Module Seven: The Webfolio

Course
Methods of Teaching English 6-12

Prerequisites: Admission to the College of Education; ELCF 353 and ED 306 (or concurrent enrollment in ELCF 353 and ED 306), and consent of the department.

Course Description
Methods of teaching English in high school grades 9-12 and middle school grades 6-8. Forty hours of internship required (credit given for ENG 249 or 363, not both).

Description

This module requires students to create a webfolio demonstrating their content and pedagogical knowledge of and experience teaching the English language arts.

Transferability
This activity is clearly germane with any preservice or post-baccalaureate teaching program. The content requirements of the module could also be adapted to other disciplines. A geography major, for example, could include practica and other similar experiences and demonstrations in lieu of the curriculum required here. A webfolio seems particularly suited to the first-year experience course as well; undecided students would have the opportunity, in creating a webfolio, to reflect upon and select significant academic experiences (in the formal as well as informal life of the college) and begin to focus their interests and successes. This process would facilitate their gathering the tools and information for the declaration of a major as well as to unify their educational experiences thus far, creating sensible cohesion and meaning to the often fragmented experience of college. The webfolio would then also be useful for academic advisors, giving them more of the data needed to assist students in planning their majors and careers.

Faculty Technology Skill
- Basic knowledge of *Netscape*
- Basic knowledge of copying files

Student Technology Skill
Basic knowledge of word processing and saving files

Faculty Equipment
PC with Internet connection

Student Equipment
PC with Internet connection

Improvement on Teaching and Learning
A webfolio allows for student participation in the assessment project and ownership of his or her academic work. The well-documented uses of portfolios for individual and programmatic assessment can obviously be argued here, with the additional benefits described below.

Nontechnology Comparison
A webfolio can only be created using technology. Additionally, webfolios solve the persistent problem of storage of hard copy portfolios. Electronic storage allows for offering models of exemplary webfolios to future students as well as allowing for the use of programmatic assessment through portfolios.

Pertinent Issues
- Possible copyright issues for graphics or other files used

- Student privacy issues (An Intranet rather than the Internet might be employed.)

How to Use This Module in the Classroom

Directions for Students
Having viewed and evaluated some examples, design your own portfolio. Be sure to include, minimally, the elements outlined in the Portfolio Rubric. Elements included will be evaluated in terms of appropriateness, correctness, and creative/professional presentation.

This webfolio will be a culmination of your academic and practical experiences thus far and will provide a conceptual and experiential transition to becoming a teacher. It is also a public document to be adapted for particular audiences—employers as well as admissions committees of graduate schools. The webfolio is also an assessment—for you as well as for me. Use it to evaluate your strengths and weaknesses; learning is a life-long project, as is teaching, so the webfolio will help provide you with personal and professional direction.

An additional requirement of this assignment is a reflective paper (two to three pages) addressing how you would use a portfolio assignment in high school English classes. This piece should accompany, but be separate from, the webfolio itself (10 points). The webfolio should be posted to your web page; it could also be stored on business card CDs, to be given to potential employers at interviews.

Webfolio Rubric: Secondary Teaching of English

Name _____ Date _____

	Score	Comments
Table of Contents (electronic version: initial page)	1	
Résumé	2	
Introductory Narrative	1-5	
Teaching Philosophy	5	
Evidence of Professional Knowledge *Literature paper I* *Literature paper II* *Thematic Literature Unit* *Writing Unit*	4	
Webquest or *PowerPoint* presentation	3	
Evidence of Professional Activity • *foreign language proficiency* • *journalism experience* • *writing awards* • *publications* • *presentation at/attendance of professional meeting* • *attendance at teacher workshops*	1-10	