Course Number, Name and CRN: CE 5140 Electronic Portfolio Development and Assessment

Term and Year: Fall 2013

Instructor: Ethel F. Gaides, Ed.D.

Office Phone: 603-536-1254; PSU E-mail: e_gaides@plymouth.edu

Office and/or Online Availability: Online, Email; Skype; Google chat. I expect students to check in with me regularly and to alert me to any issues ASAP.

Course Delivery: This is a completely online course, with nine learning units. It is expected that students log in at least every other day and spend a minimum of 3 hours per week in the Moodle Classroom environment. It is also the expectation that students actively participate in any and all online forums, discussions, and activities, in addition to regular class assignments.

Catalog Description
This course is designed to investigate the principles of assessment educational technology that relate to the design, development and assessment of electronic portfolios. Students will learn about the history, types, components, process, delivery, presentation, and assessment of electronic portfolios. Students will be expected to define the assessment approach, construct an electronic portfolio, and collaboratively design assessment tools that will be used to evaluate electronic portfolios. Additional areas of study in the course may include: the influence of educational policy on the implementation of electronic portfolios, the role of electronic portfolios in professional development and recertification, or innovative technologies used in electronic portfolio development.

Course Overview
This online course, CE 5140, is required of teacher certification candidates in the Technology Integrator Program and in the dual certification program for Library Media Specialist and Technology Integrator. It is also a course listed in various other graduate programs in education. It is recommended for all educators and education leaders. Graduate students from all areas in education are welcome, including both K-12 and Higher Education systems. This is an online course taken by a wide variety of graduate learners and each student may have individual interests or needs related to assessment or evaluation information. Recommended readings have been provided as well as required texts, and students are encouraged to read widely and deeply. The discussions are important for building a sense of community in the course and for the students to be able to express their thoughts and ideas related to the readings and assessment principles and practices in general. Also, they provide me with insight into your deep reading and reflection on the readings, which helps me to assess your mastery of the material. There are weekly readings and discussion questions throughout the course, divided into nine learning modules (units). Everyone is responsible for all assigned readings; this graduate level course is designed to create opportunities for reflection and discussion of some complex concepts as well as for the application of assessment principles in actual classroom practice.

This course is linked to the conceptual framework that underlies all teacher education programs at Plymouth State. This course also responds to the Diversity standards by including readings and discussion
related to bias, reification and ranking. Each of its objectives and expectations supports one or more of the five conceptual goals of the program, dispositions known as CHECK:

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<tr>
<th>Commitment</th>
<th>Holism</th>
<th>Experience</th>
<th>Collaboration</th>
<th>Knowledge</th>
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**Textbook List/Bibliography/Recommended Reading/Resources**

Unit Readings are online and provided and assigned in Moodle.

**Use APA 6th edition format** as appropriate as a model; it is advisable to include the APA 6th edition Publication Manual as a recommended/required resource for all courses. For assistance with APA style, see the APA website for rich resources: [http://www.apastyle.org/index.aspx](http://www.apastyle.org/index.aspx)

### Professional Standards, Course Goals/Objectives, and Assessment

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<tr>
<th>Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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<tr>
<td>Concept Map for ePortfolio 5%</td>
<td>NH Ed 612.19 and ISTE 1B: Use knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</td>
<td>Concept Map Rubric</td>
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<tr>
<td>Design ePortfolio Workspace; Multimedia Artifacts 10%</td>
<td>NH Ed 612.19 and ISTE 5B: Promote and demonstrate effective use of digital tools and resources NH Ed 612.19 and ISTE IIA: Manage digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technologies Programs.</td>
<td>Electronic Portfolio Rubric</td>
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<tr>
<td>Forum Discussion Contributions 30%</td>
<td>NH Ed 610.02 Standard 9, Reflection and Continuous Growth. The educator is a reflective practitioner who uses evidence to continually evaluate her/his practice, particularly the effects of her/his choices and actions on others, and adapts practice to meet the needs of each learner.</td>
<td>Reflective Writing Rubric</td>
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<tr>
<td>Assignment Portfolio Tool Checklist 5%</td>
<td>NH Ed 612.19 and ISTE 1B: Use knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both</td>
<td>Electronic Portfolio Rubric</td>
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face-to-face and virtual environments.

**Reflection on ePortfolio Artifacts** 5%
- **NH Ed 612.19 and ISTE IC:** Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding.
- **Electronic Portfolio Rubric**

**Peer Review of ePortfolios** 5%
- **NH Ed 612.19 and ISTE IIB:** Collaborate with other educators within the school and district to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning.
- **Electronic Portfolio Rubric**

**Reflective Essay** 10%
- **NH Ed 612.19 and ISTE VC:** Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature.
- **PSU Reflective Essay Rubric**

**Final Course Project and Presentation** 30%
- **NH Ed 610.02 Standard 6, Assessment.** The educator understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, to provide learner feedback and to inform the educator’s ongoing planning and instructional practices.
- **NH Ed 612.19 and ISTE IID:** Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments.
- **Final Project Rubric**

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<th>Content of Course Which Addresses Technological Standards/Competence</th>
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<td>Students in this course must contribute to online discussions, find and use resources that are available through online databases, and prepare a final project presentation using appropriate software. Also see the academic integrity resources posted in Moodle, which use technology to explain plagiarism and other issues that can arise, and need to be avoided, related to academic integrity.</td>
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**Evaluation Plan/Grading Scale**
- This fully online course requires that students study a range of readings and then make meaningful contributions to the online discussion to show their knowledge, skills and dispositions. The discussions are the heart of this graduate course and discussion is worth 30% of the final grade. Discussions are assessed using the Graduate Reflective Writing Rubric. They must combine a demonstration of the student’s comprehension of the readings, examples of the application of the information to their professional work and descriptions of how the information is changing their attitudes and behaviors. The final course essay is a formal scholarly essay and is also worth 10% of the final grade. This is scored using the Graduate Writing Rubric. Finally, each student creates a culminating project of their own design, either by choosing
one of the options or designing an individual project that is turned in as a written project and submitted as a presentation to the forum for sharing and feedback from the class members. This is worth 30% of the final grade. The Graduate Writing Rubrics and the final project rubric are posted in Moodle.

Policy on Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Course Calendar/Agenda

There is a course calendar in Moodle that is tied to the assignments as well.

SUMMER: The summer course runs over a 9-week period, from July 1 through August 31, with a learning module that includes required readings and discussions taking place during each week, ending on August 30. The final project and presentation are due no later than August 31. Grades will be submitted to the system between August 31 and the official close of grades during the first week of September. The term ends officially on August 31 and no work may be submitted for grading after that date.

FALL: The fall course runs over a 12-week period, September 1 through November 30, with a learning module that includes required readings and discussions taking place about every two weeks, ending November 22. The final project and presentation are due no later than November 22. Grades will be submitted to the system between November 30 and the official close of grades during the first week of December. The term ends officially on November 22 and no work may be submitted for grading after that date.

Assessment Rubrics

The Graduate Writing Rubric, the Graduate Reflective Writing Rubric, and the Final Project Rubric are all available on the Moodle course site. All students should become familiar with the various state, professional association and national standards that are connected to their professional certifications and work. Students who are submitting work from this course to their culminating program portfolios should be sure to refer to all of the relevant standards their work is meeting. Consult with your advisor if you have questions about applicable standards and how to demonstrate your mastery of them.
PSU College of Graduate Studies Program Hallmarks

Leadership and Advocacy

Reflection and Innovation

Scholarship and Application

Professionalism and Service

Global Awareness and Social Responsibility
University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University. Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

  Following are the PSU curtailed operations and/or class cancellation notification procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

  Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.