

Design Plan Template

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Goal/objectives: The overarching goal of this online course is to demonstrate and explain to instructors the process of utilizing free online tools available in Google Sites to guide their students in the creation of an electronic portfolio of their work, presentations, videos and other digital files. The standard components of an effective digital portfolio outline skills, activities and your progress throughout the course of your education. Building a digital portfolio will allow students to showcase their work, progress and allow them easy access to their assignments.

There are numerous benefits to starting a digital portfolio early on; such as allowing a student to reflect on the progress he or she has made and help them develop educational goals with their school experience. Humans by their very nature are self-reflective. This feature allows them to examine 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. Periodic reviews should be done to monitor and reflect on the progress made. If there happens to be a lack of progress or a strong increase correlations to what was or has occurred should be analyzed from the student's journal to assist in self-assessment. For example; what should be encouraged or what should be avoided. If formatted as an activity the instructor can didactically look to help develop self-efficacy in the student through:

- 1) Have the learner to monitor his/her personal thoughts, observations, expectations and motivations for the class.
- 2) The instructor will provide guidance, examples, direction and appropriate technology to improve the self-efficacy of the learner, and
- 3) The instructor will provide time and opportunities for the learner to experience successful self-reflection, and learning as a result of appropriate action.

This portal will allow the student to showcase their work to other schools, teachers and family. Building a portfolio in free, easy to access products can help the instructor interact in a safe, digitally responsible arrangement with students and parents. Utilizing Google products allows for a consistent platform that is familiar and easy to use. The components will incorporate across most all computer platforms, whether they utilize Apple products or PC's at home or work. Employing a variety of applications and sites, a digital portfolio can operate as a

multimodal opportunity to interact and track a wide collection of documents, photos, art work, audio files, multimedia, designs, presentations, charts and whatever the future may bring!

Plan of action: I have previously created a similar course in the Blackboard LMS utilizing CourseSites at www.coursesites.com and hope to work off this foundational framework. I have access to Adobe Photoshop Creative Cloud, Camtasia, and numerous other software applications, instructional files, textbooks on various subjects, and most importantly the knowledge gained from the previous semesters. Guidance from the instructors and students in my former and current classes will also be used in the analysis and evaluation of the course content I hope to improve.

This course will initially be taught in a prescriptive learning space with defined learning objectives however there is a democratic environmental element to the entire process as the learner's define how she or he may implement what they have taken or learned from the course. For that matter, there may also be a cybernetic environment in that many elements of the course can be utilized individually and may evolve over time, not only due to the heavy reliance on technology, but of the ever evolving internet and Google Sites. This is a Web 2.0 tool class where learners are taught to utilize the available online applications to store, share, and work collaboratively on projects, coursework and other records. The instructors need a basic knowledge of how to work with the web tools they will demonstrate, along with ability to answer questions and lead in the learning process.

The main weakness of this method is that it allows for wide ranging results without any definitive outcomes. Results can vary so widely. It will be difficult to ascertain if the instruction is truly successful or what "success" may look like.

One of the different instructional strategies I utilized previously were quizzes in order to insure the various assignments and components for each module were being completed. I hope to perfect and improve upon these components. Another instructional strategy might be some type of computer-based training or simulations for the students to view and interact with. There is a step-by-step instructional strategy in my foundational course where students are asked to follow a sequence of steps to learn a process or tool and then repeat the steps on their own to prove mastery. In turn the students are required to send a screen shot of the end result.

Deliverables:

The course materials will include a course syllabus, a course resource list of supplies, links and additional course information and content. The primary content will be video instruction in a "How-to", step-by-step instructional fashion. This content will guide the learner step-by-step on the primary elements of how to create an electronic portfolio. The modules will then guide the learner on the typical associated tasks, such as "uploading files", making edits, allowing access

to others, collaborating online and sharing calendars, etc. There will be guidance on web safety and security issues available via a training session and include additional links online.

Each weekly module will require a task to be completed or accomplished. It will also include readings explaining the process and skills reinforcing the module objectives. Each week will include a quiz and a reflection shared with the class on the tools and skills being taught in the module.

Timeline:

Week	Date	Activities/Milestones
Week 1	February 2 nd	Research improvements to course. Look for variations on quizzes and other weak spots.
Week 2	February 9 th	Create shell for class. Evaluate each module and define what needs to remain or be added.
Week 3	February 16 th	Ensure that I have received feedback from faculty and classmates on the initial work.
Week 4	February 23 rd	Evaluate videos, quizzes and instruction to ensure effectiveness and structure.
Week 5	March 2 nd	Ensure assignments and instruction are clear, effective and orderly.
Week 6	March 16 th	Identify any problems, errors or mistakes in course.
Week 7	March 23 rd	Fix, change or repair any issues with modules.
Week 8	March 30 th	Test content with sample students.
Week 9	April 6 th	Evaluate feedback and decide what to alter or revise.
Week 10	April 13 th	Finalize edits prior to evaluation from faculty and/or classmates.
Week 11	April 20 th	Submit for evaluation to faculty and/or classmates.

Week 12	April 27 th	Evaluate feedback and decide what revisions need to be made; if any.
Week 13	May 4 th	Finalize revisions and modifications.
Week 14	May 11 th	Complete and submit course.

Contact information of field supervisor: The field supervisor for this project is Pamela S. Tabares, former Technology Support Teacher at Martin Elementary, and current 4th grade teacher. Mrs. Tabares has been a teacher for over twenty years and has experience instructing teachers in various applications and Web 2.0 tools.

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