CSE 604: Portfolio

Winter 2012

3 Credits ◆ Online

Instructor	Phone	Office	Email	Office Hours
Dr. Mary Bucy	503-838-8794	ED 202M	bucym@wou.edu	T 12:30—3:30 W 3:00—5:00

Course Description

The professional Portfolio is one option for meeting the exit requirements for the MSEd Information Technology program. This portfolio will be a reflection of students' understanding of the literature in the field of educational technology, their mastery of the MSEd proficiencies and National Educational Technology Standards, and their ability to synthesize and apply their knowledge in the production of high quality educational materials.

Course Objectives

This course will provide the opportunity for students to
- demonstrate their understanding of the literature in the field of educational technology,
- illustrate their mastery of the proficiencies and standards of the MSEd Information Technology program, and
- compile examples of their best works.

Notes on this class

The Portfolio is a project that is individually designed and completed on students' own timelines. In many cases, just as with a thesis, students will register for Portfolio credits on an independent study basis and will work on their own with regular meetings with an adviser. Because several of you are working on Portfolios at the same time, I am able to offer support on a group basis. This will also provide you with a support group of other students doing similar work.

I will be giving you assignments meant to help you think through the process and move forward. These will not be graded assignments, but I will provide feedback and suggestions. It is my hope that having some deadlines will help you pace your work.

Because I will be using our Moodle course as a resource for students who are later working on Portfolios on their own, I will be setting up the resources based on topics rather than on a weekly schedule. To ensure that you do not overlook important resources, I will also have a weekly overview that provides expectations for the week and points you to the resources necessary for any activities we will be completing. Because the purpose of this course is to help you complete your Portfolios, all assignments will relate directly to that goal. There will be weeks when we have no assignments but simply provide time to work and to solicit feedback.

Online Discussions

Discussion forums in this class will be used to generate ideas, discuss issues, and elicit feedback. Please do your best to complete assignments when due so that you can participate fully in discussions. One of the advantages to offering this as a class rather than an independent study is that you will have the opportunity to discuss your progress and any issues that arise with others who are completing the same tasks.

Class Assignments and Expectations:

- Students will complete a draft of at least one literature essay that illustrates an understanding of one of the many controversies and discussions in the field of educational technology.
- Students will conduct an analysis of their knowledge and proficiencies and illustrate how they have met the MSEd proficiencies and the National Educational Technology Standards (NETS).
- Students will compile their best works that illustrate skills and knowledge learned in the MSEd Information Technology program.
- Students will design and produce a draft electronic portfolio that includes the above three sections.

Grading

A grade for this course is assigned when the final portfolio has been presented and approved. There is no expectation that all students will complete their portfolios within the term that they take this course. All students will work on their own time lines, and a special grade designation will be assigned at the end of the term for those students who plan to complete their portfolios and graduate after the term in which they are enrolled. This designation will change to the earned letter grade when the portfolio is completed. It is understood and expected that many students will spend more than one term compiling their portfolios.

Class Topics

Note: I have not assigned dates to any of the tasks below. You will be developing timelines for completing your Portfolios during the first week of class. I will use those timelines to try to schedule activities in this class so that they support you well.

Module	Focus	Assignments
1		
	Planning	Develop a timeline that leads to completion by the time of graduation Conduct an inventory of existing artifacts, aligned with the standards they support. Develop a flowchart for your electronic portfolio. This will serve as a framework and will be updated as the portfolio develops.

2	Familiarity with the literature	Determine which issues will be addressed in the literature review.
		Identify major viewpoints and authors related to selected issues.
		Identify readings relevant to selected issues.
		Outline literature essays (*expect final essays to be approximately 10-pages each*)
		Complete a draft of at least one literature essay. It is my expectation that each of you will have one *approved* draft before the term ends.
3	Standards and Proficiencies	Determine which standards you will use as a framework (NETS for teachers, NETS for students, etc.)
		Identify any holes in expertise related to any standards and develop a plan to correct this.
4	Evidence / Best Works	Collect and fine-tune best works.
		Determine missing pieces and develop a plan for collecting/creating them.
		Set up framework for your electronic portfolio and begin compiling final portfolio.

What You Can Expect of Me as Your Instructor:

1. I will provide feedback that allows you to move forward with your portfolio.

2. I will be available for face-to-face meetings throughout most of the term. Email me to arrange appointments.

3. I will do my best to provide resources that will help you through this process. Let me know when you see a need. I will try to anticipate your needs, but because this is the first time this course has been offered, I will also be developing materials based on your requests.

Text

Please purchase a copy of *They Say, I Say* to assist in the writing of your literature essays. This small book is very readable and provides excellent suggestions on how to create an academic argument that takes into account the different viewpoints of various authors while inserting your own thoughts.

Graff, G. & Birkenstein, C. (2006). *They Say, I Say: The Moves that Matter in Academic Writing*. 181 pp. W.W. Norton & Company: New York

WOU Student Support Services Available

- Disability Accommodation: If you have a documented disability that my require assistance, you will need to contact the Office of Disabilities Services (ODS) for coordination in your academic accommodations. The ODS is located in the Academic Programs and support Center (APSC) Suite 405. The phone/TTY is (503) 838-8250
- Writing Center (www.wou.edu/las/humanities/writingctr)
- Learning Resource Center (www.wou.edu/provost/aalc/learning)
- Counseling Center (http://www.wou.edu/student/health)
- Department or College Resources