Instructional Unit 2

Introduction to the Digital Portfolio

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Introduction

The creation of this Instructional Unit (IU) is for the benefit of raising the students' self-efficacy and to allow the students to examine their progress in their class assignments and even their own thought processes. People gain understanding of themselves and the world around them through this process. They may alter and evaluate their own thinking to predict outcomes, judge results and make changes. (Bandura, 1986) Student journals can be utilized in a multi-purpose fashion. This IU will utilize the features of a journal that can be tasked and tied to the students' coursework. This will allow for the teachers to be increasingly interactive with the students. Students can use this place write and reflect about what they have learned each day. The instructor should periodically provide students with time to review their digital journals and reflect on the progress they have made and make appropriate corrections, suggestions.

Specific Goal

Upon completion of this instructional unit, students will be able to: #1) create a digital portfolio, #2) upload their coursework to their portfolio, #3) add and edit components (pages, and collaborative documents or presentations) and features, #4) and how to allow access to a select audience; i.e. teachers, students they may collaborate with and their parents, while maintaining digital safety standards and guidelines.

First-Level Task Analysis

The steps for the first-level task analysis were created by the designer, following trial and error in process, procedures and various design concepts. These steps were determined to be required and vital to the process of creating a digital portfolio that can be incorporated into the tools that a student can access and utilize in their coursework. The Instructional Technology Lead Teacher reviewed the process and confirmed these tasks to be the key steps in the development of this IU:

1) Navigate the templates of Google sites.
2) Create a digital portfolio.
3) Add and edit pages and links to the portfolio.
4) Develop and change permissions allowed access to their portfolio.

In Depth Task Analysis

On the last page of this document the "In Depth task Analysis" is provided via a task inventory diagram demonstrating all first level and key corresponding subordinate level tasks. This diagram also documents prerequisite skills necessary to begin this instructional unit.
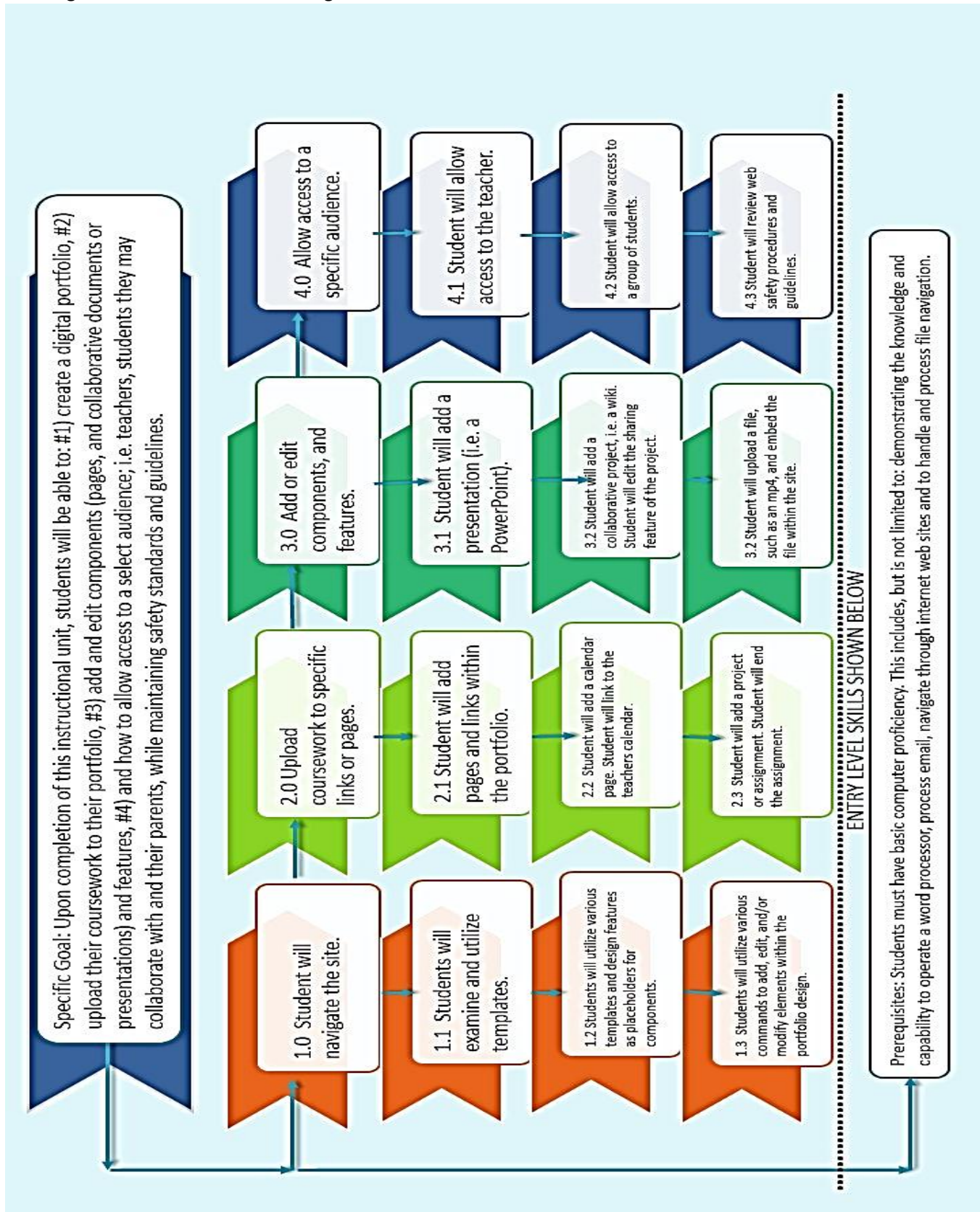
Domain of Learning Goal

Young adults will need to develop their intellectual skills in order to succeed in a modern economy. This Instructional Unit (IU) consists of many categories of the basic learning domains as defined by Gagné, Bloom's Taxonomy and other referenced guidelines. These include but are not limited to; intellectual skills, psychomotor skills, verbal skills, and attitudinal skills. For the most part the IU focuses on the development of an "Attitudinal Skill" in that the student will begin the process of documenting his or her work following the training or the "Intellectual Skill" taught in this unit. The "intellectual skills" include a cognitive strategy whereas the student will develop and incorporate a "strategy for self-reflection" in order to increase his/her self-efficacy so that he/she will discover and adapt concepts and skills so that he or she can succeed in their education and ultimately in their career. These strategies work to generate higher order thinking skills and problem solving skills used to analyze and self-evaluate in the preparation, development and execution of the students' digital portfolio.

Summary of Peer Review

The Instructional Technology Lead Teacher reviewed the Task Analysis Diagram in order to determine the viability and integrity of the tasks incorporated within. In her review, she confirmed that in her opinion, the tasks are clear, necessary and follow what is the typical process and procedure an average student with some computer proficiency would need in order to be trained in the task at hand; the development of a digital portfolio. She went to state that most Instructional Technology Teachers should be able to successfully view, copy and follow the steps within the task analysis and perform the training as diagrammed.

Summary

Successful completion of the Instructional Unit will allow students to begin the process of documenting their coursework, creations, projects and artwork through the years. It can help the educator to provide more accurate direction and guidance to the individual student. Exemplary instructors will provide time and opportunities for the student to experience successful self-reflection, and learning as a result of appropriate action. The thoughtful instructor will provide guidance, examples, direction and appropriate monitoring to improve the self-efficacy of the student. This electronic portfolio will allow for self-evaluation and corrections, reflection and progress through the years.

Specific Goal: Upon completion of this instructional unit, students will be able to: #1) create a digital portfolio, #2) upload their coursework to their portfolio, #3) add and edit components (pages, and collaborative documents or presentations) and features, #4) and how to allow access to a select audience; i.e. teachers, students they may collaborate with and their parents, while maintaining safety standards and guidelines.

1.0 Student will navigate the site.

1.1 Students will examine and utilize templates.

1.2 Students will utilize various templates and design features as placeholders for components.

1.3 Students will utilize various commands to add, edit, and/or modify elements within the portfolio design.

2.0 Upload coursework to specific links or pages.

2.1 Student will add pages and links within the portfolio.

2.2 Student will add a calendar page. Student will link to the teachers calendar.

2.3 Student will add a project or assignment. Student will end the assignment.

3.0 Add or edit components, and features.

3.1 Student will add a presentation (i.e. a PowerPoint).

3.2 Student will add a collaborative project, i.e. a wiki. Student will edit the sharing feature of the project.

3.2 Student will upload a file, such as an mp4, and embed the file within the site.

4.0 Allow access to a specific audience.

4.1 Student will allow access to the teacher.

4.2 Student will allow access to a group of students.

4.3 Student will review web safety procedures and guidelines.

ENTRY LEVEL SKILLS SHOWN BELOW

Prerequisites: Students must have basic computer proficiency. This includes, but is not limited to: demonstrating the knowledge and capability to operate a word processor, process email, navigate through internet web sites and to handle and process file navigation.

References

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory.* Englewood Cliffs, NJ: Prentice-Hall.

Ferdman, R. A. (2013, October 6). *Americans Are Way Behind in Math, Vocabulary, and Technology.* Retrieved from Quartz: http://www.theatlantic.com/education/archive/2013/10/americans-are-way-behind-in-math-vocabulary-and-technology/280413