
THE WEB-BASED PORTFOLIO AND LEARNING JOURNAL IN THE MDE PROGRAM - SUPPORT FOR A WORK IN PROGRESS

Christine Walti, Carl von Ossietzky University of Oldenburg

1. Introduction

The Master of Distance Education program (MDE) was launched in January 2000 by the degree granting University of Maryland University College (UMUC) in partnership with the Center for Distance Education at Carl von Ossietzky University of Oldenburg (ZEF), which contributes two of the six integrated certificate programs. The Master's and certificate programs are completely accessible online. The MDE sets out to "... qualify present and future managers of distance education in both public and private education, as well as in the training sectors.... These managers need to be qualified as leaders, since they will be required to be active advocates for distance education and training in their organizations and need to manage significant change processes...." (Bernath & Rubin, 2003, p. 20).

This conference contribution outlines the history of the 'portfolio' in the context of the MDE, the theoretical underpinnings for its use, the issues and questions that arise, the difficulties encountered and the steps that have been taken and are being planned to support students in the development of their portfolios and accompanying learning journals.

2. The Framework

The MDE program was developed in 1999 based on previous experiences with a virtual seminar for professionals in distance education (see Bernath & Rubin, 1999). The then innovative concept of portfolios as an element of assessment was introduced in the syllabus of the first course in early 2000. The guidelines state that

Each Master's student will work towards the development of a personal portfolio. The goal of the portfolio is to demonstrate your qualifications gained in the field and to provide evidence of your competencies and skills in a variety of disciplines/roles. It is our hope that this Portfolio would end up being your passport to the professional world. The portfolio contains formal and voluntary documents. Formal documents are appropriate assignments and other contributions to the final grades in each course. Obviously you will want to choose your best. Voluntary documents may show any other kind of active participation while you have been enrolled in the Master's program. These voluntary contributions allow students to show their proficiency and skills as a professional distance educator. In addition, the Portfolio will contain your Resume or Curriculum Vita, and may contain a photograph and graphics. This portfolio is a requirement for successful completion of the final Distance Education Project course.

Each student is responsible for keeping a permanent copy of the various assignments and documents from each course. You should not rely on WebTycho to be your storage area nor should you rely on a UMUC student computer account, since these will sometimes be deleted. You should keep copies on your own computer and remember to keep (several) back up copies on floppy disks. (OMDE690 The Distance Education Project and Portfolio, 2000, ¶(6).

The introduction of portfolios also alleviates some of the uncertainty associated with the origin of students' contributions and assignments in a completely online program and thus increases the reliability of grades.

The MDE begins with the course *Foundations of Distance Education* (OMDE 601), where the idea of the portfolio is introduced and concludes with the required capstone course *The Distance Education Portfolio and Project* (OMDE 690). During the course of the almost four years in which the program

has been offered, the guidelines for the portfolio have been steadily improved and refined. This has been most prominent in the capstone course and with postings to the MDE Homepage.

While the students become familiar with the learning environment and the involved technologies in the program, the concept and maintenance of the portfolio throughout the program has not always been systematically and consequently emphasized. Experiences in the capstone courses have shown that students are often conceptually and technically ill equipped to develop web-based portfolios when they register for this final course. This circumstance leads to a steep learning curve and much more time needed than planned or envisioned for the completion of the portfolio in the 15-week course.

It has become clear that portfolio development requires more guidance, in more detail and with more consistency and the program managers have taken on this responsibility. A number of decisions to support students in this ongoing work in progress have been made:

- A tutorial is to be developed that will introduce students to the idea of portfolios and learning journals and the skills and tools needed to support its ongoing 'construction';
- The tutorial is introduced to students in the *Foundations of Distance Education* (OMDE 601) course and a link to and a reminder of its importance is made available in all MDE courses;
- Students must submit a draft of their portfolios prior to registering for *The Distance Education Portfolio and Project* (OMDE 690).

With these steps all students – including those who aim for certificates - will have been introduced to the idea of portfolio building, reflective learning and the tools that can aid them in this process. This encourages reflection and learning throughout the program, facilitates consistency and mastery, alleviates anxiety and bolsters students' confidence when working in the final course of the program.

3. The Portfolio

3.1. What are portfolios?

The idea of portfolios as such is not new, however the digital form in which students must submit the portfolio - as a web page or a web site (OMDE690 *The Distance Education Project and Portfolio*, 2000, ¶11) - and the required skills are. For this reason the term 'web-based portfolios' is used in this article. Many examples exist and will be illustrated in the tutorial.

In the MDE Program the web-based portfolio can be a collection of work (assignments, research papers, essays, projects, faculty feedback and comments, photographs and graphics) around learning goals, the rationale for selecting specific items, the learner's reflections on the achievement of these goals and on the portfolio on a whole - "...a focus on growth and development over time, implemented through selection, reflection and inspection" (Barrett, 2001, ¶ 5). The MDE also stresses the importance of the portfolio as the "...passport to the professional world" (OMDE690 *The Distance Education Project and Portfolio*, 2000, ¶ 6) and must also include a resume and/or Curriculum Vita. Using the Web gives students control in assembling, organizing, revising and integrating new materials throughout the course of their studies. Avraamidou & Zembal-Sual's (2002) research shows that "... portfolio development is a constructivist process that facilitates connections between concepts and practices" (¶ 33) and takes process and product into consideration.

3.2. Formal set-up

The students are responsible for their portfolios. Being involved in a portfolio development process allows the students to monitor and reflect their progress in the program. It is controlled by students and can be aligned with curriculum, instruction and assessment. It reflects learning experiences and can be used with potential employers.

It is important to introduce the portfolio early (Barrett, 2001; Kubler LaBoskey, 2000) and provide support to tackle the development phases with guidance from the instructors in MDE 601 and 690. The portfolios are not evaluated, but specific components should be included in each portfolio and

assessment is either 'pass' or 'fail' (OMDE690 The Distance Education Project and Portfolio, 2000, ¶9). Other than that the format is open and there are very few prescribed requirements for content and none for structure. The program's goal is to provide flexibility in aspects such as organization, content, ideas and presentation.

Portfolios provide the student with the opportunity for deliberation and decision-making relating to questions and issues that are most important to her/him. The advantage, if introduced at the beginning of the program and consequently followed up on in subsequent courses, is the extended period of time where a number of items can be collected (and discarded) and an ongoing reflective process takes place making the process a 'normality'. This in turn could promote a portfolio 'culture' and the continued use of the portfolio in a holistic and life long learning environment.

In the process of portfolio development Barrett (1999) designated different levels and stages to address. These include:

- Collecting and organizing ones work, which is determined by the portfolios purpose, goals, audience and intended future use.
This also includes thoughts on designing and planning the presentation, identifying software and storage resources, assessing ones skills and being aware of limitations (internal and external).
- Selecting from the collection what best demonstrates the specified objectives and goals and show individuality.
- Reflecting on the selected items and the portfolio as a whole. The learning journal serves as the basis of long term recording of reflection and self-assessment and as a tool for metacognition.
- Inspecting and self-assessing the goals, identifying patterns, and sharing with peers and instructors (in MDE 690). Set goals for future learning in order to use the portfolio as a professional development tool and for future employment.
- Presenting and publishing in the appropriate manner and evaluating the portfolio's effectiveness in light of purpose and context.

The portfolio should include "... the rationale (purpose for forming the portfolio), intents (its goals), contents (the actual displays), standards (what is good and not-so-good performance), and judgments (what the content tells us)" (Paulson, Paulson, & Meyer, 1991, p. 62). Although the portfolio may serve different purposes at different times these should not conflict with one another and only contain what the student is willing to make public to a specific audience. Aside from showing growth over a period of time it provides a forum that encourages students to develop the abilities needed to become independent and self-directed learners (Ibid, p. 63).

3.3. Advantages

The advantages of creating web-based portfolios are numerous. The focus on growth and development over time through selection, reflection and inspection of course work, goal setting and self-assessment coincides well with the MDE program's constructivist approach and builds self-confidence. It offers a method which not only identifies ones strengths but gaps in learning, which can generate future learning goals (NSCC, 2003). And, it can enhance a student's multimedia skills thus adding an additional benefit to one's employability.

The storage space is minimal; the portfolios are portable and easily shared and accessed and have developmental potential beyond the program. The outcomes will result in unique collections of work, are learner centred and controlled, and provide a valid and balanced picture of a student's learning process against the program's intentions. Over time it can help tell the MDE program's story and its impact and may also provide a richer picture of the program's participants and their needs. It can be one tool to assess and reflect the program as a whole. Finally, Cooper (1996) believes offering portfolios as an additional form to demonstrate ones abilities may make a program more attractive to potential students.

The students are the primary users and beneficiaries of portfolios "... using it as a tool to map their own progress as learners in terms of ... abilities and ... outcomes" (Alverno College, 2003, FAQ 9).

3.4. Issues and Difficulties

The issue of time management for students and faculty was one of the primary concerns in the MDE program. The first students had little structured support for the portfolio development, which led to steep learning curves in the capstone course *The Distance Education Portfolio and Project* (OMDE 690) itself. New policies are being introduced and future students who wish to register must first provide a portfolio outline. Consistent reminders to students will be provided in order to enable an ongoing process and making it more manageable.

Topics that need to be taken into consideration when planning the development of a portfolio are storage space for items; self-reflection and feedback; security and the ability to set viewing permissions; organizing links and grouping, as well as publishing and adapting the portfolio for the intended audience.

Using a 'generic tools approach' (Gibson & Barrett, 2002) allows for a broader framework of creativity, but impedes the evaluation of the product. The learning journal (point 4) is used to capture the process of the portfolio development, adjustments, and the learner's growth over time. However, limited validity and reliability make evaluation and comparability difficult. Standardization requires well defined evaluation criteria and rubrics (Neiman, 1999, ¶. 15) and takes time and testing. It is not necessarily the outcome intended in our program because it can conflict with the special qualities of portfolios. Parsons (1998) reminds us that linguistic and cultural backgrounds and boundaries also need to be taken into consideration.

The use of portfolios over the duration of the program necessitates faculty/instructor training to handle and deal with portfolio development and even to re-think course design to accommodate the notion of portfolios (Batson, 2002). Long term extra burdens cannot be placed on faculty nor is there room for disruptions as reported by Nidds & McGerald (1997). Currently the task is in the responsibility of the instructors in MDE 601 and MDE 690 and the program directors. The tutorial is introduced in MDE 601 as the entry ticket to the portfolio process; the final product in MDE 690 is the pass to a successful conclusion of the program.

Strategic and policy issues beyond the MDE program are not addressed, however the efforts encompassed in the portfolio development may stimulate discussions around and help determine the scope and value of 'e-identities' (Ittelson, 2001) for students.

3.5. Technology

There is no prescribed portfolio software in/for the MDE program, although it exists. Instead, commonly available tools that are low cost (or free) and low technology (thus keeping the development process flexible, and at the same time acknowledging that students need support) are introduced and described. The tutorial illustrates this more closely.

What students will need is access to a server (provided by UMUC), storage capabilities (floppy, CDROM or zip), authoring software (Frontpage, Dreamweaver), the skills to use these tools and awareness of the questions associated with these (i.e. privacy issues). Other tools, programs, software or multimedia will depend on the students and their own developmental choices. Again, the students are responsible for collecting and storing items and in charge of the tools they wish to use.

4. Learning Journals

4.1. What are Learning Journals?

Journal writing is an intentional reflective design strategy used in various learning environments to facilitate and support the development of insight, reflection, cognitive awareness, critical thinking and to promote personal growth. Journal writing is a means of communication with the personal,

professional and academic self (Fichten, 2000; Andrusyszyn, & Davie, 1997). Of particular interest for the MDE program is literature that suggests responding and writing responses in online environments showed increased reflection (Burge, 1993; Andrusyszyn, & Davie, 1997; Fichten, 2000). While responses in the courses are (semi) public, the learning journal is private.

4.2. Rationale

In order to support the process of reflective learning in individual courses and in the portfolio process as a whole the use of learning journals provides a framework. Their use not only documents the developmental process of the portfolios - making it more than just a 'showcase or selection of work' (Neiman, 1999, ¶ 7) - but supports the documentation and self-assessment of processes. It 'keeps records', encourages metacognition, ownership and control and provides guidance. The learning journal will be the basis from which steps, missteps, decisions and successes can be extracted (Hill, Kamber & Norwick, 1994).

Additionally learning journals can capture research interests, literature and links that can continuously be built upon during the program and will be available when the final project in the capstone course must be tackled.

Steps, styles and advice on learning journals will be illustrated in the tutorial.

4.3. Advantages and Issues

The learning journal and the portfolio compliment one another. At a more basic level the learning journal can be used to record events on a course basis and create transparency in ongoing processes. At the end of the program it can be pulled together at the portfolio level.

In the WebTycho learning environment, the UMUC platform with which the MDE program works/runs, discussions in the classes are often fragmented and difficult to capture, especially with large volumes of communication and interaction. To date there is no sensible and/or easy way to store these messages. The workbook provided in WebTycho provides a temporary space during the course, but is not user friendly or accessible over a longer period of time.

The learning journal can provide a space where conference 'threads', workbook entries, assignments, feedback and study group activities can be stored in a structured fashion and will be available to review at any time to explore connections between courses, topics, issues and personal development.

Barriers to the learning journals may be the additional time needed to maintain and manage the task. In addition, it is yet another 'writing' activity in an already text-heavy environment. It demands self-discipline, motivation and the opinion that it carries a worthwhile value. However, when regarded as a 'safe learning place' and not associated with grades or evaluation and with some practice and experience, it is reasonable to assume that value for many students may evolve. Given the graduate level of the program attitudinal barriers (self-doubt, fear of exposure, feelings of threat, painfulness or discomfort) should generally not be a major concern. If so, the introduction of learning journals may have the unintended positive consequence of a safe haven in the online learning environment. Here, as with the portfolio, frequent and regular reminders within the program and individual courses to keep up the process will most certainly be necessary and along with the tutorial itself constitute an important support element in the program.

The learning journals will not be assessed or evaluated on a course-by-course basis for the same reasons mentioned with regard to the portfolios. Nor is it this author's opinion that it should be considered a mandatory part of the portfolio and assessed in the final course (see Kerka, 2002 for a review of literature on the assessment issues of journals). However, it is a tool that supports the development and finalization of the portfolio.

A number of possibilities exist to write/produce learning journals. From a simple learning journal in a text editor to more sophisticated possibilities such as blogs and wikis (Godwin-Jones, 2003) will be discussed and presented in the tutorial. Again, the main focus is on a variety of low cost and easy to

use tools. The advantage of a web-based tool is that it can be linked to other logs, workbooks and be integrated in the portfolio.

5. The Work in Progress

5.1. The Connections

Experiences in the MDE thus far and in research have shown that students must be supported in developing their portfolios. The topic of continuous portfolio development must be frequently mentioned to the students and MDE faculty must be made aware of this ongoing process in order to provide the information in their courses and link to the tutorial. This helps ensure that growth and learning are reflected on and students are well prepared to enter the final course *The Distance Education Portfolio and Project* (OMDE 690). Much of the anxiety and pressure felt thus far can be relieved. The tutorial for the web based portfolio and the learning journal will provide structure and guidance with regard to purpose, data structure, type of data, storage, control, design, technologies needed and available, as well as tools to facilitate the development of skills. Time will tell whether regular upkeep and completion of both elements can be achieved and the two activities compliment one another thus providing a richer process and a holistic product.

5.2. The MDE Tutorial

The tutorial for portfolio development and learning journal writing aims at providing background information on portfolios and learning journals with regard to theory, concrete practice and examples. Maximum student flexibility is stressed by introducing generic tools and seeks to take into account the different levels of students' skills and emphasizes free or low cost tools.

The tutorial will be demonstrated at the conference and is currently still in development; a preliminary link is available, however the link and content are subject to change:

<http://www.uni-oldenburg.de/zef/christinewalti/tutorial>

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Author

Christine Walti, MDE & MSW
Carl von Ossietzky University of Oldenburg, Center for Distance Education
D - 26111 Oldenburg/Germany
Private: 919 Bethany Court, Annapolis, MD 21403 USA
christine.walti@uni-oldenburg.de