

Reflective Portfolio
EDD 6000
Michael Simonson
Program Professor
Instructional Technology and Distance Education
Nova Southeastern University

EXPLANATION OF THE REFLECTIVE PORTFOLIO

While you will not enroll in EDD 6000 until the end of your Master of Science program, you should begin planning right away for this final, capstone activity. First, you should save your course study guides/syllabi. Next you should save copies of your major course assignments. You will not be required to include postings for WebCT discussions or chats. Feedback about assignments from your instructors can be kept but are not necessary to complete the final *Reflective Portfolio*.

Organize these materials so that you have a comprehensive set of records about the courses you have completed in the program. Keep both hardcopies and electronic versions of everything. Keep a copy of each major assignment – not chats, discussion, or emails, just major assignments, and write a 100 word, or so, reflection on each major assignment. Most important, at the end of each term when your course work for that term is over, write a 300 word reflective piece about each course. This may be a little like a diary or blog, but more important, it is an opportunity to look back in an introspective and learned manner. These reflections will be important later when you finalize your *Reflective Portfolio*.

You will enroll in the *Reflective Portfolio* during the final term. It is best to enroll in EDD 6000 after other classes have been taken, but it may be possible to enroll in this course during the semester when your final course(s) are taken. However, at that point it may be very difficult to reconstruct and relocate course materials if you have not routinely maintained your records, so be sure to keep copies of your MS course materials.

Your *Reflective Portfolio* will contain the information mentioned above. It will also contain your resume, a professional statement of philosophy, a course listing, and most important, examples of how you have grown and changed professionally. You should think about and be working on these aspects of the *Reflective Portfolio* during your course work, also.

In summary, your *Reflective Portfolio* will include the following:

- **Resume** – both electronic and hard copy containing professional information about you.
- **Statement of Personal Educational Philosophy** – One hundred words or less explaining your approach and personal position related to teaching and learning.
- **Course Listing** – a list of each course in the MS program, with the course description.
- **Course Syllabi** – electronic and printed copies of each course syllabus
- **Copies of Major Course Assignments** – electronic and printed copies of each major course assignment in each course.
- **Reflections on Each Major Assignment** – one hundred words written at the end of the course where the impact and significance of the assignment are explained.

- **Reflections on Each Course** – three hundred words or less, written at the end of the course, where the importance of the course content is reflected on and where the relationship of the course to other courses is explained.
- **A Reflection on the Entire Program** – the final reflection is a 3 statement of personal learning from the MS program and the personal changes that have occurred as a direct consequence of this program. This statement should discuss the five MS program learning outcomes listed next.
 1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
 2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.
 3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
 4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
 5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning.
- **Other Examples of Your Professional Growth** – the *Reflective Portfolio* is your document, designed to reflect your learning during your MS program, so include any related documents or artifacts that demonstrate your professional growth during this program. You might include reflections on attendance at professional meetings, journal articles you have read, leaders in the field you have met, or activities you have participated in that provide evidence of your professional changes.

You might want to think about how you will organize your *Reflective Portfolio*. You will be expected to have a printed and an electronic version of the *Reflective Portfolio*. The printed version might be in three ring notebooks, in a filing organizer, or in some other document-keeping system. For the printed version of the *Reflective Portfolio* you will need to design a comprehensive table of contents, and possibly an index of topics. Use of file dividers, tabs, plastic organizers, or other approaches should be considered. This is your personal portfolio so use your creativity to produce it.

The electronic version might be located on a web site, stored on a compact disk as an indexed .pdf file, or some other electronic system. How you organize and provide access to sections of your *Reflective Portfolio* will be a significant component of EDD 6000. The electronic version of the *Reflective Portfolio* must be more than a collection of files. It should be organized using hyperlinks, a graphical interface, and/or some other creative methods to access any section or document in the *Portfolio*.

EDD 6000 – Reflective Portfolio

Version Rated = Printed ____ Electronic ____

Date of Rating: _____

Rater: _____

1. Degree of Reflection
(Turning a collection into a reflective portfolio)

0	1	2	3	4	5
Little or no reflection A collection of artifacts A scrapbook	Simple overall reflection on the portfolio as a whole.	Level 1 + Portfolio goals are included.	Level 2 + Reflections on achieving the assignment + future (learning goals).	Level 3 + Reflections build on each other and relate to each artifact in the portfolio.	Level 4 + Comprehensive discussion of the five program learning outcomes. A level of self-evaluation.

2. Ease of Navigating Printed and Electronic Portfolio Versions

1	2	3	4	5
Simple, linear Presentation document. No navigation.	Hyperlinks from table of contents (TOC) to standards May have links to artifacts.	Hypertext links between TOC, courses, artifacts, reflections.	Fully hyper-linked document between TOC courses, artifacts, reflections.	Interactive document with creative and intuitive navigation

3. User Choice in Navigating the Printed and Electronic Portfolio Versions

1	2	3	4	5
No user choice in navigation.	Minimal user choice in navigation.	Appropriate and clear user choice in navigation.	Considerable user choice in navigation.	Maximum and obvious user choice in navigation.

4. Integration of Syllabi, Artifacts/Assignments, Reflections in the Printed and Electronic Portfolio Versions

1	2	3	4	5
Documents in original, separate files	Documents may be in separate files or merged into a single file.	Documents are consolidated into a single file (PDF).	Documents are in a single directory.	Integrated, engaging document that is easily used.

5. Use of Multimedia in the Printed and Electronic Portfolio Versions				
1	2	3	4	5
No audio/video, or inappropriate use, distracting from content of portfolio.	Audio may be included.	Appropriate audio and/or video optional.	Appropriate audio and/or video included.	Appropriate audio and video integrated seamlessly into the portfolio.
6. Discussion of Five Program Learning Outcomes in Final Reflection				
1	2	3	4	5
No discussion of program learning outcomes.	Only a discussion, with no evidence presented.	A few examples of learning outcomes are presented.	The five learning outcomes of the MS program are discussed and many examples are provided.	The five learning outcomes are discussed in depth with clear and concise explanations artifacts that demonstrate the learning outcomes.
7. Overall Evaluation of the Printed and Electronic Portfolio Versions				
	4. Exceptional	3. Thorough	2. Adequate	1. Inadequate
Descriptors	<ul style="list-style-type: none"> • high level of thought • polished • considerable effort • thorough • well organized • variety in products • unique • substantial • application to own teaching • shows individual personality • demonstrates both depth and breadth • highly imaginative 	<ul style="list-style-type: none"> • well covered • complete • organized • effectively and clearly presented • demonstrates understanding • applies what has been learned to the courses • clearly shows connections • detailed • thoughtful • supported with ideas 	<ul style="list-style-type: none"> • complete • minimal effort • minimal original thought • minimal organization • includes general information but lacks descriptive detail • some application to the field 	<ul style="list-style-type: none"> • missing evidence or information • sloppy or poorly organized • demonstrates only surface understanding • no evidence of application the field • poorly written

An acceptable *Reflective Portfolio* has two parts – Printed and Electronic. Each part must have a total score of using rubric items 1-6 of at least 24, with no score for an item below 3. It may be possible for one part of the *Reflective Portfolio* to be acceptable and the other part in need of resubmission. The overall rating (Item 7) of the completed *Reflective Portfolio* must be at least 3. This item relates to the overall *Reflective Portfolio*, consisting of the printed and electronic versions.