Implementing Digital Story Telling in a Computers in Education Course

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Discussion

- Why ePortfolios?
- Instructional Goals
- About the Pilot Project
- Outline of Computers in Education Course
- ISTE NETS-T Standards
- Research Questions
- Methodology
- Data Collection
- Student Demographics
- Student Majors

- Research Questions Answered
- Additional Findings
- Benefits to Students
- Benefits to the Institution
- ePortfolio Structure
- ePortfolio Rubric
- Student’s ePortfolio
- Uses in Course
- Future Goals
- References
- Contact Information
- Questions
Why ePortfolios?

- **Assessment**
  - Formative and summative evaluation of learning
  - Provide a method for reflection and personal development
  - Incorporate a digital tool into a graduate course
  - Assess the impact of integrating technology

- **Accreditation**
  - NCATE, Standard 2
  - Evidence of certification/training

- **Reflection**
  - Help students integrate curriculum and co-curricular experiences
  - Provide curricular opportunities that promote collaboration/communication
  - Opportunity to showcase accomplishments/best work
  - Make connections between, where you were, where you are, and where you want to be

- **Connections**
  - Making personal and meaningful connections between teaching, service and community experiences
Instructional Goals

– To pilot an ePortfolio site for graduate students in Computers in Education
– To document and evaluate the first term implementation for purposes of program integration
– To establish dimensions and baselines for future planning and implementation
Pilot Project

– Computers in Education Graduate course
  • revised current course to incorporate eportfolios system for tracking student work (specifically teachers) using *ISTE NETS-T Standards (updated 2008)
  • made available this year as part of accreditation review
  • Researched several vendors to pursue a eportfolio
    • eFolio (University of Minnesota)
Outline

– Modules contain four components:
  • Reading activities,
    ▪ Textbook and PowerPoint reading
  • Research activities
    ▪ Internet research etc., video discussions
  • Reflective activities
    ▪ MyLabSchool activities, and
  • Reporting activities
    ▪ ePortfolio
ISTE NETS • Teachers

I. Facilitate and Inspire Student Learning and Creativity
II. Design and Develop Digital-Age Learning Experiences and Assessments
III. Model Digital-Age Work and Learning
IV. Critical Thinking, Problem Solving, and Decision Making
V. Engage in Professional Growth and Leadership

*International Society for Technology in Education
National Educational Technology Standards for Teachers 2008
I. Facilitate and Inspire Student Learning and Creativity

- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- **Performance indicators**
  - Promote, support, and model creative and innovativeness.
  - Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

- **Artifacts demonstrating this standard**
  - Learning Styles Inventory
  - Career Objective
  - Teaching Philosophy
II. Design and Develop Digital-Age Learning Experiences and Assessments

- Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize context learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

- **Performance Indicators**
  - Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
  - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

- **Artifacts demonstrating this standard**
  - Lesson Plan
  - WebQuest
  - Software Evaluation
III. Model Digital-Age Work and Learning

- Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- **Performance indicators**
  - Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
  - Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

- **Artifacts demonstrating this standard**
  - WebQuest
  - Professional Organizations
IV. Promote and Model Digital Citizenship and Responsibility

– Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice.

– **Performance indicators**
  • Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

– **Artifacts demonstrating this standard**
  • Copyright Law
  • Internet Etiquette
V. Engage in Professional Growth and Leadership

- Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- **Performance indicators**
  - Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning

- **Artifacts demonstrating this standard**
  - Professional Organizations
  - Hobbies
Research Questions

- What do students perceive as the main purpose for creating an electronic portfolio?
- Does creating an electronic portfolio enhance student's multimedia development skills?
- Which support system was more useful during the development phase?
- Are certain types of support systems more useful than others?
Methodology

– Participants
  • 12 students
  • 10 K – 8th grade teachers

– Instrument
  • 20 closed ended web-based questionnaire
    • Student experiences
    • Student expectations
## Student Demographics

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<thead>
<tr>
<th>Gender</th>
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<tr>
<td>Male</td>
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What is your Major?

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<tr>
<td>Teacher Education</td>
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<td>58.3</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>16.7</td>
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What do students perceive as the main purpose for creating an electronic portfolio?

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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Reflection on course goals/objectives</td>
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<td>8.3</td>
</tr>
<tr>
<td>Documentation for job search/promotion</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Assessment of course goals</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Learn technology skills</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Other</td>
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<td>0.0</td>
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</table>
Does creating an electronic portfolio enhance multimedia development skills?

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
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<tr>
<td>Yes</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>$f$</td>
<td>%</td>
</tr>
<tr>
<td>----------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>0</td>
<td>00.0</td>
</tr>
</tbody>
</table>
Are certain types of support systems more useful than others?

<table>
<thead>
<tr>
<th>Support System</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class instructor led lecture</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Online help tools</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Classmate</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Handouts designed by instructor</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Self help</td>
<td>0</td>
<td>0.0</td>
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### Additional Findings (N=12)

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th></th>
<th>Disagree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f$</td>
<td>%</td>
<td>$f$</td>
<td>%</td>
</tr>
<tr>
<td>Design process was fun</td>
<td>9</td>
<td>75.0</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Time consuming</td>
<td>7</td>
<td>58.3</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Think about use of tech in Ed.</td>
<td>12</td>
<td>100.0</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Continue use if available</td>
<td>11</td>
<td>91.7</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>
Benefits to Students

- Provides a repository for student’s work throughout his/her academic career
- Highlights a combination of academic work
- Promotes learning that is transferable, and empowering students to learn how their varied experiences fit together as a whole.
Benefits to the Institution

– Gives an efficient structure to accreditation efforts by putting documentation process on-line
– Used to measure progress on institutional goals
– Stay current with peer institutions who have already implemented ePortfolios for students and faculty.
– Enhances the overall archive of intellectual work / assets
ePortfolio Structure

- Home Page
- Career Objective
- Contact Information
- Educational Background
- Employment History
- Teaching Philosophy
- Professional Organizations
- Honors & Awards
- Licenses & Certifications
- Classroom Activities
  - Learning Style Inventory
  - Lesson Plan
  - Software Evaluation
  - Scoring Rubrics
  - WebQuest
- Hobbies
- References
# ePortfolio Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Skilled</th>
<th>Developing</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical</strong></td>
<td>All artifacts are in focus, cropped, and effectively framed. All hyperlinks are working</td>
<td>Most of the artifacts are in focus, cropped, and effectively framed. All hyperlinks are working</td>
<td>A few artifacts are in focus, cropped, and effectively framed. Most hyperlinks are working</td>
<td>Artifacts are out of focus, uncropped, poorly framed, or non-existent. Some hyperlinks are working</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The text has no errors in grammar, capitalization, punctuation, or spelling.</td>
<td>The text has a few errors in capitalization, punctuation, and spelling requiring minor editing and revision.</td>
<td>The text has errors in grammar, capitalization, and spelling requiring editing and revisions (4 or more errors found)</td>
<td>The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. More than 6 errors found.</td>
</tr>
<tr>
<td><strong>Ease of Navigation</strong></td>
<td>Navigation links and all sections connect back to the main page.</td>
<td>Most navigation links work, and links back to the main page.</td>
<td>Some navigation links works and link back to the main page.</td>
<td>None of the navigation links work or link back to the main page.</td>
</tr>
</tbody>
</table>
1. Anitra W. Cooper
2. Erin Banks
3. *Sara Coleman
4. *Tambria Neal
5. Dominic Thigpen
6. *Chimere Turner
7. *Kiffany Ward
8. *Kenya Washington
9. *Courtney Woodard
10. *Carlos Wilson
11. Anitra Johnson
Uses in Course

- Enhanced Learning
- Assessment
- Evaluation
- Continuing Professional Development
- Certification and Recertification
- Career advancement
- Emphasis on 21st Century Skills

Reference [2]
Future Goals

- Provide a forum for students to identity and develop skills for leadership and life
- Enhance linkages thorough workshops and ePortfolio development
- Explore connecting ePortfolio to other programs and colleges on campus
  - Extend use beyond graduate course
  - Emphasize use and practice in graduate student organizations
- Develop a searchable database for storing students portfolios
- Longitudinal study
- Make resource available to faculty and administrators
References

Contact

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Questions