Portfolio Expectations for CSUN
MA in Secondary Education
specialist in
Computers and Educational Technology

Overview
Your portfolio serves as the comprehensive exam for the Masters in Education Program. It is complied over the two-year program and is the evidence of the work you have completed to earn the M.A. degree. All portfolios will include work from your major classes in the cohort. A key element in this portfolio is your project. You have a choice of doing a Development Project or a Research Project. The requirements for the two projects are similar. See below for the different options.

Each portfolio consists of five artifacts – one for each of the Student Learning Objectives (SLOs) for the Secondary Education Department. Each artifact is an assignment from some class which you choose for the SLO. You will write a reflection (2-3 pages) on how this assignment demonstrates your mastery of the specific SLO. All parts of your portfolio (assignments and reflections) must be posted on your website prior to the deadline (TBA – April 2009). Each assignment and reflection is scored on a 5-point scale. These scores are weighted (rubric below) for a total score. A portfolio must receive a score of 60 or more points to pass.

Students will all make a presentation of their work in an event in May 2009.

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<th>Student Learning Objectives</th>
<th>Recommended Assignments</th>
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| 1. REFLECTIVE PRACTICE by critically examining their subject knowledge, pedagogical content knowledge, and pedagogical skills to improve their diverse students’ learning; | SED 619 – Online Teaching Resources  
SED 618 – Video or Animation Project  
SED 671 – Flash Presentation  
SED 646 – Any assignment  
SED 695A – Game-based Curriculum  
SED 695G – Final Network Project |
| 2. THEORETICAL UNDERSTANDING by reading, synthesizing, and evaluating educational theory and research in their field and applying research findings to their practice in diverse classroom settings; | SED 600 – Literature Review  
SED 610 – Book Report  
SED 690 – Interview Assignment  
SED 695A – Educational Game Analysis |
| 3. RESEARCH SKILLS by designing and conducting research ethically and effectively and presenting their findings at a professional level in oral and written forms. | Research or Development Project (from multiple classes) |
| 4. EDUCATIONAL AWARENESS by knowing current discipline-based and current general educational issues and how those impact schools; | SED 610 – Grant Proposal  
SED 600 – Debate Page  
SED 690 – Position Paper |
| 5. LEADERSHIP by influencing policy and practice in educational communities through advocacy and example. | SED 610 – Book Report  
SED 610 – Team Teaching Report  
SED 690 – Position Paper |
### Research Project:
An action research project is a comparison study, descriptive study or case study project designed to assess some aspect of educational technology use. At least two sources of data should be collected and analyzed. There are three stages to the research project:

1. **Research Project Proposal:** Students must submit a research project proposal by May 12, 2008. The proposal must describe:
   - Research question to be addressed
   - Summary of relevant literature
   - Research methodology to be used
   - Setting for the study (what students)
   - Project timeline

Proposals must be approved by the program faculty (feedback by August 2008). Proposals which are not approved will need to be revised and resubmitted.

2. **Data Collection:** Ideally, all the data will be collected in the Fall 08 semester. Students are required to get informed consent from all participants in the study.

3. **Project Paper:** The project paper is an academic paper summarizing your research methods and findings. Paper must be comprehensible and follow the APA formatting guidelines. Chapters should include:
   1. Introduction
   2. Literature Review
   3. Methodology
   4. Findings & Data
   5. Discussion

### Development Project:
A development project is the creation of a new technology tool for education. Tools should have a reasonable likelihood of success as predicted by literature on the subject. There are three stages to the research project:

1. **Development Project Proposal:** Students must submit a research project proposal by May 12, 2008. The proposal must describe:
   - Educational need and Technology being developed
   - Summary of relevant literature
   - Development method to be used
     - Pilot testing plan
   - Project timeline

Proposals must be approved by the program faculty (feedback by August 2008). Proposals which are not approved will need to be revised and resubmitted.

2. **Development:** Technology development can be unpredictable. Be sure that you have ample time to develop, test and write up your tools.

3. **Project Paper:** The project paper is an academic paper summarizing your goals and the technology you developed. Paper must be comprehensible and follow the APA formatting guidelines. Chapters should include:
   1. Introduction
   2. Literature Review
   3. Development Method
   4. Description of the tool and testing
   5. Discussion

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“New technology tools” can include software, websites, or hardware that you create or new combinations of existing technology to serve a particular educational purpose. The tool needs to contribute a unique educational advantage over technology that is currently available. If you want to develop curriculum for an existing tool, this should be done as a research project.
Rubric for MA Portfolio Artifacts & Reflections

5 = Distinguished
Provides an exceptional description of the artifact, and clearly and cogently explains why the artifact was selected. Includes an outstanding and detailed analysis of how the artifact addresses one or two Student Learning Outcomes. Reflections demonstrate exceptionally clear and convincing insights about the candidate's learning, teaching beliefs and practices, and/or student learning.

4 = Strong
Provides a strong description of the artifact, and clearly explains why the artifact was selected. Includes a strong analysis of how the artifact addresses one or two Student Learning Outcomes. Reflections demonstrate clear and convincing insights about the candidate’s learning, teaching beliefs and practices, and/or student learning.

3 = Satisfactory
Provides an adequate description of the artifact and a satisfactory explanation of why the artifact was selected. Includes adequate detail in the analysis of how the artifact addresses one or two Student Learning Outcomes, though this is less complete or convincing than for the Proficient Score. Reflections demonstrate satisfactory though less fully developed insights about the candidate’s learning, teaching beliefs and practices, or student learning.

2 = Limited
Provides a partial or weak description of the artifact, and a limited description of why the artifact was selected. Includes an incomplete or unconvincing analysis of how the artifact addresses one or two Student Learning Outcomes. Reflections demonstrate limited, partially developed, or unconvincing insights about the candidate’s learning, teaching beliefs and practices, or student learning.

1 = Unsatisfactory
Fails to provide a description of the artifact, or it is very limited. Fails to explain why the artifact was selected, or the explanation is lacking in detail. Includes an inaccurate, illogical, very brief, or very weak analysis of how the artifact addresses one or two Student Learning Outcomes. Reflections demonstrate very limited or no insight about the candidate’s learning, teaching beliefs and practices, or student learning; or, reflections may be unrelated to the artifact.

TOTAL SCORE = (Artifact 1 + Artifact 2 + Artifact 4 + Artifact 5) x 2 + (Artifact 3) x 12
(maximum 100 points: passing score > 60 points)