

**AT&T FACULTY-STAFF AWARDS IN INSTRUCTIONAL TECHNOLOGY
2012-2013 Faculty-Staff Competition
Course APPLICATION FORM**

Course Identifier: CEP 807/ ED 870 (Taught as a combined course)

Course Name: Proseminar Ed Technology (CEP807) Capstone Seminar (ED870)

Department: CEPSE College: Education

Primary contact name, phone number, and email (*normally this will be the lead instructor*)

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Faculty and Staff Involved in Developing and Offering the Course *please list full name, position at MSU, email address, and project role for each person*

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(Affiliations are listed as the affiliation status at the time of participating in the course. Since participating, some have gone on to other appointments).

Which Competition Are You Entering (select one):

FULLY ONLINE COURSE (no required face-to-face component)

BLENDED/HYBRID OR FLIPPED COURSE

TECHNOLOGY-ENHANCED LEARNING

Semester(s) offered in 2012-2013 and number of students enrolled:

<u>SEMESTER</u>	<u># STUDENTS</u>
Summer 2012	28 + 25 = 53
Fall 2012	23 + 13 = 36
Spring 2013	25 + 41 = 66

I. Course Description (400 word limit)

The MAET and MAED programs are designated as a “non-thesis” program by the graduate school. In place of a thesis, students are required to publish a web-based portfolio of all their learning in the masters program. The creation of this web-based portfolio occurs during the Capstone Portfolio course, CEP 807/ED870.

The course entails *showcasing* examples of students’ best work from courses and other program experiences; *reflecting* on their learning over the course of the program; *integrating* their experiences across individual courses into a summative or programmatic experience; and *providing a vision* of their futures as learners, educators, and users of technology. As a whole, these activities seek to provide students (who are typically teachers) the experiences they require to thoughtfully conclude the MAET or MAED degree in a way that both summarizes the learning they experienced, as well as provide a transition to their future as a more experienced professional in the classroom.

Important to the design of this course is the context in which these important learning activities take place. Students in the Capstone Portfolio course design their portfolios with an authentic purpose and audience in mind. Because most of the students are practicing K12 teachers, the portfolios generally showcase the strengths and knowledge they have gained from participation in the MAET/MAED program. The goal is to build a working portfolio that will be shared with others into the future. Students strive to create a meaningful portfolio that will serve as a record of their accomplishments, as well as raising the sense of esteem they feel in the eyes of their peers, students and potential employers.

To this end, the course guides students in the creation of their portfolio through weekly assignments that gradually construct the portfolio. Early assignments require students to build their first web page, and explore possible web-based web design technologies, such as Wordpress and Weebly. Assignments in the heart of the course require students to build portions of their résumé, from a résumé to a listing of coursework and a showcase. Towards the end of the course, students build components of their portfolios that make their work unique to their intended purposes and authentic contexts, including reflective, forward-looking, and synthesis essays, as well as the optional information about their classrooms, curriculum, students, or work outside of the program.

The portfolios that the students create serve as excellent formative and summative assessments of their work in the program. At the same time, the creative diversity of the portfolios demonstrates the ways in which students accomplished these goals and the intended purposes of the portfolios in the future.

II. Learning and Interaction Goals of the Course or Technology-enhanced Innovation

(what learning and interaction outcomes did you hope to achieve in your use of technology, why is this an award-worthy course or technology-enhanced learning innovation)

The first Capstone Portfolio course innovation is that *learning is structured as a portfolio*. First and foremost, as a “non-thesis” program, the course is designed to assess learning outcomes in two different graduate programs. As an extended exercise in creating effective, personalized web-based portfolios, the capstone portfolio course is designed to provide both summative and formative feedback. These are accomplished through a number of common assignments all students must complete, which allow the portfolios to be assessed by program faculty, instructors, peers, and potential employers.

- *Course Work Page* – A listing of courses completed in the program. Each entry also contains a course description, grade received, a reflection about what students learned in the class, and an example of major assignment completed in the course (typically an essay or video). This serves as both a record of all work completed in the program, and a showcase of students best work in the program.
- *Résumé* – Students develop a résumé in a format suitable to web-based viewing. This entails students making design decisions, which serve to adapt a traditional (print) résumé so that the résumé is easily viewed and properly formatted. Students are encouraged to include a PDF version of their résumé for easy download.
- *Goal Reflection* – Students write a reflective essay about their goals upon entering the program. In the goal reflection essay, students are asked to re-read their application essay to either the MAET or MAED program and develop a reflective essay in response. In this process, students come to understand how their goals have changed through the completion of the degree.
- *Synthesis Essay* – Students write a reflective essay about their learning throughout the entire program, with an emphasis on connections between courses and program experiences. This essay asks students to select seminal courses or learning experiences throughout the program, and to indicate why and how these shaped their experience.
- *Vision Essay* – Students write an essay about themselves as a learner, educator, and user of technology moving forward. This essay serves as a space for students to consider their *future* goals, or education- or career-related plans.
- *Individual Elements* – In addition to these core elements, students include aspects of their portfolios that make their portfolios unique to them, including descriptions about themselves, their classrooms, students, and work as educators.

A second innovative aspect of the Capstone Portfolio course is in *how learning is structured*. Four design principles make this course different from many others.

- *Authentic Audience* – Portfolios are designed for an authentic audience, and that audience differs for each student in the program. For example, some students in the program are looking to change careers, while others are not. Other students may wish to use the portfolio to in their existing classrooms, to communicate to parents or students about their work, or as a repository for their work and thoughts. That is, depending on the audience, the portfolio should be designed to impress peers, potential employers, students, parents, significant others, or even its creator.
- *Learning by Doing* – The capstone portfolio course helps students to progress from consumers to producers of content. For example, early in the course, students examine previous portfolios looking for inspiration in the designs, and items they would like to emulate. From there students quickly move into producing their own portfolios, through an intermediate project that asks them to create two sample pages in their portfolio using two different web platforms. After that project, students are guided to create portions of their final portfolio through a technology of their choosing. The creation of portfolios instills general qualities of good instructional design, but also has the specific result of empowering students as web designers with skills that generalize well beyond the portfolio project.
- *Peer Learning* – Students are grouped in four-member “houses” and are also individually partnered with a “study buddy.” The purpose of the study buddy and the other housemates is to provide an opportunity to students to both give and receive feedback and support, beyond what is provided by the instructors. This approach creates a community of learners (Palloff & Pratt, 1999) within the capstone portfolio course, creating additional technical, social, collegial, and design resources for students to draw upon during the semester-long portfolio project. While this community of learners provides specific scaffolding for the portfolio, our intention is that after completion of the Capstone Portfolio course, students will be more willing to search out (or create) such communities in their own professional lives.
- *Public Scholarship* – In achieving a masters degree, students are not only conferred the degree, but with it an accordance of status as education and educational technology leaders within their field. In this way, the portfolio is designed to be a public argument showcasing students’ learning, skills, and leadership. Thus, the portfolio is not only for fellow students and their instructors/evaluators, but also for students’ colleagues, peers, and the field of education more broadly. In order to prepare students for this public display of their skills and scholarship, students present their finished portfolios in a synchronous exhibition. The audience in the exhibition is a group with individual houses and the instructors.

A third aspect of innovation in the Capstone Portfolio course is in how technology is used. The course website (<http://www.msuedtechsandbox.com/CapstoneSS2013/>) was designed in WordPress™, augmented with some unique properties.

- *Open Design* – The course shares an important property of a massive open online course (MOOC): it is open. Because the course website is open to the public, students have no login or password to main course website. Students, as well as others interested in the Capstone Portfolio course, or interested more generally in portfolios and their development, can see their assignments, instructor videos, and student’s public portfolios without logging in.
- *Gravatar* – Students are asked to create a profile called a Gravatar (<http://gravatar.com>) to provide the course website with their name and URL of the their portfolio. This subverts the need for Wordpress to manage user accounts, and also provides students with a web-based profile used in a variety of other websites.
- *Instructor Videos* – Each module begins with a short (approximately two minute) video from one a course instructor. These videos briefly introduce the content and goals for the unit, with a focus upon clarifying for students new or difficult aspects of the Capstone Portfolio course. These videos are uploaded to and embedded from YouTube.
- *Private Discussions* – The main place for private discussions is in Piazza (<http://piazza.com>). Piazza is a well-designed web-based discussion forum, which also provides mobile apps (for Android and iOS). Students are grouped in Piazza based upon their house assignment.
- *Capstone Coffeehouse* – Using GoToMeeting (<http://gotomeeting.com>), we set up a video conferencing room that we call a “coffeehouse.” Students can join anytime to talk to instructors or fellow students. We use this “coffeehouse” to hold office hours (twice a week), meet with students who need additional help, and run the final exhibitions. An important feature of this coffeehouse is that it allows screensharing – an essential tool when for troubleshooting layout or other problems during web-design sessions.

III. Points of Interest and Innovation

(Please discuss course highlights and including URLs and/or screen shots of key components of the course or technology-enhanced learning innovation you want to bring to the attention of the judges. Possible outstanding aspects of the course might include student interaction, rich media content elements, interactive learning objects, assessment, effective incorporation of polling and surveys, facilitated teamwork, peer review, portfolio creation, etc.)

We include several screenshots below to illustrate key features of the course.

Module 1 (Jan 7-13) – Getting Started



A	View Past Portfolios and Email Creator of Your Favorite Complete your review by Jan 11
B	Copy & Paste Your Email to the Creator of your Favorite Past Portfolio Paste your email by Jan 13
C	Read & Ponder: Where am I? Where is everyone else? Read by Jan 13
D	Read: All About Study Buddies and Houses Read by Jan 13
E	Complete the Module by Posting in your House Post by Jan 13

Sample Course Module

An example of a weekly module in the course.

Each module is introduced with a video, and is followed with a simple list of steps needed to complete the module.

In this example, students review past portfolios, email the author of their favorite, view the results of a prior survey, and read more about how students will be grouped into houses.

Students complete every module by discussing the module with their house.

Capstone Portfolio Course 2 + New Edit Page Howdy, mikochler

CAPSTONE PORTFOLIO COURSE

SPRING 2013 - CEP807 & ED870

MICHIGAN STATE UNIVERSITY

HOME SYLLABUS GRADES MODULES **ROSTER & HOUSES** CALENDAR COMMUNICATE FAQ

ROSTER & HOUSES (TAKES A MINUTE)

Instructors



Soon to have a M.A. degree in Education

NOTE - There are no houses or study buddies assigned until near the end of module 1.

Who is my study buddy? Once houses and study buddies are assigned, you can find the assignments here. First count the number of students in a house (do not count the last column - the teaching assistant assigned to lead you to greatness). If you are in a four-person house, the first and second person are study buddies, and the third and fourth person are study buddies. If you are in a three-person house, you do round-robin study buddies. Person one provides feedback to person two, person two provides feedback to person three, and person three provides feedback to person one.

MSU Bikes



Broad Art Museum



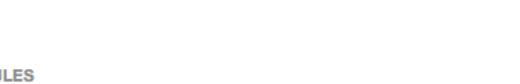
Abrams Planetarium



DSME



MATRIX Center



WELCOME

S

Welcome to CEP807 & ED870
Greetings Matthew! | Update profile | Log out



MODULES

- Module 0 - Before Class
- Module 1 - Getting Started
- Module 2 - Exploring Tech
- Module 3 - Make a Homepage
- Module 4 - Add a Resumé
- Module 5 - Coursework & Showcase**
- Module 6 - Looking Back
- Module 7 - Looking Ahead
- Module 8 - Exhibition & Synthesis
- Module 9 - Buddy Check
- Module 10 - Exhibition Day & Reflection
- Module 11 - Wrapping it Up
- OPTIONAL Modules - Value added features to your portfolio

HOUSE DISCUSSION FORUMS

- MSU Bikes
- Abrams Planetarium
- DSME
- 4H Children's Garden
- MATRIX Center
- MSU Libraries
- MSU Dairy Store
- MSU Writing Center
- MSU Museums
- Wharton Center
- International Center
- Beaumont Tower
- MSU Computer Store
- MSU FRIB
- Spartan Stadium
- Kresge Art Museum
- Broad Art Museum

GROUP HELP DISCUSSION

- Help Forum

Roster & Houses Page

This page demonstrates how student and faculty profiles are “pulled” from Gravatar profiles to form the course roster. This alleviates the need for a logins, passwords, and profiles to manage the course site.

This also lists all the students and instructors in the course, as well as their houses and study-buddy pairings for the semester.

Learner profiles are displayed with a photo, link to their portfolio, and email address. This allows anyone to view course-members’ portfolios and easily contact other members of the course.

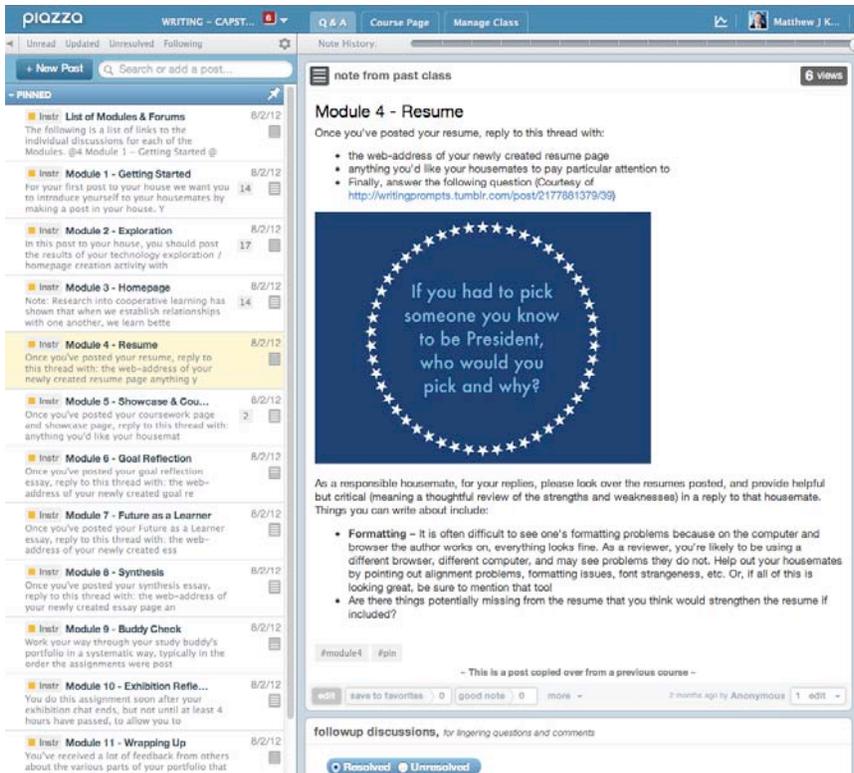
MODULES

- Module 0 - Before Class
- Module 1 - Getting Started
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- Module 9 - Buddy Check
- Module 10 - Exhibition Day & Reflection
- Module 11 - Wrapping it Up
- OPTIONAL Modules - Value added features to your portfolio

Staying Current

There are multiple indicators for course progress in the Capstone Portfolio course. In the example displayed to the left, all of the course modules are listed with the current course module is highlighted. Past ones are grayed out.

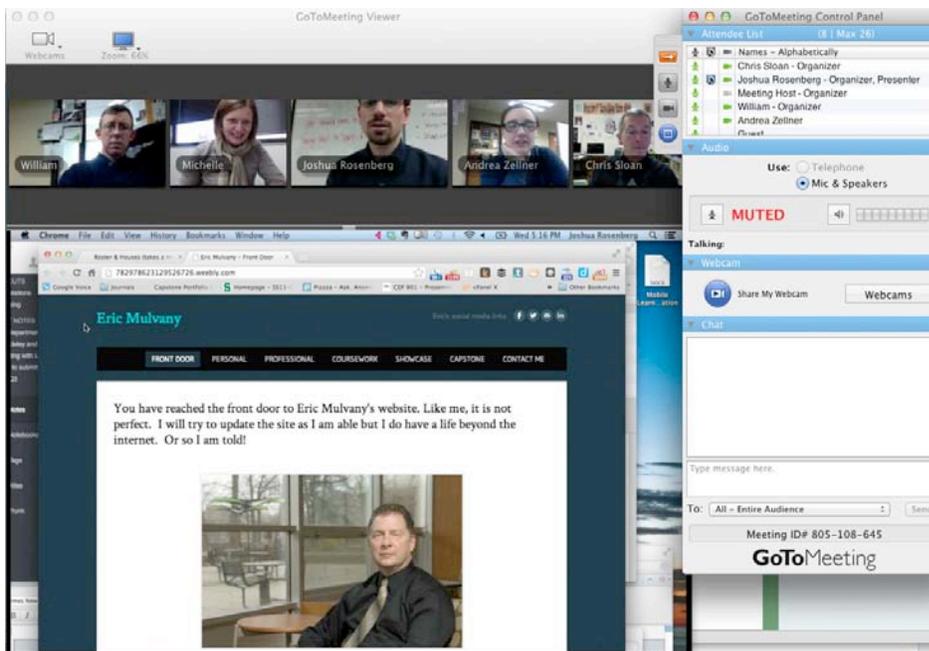
This listing is presented on every course page



House Discussions

Students discuss each module with their houses using Piazza. Each week begins with a prompt to focus the discussion.

In the example displayed to the left, the prompt has three purposes: 1) help students to get to know one another, 2) post the URL of their newly-created resume, and 3) provide feedback to each other about those resumes.



The Coffeehouse

Using GoToMeeting, we set up a virtual hangout that students and instructors can join anytime. We use this for office hours, quick questions, and final exhibitions.

Features include voice communication, web-cams, and screen-sharing.

In this example, the instructional team is meeting online (4 in Michigan, one in Utah) to discuss one student's portfolio that is being screencast (the bottom window). This is quite similar to the final exhibitions in which students present their work online to a group of 4 students and the instructors.

IV. Accessibility

(It is not a requirement that winning entries be accessible to learners with visual, auditory, mobility, and cognitive disabilities. However, if your course content or technology-enhanced learning innovation is accessible, or if it incorporates an innovative approach to accessibility, please describe.)

The course is built with Wordpress and uses an accessible theme that meets most WAVE guidelines (<http://wave.webaim.org/>).

V. Evidence of Effectiveness with Students

(Please include evidence such as comparative test scores, SIRS results, short student letters of support, your own observations of project or group performance, etc.)

Evidence of Effectiveness from SIRS – The past three semesters of SIRS ratings are provided as evidence of effectiveness.

	<i>Instructor Involvement</i>	<i>Student Interest</i>	<i>Student-Ins Interaction</i>	<i>Course demands</i>	<i>Course Organization</i>
Spring 2012					
ED870 (n=22)	1.29	1.38	1.28	1.40	1.27
CEP807 (n=18)	1.29	1.58	1.23	1.38	1.13
Summer 2012					
ED870 (n=25)	1.62	1.73	1.70	1.62	1.40
CEP807 (n=28)	1.78	1.98	1.70	1.90	1.65
Fall 2012					
ED870 (n=13)	1.46	1.50	1.30	1.63	1.56
CEP807 (n=23)	1.63	1.70	1.65	1.73	1.56

Sample Comments from Students – The following are a selection of comments from students at the (anonymous) year end evaluation.

“The course was very well organized, the pacing was exceptional, the instructors were very approachable and responsive to questions and/or concerns. The assignments were all very meaningful and relevant. I've taken several online courses and Andrea, Josh, and Dr. Koehler have done the best job of creating a warm "community" feeling to an online course that I've experienced so far. This course is an "exemplar" for online learning.”

“I am proud to be a part of this program. I would PERSONALLY like to thank all of my professor's that helped make this course so wonderful. I have learned so much and this course was amazing. I am sad to be ending my Master's program. As of right now, I am done! Thank you to all of those who helped me learn so much. THIS COURSE WAS AMAZING and every professor and TA helped me beyond the expected level. Andrea, Josh and Dr. K were always there when we needed something answered and totally went out of their way to make sure we understood all of the requirements of this course. Thanks again!”

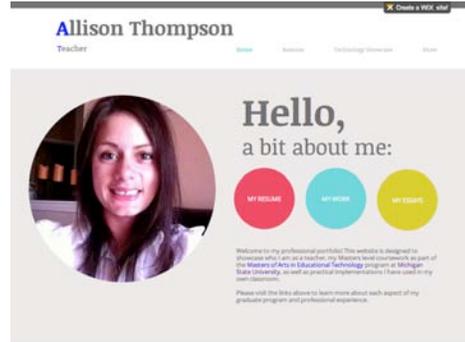
“I really enjoyed this course. I thought it was very helpful to have the opportunity to explore a few different technologies before diving into the portfolio. I also think that the way the course was set up was very helpful when deciding how to set up my portfolio (I read about different web design theories, viewed several portfolios, and was given the chance to play around with the websites).“

“This course was wonderful. I thoroughly enjoyed creating a website as a culminating project. The course broke up this monumental task into very manageable jobs. The timeline was great and opportunities for discussion and feedback plentiful. I have had no negative experiences associated with the course. Instructors were all informative and understanding/prepared for any possible problems.“

Evidence in the Portfolios Students Create – Here, links to several examples of student portfolios give further evidence of the effectiveness of the course. Please browse these portfolios!



Alan Bobalik
<http://alanbobalik.weebly.com>
 Example using weebly



Allison Thompson
<http://thomp514.wix.com/athompson>
 Example Using Wix



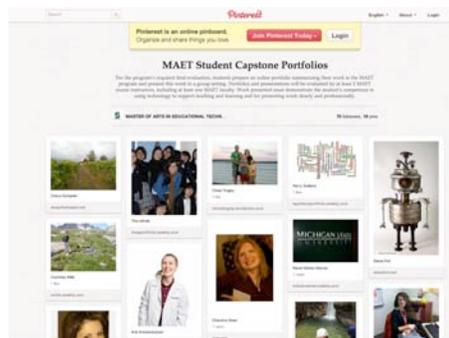
Kimberly Powell
<http://kimberlypowell.org/>
 Example Using Wordpress



Stephanie Jablonski
<http://stephaniejablonski.yolasite.com>
 Example Using Yola



<http://misskmw.weebly.com/index.html>
 Exemplary MAED portfolio



Pinterest Board of MAET portfolios
http://pinterest.com/maet_msu/maet-student-capstone-portfolios/

VI. Plans for Sustainability

(Describe future plans for your course or technology-enhanced learning innovation.)

A major benefit of the current course design is that it is inherently sustainable. The activities of creating an online portfolio, demonstrating the work and thought undertaken in their respective masters' programs, and reflecting on their experience will remain important learning experiences for the foreseeable future.

The capstone portfolio course is not designed to tie the online portfolio creating process to a specific technology. That is, the first activity asks students to explore two current web-authoring platforms suited to the task of designing their portfolios. Thus, as web-authoring platforms come and go, the capstone portfolio course adapts.

That is not to say that the course will not undergo changes. In fact, it has changed every semester (it has been offered every semester since summer 2010). Future iterations of the course will continue to find ways to further the "open-design" aspects of the course, such as the absence of login and passwords or specific technologies. This is aligned with current trends toward the greater openness in online teaching and learning embodied in MOOCs.