



College of Education, Health, and Human Services

The attached proposal is submitted by the **EHHS Office of Professional Development and Outreach** for Curriculum Committee review:

- ☐ Foundations, Leadership and Administration
☒ Lifespan Development and Educational Sciences
☐ Teaching, Learning and Curriculum Studies
☐ Health Sciences

(Course # ITEC 4/5/70093) (Instructor: Richard B. Hollis)
Workshop title: **Developing an ePortfolio with WordPress**

- ☒ Workshop (1 credit hour)
☐ Conference/Institute
☐ Special Topics Off-Campus Course

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D. Tiene 9/5/14
Drew Tiene, Program Coordinator Approval Date

Courtney Vierstra 10/9/14
Courtney Vierstra, School Curriculum Committee Approval Date

M. Dellmann-Jenkins 10/13/14
Mary Dellmann-Jenkins, School Director Approval Date

Catherine Hackney, College Dean Approval Date

Comments:



College of Education, Health and Human Services
Office of Professional Development and Outreach

WORKSHOP PROPOSAL FORM

Workshop Title: Developing an ePortfolio with WordPress

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)

2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)

3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)

(Breaks and lunch hours may not be included as instructional hours)

 1 Specify number of credits XXX Undergraduate XXX Graduate

 Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested:

Instructor Information:

Name of instructor: Ben Hollis

Highest degree: Ph.D.

Degree granting institution: Kent State University

Year: 2013

Instructor Status:

 Current KSU faculty

Faculty rank/department _____

 First time instructor for KSU

*First time instructors offering a graduate credit workshop must be granted temporary graduate faculty status (updated annually).
Please include curriculum vita with this proposal.*

 X Returning instructor (Date of last KSU workshop/course taught: Summer 2014)

Brief Instructor Profile:

Instructional Design, Educational Psychology and online learning have been a part of my professional and academic interests for the past 12 years. I currently serve as a Senior Instructional Designer at Kent State University. In this role, I oversee instructional design, online course development and faculty partnerships in over 125 online course sections a semester.

In 2011 and 2010, I won two national awards for online course design with my faculty counterpart, Professor Gary Hanson. We won *Best of Festival - Faculty Interactive Multimedia* and *Best of Web - Team Innovation (3rd Place)* for our online course Media, Power and Culture.

I completed a master's degree in Instructional Technology in 2005 and worked closely with educational technologies and multimedia in academic and corporate settings. I recently completed a doctorate in Educational Psychology with a dissertation study focused on mind wandering and online learning. I teach undergraduate and graduate online workshops and courses in *Web Development* and *Digital Photography* at Kent State University. I also taught *Advanced Multimedia* for the University of Akron.

Workshop Logistics:Preferred location: NA (online)

Specific room:

*(We will attempt to secure your requested room).*Projected enrollment: 10Maximum enrollment: 15*(Please provide a statement of explanation if the maximum enrollment for this workshop is above or below**Please address pedagogical appropriateness and/or resource availability).***Proposed workshop dates:**

From:

To:

Day(s) of the week: NA (online)

Timing (AM/PM)

From:

To:

Date the final assignment is due, if after workshop ending date: NA (due last date of wksp)*(The due date of the last assignment will determine the session to which the workshop is assigned).***Workshop Funding:**

Is this workshop affiliated with a grant?

Yes___No: X

Type of grant _____

Will the instructor's salary be paid by the grant?

Yes___No: X

Will the participant's tuition be paid by the grant?

Yes___No: X

Grant account # _____

Technology in Instructional Delivery:

Please indicate if this workshop will involve any of the following:

☐ Traditional face-to-face☐ Computer-based instruction requiring lab times☒ **Distance learning/Online**☐ Hybrid face-to-face & Online

Workshop Audience and Content (attach additional sheets if necessary):

Describe in detail the workshop's intended audience.

This workshop is intended for ITEC majors and any student who needs a free alternative for creating and organizing an electronic portfolio. As such, I anticipate at all majors in KSU could potentially be interested in this platform for showcasing their academic work.

List the workshop's goals and objectives.

The workshop goals are to familiarize students with the essential features of WordPress used to create and organize blogs and websites. By the end of the course (objectives), students will know how to:

- **Create a WordPress.com account and modify settings**
- **Develop simple web pages with WordPress**
- **Develop a blog with WordPress**
- **Compose and organize blog entries and web content**
- **Manage photos and digital media in a WordPress site**
- **Customize themes and features in a WordPress site**

What knowledge, skills or expertise will participants have attained upon completing the workshop?

No prior knowledge in WordPress is required. Students should have a working knowledge of basic computing; eg: web browsing, word processing, file management and lite electronic media literacy (eg. importing photos to a computer).

(Method of Evaluating Participants) Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

See course syllabus.

(Graduate Student Requirements) Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

See course syllabus for added graduate requirements in each project and an additional final project.

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
 2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
 3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
 (NOTE: Breaks and lunch hours may not be included as instructional hours)

| Session Date | Instructional Contact Hours | Outside Class Contact Hours | CONTENT OUTLINE |
|--------------|-----------------------------|-----------------------------|---|
| Week 1 | 7.5 | 11.25 | <p>Topics/Themes: WP.com vs WP.org Getting Started / Creating an Account The Dashboard Settings Blogs vs Static Websites Categories & Tags Writing & Editing Widgets & Sidebars Themes (Basic)</p> <p>Readings (if applicable): NA. Video tutorials and some instructional exercises.</p> <p>Assignments (if applicable): Projects 1-3. See syllabus.</p> |
| Week 2 | 7.5 | 11.25 | <p>Topics/Themes: Media (Photos and Videos) Short Codes Social Media Advanced Themes Features WP Mobile Apps</p> <p>Readings (if applicable): NA. Video tutorials and some instructional exercises.</p> <p>Assignments (if applicable): Project 4 and Project 4². See syllabus.</p> |

TOTAL INSTRUCTIONAL CONTACT HOURS: 15

TOTAL OUTSIDE CLASS CONTACT HOURS: 22.5

Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

No texts required. Instructional tutorials and exercises will be provided.

Marketing:

In 75 words or less, please give a description of the workshop for marketing purposes. This description may be edited to conform with Kent State University style guidelines and/or to maximize marketing effectiveness.

WordPress is one of the most highly used platforms on the web. It provides users with the tools needed to create blogs or websites with ease. Within minutes, beginners can create a dynamic website or blog with a sharp design and zero coding required .. for free! In the two-week workshop, students will complete an ePortfolio that showcases their KSU coursework all within the WordPress.com environment.

Please forward this completed form and the workshop syllabus that will be utilized for students to:

*Elizabeth Cochran
Office of Professional Development and Outreach
College of Education, Health, and Human Services
Kent State University
418 White Hall, P.O. Box 5190
Kent, Ohio 44242
330-672-0538
efcochra@kent.edu*

ITEC 4 / 50093 – Developing an ePortfolio with WordPress

Kent State University

Instructor: Ben Hollis, Ph.D.
Email: rbhollis@kent.edu

Office Hours: by appointment

Course Description

WordPress is one of the most highly used blogging and website platforms on the market. It provides users with web-writing tools, widgets and themes to author and maintain blogs or websites with ease. Within minutes, beginners can create a dynamic, website and/or blog with a sharp visual design .. zero coding required .. *for free!*

WordPress is also highly extensible. Users can easily add dynamic content, such as polls, calendars and photo slideshows and connect to social media outlets, like Facebook and Twitter. WordPress users can also manage blog entries and webpages with mobile applications for the iPhone, iPad and Android devices.

This dynamic platform makes WordPress an excellent choice for creating and managing an ePortfolio. An ePortfolio is a collection of academic artifacts (eg. projects, papers, presentations, videos) and reflective works (eg. blogs, journals) that demonstrate experience and expertise in your field of study. WordPress provides tools help easily organize, categorize and display various forms of media and written within sharp, modern web designs.

The focus of this workshop is to learn the essential operations and controls of WordPress and begin to understand fundamental and some advanced techniques for creating a blog and/or website in the wordpress.com environment. Through the two weeks, students will complete an ePortfolio that showcases artifacts from KSU coursework and blog reflections within WordPress.

Course Organization

Wordpress is as a 100% online workshop. Course materials will be delivered in Blackboard (<https://learn.kent.edu>).

Course Objectives

At the close of this course, students will know how to:

- Identify the various types and utilities of academic ePortfolios
- Design an academic ePortfolio
- Collect, organize and display academic artifacts in WordPress
- Create a WordPress.com account and modify settings
- Develop simple web pages and blogs in WordPress
- Compose and organize blog posts and web content
- Manage photos and digital media in WordPress
- Customize themes and features in WordPress

Software and Textbook

No software or textbooks purchases are required for this course. Instructional tutorials and exercises will be provided.

Course Schedule

| Week | Topics | Project(s) | Due Sundays, 11pm |
|------|--|---|-------------------|
| 1 | WP.com vs WP.org Getting Started / Creating an Account The Dashboard Settings Blogs vs Static Websites Categories & Tags Writing & Editing Widgets & Sidebars Themes (Basic) | Project 1: WP Account Project 2: WP Terms & Features Project 3: WordPress Basic | Date / Time |
| 2 | Media (Photos and Videos) Short Codes Social Media Advanced Themes Features WP Mobile Apps | Project 4: WordPress Advanced | Date / Time |

**Project 4²: WordPress Plan - graduate students only

Grading Policies

This workshop is S/U graded. Students must complete all projects according to individual project specifications to earn an S.

Your WordPress site must contain content that is academically appropriate. Images and text must be appropriate enough for featured use in a professional-academic portfolio. Failing to produce academically appropriate materials will result in a U for the workshop.

Projects

Project 1: WP Account (10pts)

In this project, you will establish a wordpress.com account and adjust a few basic settings. Then, submit your WordPress URL to Blackboard.

Project 2: WP Terms & Features (10pts)

It's easy to get started in WordPress. But the menus and submenus need explored and understood before moving too far forward. In this project, you will complete an exercise that tests your ability to identify essential features, settings and functions. Don't worry. You can take this test/exercises as many times as needed.

Project 3: WordPress Basic (40pts)

By the end of week 1, you will establish your WordPress blog / homepage. Blog posts must be relevant to your field of study. Pages and artifacts (eg. projects, presentations, papers) must be related to your academic progress. See the rubrics below for requirements per degree category.

| Rubric (undergrad) | |
|---|--------------|
| Post (1) | 10 |
| Page (1) | 10 |
| Post organized by at least (1) category | 5 |
| Post has at least (1) tag | 5 |
| WP site has a new theme | 5 |
| Sidebar has at least (1) new widget | 5 |
| Total | 40pts |

| Rubric (masters) | |
|--|--------------|
| Post (2) | 10 |
| Page (2) | 10 |
| Posts organized by at least (1) category | 5 |
| Posts have at least (2) tags | 5 |
| WP site has a new theme | 5 |
| Sidebar has at least (2) new widgets | 5 |
| Total | 40pts |

| Rubric (phd) | |
|---|--------------|
| Posts (3) | 10 |
| Pages (3) | 10 |
| Blog entries organized by at least (1) category | 5 |
| Blog entries has at least (2) tags | 5 |
| WP site has a new theme | 5 |
| Sidebar has at least (3) new widgets | 5 |
| Total | 40pts |

Project 4: WordPress Advanced (40pts)

By the end of week 2, you will add the finishing touches to your WordPress site. Blog posts must be relevant to your field of study. Pages and artifacts (eg. projects, presentations, papers) must be related to your academic progress. See the rubrics below for requirements per degree category.

| Rubric (undergrad) | |
|--|--------------|
| Posts (2) | 5 |
| Pages (2) | 5 |
| Posts organized by categories & tags | 5 |
| Theme contains at least (1) custom feature | 15 |
| (1) photo, photo gallery or video | 10 |
| Total | 40pts |

| Rubric (masters) | |
|---|--------------|
| Posts (4) | 5 |
| Pages (4) | 5 |
| Posts organized by categories & tags | 5 |
| Theme contains at least (2) custom features | 15 |
| (2) photos; (1) photo gallery or video | 10 |
| Total | 40pts |

| Rubric (phd) | |
|---|--------------|
| Posts (6) | 5 |
| Pages (6) | 5 |
| Posts organized by categories & tags | 5 |
| Theme contains at least (3) custom features | 15 |
| (4) photos; (1) photo gallery or video | 10 |
| Total | 40pts |

Point Breakdown

Undergraduate

| | |
|--------------|---------------|
| Project 1 | 10pts |
| Project 2 | 10pts |
| Project 3 | 40pts |
| Project 4 | 40pts |
| Total | 100pts |

Masters & PhD

| | |
|--------------|---------------|
| Project 1 | 10pts |
| Project 2 | 10pts |
| Project 3 | 40pts |
| Project 4 | 40pts |
| Total | 100pts |

Masters & PhD Students

S 100pts – 80pts

U 79pts – 0pts

Undergraduate Students

S 100pts – 76pts

U 75pts – 0pts

Late Work & Unsatisfactory Grades

Projects submitted late (Sundays by 11:01pm are marked late) will receive **-1.5pts** per day past the deadline.

Graduate students earning 79pts or less will receive a U for the wksp. Undergraduate students earning 75pts or less will receive a U for the wksp. Problems with Blackboard do not excuse late work.

Policies & Expectations

office hours

I will hold office hours **by appointment only**.

email and electronic communication

You may email me at rbhollis@kent.edu. Due to FERPA regulations, I do not communicate grades or course-related materials to non-KSU email addresses.

Do not expect an immediate response. You may get a quick response, but you cannot rely on one. I will try to respond within 24 hours. Use the discussion boards as technical forums during the week to support your classmates. Often times in our field, we cannot contact software vendors or application experts directly, but we need support in our pursuits for learning new technologies; technical forums are outstanding resources for troubleshooting, so let's build one if needed.

Check your KSU email at least every 2nd day.

online discussion

Often times in our field, we cannot contact software vendors or application experts directly, but we need support in our pursuits for learning new technologies; technical forums are outstanding resources for troubleshooting, so let's build one if needed.

online etiquette / netiquette

Taking an online course and corresponding via email and discussion board presents communicators with the task of overcoming the lack of nonverbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
3. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. Review, review, then send. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.

6. The language of the Internet. Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-(), but avoid overusing them.
7. Consider the privacy of others'. Ask permission prior to giving out a classmate's email address or other information.
8. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
9. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

Adapted from Source: <http://www.kent.edu/dl/Technology/Etiquette.cfm>

form and style of submitted work

All work is to be submitted in Blackboard, as assigned.

fair use and copyright

You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within Blackboard, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside Blackboard, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work does not own the original copyright itself.

As a rule of thumb, be cautious, cite original authors, keep materials in Blackboard and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!

regarding students with disabilities

(Revised 6/01/07)

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <<http://www.registrars.kent.edu/disability/>> for more information on registration procedures).

administrative policy regarding student cheating and plagiarism

- (A) Purpose. Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.
- (B) Definitions. ... continued <http://www.kent.edu/policyreg/chap3/3-01-8.cfm>

Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor.

This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.