

Educational Technology Master's *e*-Portfolio Requirements and Rubric
University of Arkansas
College of Education

ETEC *e*-Portfolio Introduction

The Master of Education in Educational Technology (M.Ed.) is a 33 credit hour program consisting of 24 credit hours in Educational Technology and 9 credit hours from the College of Education core curriculum. In addition to completing the course requirements each student must meet the Master's *e*-portfolio requirement. This is an electronic portfolio (*e*-portfolio) of each individual student's work combined in a comprehensive project. To this end, the *e*-portfolio takes the place of a comprehensive exam. The *e*-portfolio must include components from each of the five main standards emphasized throughout the duration of the program.

In addition to meeting the program requirements, an *e*-portfolio is a professionally composed collection of works highlighting a student's abilities, skills, and performance. In other words, *e*-portfolio's are an opportunity for students to draw attention to their best work. To this end, *e*-portfolio's are more than an evaluative tool, they allow students to display their capabilities to potential employers or institutions for doctoral studies.

Each student's *e*-portfolio is evaluated during his or her last semester by the chair of the program. The *e*-portfolio is evaluated as a whole using the *e*-portfolio grading rubric provided in this document. A grade of "pass," "resubmit," or "fail" is assigned to the overall portfolio. A grade of "pass" means that the *e*-portfolio adequately meets all of the requirements. A grade of "resubmit" means that the *e*-portfolio meets most of the standards, but specific areas need to be revised and resubmitted in order to meet the full requirements. You only will be allowed to resubmit your portfolio **one** time. A grade of "fail" means that the *e*-portfolio is unacceptable and fails to meet the requirements set forth.

ETEC *e*-portfolio Timeline

At the completion of **15 ETEC hours** each student is required to develop a layout for his or her *e*-portfolio. At this point, the *e*-portfolio should include a basic outline for the development of an *e*-portfolio.

At the completion of **21 ETEC hours** each student should have approximately 1/3 of his or her *e*-portfolio completed. At this point, students are encouraged to meet with the program chair (or an approved ETEC advisor) in order to ensure that their *e*-portfolio is adequately making progress.

During the student's ***last semester of course work*** each student is required to submit his or her *e*-portfolio to the program chair for evaluation. The program chair must be given no less than eight weeks to evaluate the *e*-portfolio. This will allow time for evaluation as well as resubmission and reevaluation if necessary. If this timeline is not adhered to for any reason the end result could be a delay in the completion of the program.

ETEC e-Portfolio Contents

An e-portfolio will be developed by each ETEC masters student that meets national program requirements. The portfolio will consist of projects/products created and chosen by the student as demonstrations of mastery of the program standards. Each project or product selected for inclusion in the *e-portfolio* (a minimum of 2, maximum of 5) must be accompanied by an Educational Report. In addition, students must submit an updated Resume and a completed Program Matrix to complete the e-portfolio submission requirements. If for any reason one of these items is missing the *e-portfolio* will be returned. Thus, the e-portfolio will include:

1. *Completed version of the e-portfolio.* Each project/product in the *e-portfolio* must be accompanied by an Educational Report. The report is a professionally written paper consisting of a project description, program identification, and educational reflection (specific details of the Educational Report are provided below).
2. *Current Resume.* An updated resume must be submitted with the *e-portfolio*. The resume should be of professional quality and highlight the student's objective, educational and work experience, and abilities.
3. *Completed Program Matrix.* The student will be responsible for developing a 1-page matrix demonstrating how and where each of the 5 program requirements was met via the submitted portfolio projects/products (specific details of the Program Matrix are provided below).

Educational Report Description (required for each project/project):

1. **Project Description.** A paper describing the project/product included in the *e-portfolio*. The description should also include a rationale and explanation for why the project/product was chosen for inclusion in the portfolio.
2. **Program Identification.** The project/product in the *e-portfolio* should be specifically linked back to one or more of the responsibilities or requirements highlighted in the standards and substandards. Specific descriptions of how the project/product meets the standard requirement(s) should be provided.
3. **Educational Reflection.** A brief summary of the lessons learned as they relate to your personal professional growth should be included for the project/product.

Program Matrix Description:

A completed 1-page matrix that demonstrates how and where each of the 5 program elements was met via the submitted projects/projects is required. This matrix should identify the project/product and break the project/product components into subsections where appropriate. For example, the product of an Online Instructional Unit (Project 1.0) could have subsections that include an online assessment section (Sub 1.1) and an online classroom management section

(Sub 1.2). These subsections should then be identified with the program requirements each meets. A sample matrix demonstrating this concept is provided below.

| Project(s) & Subsections | ETEC Program Standards and Requirements | | | | |
|--------------------------------|---|-------------|-------------|------------|------------|
| | Design | Development | Utilization | Management | Evaluation |
| Project 1 | | | | X | X |
| Sub 1.1 | | | | | X |
| Sub 1.2 | | | | X | |
| Project 2 | X | X | X | | |
| Sub 2.1 | | | X | | |
| Sub 2.2 | | X | | | |
| Sub 2.3 | X | | | | |
| Etc... | | | | | |

ETEC Standards

Throughout the duration ETEC program students are trained according to the following five national standards. Each of these *main* standards includes several *substandards* to assist in understanding and further define the main standards. A breakdown of the main standards into substandards is provided at the end of this document. Students will be evaluated based on their ability to integrate each one of the following main standards into his or her *e*-portfolio.

- 1. Design.** The student will demonstrate the knowledge, skills, and dispositions to *design conditions for learning* by applying the principles of instructional design, message design, instructional strategies, and learner characteristics. Moreover, the student will demonstrate appropriate methods of delivery.
- 2. Development.** The student will demonstrate the knowledge, skills, and dispositions in the *development of instructional materials and experience* using print, visual, computer based, and integrated technologies. Moreover, the student will learn how to deliver instruction and actively engage students in the learning process through each of these modalities.
- 3. Utilization.** The student will demonstrate the knowledge, skills, and dispositions to *use processes and resources for learning* by applying principles of media utilization, implementation, and policy-making to web-based contexts. Moreover, the student will learn how to adapt the implementation process to the specific needs of the students and institutions or organizations they serve and address barriers impacting the utilization and implementation of media-based learning methods.
- 4. Management.** The student will demonstrate the knowledge, skills, and dispositions to *plan, organize, coordinate, and supervise instructional technology* by applying principles of project management, resources, delivery systems, and informational management.

Moreover, the student will demonstrate leadership skills that can be applied in individual, institutional, or organizational learning environments.

- 5. Evaluation.** The student will demonstrate the knowledge, skills, and dispositions to *evaluate the adequacy of instruction and learning* by applying principles of measurement, formative and summative evaluation, and long range planning. Moreover, the student will learn how to determine the appropriate educational assessment tool and method in order to accurately measure the effectiveness of an instructional program.

***e*-Portfolio Grading Rubric**

The following grading rubric will be used to evaluate each students overall *e*-portfolio. The *e*-portfolio is evaluated during each student’s last semester by the chair of the program. A grade of “pass,” “resubmit,” or “fail” is assigned to the overall portfolio. A grade of “pass” means that the *e*-portfolio adequately meets all of the requirements. A grade of “resubmit” means that the *e*-portfolio meets most of the standards but specific areas need to be revised and resubmitted in order to meet the full requirements. In addition, a single score on the rubric of "Poor" on any individual standard will automatically require the resubmission of that standard regardless of the overall *e*-portfolio score. An overall grade of “fail” means that the *e*-portfolio is unacceptable and fails to meet the requirements set forth.

Pass = 66 - 70 points (Exceptional Work – This represents the highest quality possible)

Pass = 60 - 65 points (Very Good Work – This represents above average work)

Resubmit = 52 - 59 points (Acceptable Work – This represents average or “nothing exceptional”)

Resubmit = 45 - 51 points (Poor Work – This represents a poorly developed portfolio)

Fail = > 45 points (Failure Work – This represents the worst quality possible)

| Professional Standard | 0-2 Failure | 3-4 Poor | 5-6 Acceptable | 7-8 Very Good | 9-10 Exceptional | Total Points |
|------------------------------|--|--|--|---|---|---------------------|
| #1: Design | The artifact(s) address few if any aspects of the standard, are of poor quality, and provide minimal to no evidence that the student has the ability to identify instructional models, create appropriate designs for instruction, integrate multiple instructional strategies, choose | The artifact(s) address some aspects of the standard, but are of medium to low quality, and provide minimal evidence that the student has the ability to identify instructional models, create appropriate designs for instruction, integrate multiple instructional strategies, | The artifact(s) address most aspects of the standard, are of acceptable quality, and provide basic evidence that the student has the ability to identify instructional models, create appropriate designs for instruction, integrate multiple instructional strategies, choose | The artifact(s) address all aspects of the standard, are of good quality, and provide solid evidence that the student has the ability to identify instructional models, create appropriate designs for instruction, integrate multiple instructional strategies, choose appropriate | The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to identify instructional models, create appropriate designs for instruction, integrate multiple instructional | |

| | | | | | | |
|----------------------------|--|---|--|---|--|--|
| | appropriate delivery methods, and create instruction that addresses various learning styles. | choose appropriate delivery methods, and create instruction that addresses various learning styles. | appropriate delivery methods, and create instruction that addresses various learning styles. | delivery methods, and create instruction that addresses various learning styles. | strategies, choose appropriate delivery methods, and create instruction that addresses various learning styles. | |
| #2: Development | The artifact(s) address few if any aspects of the standard, are of poor quality, and provide minimal to no evidence that the student has the ability to create and utilize print, visual, computer-based, and integrated instructional materials to engage students. | The artifact(s) address some aspects of the standard, but are of medium to low quality, and provide minimal evidence that the student has the ability to create and utilize print, visual, computer-based, and integrated instructional materials to engage students. | The artifact(s) address most aspects of the standard, are of acceptable quality, and provide basic evidence that the student has the ability to create and utilize print, visual, computer-based, and integrated instructional materials to engage students. | The artifact(s) address all aspects of the standard, are of good quality, and provide solid evidence that the student has the ability to create and utilize print, visual, computer-based, and integrated instructional materials to engage students. | The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to create and utilize print, visual, computer-based, and integrated instructional materials to engage students. | |
| #3: Utilization | The artifact(s) address few if any aspects of the standard, are of poor quality, and provide minimal to no evidence that the student has the ability to utilize and implement various media, develop policies related to the integration of media in specific contexts, and address barriers impacting media implementation. | The artifact(s) address some aspects of the standard, but are of medium to low quality, and provide minimal evidence that the student has the ability to utilize and implement various media, develop policies related to the integration of media in specific contexts, and address barriers impacting media implementation. | The artifact(s) address most aspects of the standard, are of acceptable quality, and provide basic evidence that the student has the ability to utilize and implement various media, develop policies related to the integration of media in specific contexts, and address barriers impacting media implementation. | The artifact(s) address all aspects of the standard, are of good quality, and provide solid evidence that the student has the ability to utilize and implement various media, develop policies related to the integration of media in specific contexts, and address barriers impacting media implementation. | The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to utilize and implement various media, develop policies related to the integration of media in specific contexts, and address barriers impacting media implementation. | |
| | The artifact(s) | The artifact(s) | The artifact(s) | The artifact(s) | The artifact(s) | |

| | | | | | | |
|-----------------------------------|--|---|--|---|--|--|
| <p>#4: Management</p> | <p>address few if any aspects of the standard, are of poor quality, and provide minimal to no evidence that the student has the ability to utilize project management techniques and manage projects with multiple components, resources, and delivery systems.</p> | <p>address some aspects of the standard, but are of medium to low quality, and provide minimal evidence that the student has the ability to utilize project management techniques and manage projects with multiple components, resources, and delivery systems.</p> | <p>address most aspects of the standard, are of acceptable quality, and provide basic evidence that the student has the ability to utilize project management techniques and manage projects with multiple components, resources, and delivery systems.</p> | <p>address all aspects of the standard, are of good quality, and provide solid evidence that the student has the ability to utilize project management techniques and manage projects with multiple components, resources, and delivery systems.</p> | <p>clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to utilize project management techniques and manage projects with multiple components, resources, and delivery systems.</p> | |
| <p>#5: Evaluation</p> | <p>The artifact(s) address few if any aspects of the standard, are of poor quality, and provide minimal to no evidence that the student has the ability to implement appropriate formative and summative evaluations, identify assessments, and develop long-range advancement and assessment plans.</p> | <p>The artifact(s) address some aspects of the standard, but are of medium to low quality, and provide minimal evidence that the student has the ability to implement appropriate formative and summative evaluations, identify assessments, and develop long-range advancement and assessment plans.</p> | <p>The artifact(s) address most aspects of the standard, are of acceptable quality, and provide basic evidence that the student has the ability to implement appropriate formative and summative evaluations, identify assessments, and develop long-range advancement and assessment plans.</p> | <p>The artifact(s) address all aspects of the standard, are of good quality, and provide solid evidence that the student has the ability to implement appropriate formative and summative evaluations, identify assessments, and develop long-range advancement and assessment plans.</p> | <p>The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to implement appropriate formative and summative evaluations, identify assessments, and develop long-range advancement and assessment plans.</p> | |
| <p>Educational Reports</p> | <p>Reports are provided for few if any artifacts, are poorly written, contain poor program/product descriptions, identify but not describe few if any standards, and offer a poor summary of professional growth.</p> | <p>Reports are provided for some artifacts, are poorly written, contain only portions of a program/product description, identify but not describe standards, and offer a minimal summary of professional</p> | <p>Reports are provided for all artifacts, are adequately written, contain a program/product description, identify and describe standards, and provide a reflective summary of professional</p> | <p>Reports are provided for all artifacts, are well written, contain a solid program/product description, correctly identify and describe how the standards are addressed, and provide a reflective summary of</p> | <p>Reports are provided for all artifacts, are professionally written, contain a thorough program/product description, correctly identify and specifically describe how the standards are addressed, and provide a</p> | |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | growth. | growth. | professional growth. | thoughtful reflective summary of professional growth. | |
| Other Components (resume, matrix) | Resume is outdated, of poor quality, and fails to highlight aspects of the student's experience. Matrix fails to demonstrate associations between the artifacts submitted and the five program standards. | Resume is outdated, of low to medium quality, and fails to highlight key aspects of the student's experience. Matrix demonstrates some but not all associations between the artifacts submitted and the five program standards. | Resume is updated, of adequate quality, and highlights aspects of the student's experience. Matrix demonstrates associations between the artifacts submitted and the five program standards. | Resume is updated, of good quality, and highlights key aspects of the student's experience. Matrix clearly demonstrates associations between the artifacts submitted and the five program standards. | Resume is updated, of high professional quality, and highlights key aspects of the student's experience. Matrix clearly demonstrates associations between the artifacts submitted and the five program standards. | |
| Total Score | | | | | | |

Breakdown of Individual ETEC Standards

Standard #1: Design. The student will demonstrate the knowledge, skills, and dispositions to *design conditions for learning* by applying the principles of instructional design, message design, instructional strategies, and learner characteristics. Moreover, the student will demonstrate appropriate methods of delivery.

- 1.1 Demonstrate ability to identify differing instructional models of design.
- 1.2 Demonstrate ability to integrate into practice multiple instructional strategies.
- 1.3 Demonstrate ability to identify and create instruction for various learning styles.
- 1.4 Demonstrate the ability to use appropriate delivery methods for instruction.

Standard #2: Development. The student will demonstrate the knowledge, skills, and dispositions in *development of instructional materials and experience* using print, visual, computer based, and integrated technologies. Moreover, the student will learn how to deliver instruction and actively engage students in the learning process through each of these modalities.

- 2.1 Demonstrate the appropriate use of print materials in order to enhance the learning process.

- 2.2 Demonstrate ability to integrate instructional materials that utilize two or more forms of media.
- 2.3 Demonstrate ability to create visual materials that enhance the learning process.
- 2.4 Demonstrate ability to use Flash and/or similar types of computer-based software to create interactive media presentations.
- 2.5 Demonstrate ability to engage students using a variety of instructional materials.

Standard #3: Utilization. The student will demonstrate the knowledge, skills, and dispositions to *use processes and resources for learning* by applying principles of media utilization, implementation, and policy-making to web-based contexts. Moreover, the student will learn how to adapt the implementation process to the specific needs of the students and institutions or organizations they serve and address barriers impacting the utilization and implementation of media-based learning methods.

- 3.1 Demonstrate ability to utilize and implement various media.
- 3.2 Demonstrate ability to develop a web-based project for the dissemination of media-based learning.
- 3.3 Demonstrate ability to develop and implement effective policies related to the utilization, application, and integration of media-based learning in a specific institutional or organizational context.
- 3.4 Demonstrate ability to identify and address barriers impacting the utilization and implementation of media-based learning methods.

Standard #4: Management. The student will demonstrate the knowledge, skills, and dispositions to *plan, organize, coordinate, and supervise instructional technology* by applying principles of project management, resources, delivery systems, and informational management. Moreover, the student will demonstrate leadership skills that can be applied in individual, institutional, or organizational learning environments.

- 4.1 Demonstrate ability to utilize project management techniques during the creation and implementation of instructional technologies.
- 4.2 Demonstrate ability to effectively manage projects with multiple components. This includes the ability to budget, evaluate, and further the project.
- 4.3 Demonstrate ability to manage multiple resources. This includes the ability to justify the allocation of funds, document cost effectiveness, and the utilization of staff, time, supplies, and/or instructional resources.

- 4.4 Demonstrate ability to implement and manage various delivery systems of instructional technology. This includes the ability to attend to hardware and software requirements, technical support for both users and developers, and process issues such as guidelines for learners, instructors, and support personnel.

Standard #5: Evaluation. The student will demonstrate the knowledge, skills, and dispositions to *evaluate the adequacy of instruction and learning* by applying principles of measurement, formative and summative evaluation, and long range planning. Moreover, the student will learn how to determine the appropriate educational assessment tool and method in order to accurately measure the effectiveness of an instructional program.

- 5.1 Demonstrate ability to use both formative and summative strategies to evaluate the quality of instruction.
- 5.2 Demonstrate ability to identify and implement appropriate learning measurements or assessment instruments.
- 5.3 Demonstrate ability to develop an assessment plan to show evidence of an instructional problem or opportunity for organizational growth.
- 5.4 Demonstrate ability to develop a long-range plan for the advancement of technology in an organization or institution.