

## EM SC 602 - Online Teaching Portfolio Assignment

**Task:** To create an online teaching portfolio that will showcase your skills, knowledge, and beliefs about teaching in a higher education setting.

### **Purpose:**

The primary project for the course will be the creation of an online teaching portfolio in which you will present your course work. It is hoped that you will continue to use your teaching portfolio long after our course has been completed!

Your teaching portfolio Web site will include a sample course syllabus, a sample lesson plan, a sample course evaluation plan, a listing of teaching resources, a professional development summary, and a statement of personal teaching philosophy. This body of work will draw from a course you are either teaching concurrently or have taught/will be teaching.

### **Deliverables:**

Your teaching portfolio is to be presented in the form of a Web site. You may create your own look and feel for your site, or you may choose to use the template provided in class (novices to Web site design may find the template a good place to start). See

[http://www.e-education.psu.edu/courses/emsc602/portfolio\\_template/](http://www.e-education.psu.edu/courses/emsc602/portfolio_template/)

As you complete individual assignments and activities for the course (see Course Syllabus), you will add those components to your online portfolio.

### **Audience:**

There are many audiences for an online teaching portfolio, including prospective and current students, their parents, prospective employers, and even members of promotion and tenure committees, all of whom desire to learn more about your teaching style and beliefs. As you build your portfolio, keep these audiences in mind. Your teaching portfolio should represent you in a clear and professional manner. Your site should be easy to navigate and should have a consistent look and feel in keeping with standard guidelines for Web site design.

- “Visual Design Considerations,”  
[http://portfolio.psu.edu/build/design/design03\\_visual.html](http://portfolio.psu.edu/build/design/design03_visual.html)
- “Navigational Design Considerations,”  
[http://portfolio.psu.edu/build/design/design04\\_navigate.html](http://portfolio.psu.edu/build/design/design04_navigate.html)

### **Assessment Process and Criteria:**

Your portfolio will be assessed by a combination of peer and instructor review. This review will take place at four points during the course:

- Due for Class 4 – Peer review of your Web site “shell”
- Due for Class 8 – Instructor and peer review of the first ½ of your teaching portfolio, including a sample course syllabus, a sample lesson plan, and a resource listing
- Due for Class 10 – Peer review of your teaching portfolio
- Due at end of course – Instructor review of your final teaching portfolio

I have found that the additional feedback that peers provide is a valuable means for enriching and informing the assessment process. Feedback from previous EM SC 602 students reveals that it is also a helpful way for students to see other approaches to the teaching portfolio that can help generate ideas for one’s own work.

For assessment purposes we will use an annotated scoring checklist that will reflect whether a given criteria has been met and provides space for providing meaningful feedback. Attached is a draft of our portfolio checklist. We will reserve the right, as a class, to refine this checklist based on class input.

In total, this assignment counts toward 50% of your course grade:

- 6 peer review of your peers’ work (3 sets of 2 each) @ 5% each = 30%
- Final teaching portfolio = 20%

### **Instructions:**

*New to Web site development? Even newer to teaching portfolios? Never fear! Our second week of class will include an overview of Web site development and online portfolios in general. Each student will also be asked to find an example of an effective teaching portfolio and share that example with the class in a 5 minute presentation. As a group we will be using those presentations to build an ongoing list of portfolio "dos and don'ts" to guide the development of our own portfolios.*

NOTE: The amount of initial out-of-class effort it will take you to create your Web site will vary depending on your experience and skills with Web site development. If you have created Web sites before, creating a “shell” for your site might be a fairly quick process. But if you are new to Web site development, you will have a steeper learning curve. It isn’t hard to learn how to develop a site, just it isn’t very intuitive. There are many readily-available resources that you can take advantage of in learning how to develop a Web site. In addition, feel free to ask me or a peer!

1. **Due by the start of Class 2 – Activate your Penn State Personal Web space:**  
Your first task will be to activate your free Penn State personal Web space. That is where you will store your teaching portfolio and how you will share it with

others across the Internet.

(See [http://www.e-portfolio.psu.edu/build/create/50min02\\_apply.html](http://www.e-portfolio.psu.edu/build/create/50min02_apply.html) )

2. **Due by the start of Class 3 – Create a “shell” for your online teaching portfolio.** Next, you will need to create a “shell” for your online portfolio. This will consist of the main “home page” for your site as well as “placeholder” pages for each component of your site. You may use the template provided (see [http://www.e-education.psu.edu/courses/emsc602/portfolio\\_template/](http://www.e-education.psu.edu/courses/emsc602/portfolio_template/) ) or create a site with your own look and feel. The e-Portfolio site includes some nice examples that may spark your creativity!  
(See <http://www.e-portfolio.psu.edu/gallery/index.html>)
  - a. *New to Web site development?* You will find Penn State’s e-Portfolio Web site to be a great place to start! The site includes a wonderful “primer” on Web development and step-by-step how-to directions. (See “Publishing Web Pages at Penn State in 50 Minutes!” at [http://www.e-portfolio.psu.edu/build/create/50min01\\_overview.html](http://www.e-portfolio.psu.edu/build/create/50min01_overview.html))
  - b. *Need more help?* Feel free to ask questions of me, your peers, or even Glenn Johnson, Project Manager for the e-Portfolio initiative at Penn State. Glenn can be reached at [portfolio@psu.edu](mailto:portfolio@psu.edu)
3. **Due by the start of Class 4 – Peer Review 2 students’ site shells.** You are required to review 2 of your peers’ site shells by the start of Class 4. Your work as a peer reviewer will count toward your final course grade. Not only will this be an opportunity to give your peers valuable feedback on their initial efforts, but it will also give you a chance to see what others are doing! Come to Class 4 prepared to share the feedback you received for your own portfolio and also some things you liked about your peers’ sites.
4. **Due by the start of Class 8 – Complete the first ½ of your portfolio.** Now that your shell is done, you are ready to beginning building your portfolio! Our syllabus contains weekly assignments. As you complete each designated “Portfolio” assignment, add it to your online teaching portfolio as directed.

By the start of Class 8, your online portfolio should include a

- a. Sample Course Syllabus, including a course description, course policies, course learning goal, course learning objectives, course requirements/formal assessments, course materials, and an overview of student expectations.
- b. Sample Course Lesson plan - Your plan should be detailed enough that someone else could follow it, complete with time estimates for each component, as well as any pre- or post-lesson home assignments for your students.

- c. Resource listing (an annotated list of useful resources for teaching and learning), including an entry for the resource you located (see our Course Syllabus).

NOTE: Since your portfolio will reflect your individual style and personality, the exact placement of each item within the site may vary from site to site. The only requirement is that it be easy to locate each assignment! To that end, your site should include a “site index” page that lists each component of your Web site and provides a direct link to that component. (Example: <http://siteindex.psu.edu/psu.html> )

5. **Due by the start of Class 8 – Peer review 2 students’ portfolios.** You are required to review 2 of your peers’ sites by the start of Class 8. Your work as a peer reviewer will count toward your final course grade. Not only will this be an opportunity to give your peers valuable feedback on their initial efforts, but it will also give you a chance to see what others are doing! Come to Class 8 prepared to share the feedback you received for your own portfolio and also some things you liked about your peers’ sites.
6. **Due by the start of Class 11 – Complete second ½ of your portfolio.** As we near the end of the course, you should work on finalizing your online teaching portfolio. Weekly “Portfolio” assignments should continue to be posted to your site.
7. **Due by the start of Class 12 – Peer review 2 students’ sites.** You are required to review 2 of your peers’ sites by the start of Class 12. Your work as a peer reviewer will count toward your final course grade. This will be your final chance to get formal feedback on your work before submitting it for a final grade. When you submit your final portfolio, you will be asked to include a statement explaining the nature of the feedback you received and how it was incorporated (or not) into your final product.
8. **Due by the last day of class – Finalize your online teaching portfolio.** As soon as your portfolio is ready for my review, send me an e-mail through our ANGEL space to let me know it is ready for grading. Be sure to include a statement explaining the nature of the feedback you received and how it was incorporated (or not) into your final product. Using our annotated Portfolio Checklist (below), I will score your final portfolio and provide you with feedback.

## EM SC 602 - Teaching Portfolio Rubric

Student's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

Key:

**Yes** = Criteria has been fully met

**?** = Criteria has been partially met

**No** = Criteria has not been met

	Yes (2)	? (1)	No (0)
<b>1. WEB SITE</b>			
• Easy to navigate			
• Consistent look and feel throughout site			
• Includes site index			
• All hyperlinks function properly (“yes” = 100% work, “?” = 1-2 links don’t work, and “no” = 3 or more links don’t work)			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			
<b>2. SAMPLE COURSE SYLLABUS</b>			
<b>a. Course policies (per University policy)</b>			
• Statement of Academic Integrity?			
• Grading policy (% for an A, % for a B, etc.)?			
• Exam policy?			
<b>b. Course description</b>			
• Describes course content in “user-friendly” (non-technical) terms			
• Describes required and suggested prerequisite knowledge			
• Describes general teaching strategies that will be used			
<b>c. Outlines student expectations (e.g., workload, attendance, etc.)</b>			
<b>d. Course goal and learning objectives</b>			
• Includes a statement of course-level learning goal			
• Contains listing of course-level performance-based learning objectives			
<b>e. Course requirements</b>			
• Outlines and briefly describes required course assignments			
• Indicates weight of each assignment (i.e. portion of grade)			
• Example rubric used for an assignment			
<b>f. Course materials</b>			
• Lists required course materials			
• Indicates where required materials can be obtained			

COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:

	Yes (2)	? (1)	No (0)
<b>3. SAMPLE LESSON PLAN</b>			
• At least one class meeting has been outlined so that another instructor could follow the plan (a “recipe”), similar to the format found on the EM SC 602 syllabus.			
• Pre-class activities/assignments included (e.g., reading assignments)			
• Post-class activities/assignments included (i.e., homework)			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			
<b>4. LISTING OF TEACHING RESOURCES</b>			
• Portfolio includes a page of resources for teaching and learning			
• Each resources is described briefly (“annotated”)			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			
<b>5. COURSE EVALUATION PLAN</b>			
• Description of a <b>minimum of 3</b> key components of his/her course that the instructor wants feedback on			
• Description of <b>which</b> evaluation instrument(s) will be used			
• Description of <b>when</b> evaluation(s) will be conducted			
• Description of <b>how</b> evaluation(s) will be conducted			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			
<b>6. STATEMENT OF TEACHING PHILOSOPHY</b>			
• Evidence of thoughtful personal reflection			
• Clearly written			
• Professionally presented (pleasing layout, no spelling/grammar errors)			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			

	Yes (2)	? (1)	No (0)
<b>7. PROFESSIONAL DEVELOPMENT EXPERIENCES</b>			
• Portfolio includes a page listing the students professional development experiences related to teaching and learning			
• Listing includes description of EM SC 602			
• Listing includes a summary/critique describing the student’s experience in the Penn State teaching and learning workshop/seminar that the student attended during this semester			
• Entries include enough information so that someone else would know how/where to register for the same event the next time it is offered			
COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			
<b>TOTAL POINTS (Total possible = 66)</b>			
OVERALL COMPLIMENTS AND SUGGESTIONS FOR IMPROVEMENT:			