Developing Your Master’s e-Portfolio: An Instructional Module

Renee Adams
Department of Educational Technology
University of Hawaii Manoa
Samuel Enoka Kalama Intermediate School
Maui, Hawaii
Location?

Hawaii

Image from http://www.alohaislandtravel.com/maps/images/islands.gif
Who are you?

A. Graduate Student
B. Instructor - Higher education
C. Instructor - K12 or elsewhere
D. Administrators - any level
E. Family and friends
Who are you?

A. Graduate Student
B. Instructor - Higher education
C. Instructor - K12 or elsewhere
D. Administrators - any level
E. Family and friends
Why are you here?

A. I need to create an e-portfolio.
B. I am a teacher and my students create e-portfolios.
C. I just want to know more about e-portfolios.
D. I am friend or family of the presenter.
Why are you here?

A. I need to create an e-portfolio.
B. I am a teacher and my students create e-portfolios.
C. I just want to know more about e-portfolios.
D. I am friend or family of the presenter.
So
Close
So Close
Great experiences

What a ride!
Great experiences

What a ride!
Great experiences

What a ride!
Great experiences

What a ride!
Great experiences

What a ride!
Great experiences

What a ride!
Master’s in Educational Technology

This nationally accredited program prepares students to create, teach and learn through diverse media as well as integrate technology into educational environments. Educational Technology (ETEC)

- provides theoretical knowledge and scientific principles applied to problems that arise in a social context.
- prepares individuals to devise effective messages, team devices, techniques, and settings.
- involves the study of theory and practice of design, development, utilization, management, and evaluation of processes and learning.

Practitioners in educational technology, whether they are teachers, developers, administrators, or support personnel, seek innovation...
Accreditation

UNIVERSITY of HAWAI‘I at MĀNOA
COLLEGE OF EDUCATION

Context
NCATE Program Standards
Initial and Advanced Programs for Educational Communications and Technology
Prepared by Association for Educational Communication and Technology

Development **standard** spells out the e-portfolio task: “Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies” (AECT 2010, p.23).

Development **indicator** 2.0.7 states, the learner will: “contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio” (AECT 2010, p.24).
The diagram illustrates the relationship between Theory, Practice, Development, Utilization, Management, and Evaluation within the context of educational technology. The main concepts are:

- **Utilization**: Media Utilization, Diffusion of Innovations, Implementation and institutionalization, Policies and Regulations.
- **Management**: Project Management, Resources Management, Delivery System Management, Information Management.

The diagram also shows the interconnections between these concepts, emphasizing the cyclical nature of the relationships within the field of educational technology.
The E-portfolio provides an opportunity of students to:

- synthesize what they have learned in the Master’s program,
- show their growth over time, and
- demonstrate that they have mastered the program’s standards.
The E-portfolio provides an opportunity of students to . . .

- synthesize what they have learned in the Master’s program,
- show their growth over time, and
- demonstrate that they have mastered the program’s standards.
The E-portfolio provides an opportunity of students to . . .

- synthesize what they have learned in the Master’s program,
- show their growth over time, and
- demonstrate that they have mastered the program’s standards
The E-Portfolio . . .

- "...document skill sets and reflect on learning, accomplishments, and career goals."

- “…strengthens self-study and accreditations Processes” (Lorenzo & Ittelson, 2005, p.16).

- “...enabling the larger learning community within the institution ... to collectively reflect on what it values and how well it is doing” (Cambridge 2008, p.54).

Context
Need for support

“Reflecting on the work was the most difficult part of the experience,” and suggests,

“Students should be instructed on how to write reflectively and be encouraged to do so as their program progresses.

If students are not guided in reflective writing, they will tend to summarize what the selection is, rather than analyzing and extrapolating what went into it, why it represents learning, etc.”
Need for feedback
An Instructional Design Module

The purpose of this instructional design project was to develop and evaluate an instructional module to assist online students to produce the required electronic portfolio in partial fulfillment of their Master's of Education in Educational Technology in the Department of Educational Technology at the University of Hawaii at Manoa.
An Instructional Design Module

The purpose of this instructional design project was to develop and evaluate an instructional module to assist online students to produce the required electronic portfolio in partial fulfillment of their Master's of Education in Educational Technology in the Department of Educational Technology at the University of Hawaii at Manoa.
An Instructional Design Module

The purpose of this instructional design project was to develop and evaluate an instructional module to assist online students to produce the required electronic portfolio in partial fulfillment of their Master's of Education in Educational Technology in the Department of Educational Technology at the University of Hawaii at Manoa.
An Instructional Design Module

The purpose of this instructional design project was to develop and evaluate an instructional module to assist online students to produce the required electronic portfolio in partial fulfillment of their Master's of Education in Educational Technology in the Department of Educational Technology at the University of Hawaii at Manoa.
Driven by Learner Characteristics

I'm not sure about the e-portfolio!

But just tell me what I NEED to know!

Make it fast, useful, and painless, please!

I know tech!

Methodology
18 Participants

Methodology
Welina mai kakou! * Greetings, everyone!

Welcome to Developing Your Master's E-Portfolio, an instructional module designed to help OTEC students fulfill this requirement for the Master's in Education in Educational Technology. Please read the following consent form and then proceed.
Table of Contents

Survey

Introduction to Module

Lesson 1 Basic Requirements

Lesson 2 Personal Section

Lesson 3 Illustrative Work

Lesson 4 Research

Survey

Methodology
Website Creation

http://www.weebly.com

Methodology
VoiceThreads

A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). Share a VoiceThread with friends, students, and colleagues for them to record comments too.

Methodology
Who’s Who?

While I narrate,

Pueo, the text owl will provide text comments and tips. The script is also on the main webpage.

Feel free to add your comments. Use the VoiceThread icon or upload your own.

If you are having any difficulty viewing the embedded VoiceThread, and would like to go to the VoiceThread site, please go to http://voicethread.com/share/1653683/.

Click the link below to download the script for the VoiceThread.

[Download File] intro_script.pdf
In the following embedded VoiceThread, we'll look at some common issues in this area.

Personal Section

The *Personal* section of the portfolio consists of the following (draft and final):

1. A current resume or professional vita,
2. A short description of your educational philosophy and goals, and
3. A personal reflection on your experience and growth during the program.

Methodology
First year OTEC student Jayneen Kehaulani Souza shares her educational philosophy and goals in these slides. It is a wonderful example of the evolution of her philosophy and leads to her goal statement on the third slide. This statement provides a strong basis from which Jayneen can create her final year philosophy and goals statement.

Educational Philosophy & Goal

The ideal relationship between a student and teacher must be one that is based upon mutual respect and open communication. Through a solid classroom management plan in which students are provided with clear and consistent direction, my class will fully understand what is expected of them, which will set the tone for a successful and positive academic year.

To conclude, it is my goal to provide students with a solid education in an atmosphere that is positive and empowering. I want them to feel safe and supported while attending my classes and realize that I will do what is necessary to ensure their academic success. I hope that staff will see me as an open and collaborative professional who always displays respect; someone who is wholly dedicated to student achievement and the overall wellbeing of each child.
she adds,

more important reflections...

Over the past year I have grown to become a more collaborative learner. Sharing my expertise with other students and in return gaining the collective knowledge of my classmates has been enriching. Learning from and learning with this cohort of talented students has been the highlight of the past year. I am in awe of the collective group of students in this cohort. Their talent and willingness to share their knowledge is incredible. One of the greatest gifts of the past year is meeting a new group of classmates, who I now call “friends”.

We are all pretty busy and the coursework in this program pushes us to our limits. When you get to the end of the first year, it is amazing to think about how far you’ve gone in two semesters. By the time you get to your final year two or three years later, you have truly been transformed by this body of knowledge, and even more by the examination of the research and evolving pedagogy needed to deliver instruction.

Again, keep in mind that creating a limited reflection in the first year might make it difficult for you to do a final reflection that reflects growth.
What do you think?

• How personal should I get?
• Resume or professional vita - which will you choose and why?
• Educational philosophy and goals - how much? what format?
• Purpose of Reflection? How will I show growth?

Methodology
Methodology
NCATE Program Standards for Initial and Advanced Programs for Educational Communications and Technology
http://www.aect.org/affiliates/national/Standards.pdf

"These program standards were first approved by NCATE in October 1982. Revised program standards were approved in September 1994; this revision was approved in October 2000 ... Institutions seeking NCATE accreditation are required to respond to AECT's program standards. These standards may be downloaded from either the AECT or the NCATE websites." – from p. 1 of the document

Sample e-portfolio – Mike Travis
http://www.travis-family.com/mike/ePortfolio_old/index.html
This final year ePortfolio was shared by Mike Travis, 2007 M.Ed. in Educational Technology graduate, who was honored with the first Burniske Outstanding Master's Project Award from the ETEC Department. His project is included in the portfolio, and he uses a skillful mix of multi-modal elements in his e-portfolio. Mike is currently in the doctoral program in the ETEC department and is in the process of updating his e-portfolio.

Sample e-portfolio – Arnie Mark J. Reyes
http://www2.hawaii.edu/~arnie
OTEC 2008 graduate Arnie Mark J. Reyes shared this link to his final e-portfolio. Arnie is currently the Testing Center Manager at Kapi‘olani Community College on O‘ahu. Notice how Arnie ties his illustrative work to the standards.

Carbonite – Online Storage Option
http://www.carbonite.com
It is probably a good idea to use more than one backup; this is one that I use along with an external hard drive and of course, your e-portfolio or other online sites also provide storage. Carbonite offers a free trial period.
This idea of allowing students to be creative, changes my role in the classroom to more of a facilitator or "helper" role where students are empowered with the application and the concept. In the video clip on the right, you will see me helping an 8th grade student with Macromedia Flash. I get down on her level and listen to what she is trying to do and let her try to solve it. In this example, the student is trying to use music in her animation, I help her by giving advice with how to match the audio with the animation that is occurring in her project. You will see in the video, that I have a rather "fun" personality. I think that enthusiasm for learning and humor are some of the best tools we have as teachers to not only create rapport with our students, but also to show them that learning can be fun!

Click on the image above to see a short video of me helping a student with Macromedia Flash. (Note: the video is 1.6 MB and will require a few minutes to download if you are using a dial-up connection.)

This screen shot from Mike's portfolio showed how he used a table to organize his philosophy statement, and for each part of his statement, he offers a multimedia example of practices that demonstrate his philosophy in action. Again, you can see the examples in the link below the VoiceThread.
Methodology
Data Collection

Pre-Instructional Survey - Developing Your Master's E-Portfolio

This survey is intended to be anonymous, so please do not enter your name in any field. Instead, please put in a code word or number that will remember, and re-enter the same code word or number whenever you complete this module and return to take the post-survey.

* Required

Informed consent: By taking the survey, I have agreed to participate in the study and have read the consent to participate.

If you do not agree, please close the survey and do not complete.

- I agree
- I do not agree

Please create a code that you can remember and can enter when you have finished with the instructional module of the Post-Attitudinal Survey.

Post-Instructional Survey - Developing Your Master's E-Portfolio

Instructions to participants: This is the informed consent, please read it before you take my online survey. By taking the survey, you have agreed that you are willing to participate and have read this form.

This survey is intended to be anonymous, so please do not enter your name in any field. Instead, please put in the SAME code word or number that you entered for the Pre-Instructional survey.

* Required

Please enter the SAME code that you entered for the Pre-Instructional survey.

1. Rate your knowledge of the requirements of the e-portfolio. *

   1 2 3 4 5

   Know nothing ○ ○ ○ ○ ○ Highly knowledgeable

2. Rate your understanding of the AECT standards. *

   1 2 3 4 5

   Know nothing ○ ○ ○ ○ ○ Highly knowledgeable

3. I understand how to use the e-portfolio to reflect on my progress over the course of the OTEC program. *

   1 2 3 4 5

   Strongly agree ○ ○ ○ ○ ○ Strongly disagree
Data Collection
Results

Rate your knowledge of the requirements of the e-portfolio

Participants:
- Pre

Know nothing:
- 1: 2
- 2: 3
- 3: 3
- 4: 3
- 5: 3
- 6: 0
- 7: 0
- 8: 0
- 9: 0

Highly knowledgeable:
- 1: 5
- 2: 5
- 3: 5
- 4: 5
- 5: 5
- 6: 5
- 7: 5
- 8: 5
- 9: 5
Rate your Knowledge of the Requirements of the E-Portfolio

Participants

Know Nothing Highly Knowledgeable

Results
Results

Rate your Knowledge of the AECT Standards

<table>
<thead>
<tr>
<th>Participants</th>
<th>Know nothing</th>
<th>Highly Knowledgeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Rate your Knowledge of the AECT Standards

Results
“Only comment I have is that the survey rating questions could be more consistent. The first two questions go from negative to positive (know nothing to highly knowledgeable) - but then all the other questions go from positive to negative (strongly agree to strongly disagree). For students who aren't really paying attention they may give a rating they don't really meant[sic] to give.”
Results

I understand how to use the e-portfolio to reflect on my progress over the course of the OTEC program.
I understand how to use the e-portfolio to reflect on my progress over the course of the OTEC program

![Bar chart showing the understanding of using the e-portfolio to reflect on progress over the OTEC program pre and post.](chart.png)

Results
I understand how to use the e-portfolio to showcase my professional growth over the course of the OTEC program.
Results

I understand how to use the e-portfolio to showcase my professional growth over the course of the OTEC program

Pre vs. Post

Participants

Strongly agree

1
2
3
4
5
6
7
8
9

Strongly disagree

0
1
2
3
4
5
6
“The information about how to plan, gather, save, and think of ideas was extremely helpful.”

"I liked how there were resources provided for each section. It forced me to think about the e-portfolio again. It was mentioned last semester that this is an ongoing project but with all the requirements for my current classes, the e-portfolio took a back seat. I hope that this site will remain up so I can refer to it."

Results
"I feel more confident and less overwhelmed about the assignment."

"You removed some of the "fear factor" of the dreaded e-portfolio by breaking down the components and clearly stating their purpose."
“Hmmm. How to reflect on my progress?"

“Hmmm. How to showcase my growth?"
A. AECT standards and their role in the e-portfolio be introduced early in the program.

B. Learners be asked to identify and reflect on AECT standards for each project they develop.

C. Learners work continuously on e-portfolios each year they are in the program.

D. Instructors establish a collaborative, online setting such as a VoiceThread for the e-portfolio task to provide instructor and peer support.

Recommendations
Acknowledgements

Thank you!
Mahalo nui loa!
Questions?

Thank you!
adamsrk@hawaii.edu
This presentation was delivered at the 16th Annual TCC - Technology, Colleges, and Community - Worldwide Online Conference on April 14, 2011. “Developing Your Master’s E-Portfolio: An Instructional Module” was produced by Renee Adams in partial fulfillment of the Master’s of Education in Educational Technology Degree from the University of Hawaii at Manoa.

Developing Your Master’s E-Portfolio: An Instructional Module by Renee K. Adams is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.

To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-nd/3.0/ or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.