

Web Portfolio Exam for Instructional Technology Educational Specialist

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Introduction

My time in the Instructional Technology program has been long and exploratory. I began by obtaining an online graduate certificate in Web Design. These beginning courses built on some of my existing knowledge in rudimentary programming. Web programming focused on JavaScript and offered glimpse into controlling and interacting with a web browser interface. I developed an anagram game. Flash afforded me the opportunity to both program and use Adobe graphic timelines to build a statistics module. Web Design was a bit of a review, but I enjoyed the creativity of building a business web site. Interactive Media didn't challenge me with the latest technology but did offer a variety of media to work with including graphics, PowerPoint, web design, and video. Problems in Instructional Technology offered cooperative learning and inspired me to take more courses in Instructional Technology.

I began the PhD program in spring of 2012. Computer Augmented Instructional Paradigms was my first taste in theories of instructional design. I worked with Dr. Lou to present at the SITE Conference on e-portfolios, an interest I still maintain at my job while working with potential first-generation college students. (I help all rising seniors prepare e-portfolios that showcase their achievements, plans, and the college application process.) Development of Technology Based Instruction offered theories in instruction and building knowledge as well as the opportunity in a group to present a storyline project to secondary school students. In Research in Distance Learning, my group developed a course outline and implementation plan for the students I work with in Upward Bound.

Overall, my experiences in the Instructional Technology Department have been stimulating, engaging, challenging, and well suited for my interests, skills, career, and goals. I did not continue working in the PhD program because the curriculum was difficult with my full time job and my family responsibilities. The content of the program has not been firmly rooted in the latest technology which makes workplace relevance a shift the student must make on their own. However, the theory has been based on a strong foundation and current research. I do wish I had taken more advantage of the practical tools and psychological frameworks to contribute more to my current job and future endeavors.

Table One: Competency Matrix

Product	Relevant Competencies	Competence	How demonstrates Competence
Normal Curve Statistics	1, 3, 5, 6, 13	Moderately Skilled	Assessed Audience, Developed content for an audience, learned Flash Actionscript programming.
Anagram Game	1, 3, 13	Minimally Skilled	Learned forms, browser interactions, calling functions, and other Javascript features to develop an interactive game
Transition from High School to College	1, 3, 7, 13	Minimally Skilled	Selected sound and graphics, wrote a script, combined into one product and used video editing software to aid in transition to college
Modified Bit Map	1, 3, 5, 6, 7, 12	Moderately Skilled	Analyzed workplace and software interface to create an on the job diagram of how to complete a work task
Computer Aided Instruction PowerPoint Upward Bound Guide	1, 3, 4, 5, 6, 7, 10, 11	Moderately Skilled	Making Powerpoint into graphical menu and click button interface with site diagram to serve as recruitment tools for counselors to show to potential students. Designed to meet audience and program needs
Redesign Westport Coffee House	1,3,4,5,7	Moderately Skilled	Used html, graphic design, and web design principals to improve navigation, aesthetics, and functionality
Veterinarian Website	1, 3, 4, 5, 14	Moderately Skilled	Worked with client to develop goals, audience, content, design, and interactions.
Crafting Sentence	1, 2, 3, 4, 5 6, 7, 8, 10	Moderately Skilled	Worked in a group, wrote sentences, planned storyline, edited content, built in interaction
Watershed Hero Project	2, 9, 10, 12, 14	Moderately Skilled	Group worked with subject matter experts for all stages of project. Wrote watershed boundaries questions, aided in creating setting, developed user survey questions, tested on students, aided in compiling survey results and presenting project
STEM Course Design	1, 3, 4, 5, 6, 7, 8,10, 14	Moderately Skilled	Group leader, coordinated for use with UB students, developed objectives, strategies, assignments, outline, content, assessment, testing
E-portfolio paper for SITE	6, 8,13, 14, 15	Highly Skilled	Literature review, research, develop comparison chart, rewrite, collaboration, co-presented
Upward Bound Portfolios	1, 3, 4, 5, 6, 8,9, 10, 11, 12, 13,14	Highly Skilled	Extensive design and implementation from 2012 to now, presentations, collaborations, training for staff and students, research, materials, surveys
USF UBP App	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14	Highly Skilled	Program wide mobile app for consolidating communication and educational resources
UB Freshmen Experience Course	1, 3, 4, 5, 6, 8,9, 10, 11, 12, 13,14	Moderately Skilled	Coordinated with face-to-face instructor to develop and implement foundational course