

E-LEARNING



A Guide to Developing a Professional E-Portfolio for Graduate Students at UTB Designed By: Priscilla Velez

IU 3: Performance Objectives & Assessments

Goal Statement

Using a free blogging program, students in the Educational Technology master's program will be able to develop an electronic portfolio by requesting access, creating and customizing the blog that will be accessible to other students, instructors, prospective employers and the world.

Overview

This instructional unit will assist students to develop a professional electronic portfolio or e-portfolio that will be displayed to fellow students, instructors, and prospective employers. The e-portfolio will be created using a Blog and will be uploaded to a web server and made available to the world. The performance objectives listed below describe the tasks that will be included in the instructional unit. A variety of assessments will be utilized to measure learning including:

Entry Skills Pre-Assessment: Through the use of an anticipation guide, students will activate prior knowledge about what they already know about developing a professional electronic portfolio using WordPress.

Post Test: A combination using the following rubric assessment and actual development of a final e-portfolio will be used to determine successful instructional unit completion. The rubric will identify the maximum points to be awarded for meeting each performance objective. For example in objective number one the student will need to successfully log on to all identified areas. For this particular step, points will be awarded if the student is successful. If the student does not meet this first objective they will be able to proceed. All the objective will be evaluated and receive maximum number of points based on accuracy and number of attempts required and time invested in to correctly completing the objectives. The students will be provided with an overall score and it is recommended that a low score based on report accurateness and time required to complete should repeat instructional unit. Completion of the final objective, number seven, will be considered successful completion of this instructional unit.

Performance Objectives

CN=Condition B=Behavior CR=Criteria

| Instructional Goal | Instructional Goal with Performance Context | Assessment |
|--|--|---|
| Goal: Using a free blogging program, students in the Educational Technology master's program will be able to develop an electronic portfolio by requesting access, creating and customizing the blog that will be accessible to | A. Through an instructional unit delivered via the web (CN), students will perform the steps involved in the process of developing an e-portfolio (B) with no errors and without assistance. | A. See Rubric below for post test. An entry level assessment in the format of an anticipation guide will be used to activate |

| | | |
|---|---|---|
| other students, instructors, prospective employers and the world. | | prior knowledge of the students. See example below. |
| Steps in Achieving Instructional Goal | Performance Objectives | Assessment |
| I. Students will register for a WordPress Account. | A. Using the free blogging program WordPress (CN), the students will register (B) by correctly entering a Username, Password, and Email Address (CR). | A. See Rubric below for post test. |
| II. Students will customize their Blog Account. | A. Using the free blogging program WordPress (CN), the students will customize their user interface (B) based on a professional-looking theme (CR). | A. See Rubric below for post test. |
| III. Students will Edit their About Page. | A. Using the free blogging program WordPress (CN), the students will edit their about page by entering a few paragraphs about themselves and a picture (B) independently with no errors (CR). | A. See Rubric below for post test. |
| IV. Students will Add New Pages. | A. Using the free blogging program WordPress (CN), the students will perform the following with no errors and without assistance (CR): <ul style="list-style-type: none"> • add new pages to their e-portfolio • enter a name for each page that includes Course Number, Name, Course Description and Projects (B). | A. See Rubric below for post test. |
| V. Students will Edit their Home Page. | A. Using the free blogging program WordPress (CN), the students will edit their home page (B) with no errors and without assistance (CR). | A. See Rubric below for post test. |
| VI. Students will Link their Projects to the E-Portfolio. | A. Using the free blogging program WordPress (CN), the students will upload their projects to a web server post the hyperlink on their e-portfolio (B) with no errors and without assistance (CR). | A. See Rubric below for post test. |
| VII. Students will visit site to test. | A. Using the free blogging program WordPress (CN), the students will visit the site to view their e-portfolio, new pages, entered content, and added hyperlinks of their projects. (B) with no errors and without assistance (CR). | A. See Rubric below for post test. |

Post-Test Rubric

The following rubric will be utilized to evaluate the final product which the students will complete.

| Overall Task | Skill Performed | Pts. Possible | Score |
|---------------------------------------|---|---------------|-------|
| Register for WordPress Account | 1. Enter personnel information | 5 | |
| | 2. Name Blog | 5 | |
| | 3. Check e-mail to confirm registration | 10 | |
| Login to WordPress | 4. Customize Blog | 5 | |
| | 5. Select Professional Theme | 5 | |
| | 6. Select Widgets | 5 | |
| | 7. Select Calendar & Pages | 5 | |
| Edit About Page | 8. Insert Personnel Profile on About Page | 5 | |
| | 9. Allow Comments Option | 5 | |
| Add New Pages | 10. Insert course number for each page | 5 | |
| | 11. Add lists of projects | 5 | |
| Edit Home Page | 12. Select Posts Tab | 5 | |
| | 13. Edit to read Welcome to My Electronic Portfolio | 10 | |
| | 14. Allow Comment Option | 5 | |
| Link Projects to E-Portfolio | 15. Add hyperlinks to projects | 5 | |
| | 16. Add projects to appropriate pages | 5 | |
| | 17. Update page | 5 | |
| | 18. Visit Site to Test | 5 | |
| Total | | 100 | |

Anticipation Guide

Please select the statements you agree with before the training and after the training.

| <u>Before</u> | <u>After</u> | <u>Statement</u> |
|---------------|--------------|------------------|
|---------------|--------------|------------------|

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|-------|-------|--|
| _____ | _____ | 1. I am familiar with using a free blogging program such as WordPress. |
| _____ | _____ | 2. If done correctly, you will receive notification that your account is active. |
| _____ | _____ | 3. Check on Remember Me for faster login in the future. |
| _____ | _____ | 4. The Appearance Tab allows you to select available themes. |
| _____ | _____ | 5. Widgets are applications you can add to a blog to enhance its appearance. |
| _____ | _____ | 6. In About page you can upload a recent picture and insert your personal information. |
| _____ | _____ | 7. Always click Update Page when you are finished. |
| _____ | _____ | 8. For each new page you will enter a page name. |
| _____ | _____ | 9. All edits will be made through the Dashboard . |
| _____ | _____ | 10. In order for us to view your class projects through your electronic portfolio, the projects must be uploaded to a web server and the hyperlink posted to your e-portfolio. |

Summary

The performance objectives explained above outline the steps that students must take to complete the process for developing a professional electronic portfolio. Prior to beginning of the instructional unit, students will respond to the anticipation guide questions and mark all of the statements that they already know. This type of pre-assessment will not only encourage the students about prior knowledge they already possess on the topic, but will give the evaluator valuable information about their entry level skills. Throughout this instructional unit, the students will reflect on the material and answer “application questions”. After the content has been learned, the students will apply the knowledge and skills gained in a performance assessment. Using the rubric, the students will be assessed on how well they have achieved the goal. To conclude the unit, the students will refer back to the anticipation guide and respond again to the statements in the “before” and “after” responses and growth will be observed.