

E-LEARNING



Developing a Professional e-Portfolio with WordPress Made Simple

How to Develop a Professional E-Portfolio in UTB

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IU 4: The Instructional Strategy

Specific Goal

Using a free blogging program, students in the Educational Technology master's program will develop an electronic portfolio that is accessible to other students, instructors, prospective employers and the world.

Overview

This instructional unit was created in order to train non tech and tech students on how to develop a professional electronic portfolio using a free blogging program, WordPress. All students have experience with WordPress, but at different levels. The training that is being developed will serve as a resource to communicate local procedures and expectations when developing a professional electronic portfolio. This section of the instructional unit consists of the following sections:

1. An explanation of the instructional strategies selected.
2. A description of the media selection and delivery mode.
3. First draft of the Instructional Materials.

Instructional Strategies

Gagne identified five learning components that makeup instruction (Dick, Carey, & Carey, 2002). Below is a description of how this instructional unit's instructional strategies follow Gagne's model.

I. Pre-Instructional Activities

A brief, one-two minute, vodcast using voki movie maker will be created to introduce the instructional unit to the students. Voki is a web software that allows the creation of talking avatars by downloading or using any actor provided. This video will be led by "Chloe", a videoconferencing guide, providing a light hearted introduction to the training. By listening to this vodcast, the learner will understand why this instructional unit is relevant to their position, and be more motivated to focus their attention on completing the training. The script for the podcast can be found in [Appendix I](#).

Following this brief introduction to the instructional unit, students will complete the [Anticipation Guide](#) ([Appendix II](#)) to help further activate prior knowledge and provide valuable insight for instructors to provide and accommodate instruction to individual and whole group needs. This guide is a series of 10 short questions which the students will respond to by placing a check mark in the space if they agree or disagree with the statement. The anticipation guide is designed to give them confidence about the material that will be covered and demonstrate how much they know about the topic. The first three questions pertain to entry level behavior and skills requirement. If the students

do not agree with the first three questions then the instructional unit should be delayed until those skills are obtained. This anticipation guide will be referenced again at the end of the instructional unit. The intent is for the students to notice growth as a result of the instructional unit.

II. Content Presentation

The training guide, found in Appendix III, and all supplemental materials for this unit will be delivered electronically to the students. This instructional unit is designed for students to work independently and at their own pace. The students will be able to access the training documents anytime, anywhere they have internet access.

The training guide includes supplemental media such as the podcast, anticipation guide, and a diagram. The students will have the option of printing the documents if it works better for their learning style. The training guide will consist of independent reading and application questions embedded within the material so that the students can self-assess their comprehension of the material being presented. A quick reference guide will be given prior to start of the training. The diagram will be familiar to the one in the Instructional Unit number 2; the diagram will help learners as a visual guide.

III. Learner Participation

Throughout the instructional unit students will be able to answer questions that will be embedded into the training guide. The application questions will allow the students the opportunity to apply the skills they have read in a particular section. Students will be provided with feedback after each lesson and will not be able to proceed unless they have mastered the intended objectives.

IV. Assessment

There are three entry level skills and/or behaviors students must have in order to begin the instructional unit. They are:

1. exhibiting a desire or willingness to learn.
2. demonstrating a working knowledge of computer software components
3. logging in to WordPress.

These entry level skills and/or behaviors will be assessed through the Anticipation Guide (Appendix II) during the pre-instructional phase of the unit, and are highlighted to clearly identify them. If the students do not affirm that they possess these 3 skills, they must seek out additional training from the Instructional Technology Coordinator before proceeding with the training. The statements on the anticipation guide which correlate to the entry skills are circled. It is clearly stated that if they do not agree with those statements, they should seek additional training.

Throughout the training guide, the students will have opportunities for self assessment by answering questions throughout the material. The application questions will ask the students to apply the content read in that section and will provide feedback and an explanation of the correct answer.

The final task in the training guide is to have a developed electronic portfolio accessible to other students, instructors, prospective employers and the world. The students will apply the skills learned to request access, create and customize the blog. The instructor will use a rubric to assess the student achievement of the instructional goals and will provide feedback using the rubric found in Appendix IV. The evaluator will provide the feedback on the completed task either verbally or electronically. After the completion of the instructional unit, the students will respond to the anticipation guide

statements again to measure growth as a result of the instructional unit. Before the student receives the training credit for successfully completing the instructional unit, they will respond to a survey which will help to assess the effectiveness of the unit and the student's attitude toward the newly acquired skills.

V. Follow-through Activities

The instructional unit will benefit the students for an electronic portfolio is required for all students in the Educational Technology master's program and is reviewed at the 18 hour mark. To enhance the students memory skills of the process for downloading other projects to their blog, they will be provided with a one page diagram outlining the entire process which is found in [Appendix V](#) of this document. Memorization of the skills is not critical, as long as they utilize this diagram to aid them throughout the process. The learning context and the performance context of the instructional objective are the same. As the students obtain more experience with the free blogging software WordPress they will be able to create more pages and download all their content successfully.

Media and Delivery Mode

The training material will be managed and delivered through web-based instruction accessible through the Internet. The training will be an independent study with evaluator feedback occurring after the anticipation guide is completed, and after completing each objective. A variety of media have been selected for inclusion in this instructional unit for a variety of reasons:

1. **Podcast:** The podcast in the pre-instructional phase of the instructional unit that will introduce the course outline to the students as well as an attention getter to establish relevance for the task. The podcast will be emailed to the students since they are used to communicating in that manner on a regular basis. A podcast was chosen because it will stand apart from typical emails they receive.
2. **Web-based Intranet Training Guide:** Since this training will be completed independently, at a time selected by the students, the materials must be accessible anytime, anywhere. The materials will be located in the course folder on the Intranet where training materials are usually saved.
3. **Diagram:** To provide a visual to aid in the transfer of knowledge from this instructional unit to the students a diagram which outlines the procedures for creating an electronic portfolio will be provided.

First Draft of Instructional Materials

The first draft of the Instructional Guide was developed in Microsoft Word and converted to Adobe PDF. The guide is accessible in [Appendix III](#).

Summary

This instructional unit employs a variety of strategies to effectively create a professional electronic portfolio using the WordPress software. First the students will be "hooked" into the idea of using WordPress over a wiki to create their professional electronic portfolio through the pre-instructional short video. Next, the students will complete the anticipation guide to determine prior learning. In 30minutes, the students will read through the training guide independently, respond to the practice questions, and finally apply the skills learned in creating an electronic portfolio. The evaluator and

students will use the rubric to evaluate the achievement of the goal. To increase transfer of knowledge learned as a result of this unit, the technologist will utilize a “quick reference diagram” which shows the flow of a videoconferencing request in a quick, visual format.

References

Dick, W, Carey, L, & Carey, J. (2005). *The Systematic design of instruction (6th ed.)*. Boston, MA: Pearson.

Appendix Contents:

- Appendix I. Script for Voki
- Appendix II. Anticipation Guide
- Appendix III. Instructional Materials (Rough Draft)
- Appendix IV. E-portfolio Simulation Rubric
- Appendix V. Quick Reference Diagram

Appendix I. Script for Voki



“Hi, I’m Chloe, your videoconferencing guide. Imagine you’ve been asked by your advisor to exhibit one of your best projects that emphasize on skills and knowledge you have learned in the masters program. What??? Don’t panic I am here to help you, develop a professional e-portfolio that will be created using a free blogging program (WordPress) and will be uploaded to a web server and made available to the world. This training is divided into several objectives and will take 45 minutes and can be done anytime you choose. I am glad you are joining us in learning an exciting new easy way to create an e-portfolio. Please take each lesson at your own pace,

and rewind if you need to review concepts. If you are still having trouble please click on the quick reference diagram to get be a step by step guide to get you through the process. Follow my directions, and you will be able to edit and customize your blog like a pro!”

Appendix II. Anticipation Guide

Please check the statements you agree with before the training and after the training. Questions one, two and three are considered pre-requisites before beginning this training. Choose a day you plan to complete the training.

Before	After	Statement
_____	_____	1. All of the following are methods for using hardware to input information into a computer: keyboard, mouse, microphone, webcam.
_____	_____	2. I know how to check my e-mail and follow an embedded link someone has sent me.
_____	_____	3. I am able to login to WordPress.
_____	_____	4. WordPress offers me many valuable tools to customize my blog.
_____	_____	5. I am able use Widgets applications to enhance my blog appearance.
_____	_____	6. I am able to upload recent pictures and personal information to my blog page.
_____	_____	7. I am familiar with adding new pages to my blog.
_____	_____	8. I am able to upload my class projects to a web server and hyperlinked to post on my e-portfolio.
_____	_____	9. I am familiar with how to create a professional e-portfolio on WordPress.
_____	_____	10. I am able to upload my blog to a web server and make my e-portfolio available to the world.

I plan to complete this training on _____.

Appendix III. Instructional Materials

First Draft of Instructional Materials—[click here](#)

Appendix IV.

E-portfolio Simulation Rubric—[click here](#)

Appendix V.

Quick Reference Diagram—[click here](#)