EDS EDUCATIONAL DEVELOPMENT AND SERVICES

in partnership with

DOMINICAN
UNIVERSITY
of CALIFORNIA
School of Liberal Arts and Education

Digital Portfolios

EDUO 9168   2 Semester Credit/Units

Instructor: Robin Seneta

This is a partial, Public Syllabus. For a Full Syllabus, please contact the course instructor.

Course Overview:

Explore the ideas, implementation and use of digital portfolios in the classroom environment as ways to create, maintain, and share knowledge. Investigate digital portfolio options and tools as well as applications for digital portfolios in the classroom.

Course Description:

Examine the purpose and tools available for creation of professional and student digital portfolios. Discover best creation practices and directly apply them through the creation of a professional digital portfolio and through development of an action plan for utilizing portfolios with students. Participants will be required to create accounts for Google, Canva and Adobe Spark.

Course Objectives:

1. Create a digital portfolio showcasing assignments for the course.
2.   Define the purpose of digital portfolios and the types of digital portfolios
3. Review tools and analyze the best tool for building a digital portfolio.
4. Analyze the types of content that can be used for digital portfolios.
5. Evaluate assessment and showcasing of digital portfolios.

Course Materials:

Google Suite

Course Relation ISTE EDUCATOR Standards: (Designer)

5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

Course Assignments/Modules:

Each completed assignment in this course is submitted to the instructor for review. **Follow directions in Google Classroom as to how to prepare and turn in completed work.** You will receive feedback from your instructor indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

DP1-MODULE 1 Professional Digital Portfolios

ASSIGNMENT	Start a digital portfolio to share artifacts from the course.	
OBJECTIVES	Create a professional digital portfolio for class artifacts pertaining to the discovery of digital portfolio tools	
ACTIVITIES	Review the following information on how to create a Google Site (more portfolio tools will be reviewed later, but for the purpose of this course we will start with Sites.) Create a Site as an example for this course.	

DP2- MODULE 2: The Reason and Purpose for Digital Portfolios

ASSIGNMENT	**Review literature and research regarding the use of portfolios.**	
OBJECTIVES	Define the purpose of digital portfolios	
ACTIVITIES	Review portfolio articles. Build a Google Slide Presentation culminating what you feel are the most important of these ideas. Reflect in a short paragraph what the biggest benefit to your teaching situation would be.	

DP3-MODULE 3: Types of Digital Portfolios

ASSIGNMENT	Summarize and analyze the various types of Digital Portfolios	
OBJECTIVES	Define the purpose of digital portfolios and the types of digital portfolios.	
ACTIVITIES	- Create a new page called Types of Digital Portfolios. - Review the information on the types of portfolios. - Describe the 3 different types of portfolios as well as how they relate to formative and summative assessment. - Reflect on several points regarding portfolios in the classroom.	

DP4-MODULE 4: Review of Tools for Digital Portfolios

ASSIGNMENT	Create a newsletter or handout highlighting 3 potential portfolio tools.	
OBJECTIVES	Examine the types of tools that can be used to create a portfolio.	
ACTIVITIES	- Review articles referring to the tools for creating portfolios - Create a handout or newsletter highlighting some of the best tools along with their features and highlights.	

DP5-MODULE 5: Types of Content for Digital Portfolios

ASSIGNMENT	Create a research-based guide of different tools that can be used for creating content.	
OBJECTIVES	Examine tools that can be used to create content for a digital portfolio.	
ACTIVITIES	Review the following articles related to the types of content in a Digital Portfolio Create a reference sheet of 5 different tools that can be used to create artifacts as part of a Digital Portfolio.	

DP6-MODULE 6: Reflection and Check Ins

ASSIGNMENT	**Create an Adobe Spark Video with Voiceover explaining why reflection is an important part of learning.**	
OBJECTIVES	Analyze the importance of reflection and check-ins when using portfolios.	
ACTIVITIES	- Review articles. - Write a script that shares and summarizes the importance of student reflection and create a video. See examples of Adobe Spark. - Reflect on this digital tool	

DP7-MODULE 7: Showcasing and Assessment

ASSIGNMENT	**Devise a plan for implementing and assessing student portfolios.**	
OBJECTIVES	Determine how portfolios should be assessed and the ways that student work can be showcased.	
ACTIVITIES	- Review articles. - Devising a plan on how you can implement and showcase student portfolios.	

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives. pertaining to the creation and use of digital portfolios.	Most work submitted reflects in-depth understanding of course objectives pertaining to the creation and use of digital portfolios.	Work shows little or no in-depth understanding of course objectives pertaining to the creation and use of digital portfolios.
Assignment responses shows evidence of new knowledge evidenced by the creating and reflection of the use of portfolios.	Most responses shows evidence of new knowledge evidenced by the creating and reflection of the use of portfolios.	Responses show little to no evidence of new knowledge evidenced by the creating and reflection of the use of portfolios.

Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

Electronic Portfolios in the Classroom:

https://www.educationworld.com/a_tech/tech/tech111.shtml

5 Reasons to Use Digital Portfolios: https://www.teachthought.com/technology/5-reasons-to-use-digital-portfolios-in-your-classroom/

Showcase Student Work:

https://www.middleweb.com/36872/digital-portfolios-showcase-student-work/

11 Essentials for Digital Portfolios:

https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis

Digital Portfolios Book: http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/digital-portfolios-in-the-classroom-sample-chapters.pdf

Digital Portfolio Assessment:

https://www.teachingchannel.org/blog/2018/04/13/digital-portfolios-assessment

How to create Digital Portfolios: https://blog.ed.ted.com/2016/05/07/how-to-create-digital-learning-portfolios-in-the-classroom/

Tools:

https://medium.com/@samosley01/how-to-create-digital-portfolios-a4dc3968cf4d

The 5 best tools:

https://www.educatorstechnology.com/2018/01/5-of-best-tools-to-create-digital.html

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