Implementing Digital Story Telling in a Computers in Education Course

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ePortfolios

Discussion

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- About the Pilot Project
- Outline of Computers in Education Course
- ISTE NETS-T Standards
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- Student Majors

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ePortfolios

Why ePortfolios?

- Assessment
  - Formative and summative evaluation of learning
  - Provide a method for reflection and personal development
  - Incorporate a digital tool into a graduate course
  - Assess the impact of integrating technology
- Accreditation
  - NCATE, Standard 2
  - Evidence of certification/training
- Reflection
  - Help students integrate curriculum and co-curricular experiences
  - Provide curricular opportunities that promote collaboration/communication
  - Opportunity to showcase accomplishments/best work
  - Make connections between, where you were, where you are, and where you want to be
- Connections
  - Making personal and meaningful connections between teaching, service and community experiences

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Instructional Goals

- – To pilot an ePortfolio site for graduate students in Computers in Education
- – To document and evaluate the first term implementation for purposes of program integration
- – To establish dimensions and baselines for future planning and implementation

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Pilot Project

- Computers in Education Graduate course
  - revised current course to incorporate eportfolios system for tracking student work (specifically teachers) using *ISTE NETS-T Standards (updated 2008)
  - made available this year as part of accreditation review
  - Researched several vendors to pursue a eportfolio
    - eFolio (University of Minnesota)

- International Society for Technology in Education National Educational Technology Standards for Teachers

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Outline

– Modules contain four components:

- **Reading activities**,
  - Textbook and PowerPoint reading
- **Research activities**
  - Internet research etc., video discussions
- **Reflective activities**
  - MyLabSchool activities, and
- **Reporting activities**
  - ePortfolio

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ISTE NETS·Teachers

I. Facilitate and Inspire Student Learning and Creativity

II. Design and Develop Digital-Age Learning Experiences and Assessments

III. Model Digital-Age Work and Learning

IV. Critical Thinking, Problem Solving, and Decision Making

V. Engage in Professional Growth and Leadership

*International Society for Technology in Education

National Educational Technology Standards for Teachers 2008

I. Facilitate and Inspire Student Learning and Creativity

– Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

– *Performance indicators*
  • Promote, support, and model creative and innovativeness.
  • Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

– *Artifacts demonstrating this standard*
  • Learning Styles Inventory
  • Career Objective
  • Teaching Philosophy

II. Design and Develop Digital-Age Learning Experiences and Assessments

– Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize context learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

– *Performance Indicators*
   • Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   • Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

– *Artifacts demonstrating this standard*
   • Lesson Plan
   • WebQuest
   • Software Evaluation

III. Model Digital-Age Work and Learning

- Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- *Performance indicators*
  - Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
  - Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

- *Artifacts demonstrating this standard*
  - WebQuest
  - Professional Organizations

IV. Promote and Model Digital Citizenship and Responsibility

- Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice.

- _Performance indicators_

  - Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

- _Artifacts demonstrating this standard_

  - Copyright Law
  - Internet Etiquette

V. Engage in Professional Growth and Leadership

– Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

– *Performance indicators*

- Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning

– *Artifacts demonstrating this standard*

- Professional Organizations
- Hobbies

Research Questions

– What do students perceive as the main purpose for creating an electronic portfolio?

– Does creating an electronic portfolio enhance student's multimedia development skills?

– Which a support system was more useful during the development phase?

– Are certain types of support systems more useful than others?

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Methodology

– Participants
  - 12 students
  - 10 K – 8th grade teachers
– Instrument
  - 20 closed ended web-based questionnaire
    - Student experiences
    - Student expectations

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Student Demographics

	f	%
Male	2	16.7
Female	10	83.3

What is your Major?

	f	%
Education	2	16.7
Teacher Education	**7**	**58.3**
Educational Leadership	1	8.3
Other	2	16.7

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What do students perceive as the main purpose for creating an electronic portfolio?

	f	%
Reflection on course goals/objectives	1	8.3
Documentation for job search/promotion	**7**	**58.3**
Assessment of course goals	3	25.0
Learn technology skills	1	8.3
Other	0	0.0

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Does creating an electronic portfolio enhance multimedia development skills?

	f	%
Yes	**8**	**66.7**
No	2	16.7
Not sure	2	16.7

ePortfolios

Support System?

	f	%
Yes	**12**	**100.0**
No	0	00.0
Not sure	0	00.0

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Are certain types of support systems more useful than others?

	f	*%*
In class instructor led lecture	**7**	**58.3**
Online help tools	2	16.7
Classmate	0	0.0
Handouts designed by instructor	3	25.0
Self help	0	0.0

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Additional Findings (N=12)

	Agree		Disagree	
	f	*%*	*f*	*%*
Design process was fun	9	75.0	3	25.0
Time consuming	7	58.3	5	41.7
Think about use of technology in Ed.	12	100.0	0	00.0
Continue use if available	11	91.7	1	8.3

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Benefits to Students

- Provides a **repository for student' work** throughout his/her academic career

- Highlights a **combination of academic work**

- **Promotes learning that is transferable,** and empowering students to learn how their varied experiences fit together as a whole.

ePortfolios

Benefits to the Institution

- – Gives an efficient structure to accreditation efforts by putting documentation process on-line
- – Used to measure progress on institutional goals
- – Stay current with peer institutions who have already implemented ePortfolios for students and faculty.
- – Enhances the overall archive of intellectual work / assets

ePortfolios

ePortfolio Structure

- Home Page
- Career Objective
- Contact Information
- Educational Background
- Employment History
- Teaching Philosophy
- Professional Organizations
- Honors & Awards

- Licenses & Certifications
- Classroom Activities
  - Learning Style Inventory
  - Lesson Plan
  - Software Evaluation
  - Scoring Rubrics
  - WebQuest
- Hobbies
- References

ePortfolios

ePortfolio Rubric

Criteria	Outstanding	Skilled	Developing	Novice
Technical	All artifacts are in focus, cropped, and effectively framed. All hyperlinks are working	Most of the artifacts are in focus, cropped, and effectively framed. All hyperlinks are working	A few artifacts are in focus, cropped, and effectively framed. Most hyperlinks are working	Artifacts are out of focus, uncropped, poorly framed, or non-existent. Some hyperlinks are working
Mechanics	The text has no errors in grammar, capitalization, punctuation, or spelling.	The text has a few errors in capitalization, punctuation, and spelling requiring minor editing and revision.	The text has errors in grammar, capitalization, and spelling requiring editing and revisions (4 or more errors found)	The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. More than 6 errors found.
Ease of Navigation	Navigation links and all sections connect back to the main page.	Most navigation links work, and links back to the main page.	Some navigation links works and link back to the main page.	None of the navigation links work or link back to the main page.

ePortfolios

Student's ePortfolios 2009

1. Anitra W. Cooper
2. Erin Banks
3. *Sara Coleman
4. *Tambria Neal
5. Dominic Thigpen

6. *Chimere Turner
7. *Kiffany Ward
8. *Kenya Washington
9. *Courtney Woodard
10. *Carlos Wilson
11. Anitra Johnson

Uses in Course

- Enhanced Learning

- Assessment

- Evaluation

- Continuing Professional Development

- Certification and Recertification

- Career advancement

- Emphasis on 21st Century Skills

Reference [2]

ePortfolios

Future Goals

– Provide a forum for students to identity and develop skills for leadership and life

– Enhance linkages thorough workshops and ePortfolio development

– Explore connecting ePortfolio to other programs and colleges on campus
  – Extend use beyond graduate course
  – Emphasize use and practice in graduate student organizations

– Develop a searchable database for storing students portfolios

– Longitudinal study

– Make resource available to faculty and administrators

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Questions???

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