

# Internship Portfolio

## EDIT 6083 Signature Assignment

For this project, you will create an online portfolio that demonstrates how you have applied the Educational Technology Leadership (ETL) curriculum to a professional context. Your portfolio should include the following:

1. **Introduction video:** Create a short (2-3 minute) video that introduces the user to your online portfolio. Include a brief summary of your internship or project. This is your first chance to frame the main idea you are trying to communicate to the user!
2. **Six Visual Professional Diary Reflections (VPDR's):** Throughout the term, create six VPDR's during your internship and add them to your portfolio. Your VPDR's should demonstrate how you applied new concepts and skills to your project. One VPDR should focus on a favorite failure. See more details below.
3. **Internship outputs:** Include (or link to) products you created during your internship. If your internship consists of building a website, include a link to the final website. If needed, add descriptive text to explain the products and how they demonstrate your knowledge and skills.

You may use any web hosting and creation service, just make sure your portfolio is accessible to all internet users.

### Visual Professional Diary Reflections

A particularly effective way to communicate a concept or topic is to be brief, visual, and responsive through linked images. VPDR's are slides that include:

- **a title** (a simple title is best)
- **a footer** (the date and any other information you would like to include)
- **at least 3 linked images**, which may include screen captures (the images can be annotated with text, arrows, shapes, etc.)
- **brief narrative text.** Use fewer words and more visuals. You can link the image to another online file or to a particular place on the Internet for more information

You may link to anything. For example:

- Prototyping or brainstorming document or tool (Padlet, Miro, Jamboard, pictures of white boards, etc.)
- Design document
- Photo album
- Video or audio recording (remember to protect student privacy)
- Related website
- Academic article describing research
- Related tutorial videos
- Projects from other courses

To improve accessibility, please use an accessibility checker (such as Microsoft Powerpoint or Adobe Acrobat). Ensure proper use of titles, headings, alternate text, reading order, etc. Save the slide as a PDF for easy sharing.

### **Topics for Internship VPDR's**

The internship VPDR's should demonstrate how you applied concepts and skills you have developed during the ETL program to your internship project. For example, you might create VPDR's about:

- How you applied a concept or theory
- How you collaborated with others to solve a problem
- Common technical challenges and how to address them
- New research that helped you in your context
- A visual evaluation of a system or program
- Observations about the challenges of a context or system
- Examples of effective practices you observe
- Any other ideas you come up with!

### ***Favorite Failure VPDR***

At least one of your VPDR's should describe a favorite failure. Recognizing and learning from failure, and learning to be vulnerable, can help us grow and become more creative. Read more here: [Ron Beghetto: Taking Beautiful Risks in Education.](#)

In your favorite failure VPDR, reflect on something that didn't go as planned or a time when you were not successful. Use the questions in the article linked above to reflect on the experience and share what you learned.

## **Portfolio Assessment**

You will be assessed on your ability to apply the concepts and skills you have learned in the Educational Technology Leadership program. You will demonstrate your proficiency through both the content and design of your online portfolio.

### **Content**

The content of your portfolio will include the introduction video, VPDR's, and professional products. These elements should demonstrate how you applied concepts and skills (theories, technical understanding, improvement models, pedagogical techniques, evaluation, collaboration, etc.) to your project.

Don't assume the viewer understands how your content connects to concepts or skills! Use your introduction video, descriptive text, and VPDR's to help the viewer understand the connections you would like to make.

## Design

The design of your portfolio includes how you present the content. Use this checklist refine the design of your products and portfolio.

- Overall design:
  - Identify the main ideas you are trying to communicate and make intentional design decisions to improve clarity and effectiveness
  - Follow basic design principles for text, color, graphics, audio, video, web, and interaction design
  - Choose media formats that are appropriate for the content
  - Create products that are aesthetically pleasing and engaging
- Accessibility- check using the POUR model:
  - Perceivable:
    - Make sure text is embedded in images and PDF's (use OCR tools)
    - Add alternative text to images that are important for understanding content
    - Use built-in title and heading styles
  - Operable:
    - Make sure all links are accessible by general internet users
  - Understandable:
    - Use logical website organization
    - Ensure the user knows what will happen when they click a link
    - Add links to text that is understandable outside of the context (don't use "click here," don't use a URL address as text)
    - Check reading order
  - Robust:
    - Do your best to avoid links to programs that require a sign in or account
    - Export to PDF for sharing
- Copyright and Creative Commons
  - Follow all copyright laws (this is published online so be strict about Fair Use)
  - Add attributions for images with creative commons licenses
  - Add your own creative commons license to the bottom of your products and portfolio

# Rubric

Criteria	Standards (All: CAEP A.1.1)	1- Limited Proficiency	2-Developing Proficiency	3- Proficient	4-Exemplary	Points
Portfolio Content (introduction video, VPDR's, internship products)	ISTE 3,2, 3.3, 3.4, 3.5	All required elements (introduction video, six VPDR's, internship products) of the portfolio are included.	All required elements of the portfolio are included. <i>Content provides some evidence of how the candidate has applied concepts and skills from the ETL curriculum<sup>1</sup> to a professional context.</i>	All required elements of the portfolio are included. Content <u>clearly demonstrates</u> how candidate has applied concepts and skills from the ETL curriculum to a professional context.	All required elements of the portfolio are included. Content clearly demonstrates how candidate has applied concepts and skills from the ETL curriculum to a professional context. <i>The portfolio elements work together to communicate a clear message about the candidate's knowledge and skills.</i>	60
Media and Web Design	ISTE 2.5.c, AECT 3	Portfolio content includes at least three types of media (i.e., text, image, video).	Portfolio content includes at least three types of media (i.e., text, image, video). <i>Fundamental design principles (alignment, proximity, contrast, hierarchy, consistency, white space, user interaction) are usually followed.</i>	Portfolio content includes at least three types of media (i.e., text, image, video). Fundamental design principles (alignment, proximity, contrast, hierarchy, consistency, white space, user interaction) are <u>followed consistently</u> .	Portfolio content includes at least three types of media (i.e., text, image, video). Fundamental design principles (alignment, proximity, contrast, hierarchy, consistency, white space, user interaction) are followed consistently. <i>The portfolio uses media resources to communicate</i>	20

<sup>1</sup> The Educational Technology Leadership (ETL) curriculum covers a range of concepts and skills. Each students' professional internship experience will focus on the concepts and skills most relevant to the student's career goals. Concepts include various types of theory such as learning, technological, integration/adoption, change, and leadership theory. Skills may include competencies for collaboration, design, facilitation, evaluation, etc. Candidates can demonstrate their ability to apply concepts and skills through practices such as designing digital networks, creating websites, evaluating and/or creating school curriculum, creating online learning modules, designing and implementing teacher professional development programs, applying for and managing grants, conducting evaluations, designing new pedagogical approaches, or creating technology or training resources.

					<i>a clear message, resulting in a professional quality product.</i>	
Accessibility	ISTE 2.5.a, AECT 3	The website is accessible to general internet users.	The website <i>and all media products</i> are accessible to general internet users.	The website and all media products are accessible to general internet users. <i>All videos include captions, and all non-decorative images include alternative text.</i>	The website and all media products are accessible to general internet users. All videos include captions, and all non-decorative images include alternative text. <i>The website and all media products are optimized for screen readers (title, heading, reading sequence, and link properties are set appropriately).</i>	10
Ethical use of digital assets	ISTE 3.1, AECT 3	Website <u>sometimes</u> follows copyright laws for use of digital assets.	Website <u>mostly</u> follows copyright laws and creative commons standards for use of digital assets.	Website <u>always</u> follows copyright laws and creative commons standards for use of digital assets. <i>Website uses creative commons assets and includes appropriate attributions.</i>	Website always follows copyright laws and creative commons standards for use of digital assets. Website uses creative commons assets and includes appropriate attributions. <i>Website and media products include appropriate creative commons licenses.</i>	10