Scenario for Portfolio Developer

Julie is a Master's Degree student working in the Learning Systems Development and Design (LSDD) track in SISLT at MU. Because she needs to work in an office half-time while pursuing her Master's, she has a super busy schedule. She is nearing the end of her third semester and has finished almost all the courses. She originally planned to work on her portfolio during her last semester but then she saw Google advertising a summer internship working as "User Experience Designer". This position was VERY attractive but one of the requirements was to submit a design portfolio that demonstrates solid knowledge of web design principles and the deadline was May 15th.

In order to apply for this internship, she must complete her portfolio quickly, as well as guarantee the quality of her portfolio. Julie enters her Pawprint and password and logs into the Portfolio Development system offered by the department and creates an account.

Since she is in a big hurry and worried about completing the project in time, she is happy to see the "Quick Portfolio Creation" feature and decides to give it a try. She clicks on the link, views all the templates available, and chooses her favorite. Now she begins to "build" her portfolio. Julie is quite grateful because the template has a form set up with all the required information -- she just needs to fill in the blanks.

The first item she needs to include is her Program of Study (POS), which is a list of all the courses included in her program. She hasn't had her program approved so she opens the Program of Study form and a list of courses appears. She is asked to select the courses she had taken and those she is going to take. She selects all necessary courses and clicks the "Submit" button. Her adviser must approve her POS, so a prompt appears asking her to type in her adviser email address. Julie doesn't remember her adviser's address but the site offers to find it for her.

The second part is her resume. Julie once attended training on writing resumes that was offered by MU's Career Center. She has some experience with writing resumes so this part is not difficult for her. The web site has an option to either upload her resume or have the system create one. Since she already has a resume, she uses the "Upload Resume" feature. However, Julie could not find her latest resume because her computer is a mess, so she selects the "Create Resume" button. The PSS leads her through a list of questions, which she answers, and then clicks "Done".

She has been working on several related projects during her master's study so she uploads the artifact files and creates links using the web site template. When she is asked to insert information about evaluations of her work products, she doesn't have that information now and decides to leave it blank.

Now it's time to add her Reflection Statement. Julie isn't really sure this is so she turns to other student's portfolio to figure it out. This is simple to do because the web site links to other students' portfolios. She also notices there is a "Help" button that has answers to her question. Once she has an understanding, she writes a reflection statement and submits the text in the proper field.

The last section is her Area of Interest. Julie has a looked at a list of suggestions and she makes a few choices. She then writes a statement that reflects her specific area of interest. Once she is happy with the statement, she copies the information into the text box that is provided.

After filling out the required information, Julie clicks on a "Check" button, to see if she has filled out all the required information. A message pops up that says "Julie, you did not enter anything into the "Work Product Evaluation" field." Julie is happy about the reminder, but she is still not quite clear about this part, so she decides to think about it, and leave it until next time. She is finished for the day so she clicks "Save" and all of her work is saved for her.

When next time Julie logs in, she fills out all the missing information and edits some of the other sections. She is still waiting for her POS to be approved. Once her POS has been approved, she does some final editing, clicks on a "Preview" button to view her portfolio web site.

She is satisfied with her work and the help the PSS provided. At last she exports her portfolio to her Bengal space. Now she can send a link to her portfolio to Google, along with her application for the summer internship!

Emily is a graduate student at MU in Education Technology and she is on the Technology in Schools (Tis) track. She has continued working as a 6th grade teacher at a public school while completing her Masters. Her daily work with children has given her concrete examples of how technology is embedded in their lives and this has kept her focused on how to use technology to enhance her students learning.

Emily wants to get as much as she can out of her program. She knows she has to turn in a portfolio at the end of her studies so she starts thinking about what she wants to create very early on. She begins by visiting the Portfolio Development web site and then logs into her account using her single sign on.

Using the Portfolio Development site, she has a quick look at the portfolio requirements and reviews all the items that must be included. As a new student, she has not filed a Program of Study (POS) so the system will only give her a list of the items she should include from classes she is currently taking. When she signed up for classes next semester, the system once again tell her what items from those classes should be included. Because she wants to know what to expect, she decides to fill out a POS. She goes to the POS page, fills out the form and submits it to her adviser for approval. Once the POS has been approved, the system will show her what all the items that should be included in her portfolio.

Emily feels that she can't make too many decisions about the design or web site copy right now but the system did informed her she has to submit reflections for each class. The system suggested she use the journal feature so she began accessing the system regularly and keeps notes about each assignment and

project. At the end of each semester she uses the entries in her journal to write a class reflection, which is then stored in the system. The system also reminds her to upload important projects to her Bengal space so they are available as artifacts for her portfolio.

Part of the program includes taking both an intro and intermediate web development course. The Portfolio Development system reminds her that she needs to develop a web site for her portfolio and that she may want to be thinking about the development of that site while she is working on her projects. It is common practice for web developers to reuse snippets of code when building a new web site so she knows it is a good idea to think ahead. She also noticed she has the option of choosing a template for creating the web site. She has decided she wants the challenge and control of building her own web site, although she does look at the templates and follows links to sample sites to see how information is structured and arrange.

During her semester break after taking Intermediate Web Development, Emily uses Dreamweaver begins working on a layout for her portfolio. She does user testing with a graphical representation of the site and make revision based on the initial feedback. She then develops a working draft and tests again. From there she begins to add the data she stored using the PSS and leaves dummy pages for data that will be added later.

Throughout the entire program, she has uploaded her projects to her Bengal space using the PSS. This helps her keep all her data in one place and acts as a backup in case something happens to her computer. Halfway through her program, the Portfolio Development System reminds her to check her portfolio progress. Each time she signs up for classes the PSS lets her know what should be included in her portfolio. She continues to receive gentle reminders to keep writing in her journal and to save data. She is reminded of other aspects of her portfolio like her resume and begins writing that too.

Using the Portfolio system she has been able to stay on top of her portfolio project. When she begins her last semester, she is again reminded of the portfolio deadline. Since she has already created her portfolio web site and been adding to her portfolio over the last two semesters, she knows everything will be ready to submit to her adviser on time.