Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number:  LSC 5566  Course Title:  Professional e-Portfolio

Date:  8/26/2013  Submitted by:  Cynthia A. Keller

Sponsoring Department:  School Library & Information Technologies

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description;  (see attachment – Course Syllabus)
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following:  (see attachment – Narrative)
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson:  ___________________________  Date:  8/26/2013

Chairperson, AAC:  ________________________________  Date:  _______________

Dean of Record:  ________________________________  Date:  _______________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Topic Outline
The LSC5566 Technologies for Digital Literacy course will emphasize the following topics through course readings and viewings, online class discussions, individual assignments to include: creation and maintenance of an e-portfolio, development of curriculum vitae, participation in mock interviews, and the creation of an impressive cover letter.

I. Building a class and professional network
II. Writing an impressive curriculum vitae
III. Reviewing the interview process
   A. Participating in virtual mock interviews
   B. Exploring job sites
IV. Writing an effective cover letter
V. Creating and publishing an initial e-Portfolio
   A. Writing a purpose and use for the e-Portfolio
   B. Selecting a fee or free web based software program
   C. Planning the professional e-Portfolio
      • Structure – based on goal and objectives
      • Layout - the look of every page
      • Alignment – consistent alignment on a web page
      • Proximity – relationship among the various parts of a page
      • Repetition – unity of the portfolio (font, color, graphics, links, layout, etc.)
      • Contrast – clearly identify the focal point on a page
      • Navigation – consistent and clear navigation links/text
      • Color –limited color palette
      • Graphics – adds visual interest but...
      • Type/Font – readability is the key – simple and clear font
   D. Designing the e-Portfolio
      • Experiment using the software – no longer dependent on static content
      • Use good Web development techniques: name files so that they are easily recognizable, keep file names sort, and place graphics in a separate file,
      • Plan the design (horizontal space versus vertical space) and think about the end user navigating the site before beginning to create the portfolio.
      • Design the portfolio to capture and then maintain the interest of the end user.
Select colors for the font and background that are easy on the eye.

Avoid the use of too many animated or cutesy graphics.

Limit white space

VI. Finalizing the professional e-Portfolio

A. Self-selecting artifacts that serve as evidence of knowledge and skills
   - Artifacts that demonstrate digital literacy
   - Artifacts that document professional growth and achieved competencies in using and applying existing technologies

B. Self-reflection and thoughtful analysis of professional growth and goal setting

C. Publishing the e-Portfolio to the web

D. Participating in peer assessments of classmates’ e-Portfolios

Evaluative Techniques

Students in the Technologies for Digital Literacy course will be evaluated using the following criteria:

- Weekly course participation
- Evidence of weekly readings/viewings in course assignments including the quality of online discussion messages, reflections, and participation in learning networks
- ISTE NETS AND PERFORMANCE INDICATORS FOR TEACHERS

Module 1

SLO - Students will network with their peers in the class. They will identify career and personal goals after completing the Letter of Completion courses.

SLO - Students will create curriculum vita that will highlight their education and work history, their special skills and training, presentations and publications, etc.

ISTE Standards 2a, 3b, 3c, 4c, and 5a

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the profile assignment and to the curriculum vitae. Students will be encouraged to use a Web 2.0 tool such as Voice Thread to create a personal introduction and to begin to network with colleagues. All areas of the curriculum vitae will be evaluated and the final curriculum vitae will be published on the e-Portfolio.

Module 2

SLO – Students will be able to write an impressive cover letter that can be published on the e-Portfolio.
SLO - Students will collaborate with their peers to create a list of possible interview questions and discuss effective interview practices.

SLO – Students will participate in virtual mock interviews.

ISTE Standards  1b and 3a

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the cover letter, interview questions, and the virtual mock interviews.

Module 3

SLO – Students will select a web based software program to plan, create, and design a professional e-Portfolio.

SLO – Students will write a purpose and use for the professional e-Portfolio.

ISTE Standards  1a, 1b, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c

Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to the initial e-Portfolio and to the purpose and use paragraph for the professional e-Portfolio.

Module 4

SLO – Students will critically reflect and select artifacts, print and electronic, that demonstrate competencies related to digital literacy. Each artifact will be explained and an inclusion rationale provided.

SLO- Students will finalize the final professional e-Portfolio and ensure that multi technologies are represented.

SLO – Students will peer review professional e-portfolios completed for this course.

ISTE Standards  1a, 1b, 1c, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c

Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to the final portfolio and peer reviews.