**Authentic Learning and Assessment in Technology-enabled Learning Environments**

**Session Title: Week 2 – Developing an ePortfolio and Building Community**

**Description:**

*During week 2, participants will create and begin to develop an ePortfolio and a plan of action for integrating authentic assessment into practice. They will also be introduced to and review elements and stages of ePortfolio development that will assist them in completing a personal profile. Participants will then design an outline for an ePortfolio to enable them to begin capturing their understanding and ongoing reflection on the key principles and concepts of effective authentic learning and assessment practice in technology-enabled learning environments. Finally, participants will collectively begin the development of a community-wide repository that they will use throughout the course to capture key ideas, suggestions, and resources related to authentic learning and assessment.*

**Learning Outcomes:**

*2. Apply key concepts of a learner-centered approach to the design of learning and assessment activities in courses.*

*3. Communicates effectively in selected media and modes.*

*4. Use technology to develop and support effective authentic learning and assessment practices.*

*7. Develop a plan of action for integrating authentic assessment into practice.*

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| Time | Instructor Activities (What will the instructor do?) | Learning/Learner Activities (what will the learner do?) | Resources (Handouts, PPT, video, etc) |
| complete all activities by end of week 2 | **Activity 3:** ePortfolio  Introduce a variety of ePortfolio tools via diigo site & sample ePortfolios  int students that they need to tag tools they find to diigo  Follow-up tagging in wk 2 – ask how many students used it.  Review ePortfolio assignment 5 –  it is optional for students to make their portfolio visible over the length of the course and ask for comments from peers to include in the journal or eportfolio.  **Reflective Activity**  Participants complete a personal profile for their ePortfolio site and journal.  Class Forum for sharing ePortfolio outlines – comment on each one.  **Activity 4: Community-wide Repository**  Introduce the scenario & the repository for assignments 1, 2, 3 – a central & public place to house the products of the first 3 assignments. And to be used as a resource for completing assignment 4.  Collectively develop a community profile for the repository using Ning, Learnist, or some other form of social software to host the repository.  (Community profile due at the end of the week 2, for review in wk 3.) Brainstorming profile – in the class wiki  **monitor wiki –** post the requirements for the community profile in the wiki – have class self-organize into smaller teams if they are slow to work on profile.  *intro to Assignment 5: moved to course site*  *4 Steps to creating an ePortfolio.*  *Introduce and review elements/stages of ePortfolio development (what is the purpose of the portfolio – we will develop a rubric to assess it in wk 6)*  *1. planning*  *-defining the focus, identifying the audience, choosing the writing style, determining content, selecting the artifacts, developing a storyboard, designing a navigation system, determining a look and feel, ensuring copyright clearance*  *2. reflection*  *-exploring and describing the experience/event/product, analyzing and interpreting the process and outcomes, determine lessons learned and their implications, outlining future actions and goals, peer review*  *3. preparing artifacts*  *- scanning, recording and editing, images, video, sound, converting to PDF*  *4. building the structure*  *-using templates, defining master slides (design and layout, colours and fonts, navigation links), inserting images and clipart, adding the content, inserting audio/video, adding a narration, creating backups* | **Activity 3: creating an ePortfolio**  **Tasks**  1. Students review online ePortfolio tools and begin to develop their own site by creating an outline and choosing an ePortfolio container.  Add ePortfolio tools to Diigo - tags: ePortfolio & week\_2  2. Review ePortfolio assignment 5 due in week 12  3. Prepare an outline for your ePortfolio – what will it contain & how it will be organized using ePortfolio steps – doesn’t have to be firm at this point) be sure to include audience and how you will organize the content - (text, mindmap, sketch. storyboard) – post to forum & comment on one other outline   * Audience (who is this for?) * How are you going to organize the content – by content type, the projects you undertake, dates, by headings   4. After choosing an ePortfolio container, prepare a personal profile, in your choice of format (e.g. text, video, audio) consisting of - who you are, the purpose of the portfolio. Add to your ePortfolio site  **Activity 4: Community-wide Repository**  1. in the class wiki, develop a community profile for the repository you are going to build over the next 6 weeks. This profile will guide the work you complete for assignments 1, 2 & 2. (you should review these)  - who are we as a community? – start with the scenario and expand  - what are the goals of the repository?  - who is it for? (could be the class participants or a different audience, (e.g college educators in Alberta)  3. As a class you are going to be producing a number of resources and you need to keep them somewhere that is shared and available to your audience (public?) – so start thinking about where you are going to keep the resources and start looking at online repositories for social communities – Ning, Pinterest, Learnist, facebook, wiki, etc. Must support a variety of artefacts (e.g., text, video, audio, slides, images, social interaction, blogs) Finalize choice at beginning of week 3.  Use the class wiki and/or collaborate rooms to brainstorm profile – post community profile to repository by end of week 2.  *ePortfolio Container requirements {moved to course site}*  *1. It must be in a shareable format to enable your critical friend, other classmates, and your instructor to see it or view its contents*  *2. It must serve as a repository for the "deliverables" for this course, i.e. reflective activities, work-in-progress, projects or achievements, notes from texts and articles, notes on the learning process, peer assessment of work or notes from your critical friend, questions on areas needing attention, presentations and deliverables from the course assignments, references/bibliography, etc.*  *3. It must provide you with a way of self-assessing your learning based on the learning outcomes and the various assessment rubrics used in this course.*  *4. It must enable your instructor to have a solid understanding of what you have learned in this course and how this is based on the evidence that you have collected in your portfolio.*  **Journal Activity:**  Personal profile  ePortfolio outline  post your ePortfolio personal profile & outline and consider the ways you could use portfolios in your own practice | **Readings**:  Lorenzo, G. & Ittelson, J. (2005). Demonstrating and assessing student learning with e-portfolios. Educause Learning Initiative Paper 3.  Palloff and Pratt (2009) – pp. 100-103  Mueller, P. (2008). Portfolios: authentic assessment toolbox.  **ePortfolio Resources**  Diggo link – tagged ePortfolio, wk2  **Online repositories – examples**  Diggo link  **Need examples of ePortfolio outlines.** |

**Formative Assessment**

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| **Learning Outcome** | **Assessment Criteria** | **tasks** |
| 3. Communicates effectively in selected media and modes. | Uses an effective structure to help the audience identify main points and follow the sequence of ideas.  Responds appropriately to communications from others and creates opportunities for others to contribute. | Activity 4 - Community-wide repository –  Brainstorming in Forum & wiki |
| 4. Use technology to develop and support effective authentic learning and assessment practices. | Selects appropriate technology to support desired learning outcomes. | Activity 3 - Choosing ePortfolio container |