PROFESSIONAL PORTFOLIO REQUIREMENTS

As the culminating assignment in your Master’s degree, you will create, curate, and reflect on a digital portfolio that aligns your projects, experiences, and growth with the standards of our program.

We will use similar instructional design phases for this portfolio assignment as are used in many of the core program courses (EDET 603, EDET 793, EDET 650). Additionally, you will use the technology skills developed specifically in EDET 603, EDET 703, and EDET 746. During the last semester of the program, you will enroll in EDET 793 where you will finalize your portfolio and present to the program faculty in a web-based oral presentation. Throughout the process you will evaluate your own progress. Additionally, consult with your advisor regarding program growth, requirements, as well as additional questions.

You may organize your portfolio as you wish, making certain that you address the requirements (see below). It is highly recommended that you work on this a little at a time and do not wait until enrollment in EDET 793. Waiting until this course will certainly result in heightened stress, increased workload, and a limited time to troubleshoot technical issues.

EXAMPLE WARNING: These examples have similar requirements and expectations. However, each example was the product of a set of unique circumstances and individual nature of the classroom environment. These examples serve as a visual of the requirements, and how each student has interpreted these requirements and expectations. As in all work samples, not all elements represent the gold standard, but it is the holistic nature of the sample that makes it worthy to share. The samples presented should not limit your ideas or be seen as the only way to meet assignment expectations. You may have a different approach and that would also be acceptable. If you have any further questions, please contact your advisor.

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<td><a href="http://www.x-spann.net/portfolio/">http://www.x-spann.net/portfolio/</a></td>
<td><a href="http://susanmoore.org/">http://susanmoore.org/</a></td>
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1 REQUIRED TECHNOLOGY

You will need to acquire a domain and website hosting to house your portfolio. This can be a new site or existing one.

You must use a web design program with HTML editing capabilities such as:

- **Dreamweaver** (Free 30-day trial)
- **CoffeeCup** (Free 30-day trial or $29)
- **Blue Griffon** (FREE)  
  (*When you download the zip file and open the folder, look for a file titled, “bluegriffon.exe” in order to launch the application.)
- **KompoZer** (Free)
Whichever editing software you decide upon, **make sure to select/design a professional theme for the design and feel of the website that you prefer using CSS**. You may create your own CSS template or use an existing, copyright-free one. As you design, **make sure you have your audience in mind**.

**Who is your audience?**

Your first thought is your instructor, advisor, or program evaluator; however, the true audience is your current or future employer. Your program website is designed to highlight who you are as an instructional designer, educational professional, and technology user; and is therefore intended to assist you in meeting your professional goals. This might include using this site as a way to market yourself for a new position, provides evidence for a raise or promotion, validate your skills and accomplishments, or an addition to a CV or resume. Keep this in mind as you move forward with the design and development of your portfolio.

## 2 Required Elements

The following elements are required within your Professional Portfolio:

1) **Statement of Professional Goals** — This is where the user gets to know who you are. Be mindful of your audience! Many times, our first inclination is to share too little or too much personal information- try to find a nice balance. Required elements include, a goals statement providing a specific description of the professional position the candidate expects to hold and a clear articulation of competencies and critical skills relevant to career goals. Optional ideas include, adding your CV/resume (removing personal contact information), professional biography, professional and personal pictures, or an introduction video. Be creative and think outside of the box! You want to be remembered in a good way.

2) **Artifacts/Samples of Work** — All artifacts and work samples are authentic products or by-products of your activities and are of high quality; they are clear and direct indications of your skills and abilities. Artifacts demonstrate your mastery of [AECT Standards](#) and ability to apply instructional design principles. Artifacts should be organized and include a matrix detailing how the standards are met through the selected artifacts. Likely, this will serve as a homepage linking to specific standards. The matrix should be organized in a similar way to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>AECT Standard 1</th>
<th>AECT Standard 2</th>
<th>AECT Standard 3</th>
<th>AECT Standard 4</th>
<th>AECT Standard 5</th>
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<td>EDET XX</td>
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3) **Annotations** — Full annotation for each artifact is provided in a consistent format and concise, accurate prose. Each annotation MUST include information regarding the following:

a. **Context & Conditions** — Include the specific context information related to the artifact was created. Course name/number; Term & Year; Instructor; Course Description; Skills & Knowledge developed (could be part of the description).

b. **Scope** — What was the purpose of this artifact? Was this for your own work/school/company/context or for someone else? Where does this artifact fit within the scope of a larger curriculum? Does it represent an entire instructional unit or is it part of a larger unit?

c. **Role** — What was your role in the production of this artifact? Were you the instructional designer and developer? Were you the SME? Was this a group/team development?

d. **Instructional Design** — How does this artifact reflect the elements of both (a) the Morrison, Ross & Kemp model and (b) the ADDIE model. Citations of (a) the ADDIE model and (b) the Morrison, Ross & Kemp model are required.


f. **Reflection** — Briefly describe what you learned during the project, how this reflects your growth in the program, and how you feel about this artifact now at the end of your program. Critique your work. Does this artifact reflect initial understanding, an application of knowledge and skills, or expert knowledge? Situate your learning from this artifact within your growth as an educational technologist in our program. Annotations illustrate your ability to effectively critique your own work.

4) **Additional Portfolio Elements** — Additional elements add to the overall message being communicated through your portfolio. **THREE** selections are required; however, more can be included to add value to your portfolio. Extra elements are centered around three areas:

a. Professional Presence
b. Classroom Teaching
c. Career Seeking

5) **Reflection & Synthesis** — The synthesis statement clearly conveys what was learned throughout the program with multiple examples of growth in knowledge, skills, and dispositions related to the AECT standards. Reflections clearly describe why artifacts in the portfolio demonstrate achievement of the program objectives. See "Reflection & Synthesis" section below for specifics.

6) **Resource Page** — If you included other resources, materials, or outside images that need to be cited, create a resource page and provide that information there. Make sure each resource is described in some way and not just a list of links.

Ensure that all pages and files are successfully linked, and everything is in working order.

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7) **TECHNICAL**

a. **Brand Identity** — The portfolio has a strong brand identity that is unique to the author and creates a cohesive look and feel to the portfolio.

b. **Use of Multimedia** — All of the graphics, sound, video and other multimedia enhance the portfolio presentation, create interest, and are appropriately used. Information is included concerning the size of most of the files when providing links to images, sounds, movies, or other files. Creativity and original ideas enhance the content of the portfolio in an innovative way.

c. **Accessibility** — Ethical issues are addressed with regard to copyright and 508 accessibility standards.

d. **Ease of Navigation** — All of the portfolio navigation links and all sections connect back to the main table of contents. The portfolio navigation is highly intuitive and consistent. Any external links to connecting web sites link appropriately; every link should work.

e. **Layout and Text Elements** — The portfolio is easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space appropriately. The background and colors enhance the readability of text. Consideration for usability and accessibility.

f. **HTML & Page Organization** — The portfolio should be well organized and make sure of appropriate, unique page labels and headings (avoid generic page titles such as, “About Me” instead try “SITE NAME or NAME | About Me”).

*Ensure that all pages and files are successfully linked, and everything is in working order*

3) **CULMINATING REFLECTION & SYNTHESIS**

Your portfolio should include a final statement synthesizing and reflecting on what was learned throughout the program. Create a separate web page articulating a considered response to project activities that are included in your portfolio. After working hard on something, you learn more if you stop and think about what you did. It is a way to consolidate your learning gains. Reflection helps you integrate your recent activities with your less recent experiences. It also helps you integrate your experiential learning with course content gleaned from readings, lectures, and other sources. Writing down a reflection provides you with a record of what you learned—you can go back and review it years later when you need inspiration.

Your reflection web page/section should address all of the following:

- A summary of your portfolio (This should be a small portion of the reflection.)
- Your self-evaluation of the progress you have made throughout your program
- Reflections
  - Lessons learned
  - Difficulties you encountered and the conclusions you have reached as a result
  - Successes you achieved and the new insights you have gained from achieving them

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- Things you would do differently next time and why
- Interesting ways your experience relates to previous course work --especially unexpected or conflicting results
- Strong emotions you experienced and why

Things you should AVOID in your reflection include:

- Spending most of the time summarizing what you did
- Stating mere reactions such as "I enjoyed this," "This was interesting," "This was frustrating," and "I would use this process again," without explaining the reason for certain reactions
- Complaining about external conditions that kept you from doing your best. Do not use the reflection to make excuses for your performance and focus more on the choices you have made.

4 Types of Artifacts to Include in Portfolio

This is a list of potential and various options when selecting artifacts. Ultimately, the AECT standards will dictate the kinds of artifacts included in your portfolio and should be carefully selected to represent growth across the program. Not all of the suggested types will be included in your final portfolio. Link to your existing artifacts that are already posted on the web whenever possible.

1. Artifact that includes learner characteristics and selection of instructional/learning materials.
   a. Designing to learner characteristics.
   b. Unit or instructional plan for specific learners.
   c. Accommodations for learners with special needs.
   d. Knowledge of learner characteristics and learning situation.
2. Artifact that includes learning theory and instructional strategies.
   a. Ability to apply learning theory, identify objectives and analyze tasks.
   b. Selection of instructional and motivational strategies.
3. Artifact that includes materials related to distance education/online teaching & learning.
4. Artifact that includes use of assessment measures.
   a. Objective or performance-based assessments.
   b. Formative or summative assessments.
5. Artifact that includes application of evaluation techniques.
   a. To increase effectiveness of the instructional product (formative evaluation).
   b. Kirkpatrick Level 2 evaluation design.
   c. SME or designer/design team evaluations.
6. Artifact that demonstrates development techniques of storyboarding.
7. Artifact that demonstrates your communications and/or collaborations.
   a. Working with SMEs
   b. Working with clients
   c. Instances where you were not the SME or client
   d. Working with other design team members
   e. Project management

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8. Artifact that demonstrates presentation of your knowledge and skills to others in a group setting.
9. Artifact that demonstrates group work involving interpersonal skills and/or team building.
10. Artifact that demonstrates ability to apply management techniques.
11. Artifacts that demonstrate instructional systems design.
   a. Application of Morrison, Ross & Kemp model.
   b. Application of ADDIE model.
12. Artifacts that demonstrate overall ability to apply problem analysis and annotations to discuss parameters:
   a. Conduct needs analysis
   b. Identify and define problems
   c. Identify constraints
   d. Identify resources
   e. Define learner characteristics
   f. Define goals and objectives in instructional systems design
   g. Media development and utilization
   h. Project management
   i. Evaluation

5 ORAL DEFENSE EXAM PRESENTATION

At the conclusion of EDET 793, you will present your portfolio with a web-based software (e.g. Google Hangouts, Adobe Connect, Zoom). In addition, to the presentation of your portfolio, you will also be asked questions (a) about your portfolio, (b) decision-making and technical aspects of your portfolio, (c) technical skills you have learned throughout your Master’s program, and (d) broader questions about your learning. The expectations are for you to produce the highest quality professional products that represent your knowledge, skills, and attitudes toward the achievement of a Master’s degree in Educational Technology. Failure to achieve professional quality will require revision.