used for cases where students have failed to meet acceptable standards, or to account for unforeseen technical problems.

Weeks	Start	End	Overview of Major Activities
1 through 2	Jan 17	Jan 31	Part 1a: Introduction to ePortfolio This introductory segment includes readings about ePortfolios as well as a discussion about their purpose. You will be introduced to project management strategies and you will be given the opportunity to create a

			project timeline.
1 through 5	Jan 17	Feb 21	<p>Part 1b: Assemble the ePortfolio</p> <p>Along with completing activities for Part 1a (<i>Introduction to ePortfolio</i>), you will build the first good draft of your ePortfolio to produce a showcase of your finest work completed in the M.E.T. program.</p> <p>Goal: Create a good first draft of your ePortfolio that includes:</p> <ul style="list-style-type: none"> • Website: An ePortfolio website with all of your artifacts (about 25 to 30) mapped and linked to a table of AECT standards. A template with notes is available here: http://edtech.boisestate.edu/snelsonc/portfolio/template/index.html • Rationale Paper: A rationale paper on your portfolio site that describes and links to the artifacts, describes why they were selected, how they demonstrate mastery of the standards, and your understanding of how theory connects to practice. A reference section in APA style is included. • Reflection Video: A reflection video (10 to 15 minutes) linked from your portfolio site where you tell your story as a master's candidate and discuss: your learning and professional growth; the big picture of your accomplishment, meaningful coursework, and how your teaching has been impacted in real-world practice. <p>Note: This section of the course provides everyone with an initial block of time to create a complete first draft of the ePortfolio. The five week block is the minimum amount of time every person will get to work on the ePortfolio draft.</p>
Weeks	Start	End	Activities
6 through 9	Feb 22	Mar 20	<p>Part 2: Preliminary Review of ePortfolios: Peer Review and Instructor Review</p> <p><i>You must sign up for a Preliminary Review Group in Moodle.</i></p> <p>The purpose of this mid-point review phase is to identify strengths and problems in the ePortfolios. Feedback from a peer review and instructor review of your ePortfolio will help you identify things that need additional work prior to formal faculty review.</p>

			<p>Goal: Obtain feedback for final revision of the ePortfolio.</p> <p>Use the ePortfolio rubric to conduct a peer review. Peer review assignments are located in the instructions for part 2 page in Moodle. Whichever group you select for your preliminary review will determine when you will conduct your peer review.</p>
Weeks	Start	End	Activities
10 through 11	Mar 21	Apr 10	<p>Part 3: Final Preparation for Formal Review</p> <p>During this portion of the course you will finish all work on your ePortfolio in preparation for formal faculty review.</p> <p>Goal: Make sure that the ePortfolio is completely ready for formal faculty review.</p> <p>BSU Spring Break is 26 MARCH to 30 MARCH</p>
Weeks	Start	End	Activities
12 through 13	Apr 11	Apr 24	<p>Part 4: Formal Faculty Review</p> <p>A committee of EDTECH faculty will review each ePortfolio and decide if it passes or fails. The committee will be composed of the portfolio instructor and another faculty member. The committee members will review the ePortfolios and provide written feedback along with recommendations for pass or fail. M.E.T. candidates will be notified of committee decisions by e-mail after all the reviews have been completed.</p> <p>Goal: Determine pass/fail of each ePortfolio</p> <p><i>Watch for an e-mail from the instructor with the results of your formal faculty review. The estimated date for this notification is November 30.</i></p>
Week	Start	End	Activities
14	Apr 25	May 1	<p>Part 5: Last Chance Review</p> <p>In the situation where a portfolio does not pass, the candidate will have a short period of time to make last minute corrections to the ePortfolio. This final portion of the course has been set aside for this purpose. If your portfolio passed, you may wish to use the faculty feedback to make final improvements to your ePortfolio during this time. We invite everyone to submit complete ePortfolios to be used as examples for other students.</p>

			<p>Goal: Use this week to correct and resubmit your ePortfolio (as necessary). This step is optional if you passed the formal review.</p> <p>If your ePortfolio passed you will receive a grade of P in BroncoWeb. The portfolio is your culminating activity and the pass signifies completion of this milestone in your graduate education.</p>
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BSU Academic Calendar

Please refer to the BSU Academic Calendar for University dates and deadlines:
<http://registrar.boisestate.edu/academic-calendar.shtml>

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology

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