



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2206 – E-Portfolio

Date: Fall 2017

Credit Hours: 1 credit hour

Prerequisite(s): EDC 1203 – Educational Technology

All ECE courses in the AAS degree are encouraged to be taken prior to ECE 2206.

Delivery Method: **Lecture** **1 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Students attend a 2 hour mandatory orientation session and meet individually with the instructor a minimum of 30 minutes each month.

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course is designed to mentor and support students throughout their implementation of a personal/professional portfolio. The development of the portfolio will provide students with a framework for initiating, planning and facilitating their professional development while building connections between their professional career goals and educational goals. Students will prepare a portfolio and use the materials as a means to show overall achievement and growth, document the scope and quality of educational experiences and show proof of skills and knowledge. The portfolio will serve as an assessment of student learning and will enhance the students' abilities to be able to document knowledge and skills according to the National Association for the Education of Young Children (NAEYC) Standards for Associate Degree programs. Additionally, it will require students to reflect on their performance and learning. Student

pursuing the AAS degree must complete the online portfolio with 80% mastery to obtain the degree.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

- Document introductory artifacts that introduces him/her self to the 'reader'.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 3O, 4F,6A, 6B, 6C, 6E, 7E, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P,9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4, PPD5, PPD6	6a, 6b, 6c, 6d, 6e

- Document teacher preparation artifacts/materials that are required within the teacher/director employment process.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 3O, 4F,6A, 6B, 6C, 6E, 7E, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P,9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4, PPD5, PPD6	6a, 6b, 6c, 6d, 6e

- Document the scope and quality of educational experiences, by reflecting on their achievement and growth throughout the student's tenure within the program using the NAEYC Standards and Supportive Skills.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 3O, 4F,6A, 6B, 6C, 6E, 7E, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P,9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4, PPD5, PPD6	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e

4. Demonstrate professional dispositions through presentation using technology.

IPTS	ECE Competencies	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 3O, 4F,6A, 6B, 6C, 6E, 7E, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P,9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4, PPD5, PPD6	6a, 6b, 6c, 6d, 6e

NAEYC STANDARDS AND SUPPORTIVE SKILLS:

PROMOTING CHILD DEVELOPMENT AND LEARNING

- A. Knowing and understanding young children's characteristics and needs from birth through age 8;
- B. Knowing and understanding the multiple influences on early development and learning;
- C. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

BUILDING FAMILY AND COMMUNITY RELATIONS

- A. Knowing about and understanding diverse family and community characteristics;
- B. Supporting and engaging families and communities through respectful, reciprocal relationships;
- C. Involving families and communities in young children's development and learning.

OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- A. Understanding the goals, benefits and uses of assessment – including its use in development of appropriate goals, curriculum and teaching strategies for young children;
- B. knowing about assessment partnerships with families and with professional colleagues to build effective learning environments;
- C. knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection;
- D. understanding and practicing responsible assessment to promote positive outcomes for each child including the use of assistive technology for children with disabilities.

USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- A. Understanding positive relationships and supportive interactions as the foundation of their work with young children;
- B. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology;
- C. Using a repertoire of developmentally appropriate teaching/learning approaches;
- D. Reflecting on own practice to promote positive outcomes for each child.

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- A. Understand content knowledge and resources in academic disciplines: language and literacy; the arts- music, creative movement, dance, drama, visual arts; mathematics; science; physical activity; physical education; health and safety; and social studies;
- B. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;
- C. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

BECOMING A PROFESSIONAL

- A. Identifying and involving oneself with the early childhood field;
- B. Knowing about and upholding ethical standards and other early children professional guidelines;
- C. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource;
- D. Integrating knowledgeable, reflective, and critical perspectives on early education;
- E. Engaging in informed advocacy for young children and the early childhood profession.

SUPPORTIVE SKILLS

- 1: Self-assessment and self-advocacy
- 2: Mastering and applying foundational concepts from general education
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To understand and use technology effectively and to understand its impact on the individual and society.	4. Demonstrate professional dispositions through presentation using technology.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Purpose of a portfolio

Documentation required by DCFS

Navigation of a portfolio

NAEYC Standards and Supportive Skills

Appropriate artifacts that address knowledge of each standard and supportive skill

Self-reflection based on personal and professional growth

Appropriate use of technology to foster communication

INSTRUCTIONAL METHODS:

Mandatory orientation session

Instructor: student support/mentoring sessions throughout the semester.

Student: student support/mentoring sessions.

Sway (using OneDrive for storage of artifacts)

Writing Center requirement

Review of digital portfolio artifacts

Review of reflection papers

Student review of completed digital portfolio

Student presentation of final portfolio evaluated by ECE Advisory Council members

INSTRUCTIONAL MATERIALS:

Sway tutorial link

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Completion of assigned work, uploaded artifacts to OneDrive, and linked to Sway.

Final portfolio presentation -- evaluated according to the portfolio evaluation process.

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

Course Competency/Assessment Methods Matrix

ECE 2206 – E-Portfolio		Assessment Options																																
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D								
Document introductory artifacts that introduces him/her self to the 'reader'. <i>ECE COMPETENCY: PPD1, PPD2, LVL2; PPD3, PPD4, LVL3; PPD5, PPD6, LVL4</i> <i>IPTS: 1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 3O, 4F,6A, 6B, 6C, 6E, 7E, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P,9Q, 9S, 9T</i> <i>NAEYC: 6a, 6b, 6c, 6d, 6e</i>										X	X			X			X																X	X

