

**Wordpress, Online Curriculum Vitae/Resume Portfolios, and a Path
Towards Understanding and Implementation through Instructional
Design**

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In many ways instructional design is like designing a Turkish mosaic lamp. I have lived in Istanbul for two years now and found myself on a fieldtrip recently with students to Cappadocia where many of these fine lamps are made. The students and I participated in a morning workshop where we were given an opportunity to design and build our own small mosaic lamps. While I cannot say that my lamp was as spectacular as the one pictured on the right, I can definitely appreciate the work that goes into the creation of each lamp just as I can now better appreciate the job of the instructional designer.



Just as in the lamp maker, the designer must consider many aspects before beginning work. A true lamp maker might be asked to create a specific lamp for a specific customer for a specific room or place within the home or business. In a similar fashion, the instructional designer must analyze and determine the needs of the students based upon relevant factors found in the community, the environment, the student population, and the curriculum. Attitudes towards instruction and possible points of failure must also be considered if the true intention of the lamp is to light a student's educational path.

When creating our lamps in Cappadocia, we were given a myriad of colored bits of glass, small translucent beads, and a paste-like glue to adhere these tiles to a preformed glass bulb that would form the base of our lamp. Before any gluing could begin, a marker was given to each of us so that we could trace out a rough design of our patterns upon the blank ball of glass. This process is not unlike the one undertaken by the instructional designer when instructional strategies are considered based upon a needs assessment. Choices must be made as to what type of knowledge or skill is being conveyed through the lesson. These choices might lead the designer to use organize the lesson in a particular fashion or to include (or exclude certain information). For example, in a lesson calling for a declarative strategy, the designer may choose to pair information, list facts, engage in organized discourse, link new knowledge with old, or engage in elaboration. After erasing and redrawing my fifth design upon my unformed lamp, the importance of strategy become clear.

Once a mosaic lamp is marked it is time to start to apply the tiles that will color the world of the blank bulb given at the beginning of the process. So too does the instructional designer begin to color the world of instruction when moving onto the creation of materials that have been so painstakingly designed. As in lamp making, one must choose the proper tools and colors so that the finished product creates the desired effect when the lamp is finally turned on for the first time. In the context of this design technology, this image reflects the choice behind what technologies to employ and which to leave out so that the learning goal remains the focus and not the use of tools.

Finally, after struggling with sharp glass, glue, and small beads, the lamp designer realizes the moment of creation when turning on the light for the first time. Only then will it be known whether all the work was worth the effort. So too does the instructional designer only realize the fruits of labor once the implementation of materials has been completed and the evaluation process begins. Through one-to-one evaluation, small group, and field testing, the designer gathers feedback and begins to understand the value of the process undertaken. In a similar way, the lamp maker only understands how well his art is received once others view it and give him praise and criticism.

In Smith and Ragan's *Instructional Design*, they outline the advantages of this process for the instructional designer. These advantages include the encouragement of advocacy of the learner. Proper Design also supports effective, efficient, and appealing instruction. It encourages coordination, facilitates diffusion, and supports alternate delivery systems as well as facilitating congruence among objectives, activities and assessment. Finally, good design provides a systematic framework for dealing with learning problems (Smith & Ragan, 2005, pp.11-12). As the term progressed I began to understand that better the path taken by both the Turkish Mosaic Lamp Maker and the Instructional Designer.

Throughout the semester, I have found myself being challenged. During our first discussion we were asked figure out what exactly an instructional designer does. I found this task rewarding since it illuminated the fact that Instructional Designers are not relegated to the educational field. I found job postings for instructional designers in the banking, business, and positions within state and federal government. As the semester progressed I also better understood the difference between what an instructional designer does and a teacher. Although instructional designers might be teachers and teachers should understand the fundamentals of instructional design, designers do not have to be content experts in order to design successful instruction. Familiarity with the content is helpful and working with a subject matter expert throughout the term has helped generate a more efficient design.

My ID final project this term was based on a need already identified by the administration for our school. This need involved training all staff members to create their own online Portfolio CV/Resumes so that teachers understood that the school supported their professional growth and development. The ID project merged nicely with this goal and I discovered a way that my studies could directly impact my working environment. As the development process continued I learned about making measureable goals that could be recorded and that the work 'understanding' is thrown around carelessly in educational circles. Furthermore, this project gave me the chance to speak with colleagues I rarely interact with professionally. I found out more about the overall attitude the staff has towards technology and discovered that it was a remarkably positive one.

My own classroom instruction has changed as a direct result of my studies. I am paying particular notice to evaluations and if they are indeed measuring what I intend them to. I find myself looking back on previous lessons and identifying the constructivist or behaviorist strands running through them and aligning the activities. The largest change for me has been a renewed focus on the student centered learning environment, which was a focus of one of our discussions. I am striving much more to create space in my curriculum for students to explore their own passions and learn what they will within the criteria guidelines I must operate under.

At Istanbul International Community School I am the secondary music teacher. Some may see Music as a course of lesser importance than Math or Science but I strive everyday to bring together the massive tapestry that is 'Music' so that my students can learn from its beauty and marvel at its brilliance. Technology has been an awesome tool for me in the past and I'm continuing to discover different ways to create the broad yet stable environments for my students to explore in. Creating my own web sites, using Dropbox, and *Wordpress* has helped me unify students in and outside of class. It also serves as a useful framework for students so that they better understand learning goals and can keep track of the summative and formative assessments that permeate an IB school like IICS. I have experimented with making mind maps in my grade eight music history class as a way of collectively understanding the connections between composers. I can't say as the experience was a complete success but it has made me consider avenues of instruction that I had previously not considered.

In the future I would like to explore 3D virtual environments like *Second Life* and discover what uses this virtual environment might have in an educational setting. I can see where control over the entire learning environment could be very useful but may also be very challenging since it may leave little room for unplanned discovery by students. It is unclear as to how instructional design will have to adapt in order to function in virtual worlds but I would be surprised if the basic tenants and principals change overly much. I believe that you are using technology appropriately as long as it's use is driven by assessment, design, implementation, and evaluation process. Ultimately 3D worlds and like technologies might allow the instructor a status closer to the benevolent facilitator rather than the 'sage-on-stage.' I believe this to be a worthy goal and one that my class this term has brought me closer to realizing.

Work Cited: Smith, P. L., & Ragan, T. J. (2005). <i>Instructional Design</i> . Hoboken, New Jersey, United States: John Wiley & Sons Inc.

Section 1: Topic

1a. Learning Goal:

The staff at Istanbul International Community School will demonstrate significant improvement in their ability to create their own basic online Curriculum Vitae/Resume Portfolios using the blogging site *Wordpress* and they will be able to reiterate why *Wordpress* was chosen for this purpose and where they can go for further support.

1b. Description of the audience:

The staff at Istanbul International Community School comprises a multiplicity of nationalities, ages, genders, experience levels, and familiarity with technologically based initiatives. All instruction is given in English and all teachers are certified within their countries of origin with at least two years of international teaching experience before coming to IICS.

1c. Rationale

The genesis of this learning design is based in an initiative already begun by Istanbul International Community School. At the beginning of the 2010-11 school year, teachers were separated into working groups. The task given to this author's working group was to investigate how staff members might easily create their own online portfolio CV/Resume portfolios. The working group decided that locally hosted sites based on the *Wordpress* blogging engine would allow for the greatest ease and flexibility for our staff. Therefore, the only remaining goal for this author's working group is to explain our process to the entire staff as well as helping them to upload content and format their own CV/Resume portfolios'. It is the intention of the following instructional design to meet this need.

The initial implementation of the underlying technology for this learning design was resolved for the teaching staff. This support included the design and creation of an official IICS CV/Resume portfolio template and the creation of a basic page for all staff members based on the template. This support allows the teachers to focus on the creation, uploading, manipulation, and specific formatting of their CV/Resume portfolio. The information required for teachers to reiterate the decision to use *Wordpress* is highly declarative in nature with little room for interpretation or variance. These narrow instructional focuses, intensive support structures, and generally predictable outcomes make the following design heavily supplantive in its overall strategy.

At this point it is important to note that the ultimate goal for our author's working group requires two different instructional design techniques. The first part of the goal states that teachers will be able to reiterate why *Wordpress* was chosen for the purpose of creating online CV/Resume portfolios. The second part requires that IICS teachers *demonstrate significant improvement in their ability to create their own basic online Curriculum Vitae/Resume Portfolios* and know *where they can go for further support*. In the subsequent two paragraphs both sections of this overall goal will be discussed in reference to the instructional strategies to be employed.

In order to allow teachers to *reiterate* the reasoning behind the decision to use *Wordpress* they must first understand the reasoning behind this decision. To facilitate this understanding, *Declarative Knowledge Instruction* will be employed. Declarative knowledge instruction is based around the simple relay of facts and information to the intended learners with the hope of increasing their knowledge base about a topic. This type of instruction can lead to instructional goals that are higher on the *Bloom's Taxonomy* scale such as *reiteration*. In this case, teachers at IICS will be informed why *Wordpress* was chosen above other online CV/Resume portfolio options available. Certain positives will be stressed such as ease of use, security, transferability, and flexibility. Through the declaration of reasons behind the working group's decision, it is expected that teachers will be able to understand and reiterate these decisions when asked to do so on a subsequent surveys that will assess them based on the declarative knowledge given during instruction. Furthermore, after instruction is given on how to use *Wordpress*, teachers will then be told where to go for further support which is also highly declarative in nature.

The second part of the overall learning goal requires that the learners *demonstrate significant improvement in their ability to create their own basic online Curriculum Vitae/Resume Portfolios*. To that end, a *Learning Procedures* strategy makes the most sense. A *Learning Procedures* approach is usually well defined with concrete steps, decision points where learners can embark down one instructional path or another, and a limited set of outcomes. Such a learning strategy is oftentimes used to teach the principals and practical applications for mathematical equations or scientific formulae. In this instance, learners will be presented with a series of goals that they may or may not wish achieve with regards to their online CV/Resume portfolios. Instruction will then be given in a sequential manner that will result in the achievement of the desired goal. For example, one teacher may wish to add a picture to his page, which constitutes a *decision point* with regards to a *Learning Procedures* approach. In order to achieve the proper display of his picture, the teacher must first learn how a picture is uploaded and formatted for display in *Wordpress*, which is a set procedure. The design instructor will then support the desired goal of a displayed picture by providing the necessary steps for proper display and formatting as well as offering support if the teacher gets lost amongst the picture formatting options of the *Wordpress* engine.

Section 2: Analysis Report

2a. Description of the Need

To better determine the learning needs of the teaching staff at IICS with regards to online CV/Resume portfolios, a survey was developed and administered to a representative portion of the staff. The representative portion was balanced amongst male and female, nationality, primary instructors and secondary, department, years experience, and technological inclination. This selective approach was employed in favor of a random sample to ensure a balance in the factors listed previously and the intentional limit on responses. The survey was administered via *Google Forms* and completed on personal laptops over the course of an in-service day. The complete survey can be found at <http://tinyurl.com/6hjdcg9> and a complete results report can be found in the appendices (along with the survey questions). A full copy of the results is in Appendix 1.

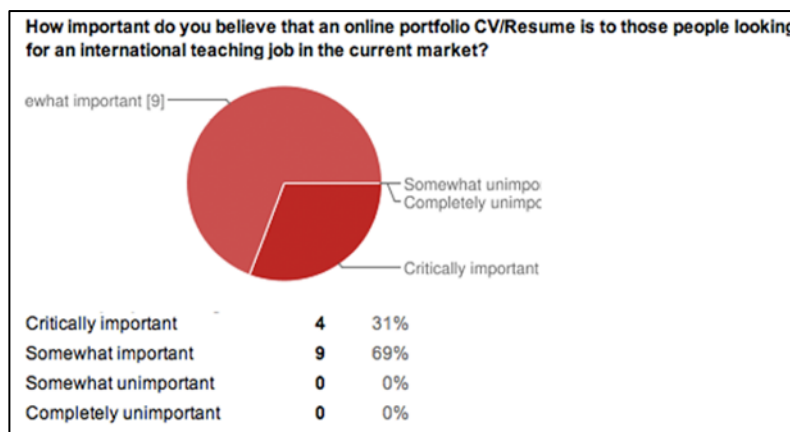
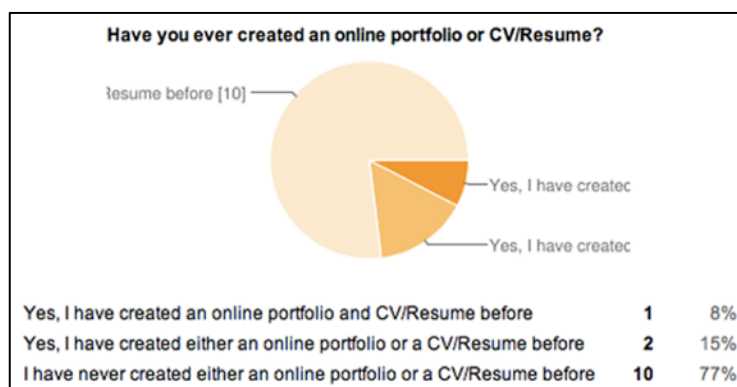
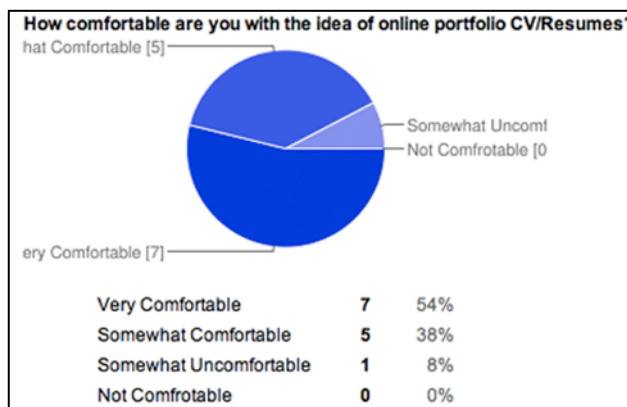
The questions of the survey were designed to probe two areas of concern for the following instructional design. First, questions concerning general feelings behind online CV/Resume portfolios were asked to ascertain the faculty's general learning attitude towards the forthcoming task. The next series of questions endeavored to find out what experience the IICS faculty might already have with regards to blogs, *Wordpress*, the manipulation of online content, and what attitudes exist towards learning requisite skills.

The responses to the survey yielded some surprising and encouraging results for the forthcoming instruction. Ninety-two percent of responders report being at least somewhat comfortable with the idea of online CV/Resume portfolios despite seventy-seven percent admitting that they have never created such online content before. Furthermore, none of the responders believes that the creation of online CV/Resume portfolios is unimportant with thirty-one percent believing it is of critical importance. This result means that less time will be spent altering attitudes about the instructional goal, which leaves more time for the instruction requiring a *Learning Procedures* approach.

The survey also indicates that a definite training need exists with regards to *Wordpress* and, as before, attitudes towards such training are remarkably positive. For example, only eight percent of respondents believe it unlikely for them to grasp the skills necessary for working with *Wordpress* to create an online CV/Resume portfolio. Half of respondents would need extra support in the form of supplemental online tutorials covering the skills taught during instruction and eighty-four percent would like help preparing digital materials prior to instruction.

These results point to two possible support solutions with regards to the current instructional design. A pre-lesson might be given on how to prepare content for upload to an online CV/Resume portfolio or generic content might be provided for the IICS teachers that they may upload as a model for future action when their content is ready. In this case the preferable option would be to do both a pre-lesson on content generation and providing generic content.

The final critical piece of information gleaned from survey results points to a shared concern amongst the learners. On the last question of the survey, many teachers expressed a concern over the amount of time they would have to practice



their new skill set during the lesson. Due to the universally positive attitudes towards the intended lesson goals, time that would have been spent changing negatives dispositions can now be dedicated towards structured work time where teachers will be applying the skills they've learned. This final question has both saved time during the lesson and addressed a concern amongst the learners.

2b. Description of Learning Context

Istanbul International Community School will be the context for this instructional design task. IICS has undergone some radical changes in the past year. There is a new headmaster and principal in secondary school. This new management has brought about a lot of fresh thinking and new ideas but it has also brought about the anxiety that change often brings. There is a rush within the school towards becoming more technology up to date. At the beginning of this year the school went to a one to one laptop program and all classrooms are outfitted with LCD projectors and most have smart boards. We've implemented a schmoodle online learning platform and many of the daily systems around the school have become automated. All of this new technology has meant a fair bit of technological training. Most of the training has been less than engaging. It is usually delivered by company representatives or our plain, but competent, IT chief. Therefore, it is this author's intention to make the following lesson design more appealing with a bright, dynamic, and eye-catching presentation along with a humorous element that will keep everyone's attention.

2b.1: Learning Context

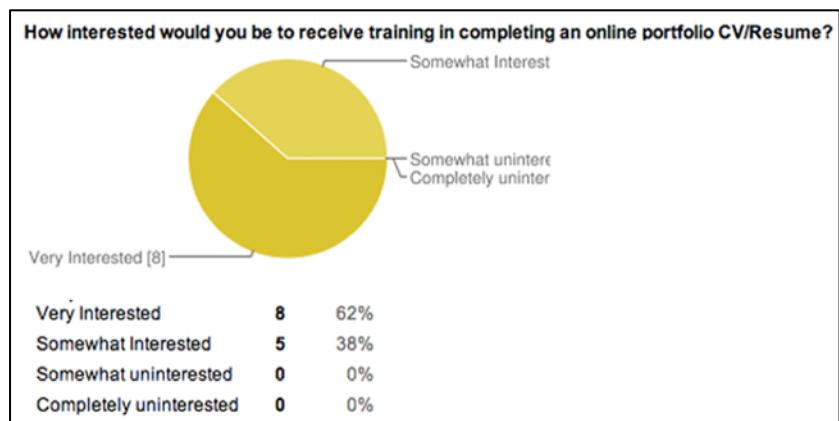
The online CV/Resume portfolio lesson will take place in the lower school IT lab. Instruction will be split into two groups of approximately twenty staff members. The primary IT lab will provide a computer for every teacher and the instructor will have access to his own computer and an LCD projector. The instructor and SME for this design is Mr. Brycen Davis, an IT design specialist and instructor in IT at IICS.

2b.1: Transfer Context

The skills taught during the online CV/Resume portfolio lesson are heavily transferable outside of the context of the immediate goal. Once properly trained, teachers will have an understanding of what blogs are and how to create their own which can be useful in their own lessons or in their personal life. Teachers will also gain an understanding of how to manipulate digital media, upload it, and format it attractively within their page. Such skills will be invaluable when working with other digital materials as the school, and their lives, become increasingly digital.

2c. Description of the Learners

International Schools are, by very definition, culturally rich environments and the teaching staff is no exception. Teachers come from over a dozen different countries and are oftentimes bilingual or trilingual. All instruction, however, is given in English and all teachers are fluent speakers. At IICS there is a great emphasis placed on self-improvement, curiosity, and collegiality. Language and cultural issues could easily be mistaken as a barrier to these ideals but these are constant factors for everyone at the school. Everyone is a *stranger in a strange land*. Commonality renders usual divisions less important. The one to one laptop program has increased the staff's general technical proficiency. All attendance, grades, and student information are done via an online system along with the implementation of a virtual school via schmoodle. The survey mentioned previously supports these observations by confirming that the current staff is highly motivated to learn, growing in technical skill, and concerned about having enough time to absorb the skills on offer.



What is your greatest question or concern knowing that the school is implementing online Portfolio CV/Resumes?

Time time to do it properly will we get proper / adequate training by qualified staff? if training be, will we actually get time to create the online resume during the session so we actually leave with somethi concrete?

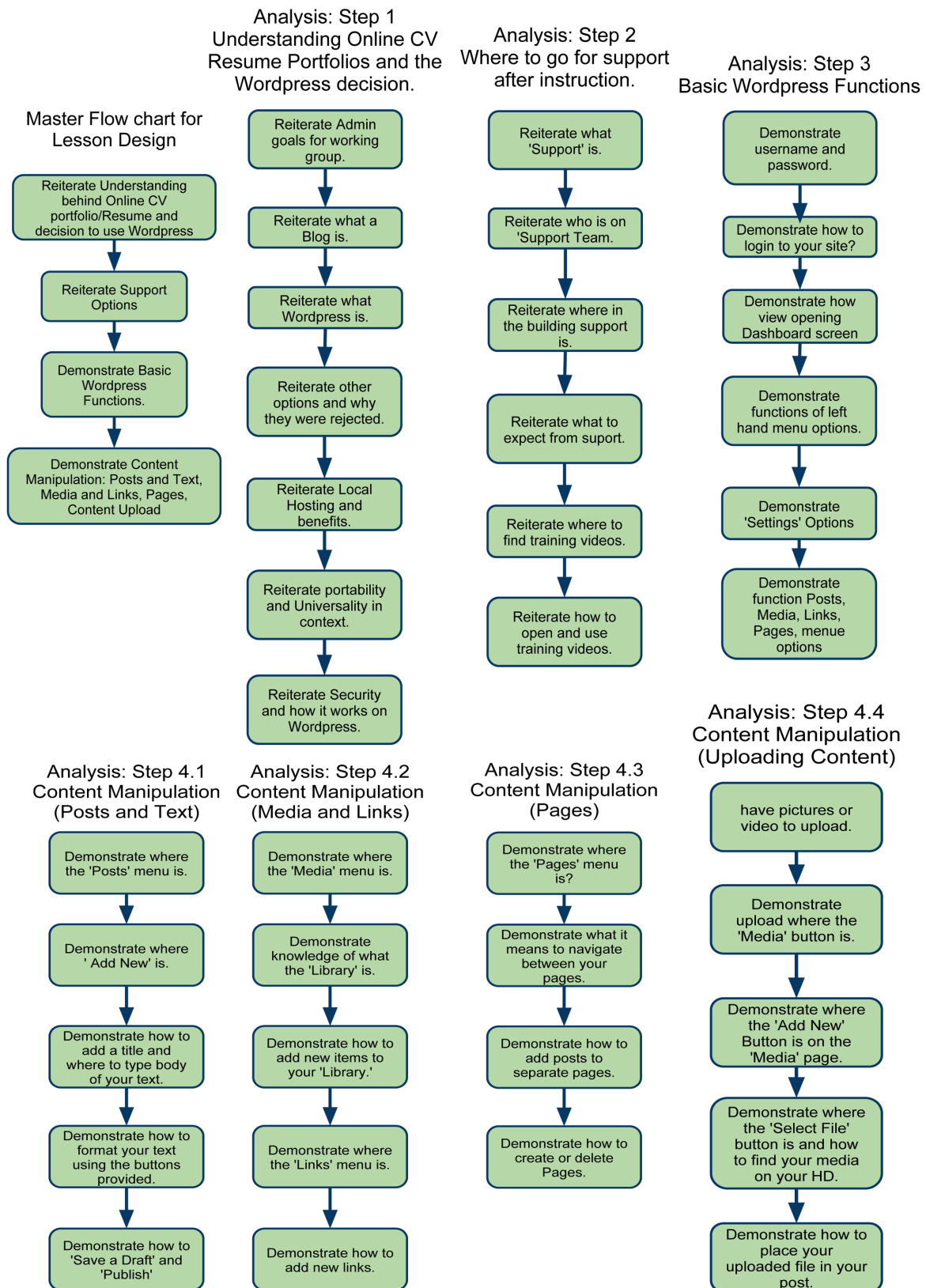
that people use it effectively... when do we get started?

Time and training to make it possible and a computer and email that works consistently

Whether or not the online portfolio will be required or optional. It might be nice to offer it as an option the first year, then make it a requirement after its been proven effective and teachers who are not comfortable with it can see

2d. Learning Task Analysis

The following flow charts were designed for the online CV/Resume portfolio lesson from the learner's point of view.



2d. Learning Task Analysis (Continued)

The following flow charts were designed for the online CV/Resume portfolio lesson from the learner's point of view.

Section 3: Planning

3a. Learning Objectives (list)

Learning Objectives Statements:

- I. *Learners will reiterate their understanding of Online CV/Portfolios and why Wordpress was selected and for this purpose.*
 - a. Learners will be able to reiterate the following:
 - i. Administration's task delegated to Online Portfolio CV/Resume working group
 - ii. What is a blog
 - iii. What is *Wordpress*
 - iv. Why were other online avenues rejected
 - v. Local hosting and benefits
 - vi. Portability/Universality
 - vii. *Wordpress* Security
- II. Learners (teachers) will be able to describe where they can go for support on *Wordpress* and related topics.
 - a. Learners will be able to describe the following:
 - i. What 'Support' is
 - ii. Who is on the 'Support' Team
 - iii. What to expect from support
- III. Learning Objectives Statements: *Through Progress on personal pages, learners (teachers) will show how Wordpress is used to create their CV/Resume's.*
 - a. Learners will demonstrate the following basic *Wordpress* Functions:
 - i. Username, password and site address
 - ii. Logging in
 - iii. Dashboard and basic overview
 - iv. Left hand side menu options
 - v. 'Settings' options
 - vi. Basic functions of Posts, Media, Links, Pages,
 - b. Content Manipulation (Pages)
 - i. Find 'Pages' menu
 - ii. Navigate amongst pages and what it means for posts
 - iii. Post on different pages
 - iv. Create and delete pages
 - c. Media and Links
 - i. Find 'Media' and 'Links' menus
 - ii. Find 'Library' (Media and Links)
 - iii. Fine 'Add New' (Media and Links)
 - d. Content Manipulation (Uploading Content)
 - i. Do you have content to upload (if not provide 'generic' content)
 - ii. Find the 'Media' button
 - iii. Off of 'Media' button find 'Add New' button
 - iv. Find 'Select File' button
 - v. Find content on hard drive
 - vi. Formatting of content after upload

3b. Matrix of Objectives, Bloom's Taxonomy, and Types of Learning

Objective Number ⁽¹⁾	Bloom's Taxonomy Classification ⁽²⁾	Strategy to be employed to teach the objective ⁽³⁾	Type of Learning ⁽⁴⁾
I	Comprehension	<i>Supplative</i>	Declarative
Ia. (i-vii)	Comprehension	<i>Supplative</i>	Declarative
II	Comprehension	<i>Supplative</i>	Declarative
IIa (i-iii)	Comprehension	<i>Supplative</i>	Declarative
III	Application	<i>Supplative</i>	Procedural
IIIa.	Application	<i>Supplative</i>	Procedural
IIIb.	Application	<i>Supplative</i>	Procedural
IIIc.	Application	<i>Supplative</i>	Procedural
IIId.	Application	<i>Supplative</i>	Procedural

3b. ARCS Table

ARCS Motivational Strategies Plan

Project Goal Statement: *The staff at Istanbul International Community School will demonstrate significant improvement in their ability to create their own basic online Curriculum Vitae/Resume Portfolios using the blogging site Wordpress and they will be able to reiterate why Wordpress was chosen for this purpose and where they can go for further support.*

ATTENTION
A.1 Perceptual Arousal
> Interesting, bright, engaging Keynote/PowerPoint/ Humor/ Active teaching style
A2. Inquiry Arousal
> Ask questions on materials as they are being taught and offer rewards (Candy)
A3. Variability
> Vary pace, dynamic. Move about the classroom. Use 'clicker' to change slides = mobility

RELEVANCE
R1. Goal orientation
> Prescribed Admin goal and survey indicates need. Content, expertise, patience.
R2. Motive matching
> At 'Decision Points' learners will choose what to create. Portfolio is theirs = ownership
R3. Familiarity
> Current tech initiatives in the school. Laptop experiences. Schmoodle uploads/ digital content

CONFIDENCE
C1. Learning requirements
> Positive feedback. Active engagement. Example of possible site. Slow digestible steps. Repeat.
C2. Success opportunities
> Praise steps as completed. Option to 'leave-me-alone-to-work' Before and After realization
C3. Personal control
> When they see their Resume's take shape and a continuing dialog after lesson for support.

SATISFACTION
S1. Natural consequences
> Provide teachers opportunities to revisit skills, demonstrate, improve, build new sites, blogs
S2. Positive consequences
> A functioning, practical Online Portfolio CV Resume that can get them a job
S3. Equity
> Positive re-enforcement. Candy or other rewards. Showcasing work if permitted.

Keller, J. M. (1987). The systematic process of motivational design. *Performance & Instruction*, 26 (9/10), 1-8.

Section 4: Instructors Guide

Note: The following is an outline of the speech to be given as the slide show is presented. Please note the online portfolio Curriculum Vitae/Resume is referred to on occasion as P CV/R.

Introduction

1. Administer pre-lesson survey so that learning may be gauged: <http://tinyurl.com/5wzzr9d>
2. Turn on projector and begin slide show
3. Open with a welcome (Slide 1)
 - a. Stress collegiality
 - b. The important nature of the work before us
 - i. Ensuring your future
 - ii. Ensuring your achievements are properly documented and recorded
 - iii. The importance of the product for the job hunt.
4. Click to next slide and let learners (teachers) enjoy the humor of the slide as an attention getting slide. (Slide 2)
5. Detail goals for upcoming Learning goals and establish purpose. (Slide 3)
 - a. Demonstrate significant improvement in your ability to create your own online Curriculum Vitae/Resume Portfolios.
 - b. To Reiterate why Wordpress was chosen for this purpose and where you might go for further support after this instruction.
6. Arouse interest and motivate. (Slide 4)
 - a. In the International Community, getting your information where it needs to go is key!
 - b. Search Associates and International School Services are not enough anymore.
 - c. Online CV/Resumes showcase your achievements clearly putting your best foot forward
 - d. You can reach the widest possible audience with a focused message about your skills
 - e. Getting an interview before a job fair saves time and getting hired without going to a fair saves money!
7. Preview of Activity (Slide 5)
 - a. We will explore what *Wordpress* is and how this tool was settled upon
 - b. We will explain your support options after the lesson is over so that you can continue to use the online P CV/R's well into the future.
 - c. We'll explain where your site is and how to access it.
 - d. We will demonstrate and let you explore the basic functions of *Wordpress*
 - e. We will demonstrate and let you explore how to upload and format content for viewing within your P CV/R site.
 - f. We'll have plenty of work time where you'll be able to ask questions and get immediate support.

Body

1. Recall prior knowledge (Slide 6)
 - a. Mention the media generation training that all learners (teachers) should have already taken part in they should have media ready to use in this lesson.
2. Example of Completed CV Resume (Slide 7)
 - a. This is what can be expected from the lesson but it is not all that can be accomplished.
3. Gain attention (Slide 8)
 - a. Humorous slide to regain attention.

4. Prompt /Use of learning strategies learning strategies (Slides 9-26)

Slide 9: Detail reasons for the online P CV/R's and put commonly held misconceptions to rest.	Slide 18: Instructs on how to find login to Wordpress online p CV/R templates
Slide 10: Covers basic knowledge and terminology	Slide 19: Video Slide (Play Slide)
Slide 11: Answers the question of why Wordpress was chosen.	Slide 20: Video Slide (Play Slide)
Slide 12: States specific pros to Wordpress	Slide 21: Video Slide (Play Slide)
Slide 13: States specific cons to Wordpress	Slide 22: Video Slide (Play Slide)
Slide 14: Informs on support.	Slide 23: Video Slide (Play Slide)
Slide 15: Begins training of how to find premade Wordpress online p CV/R templates	Slide 24: Video Slide (Play Slide)
Slide 16: Instructs learners on address for premade Wordpress online p CV/R templates	Slide 25: Video Slide (Play Slide)
Slide 17: Instructs on how to find 'back end' to Wordpress online p CV/R templates	Slide 26: Video Slide (Play Slide)

During these slides feel free elaborate on technologies used in order to bring meaning to the learner. Imagery and analogy may also be effective strategies during this portion of the lesson. chunking, Practice and rehearsal will also be critical parts of the learning process. You may stop during the video slides and restart if necessary or point students to the online versions of the videos so that they may review them at leisure. (<http://tinyurl.com/6bcpkvf>)

5. Guided Practice (Slide 27)

- a. Please invite the learners (teachers) to explore Wordpress and use the skills they've just gained. Interact with them, help them, answer their questions.

6. Evaluation (Slide 28)

- a. As you walk around and help students please note their progress on the "Lesson Checklist" located under Appendix 2.

Conclusion

1. Gain attention
 - a. Attention is regained through a humorous picture (Slide 29)
2. Summary and Overview
 - a. Stressing the skills and knowledge that should have been gained throughout the presentation.
3. Other avenues of exploration
 - a. Mention other avenues for applying the skills learned during today's lesson. (Slide 31)
4. Assess Learning and Feedback
5. Administer post lesson survey: <http://tinyurl.com/5ra94cn>

Section 5: Learner Content

5a. Learning materials

Learning materials for this Lesson design include the following:

- 1 Course slideshow including embedded support videos
 - The slideshow can be found by going to (You must have iMovie 09) https://public.me.com/cicakchanson/Final_503_Project_Keynote_Slideshow
 - A Video copy of the slide show can also be found here:
 - <http://tinyurl.com/6bcpsyf>
 - The slides without video content have been placed in Appendix 3. (WARNING: Not all slides appear as they should do to printed format)
 - To be used throughout the lesson
 - Facilitates the presentation of the majority of the lesson materials

5b. Formative and/or Summative Assessment materials

- Pre instruction survey (Available online at <http://tinyurl.com/5wzrz9d>)
 - To be administered before instruction via Google Forms
 - This content will help assess objective number 1
- Post lesson evaluation survey (Available online at <http://tinyurl.com/5ra94cn>)
 - To be administered after instruction via Google Forms
 - This content will help assess objective number 1
- 1 Visual checklist (For assessing progress of learners towards goals)
 - To be used during the 'Guided Practice' Portion of the lesson
 - Intended to help assess progress towards objective 2
 - Please see appendix

5c. Technology Tool Justification

A projector and *Keynote* will be used to deliver the information necessary for the course material. This tool is appropriate because it is a powerful way to communicate ideas to a large group of learners. This is particularly important when considering the heavily procedural nature of many of the skills and knowledge I am attempting to instill in my learners. By providing them a *Keynote* presentation I am offering them visual and auditory cues to facilitate their learning.

All learners will have access to computers do to the location of the lesson in a Technology Lab. The justification for this use of technology is so that the learners can complete the tasks the lesson requires.

Embedded instructional videos will be used for many of the step-by-step instructional portions of the presentation since these videos are oftentimes very clear about what steps need to be taken to achieve a desired result. These videos can also be put online so that the learners (teachers) can refer to them later for reinforcement of the learning objectives.

Section 6: Formative Evaluation Plan

6a. Expert Review

My SME is Mr. Brycen Davis. He is a member of the IICS faculty and one of the IT teachers at our school. He has a Master's degree in Educational Technology and owns his own design company. The materials used for this plan are submitted on April 25, 2011 with responses expected on April 29, 2011.

6b. One-to-One Evaluation

At this stage in the evaluation process I would invite 3 staff members from my working group (the group tasked with creating online P CV/R's) into a lab and take them through the lesson. Afterwards I would ask them the following questions in order to evaluate and enhance the lesson. To test the online material I might ask one teacher to not bring his/her netbook to the lesson and ask them to use the support materials over the next few days to complete the lesson objectives as a way of testing those materials for usefulness. Questions for the one-to-one stage might include:

- Did you notice any major problems with the lessons objectives?
- Was the lesson design and materials faithful to the goals of the working group's objectives?
- Did the learning material clearly communicate what was expected of you at each step of the lesson?
- Did you notice any typographical errors in any of the materials or slides?
- If you could change something in the lesson design or materials what would it be?

6c. Small Group Evaluation

In this stage of the evaluation process I would ensure that the revisions made in the last stage actually made a difference in the clarity of the lesson design and materials for the learners. I would now invite learners (teachers) from outside of my working group and from various levels and disciplines. There may be up to 10 in number. At this stage it might be expected that more learners would obtain the desired objectives due to the refinements in the last stage. Questions for the one-to-one stage might include:

- Do you feel as though you had the entry level skills necessary for this lesson?
- Did the learning material clearly communicate what was expected of you at each step of the lesson?
- Were you ever lost as to why you were completing a specific task?
- Did you find the pace of the instruction to be appropriate?
- Did you find the presentation and subsequent tasks engaging?
- Was the amount or work time to complete the P CV/R's sufficient?
- Would you like to suggest some improvements for this lesson?

Section 7: Formative Evaluation Report

7a. Evaluation Survey or Rubric (Results included)

The following is a survey given to Mr. Brycen Davis who is one of the Informational Technology teachers at Istanbul International Community School. He is also a web design professional. He evaluated my project based on the following criteria: Goals, Materials Clarity, Improvements and adaptations. Each of these criteria are approached from the point of view of an instructor assessing the design presented. Given on April 25, 2011

1. Goals

- a. Do you think the directives of the lesson design are in line with the goals of the working group?
 - Yes, the tutorials that Karl has designed are valid and within the scope of what needed to be developed as a learning tool for teachers.
- b. Do you think the goals of the lesson obvious and clear?
 - Yes, the tutorials clearly state how to upload content to the website that we developed and are a good resource for teachers to use as a refresher in the future and during the lesson plan.
- c. Did you see any growth or change in the alignment of the design with the project as it developed?
 - Yes, we had to find work-arounds for issues that came up in testing with the working group. Formatting was intentionally made easier to conform to prior knowledge of the staff with MS Word in order to scaffold the new interface that needed to understand.

2. Materials and Clarity

- a. Are the Materials generated for the lesson appropriate for communicating the goals to the learners?
 - Yes, the video tutorials Karl has produced are clear-cut and easy to understand for his target market of incoming teachers and technophobes.
- b. Are the ways in which the materials are to be used clear given the lesson design information?
 - Yes, the technologies that were used (Keynote, WordPress and Video Tutorials) effectively related the material to Karl's target audience.
- c. Did you see any growth or changes in the materials generated for this lesson that added to the clarity of the design.
 - Karl and I formulated ideas for the product together, however, after testing within our working groups, Karl came up with several proposed alterations to the way in which we implemented the delivery of information.

3. Improvements and adaptations

- a. In working together do you have any questions or comments about improvements or adaptations that might be made.
 - We came across more issues than previously anticipated by selecting the WordPress content management system as our base tool. In the future, it might be easier to custom-code a more user-friendly cms or perhaps there are other applications that are more specifically suited to educators (i.e. - classjump.com).
- b. What overall opinions do you have about the lesson design?
 - I think it turned out to be a very effective tool and hope to use it during our orientation for new staff in the coming school year. As mentioned previously, this tool will continually be developed as newer technologies become available.

7b. Report the results of the expert review.

I worked very closely with my SME during the design process. I believe these survey results betray this close working relationship. I believe his comments also indicate the amount of time we spent trying to come up with ways to make this process as simple as possible. One great concern was to avoid html and CSS formatting. It was felt that training in html and CSS would overly burden the learners for this design and make it overly complex. Solutions were settled on that included plugins that allowed for the display of PDF or MS Word documents directly onto a *Wordpress* page. In this way, teachers would be able to format CV/Resume's or text however they wanted without needing to worry about complex code. This idea was an ongoing interplay between us as we explored various plugins. Overall, I think Brycen was happy with how the learning tools came out.

7c. Comments on Change

Brycen and I will be giving this lesson to the incoming class of new and returning teachers at next year's IICS orientation. We will be always on the lookout to help facilitate ease of use, which will require constant searching and trial and error. Since this online portfolio CV/Resume idea is intended to be a lasting fixture at the school it is only natural that our implementation would evolve as newer and more appropriate technologies present themselves. In the future it might be possible to offer even more online support in the form of real time onscreen assistance or other features that might make the P CV/R's easier to support.

Section 8: AECT Standards Grid

Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

		Assignments meeting standard in whole or part
Standard 1: DESIGN		
1.1 Instructional Systems Design (ISD)	X	ID Project
1.1.1 Analyzing	X	ID Project
1.1.2 Designing	X	ID Project
1.1.3 Developing	X	ID Project
1.1.4 Implementing	X	ID Project
1.1.5 Evaluating	X	Selected Discussion Forums; ID Project
1.2 Message Design		
1.3 Instructional Strategies	X	ID Project
1.4 Learner Characteristics	X	ID Project
 Standard 2: DEVELOPMENT		
2.0 (includes 2.0.1 to 2.0.8)	X	ID Project
2.1 Print Technologies	X	Reading Quiz; ID Projects
2.2 Audiovisual Technologies		
2.3 Computer-Based Technologies	X	(all assignments)
2.4 Integrated Technologies		
 Standard 3: UTILIZATION		
3.0 (includes 3.0.1 & 3.0.2)		
3.1 Media Utilization	X	(all assignments)
3.2 Diffusion of Innovations		
3.3 Implementation and Institutionalization	X	ID Project
3.4 Policies and Regulations		
 Standard 4: MANAGEMENT		
4.0 (includes 4.0.1 & 4.0.3)		
4.1 Project Management		
4.2 Resource Management		
4.3 Delivery System Management		
4.4 Information Management		
 Standard 5: EVALUATION		
5.1 Problem Analysis	X	
5.2 Criterion-Referenced Measurement	X	ID Project
5.3 Formative and Summative Evaluation		ID Project
5.4 Long-Range Planning	X	

COURSE GOALS & OBJECTIVES

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use
2. Describe at least two reasons why instructional design models are useful
3. Identify at least six instructional design models and classify them according to their use
4. Compare and contrast the major elements of three theories of learning as they relate to instructional design
5. Define “instructional design.”
6. Define the word “systematic” as it relates to instructional design
7. Define “learning” and synthesize its definition with the practice of instructional design
8. Relate the design of instruction to the term “educational (or “instructional”) technology”
9. Describe the major components of the instructional design process and the functions of models in the design process
10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)
11. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web.
 - a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
 - i. Create and conduct various aspects of a front-end analysis
 - ii. Identify methods and materials for communicating subject matter that are contextually relevant
 - b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
 - i. Construct clear instructional goals and objectives
 - ii. Develop a motivational design for a specific instructional task
 - iii. Develop assessments that accurately measure performance objectives
 - c. Select and implement instructional strategies for selected learning tasks
 - i. Select appropriate media tools that support instructional design decisions
 - d. Describe the rationale and processes associated with the formative evaluation of instructional products
 - i. Create a plan for formative evaluation
12. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
13. Apply state and national content standards to the development of instructional products

14. Meet selected professional standards developed by the Association for Educational Communications and Technology
15. Use various technological tools for instructional and professional communication

AECT STANDARDS (Applicable to EDTECH 503)

1.0 Design

1.1 Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.3 Instructional Strategies

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

1.4 Learner Characteristics

1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.

1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

2.0 Development

2.0.1 Select appropriate media to produce effective learning environments using technology resources.

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.

2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.1 Print Technologies

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.

2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

2.3 Computer-Based Technologies

2.3.2 Design, produce, and use digital information with computer-based technologies.

3.0 Utilization

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

3.3 Implementation and Institutionalization

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

3.3.3 Identify strategies to maintain use after initial adoption.

4.0 Management

(none specifically addressed in 503)

5.0 Evaluation

5.1 Problem Analysis

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

5.2 Criterion-referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

5.3 Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

SMET = School Media & Educational Technologies

Appendices

Wordpress Online Portfolio CV/Resume Survey Results

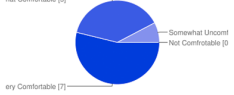
Completed by the faculty of Istanbul International Community School

Survey Given Monday March 28, 2011

13 Total Responses

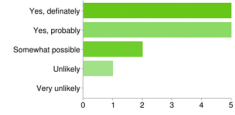
View original Survey at: <http://tinyurl.com/6hjdcg9>

How comfortable are you with the idea of online portfolio CV/Resumes?



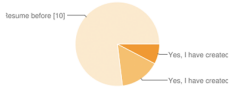
Very Comfortable
Somewhat Comfortable
Somewhat Uncomfortable
Not Comfortable

Do you believe that you could successfully learn to use Wordpress within a well structured and delivered 90 min lesson?



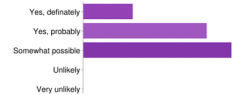
Yes, definitely
Yes, probably
Somewhat possible
Unlikely
Very unlikely

Have you ever created an online portfolio or CV/Resume?



Yes, I have created an online portfolio or CV/Resume before
Yes, I have created either an online portfolio or a CV/Resume before
I have never created either an online portfolio or a CV/Resume before

Do you think you would use online support videos detailing all the materials covered in the online portfolio CV/Resume presentation?



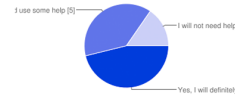
Yes, definitely
Yes, probably
Somewhat possible
Unlikely
Very unlikely

How important do you believe that an online portfolio CV/Resume is to those people looking for an international teaching job in the current market?



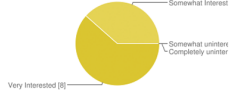
Critically important
Somewhat important
Somewhat unimportant
Completely unimportant

Would you like help prior to any presentation getting content ready for your online Portfolio CV/Resume?



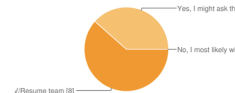
Yes, I will definitely need help
I would use some help
I will not need help

How interested would you be to receive training in completing an online portfolio CV/Resume?



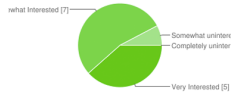
Very interested
Somewhat interested
Somewhat uninterested
Completely uninterested

Do you think you would use people from the Online Portfolio CV/Resume team as support after the presentation?



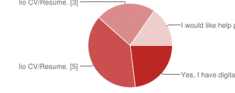
Yes, I definitely would ask for lots of help from a member of the Online Portfolio CV/Resume team
Yes, I might ask the occasional question an Online Portfolio CV/Resume team member.
No, I most likely will not ask questions of an Online Portfolio CV/Resume team member.

How interested would you be in learning about the security features of an online portfolio CV/Resume site?



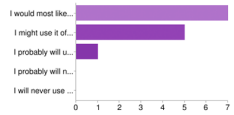
Very interested
Somewhat interested
Somewhat uninterested
Completely uninterested

Do you currently have content (pictures, audio, video) that you could see going into your Online Portfolio CV/Resume?



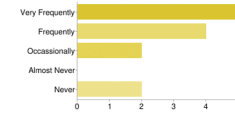
Yes, I have digital materials that would easily go into an Online Portfolio CV/Resume.
Yes, I might have some digital materials that would go into an Online Portfolio CV/Resume.
No, I most likely do not have digital materials that would go into an Online Portfolio CV/Resume.
I would like help preparing digital materials that would easily go into an Online Portfolio CV/Resume.

How likely do you think it would be for you to use an online Portfolio CV/Resume after training?



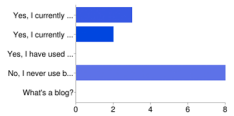
I would most likely use it often and well into the future
I might use it often and in the future
I probably will use it a little but not much into the future
I probably will not use it much now or in the future
I will never use it after the training

How often do you upload content on web sites of any kind?



Very Frequently
Frequently
Occasionally
Almost Never
Never

Have you ever used/created a blog before?



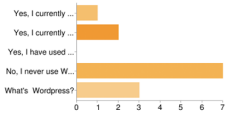
Yes, I currently use blogs frequently
Yes, I currently use blogs sometimes
Yes, I have used blogs in the past but no longer use them
No, I never use blogs
What's a blog?

What is your greatest question or concern knowing that the school is implementing online Portfolio CV/Resumes?

Time... time to do it properly... will we get proper/adequate training by qualified staff? If training is, will we actually get time to create the online resume during the session so we actually leave with something concrete? that people use it effectively... when we get started? Time and training to make it possible and a computer and email that works consistently Whether or not the online portfolio will be required or optional. It might be nice to offer it as an option the first year, then make it a requirement after its been proven effective and teachers who are not comfortable with it can see

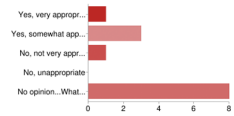


Have you ever used Wordpress before?



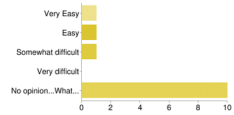
Yes, I currently use Wordpress frequently
Yes, I currently use Wordpress sometimes
Yes, I have used Wordpress in the past but no longer use it
No, I never use Wordpress
What's Wordpress?

Would you consider Wordpress to be an appropriate means for creating an online portfolio CV/Resume?



Yes, very appropriate
Yes, somewhat appropriate
No, not very appropriate
No, inappropriate
No opinion...What's Wordpress?

In your experience, how hard would you say that Wordpress is to use?



Very Easy
Easy
Somewhat difficult
Very difficult
No opinion...What's Wordpress?

Lesson Checklist

Karl Werner

Instructional Design (EDTECH 503)

Boise State University Department of Educational Technology

Dr. Yu-HuiChing

April 25, 2011

The following is a checklist to be used by the instructor during the lesson to gauge the success of the design with regards to the demonstrable skills necessary to achieve the learning goals. A separate checklist should be used for each person being assessed.

Name of person being assessed: _____

Formative Demonstrable Skills:

Summative Demonstrable Skills:

Demonstrable Skill	Yes	No	Demonstrable Skill	Yes	No
Can login to personal site	<input type="checkbox"/>	<input type="checkbox"/>	Does the person have a functioning P CV/R?	<input type="checkbox"/>	<input type="checkbox"/>
Can access dashboard	<input type="checkbox"/>	<input type="checkbox"/>			
Can access 'settings'	<input type="checkbox"/>	<input type="checkbox"/>			
Can find 'posts'	<input type="checkbox"/>	<input type="checkbox"/>			
Can find 'posts/add new'	<input type="checkbox"/>	<input type="checkbox"/>			
Can enter basic text	<input type="checkbox"/>	<input type="checkbox"/>			
Can format basic text	<input type="checkbox"/>	<input type="checkbox"/>			
Can 'Save Draft'	<input type="checkbox"/>	<input type="checkbox"/>			
Can 'Publish'	<input type="checkbox"/>	<input type="checkbox"/>			
Can access 'Media' Menu	<input type="checkbox"/>	<input type="checkbox"/>			
Can access 'Media/Library'	<input type="checkbox"/>	<input type="checkbox"/>			
Can 'Add New' in 'Media'	<input type="checkbox"/>	<input type="checkbox"/>			
Can access 'Links Menu	<input type="checkbox"/>	<input type="checkbox"/>			
Can access 'Links/Library'	<input type="checkbox"/>	<input type="checkbox"/>			
Can 'Add New' in 'Links'	<input type="checkbox"/>	<input type="checkbox"/>			
Can Access 'Pages' menu	<input type="checkbox"/>	<input type="checkbox"/>			
Can navigate amongst pages	<input type="checkbox"/>	<input type="checkbox"/>			
Can post on correct page	<input type="checkbox"/>	<input type="checkbox"/>			
Can create and delete posts	<input type="checkbox"/>	<input type="checkbox"/>			
Can upload media	<input type="checkbox"/>	<input type="checkbox"/>			
Can properly position media	<input type="checkbox"/>	<input type="checkbox"/>			



Teacher Online Portfolios Curriculum Vitae & Resume's

Your achievements, your future

The Good Old Days

LIFE BEFORE THE COMPUTER

- * Memory was something that you lost with age
- * An application was for employment
- * A program was a TV show
- * A cursor used profanity
 - * A keyboard was a piano
 - * A web was a spider's home
 - * A virus was the flu
 - * A CD was a bank account
- * A hard drive was a long trip on the road
- * A mouse pad was where a mouse lived
- * And if you had a 3 1/2 inch floppy
....you just hoped nobody found out



FUNNY.COM

SINCE 1911

Why am I here?

- Demonstrate significant improvement in your ability to create your own Curriculum Vitae / Resume Portfolio.
- Reiterate why *Wordpress* was chosen for this purpose and where you might go for support

Why is this important?

- We cannot rely solely on Search Associates or International Schools Services anymore
- Be clear about who you are and what you want
- Showcase your achievements clearly
- Reach a wide audience
- Get an interview before the fair (Save time)
- Get hired without going to the fair (Save money)

What are we doing?

- How did we get here and what's *Wordpress*?
- What support is available for me?
- Where is my site and how do I access it?
- How can I use the basic functions of *Wordpress*?
- How do I use content (text and media) to create a portfolio / CV Resume?
- Work time! (Let's create)

Do you know how?

- You should know:
 - How to create and format text
 - How to create and format pictures and video
- You should have:
 - Prepared text, pictures, and possibly video
- What if I don't have / know this?
 - Attend training session (for text picture / video)
 - Use sample materials for now

What does it look like when we're done?

Karl Werner
Because a Great Education Includes a Music Education

ISTANBUL INTERNATIONAL COMMUNITY SCHOOL
IICS SINCE 1911

CV | Educational Philosophy | Portfolio | Professional Development | References

Karl Leonhard Werner

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Hand Phone: +62-81-385-703-543 Work Phone: +62-21-450-0683 kwerner@njis.or.id	Home Phone: 1-608-437-4116 werner061478@yahoo.com

Teaching Experience

Director of Fine Arts and Music Teacher; North Jakarta International School 2008 - 2009

- Scheduled, staffing, and directed rehearsals and concerts throughout the 2008-2009 school year including UN Day concerts, Talent Show, and Fine Arts concerts
- Responsible for budgeting school resources and maintaining equipment for the Fine Arts Department
- Participated administrative meetings and served as a link between the Fine Arts department, the non-Fine Arts staff, parents, and the administration.

Music Teacher; North Jakarta International School, Indonesia: 2004 - 2009
Trumpet, Strings, Band, Choir, and General Music to students from sixth through tenth grade

[Download \(PDF, 96.1KB\)](#)

Here we go!



In the Beginning!

- Administration made us do it!
- CV / Resume Portfolio working group.
 - Tasked with discovering a way for staff to create, build, and maintain a record of their work and achievements in a digital format to facilitate personal growth and prepare for future employment.
- Who does this online P CV / R belong to?
 - It belongs to YOU and only YOU.

In the Beginning!

- What's a blog? (Just in case)
- Stands for Web Log
- What is *Wordpress*?
- A very popular blogging site and 'engine' for creating and maintaining your own blogs.
(www.wordpress.com)
- We will be using local hosting rather than web hosting

In the Beginning!

- Why not use a different tool to create online P CV / Rs?
- Creating your own web page.
 - Too time consuming and not user friendly
 - Not easily hosted or updated
 - Hard to transfer
 - Security issues
 - Difficult to support

In the Beginning!

Pros

- Why does *Wordpress* meet our needs?
- Local Hosting (We own it)
- Portability / Universality
- Security
- Customizability

In the Beginning!

Wordpress The good, bad, ugly

Cons

- What are the challenges with *Wordpress*?
- Learning curve (not like K2)
- Support
- Work in Progress

Lean on Me

- What is support, where can I go, who do I ask?
Support there answer any questions you have about online P CV / R's.
- Who is on the support team?
 - Everyone on the P CV / R team: Brycen and Karl
- Where do I go?
 - Please set up an appointment with either Brycen or Karl.

Lets Get Started

Your *Wordpress* page has already been created and is waiting for you. It looks like this:

Karl Werner
Because a Great Education Includes a Music Education

ISTANBUL INTERNATIONAL COMMUNITY SCHOOL
IICS
SINCE 1911

CV | Educational Philosophy | Portfolio | Professional Development | References

This is an example of a WordPress page, you could edit this to put information about yourself or your site so readers know where you are coming from. You can create as many pages like this one or sub-pages as you like and manage all of your content inside of WordPress.

Leave a Reply

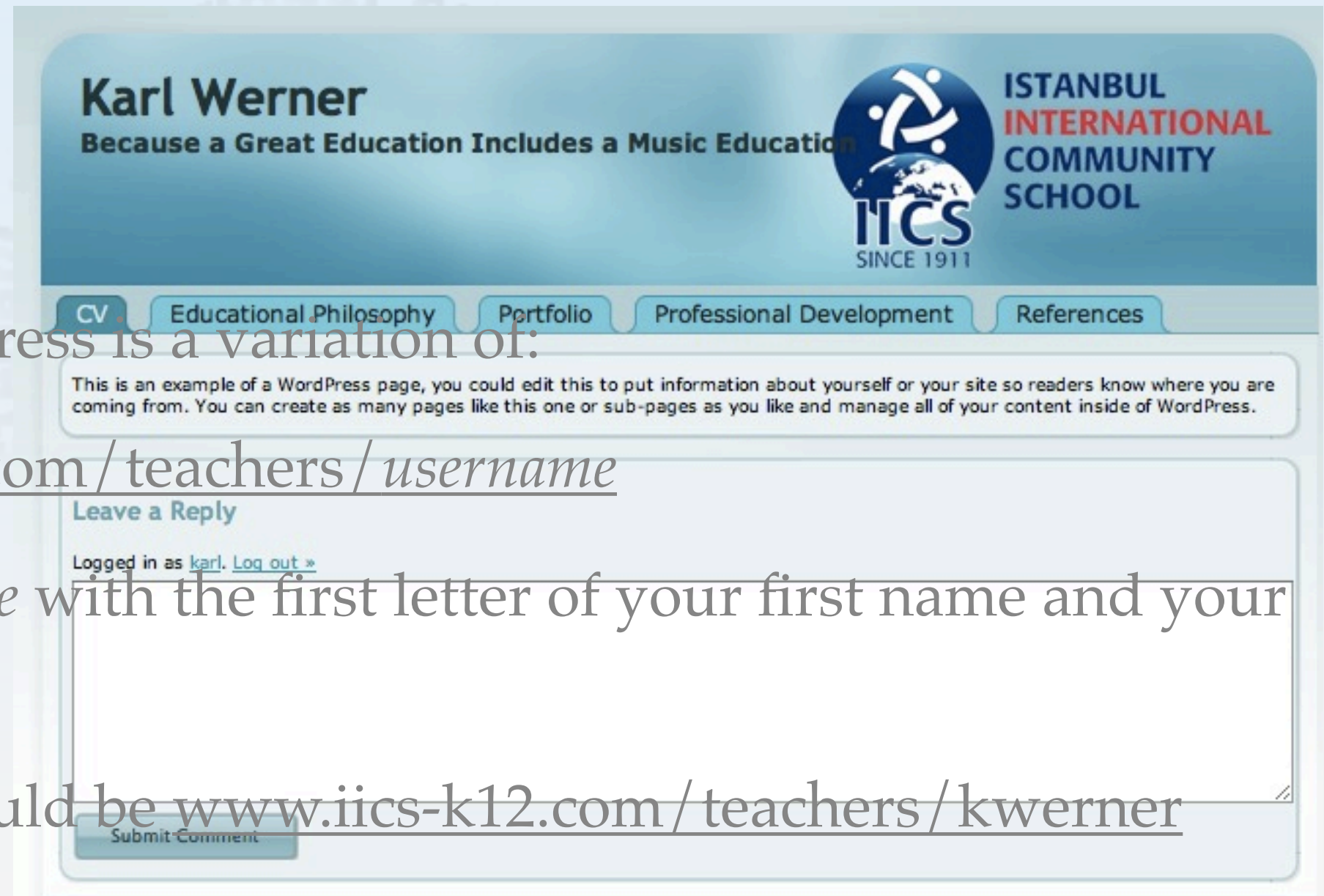
Logged in as [karl](#). [Log out »](#)

Submit Comment

Lets Get Started

Wordpress Basics

- How to get there:
- Everyone's address is a variation of:
- www.iics-k-12.com/teachers/username
- replace *username* with the first letter of your first name and your last name.
- My address would be www.iics-k12.com/teachers/kwerner



Lets Get Started

Wordpress Basics

- How to get to the 'Back end'
- The 'Back end' :-)) is where you can edit your P CV/R
- Open a new browser window
- add 'wp-admin' to the last email address you entered
- mine is www.iics-k12.com/teachers/kwerner/wp-admin



Lets Get Started

Wordpress Basics

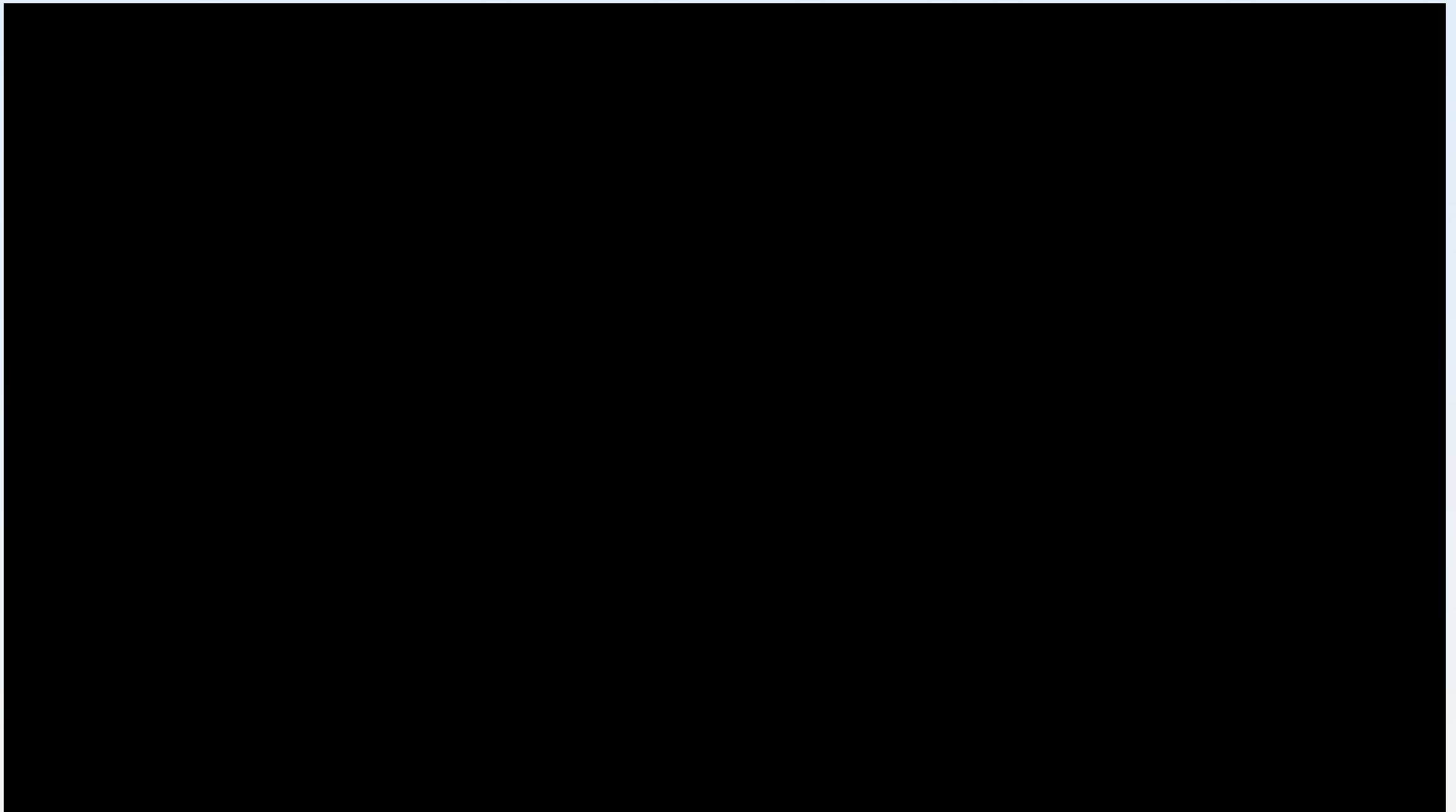
- You will need to create a user and password (don't write down your password)
- You will see the login screen (don't write down your password)
- Click 'Log In'



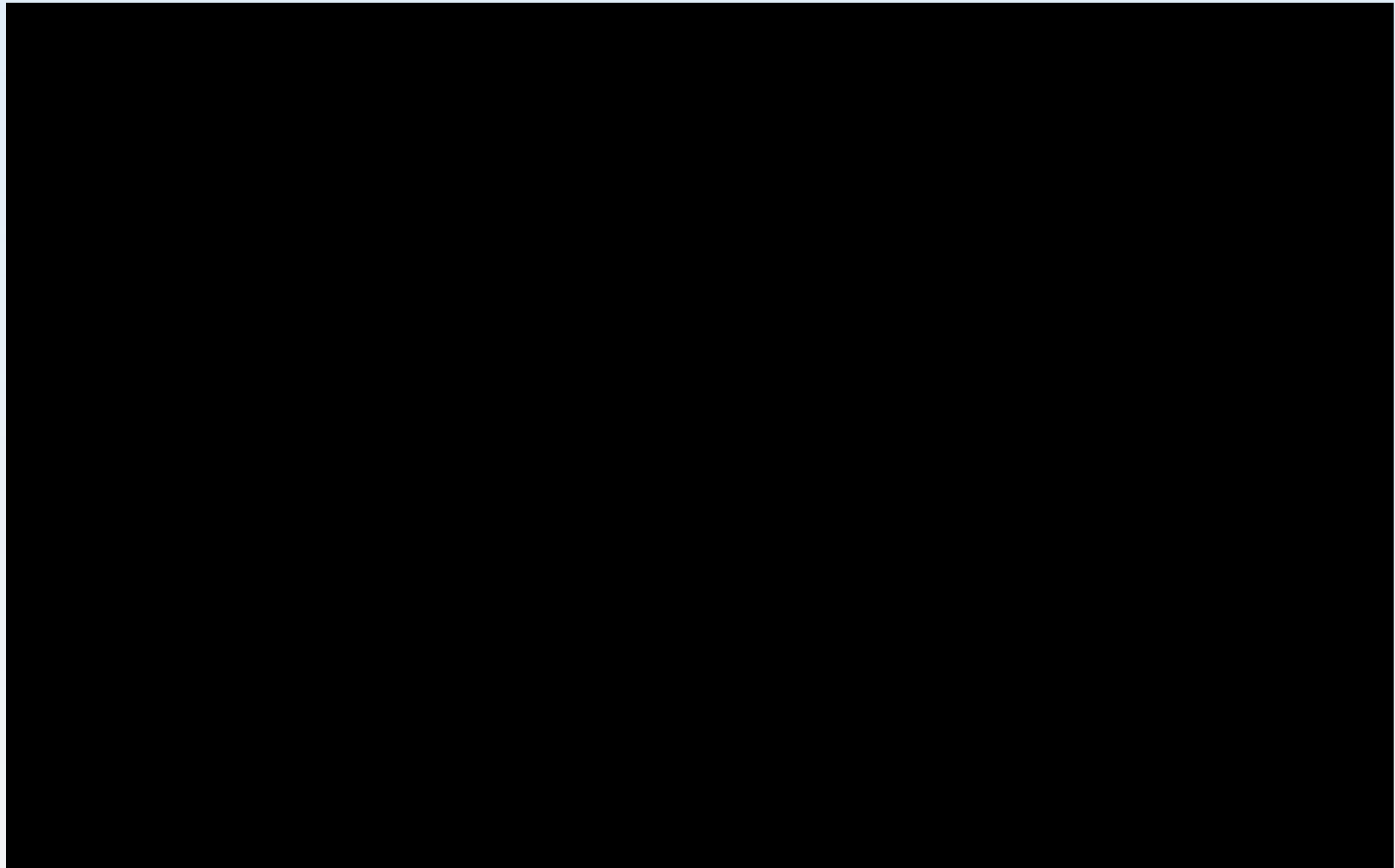
The image shows the WordPress login interface. At the top is the WordPress logo, a circular 'W' icon, followed by the word 'WORDPRESS' in a blue serif font. Below the logo is a white login box with a subtle drop shadow. Inside the box, there are two text input fields: 'Username' and 'Password'. Below the 'Password' field is a checkbox labeled 'Remember Me' with a blue checkmark. To the right of the checkbox is a blue button with white text that says 'Log In'. Below the login box is a blue link that says 'Lost your password?'.

Lets Get Started

Wordpress Basics

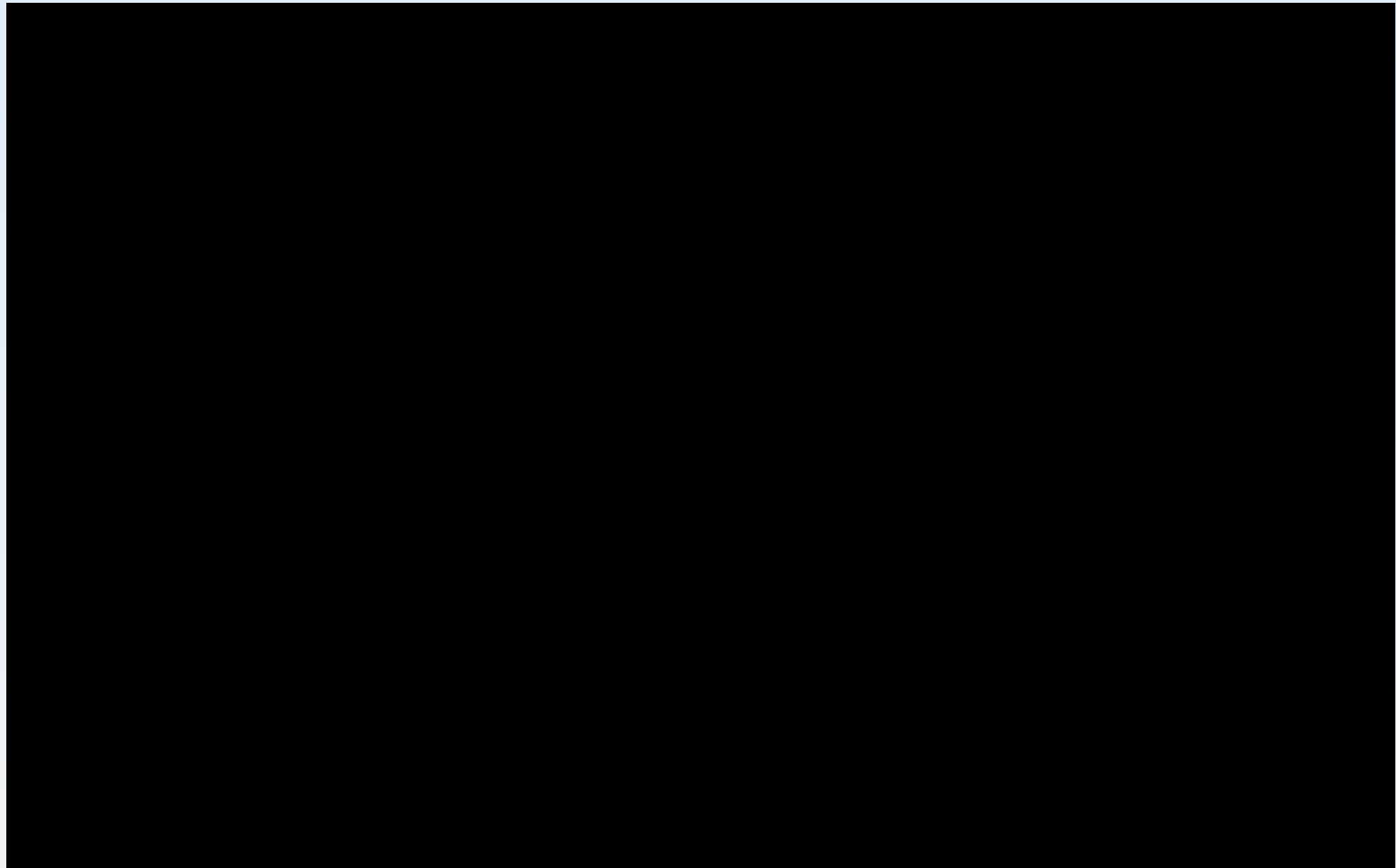


Setting it up!

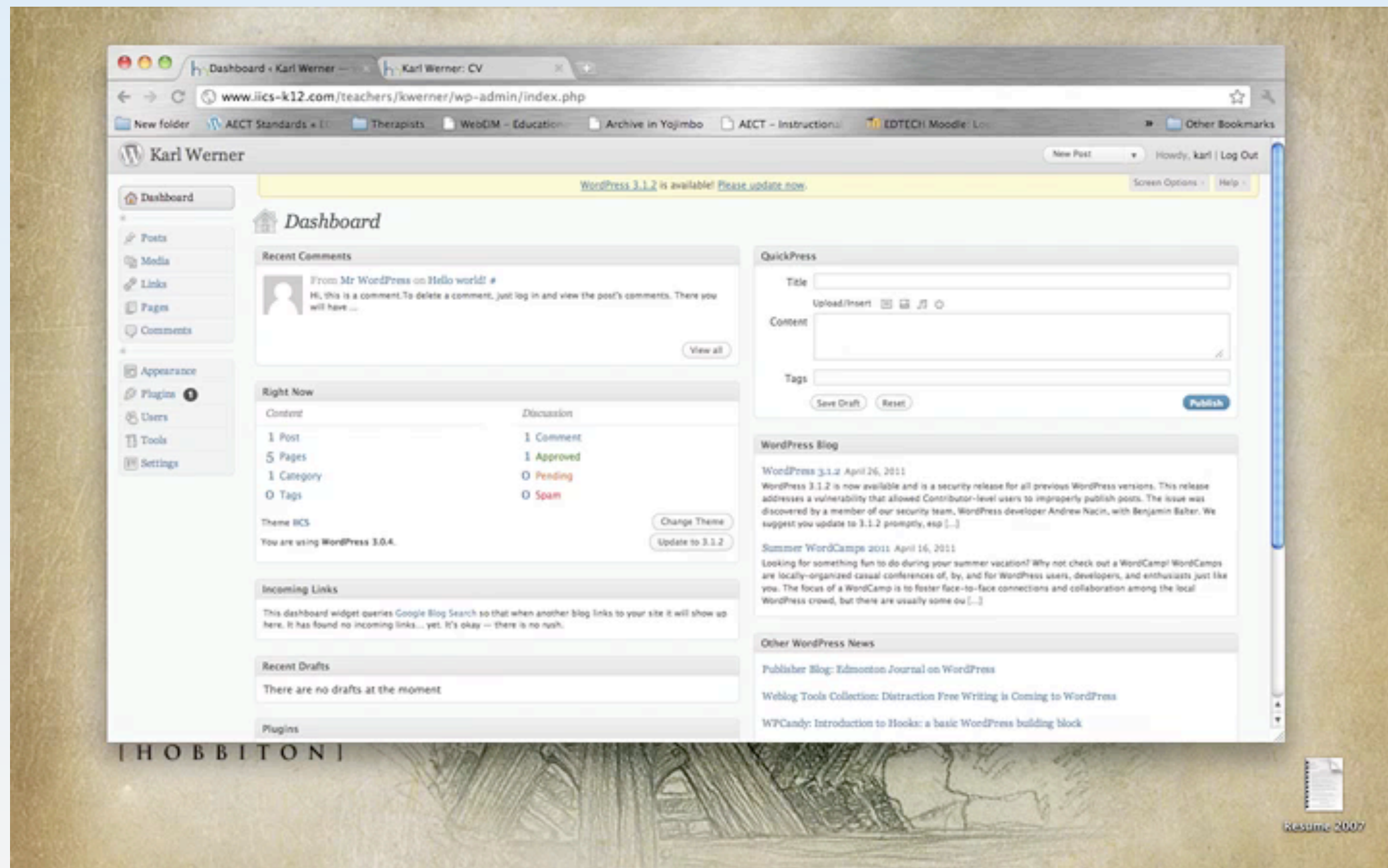


Security

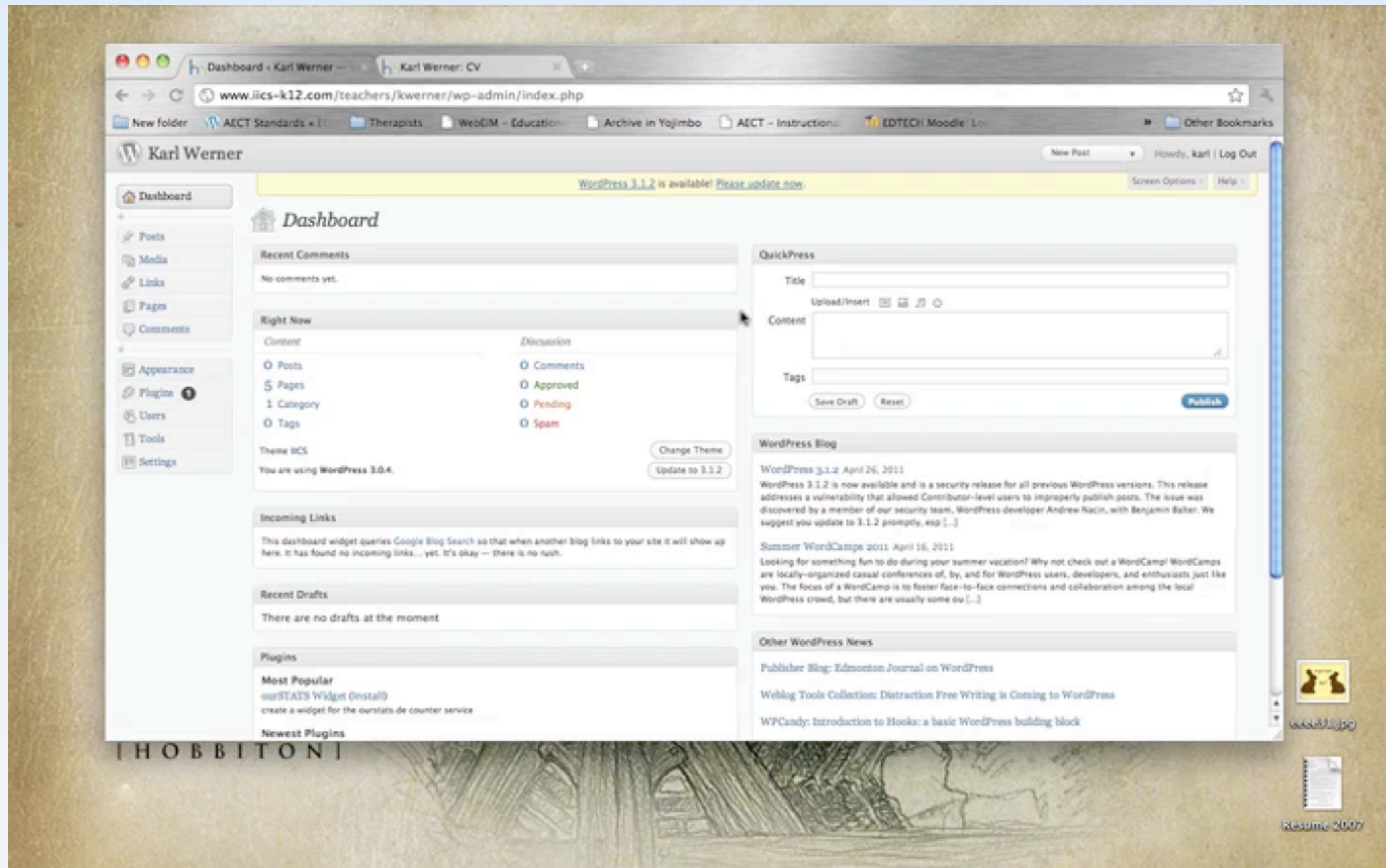
Lock it Down!



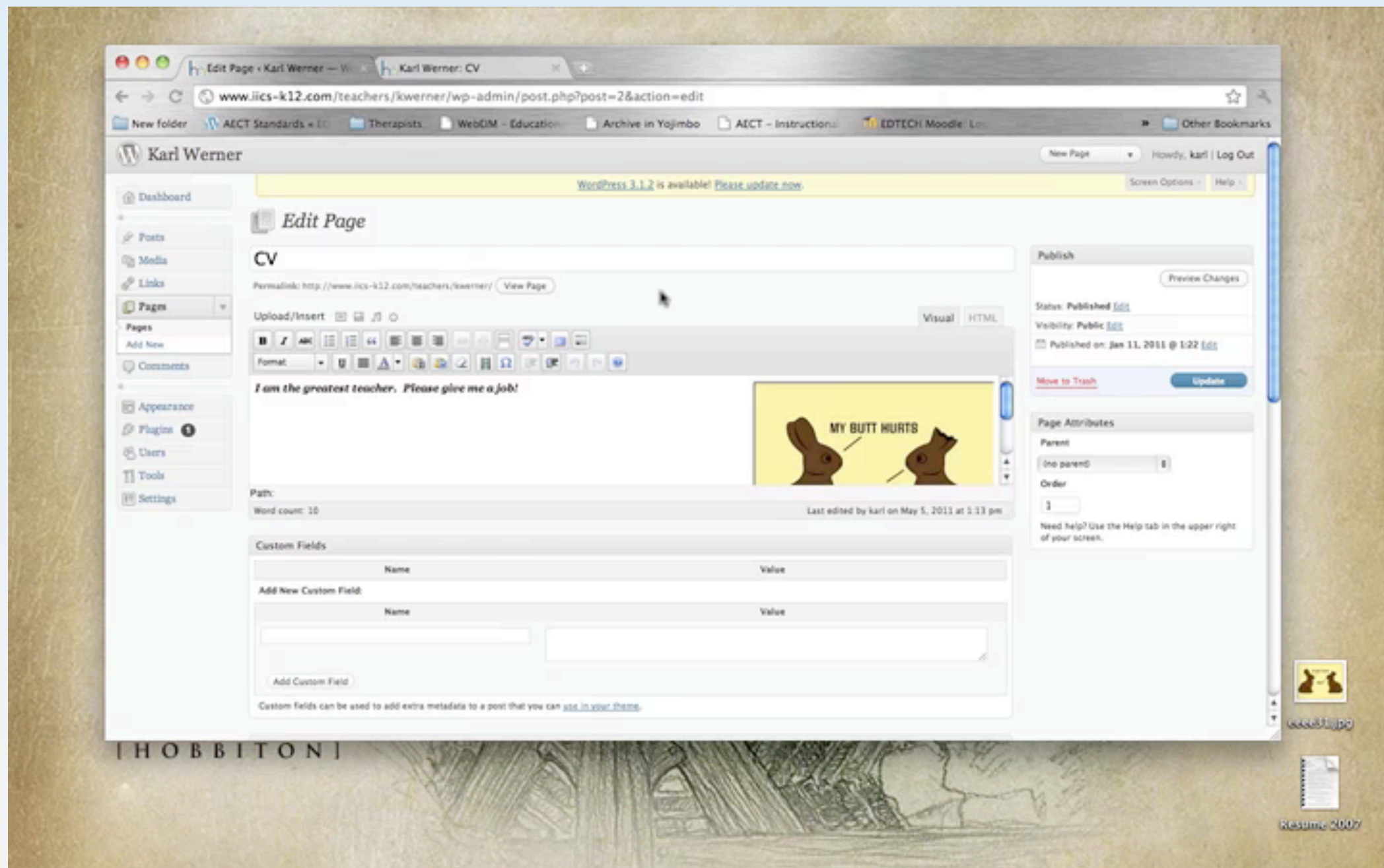
Where it all begins



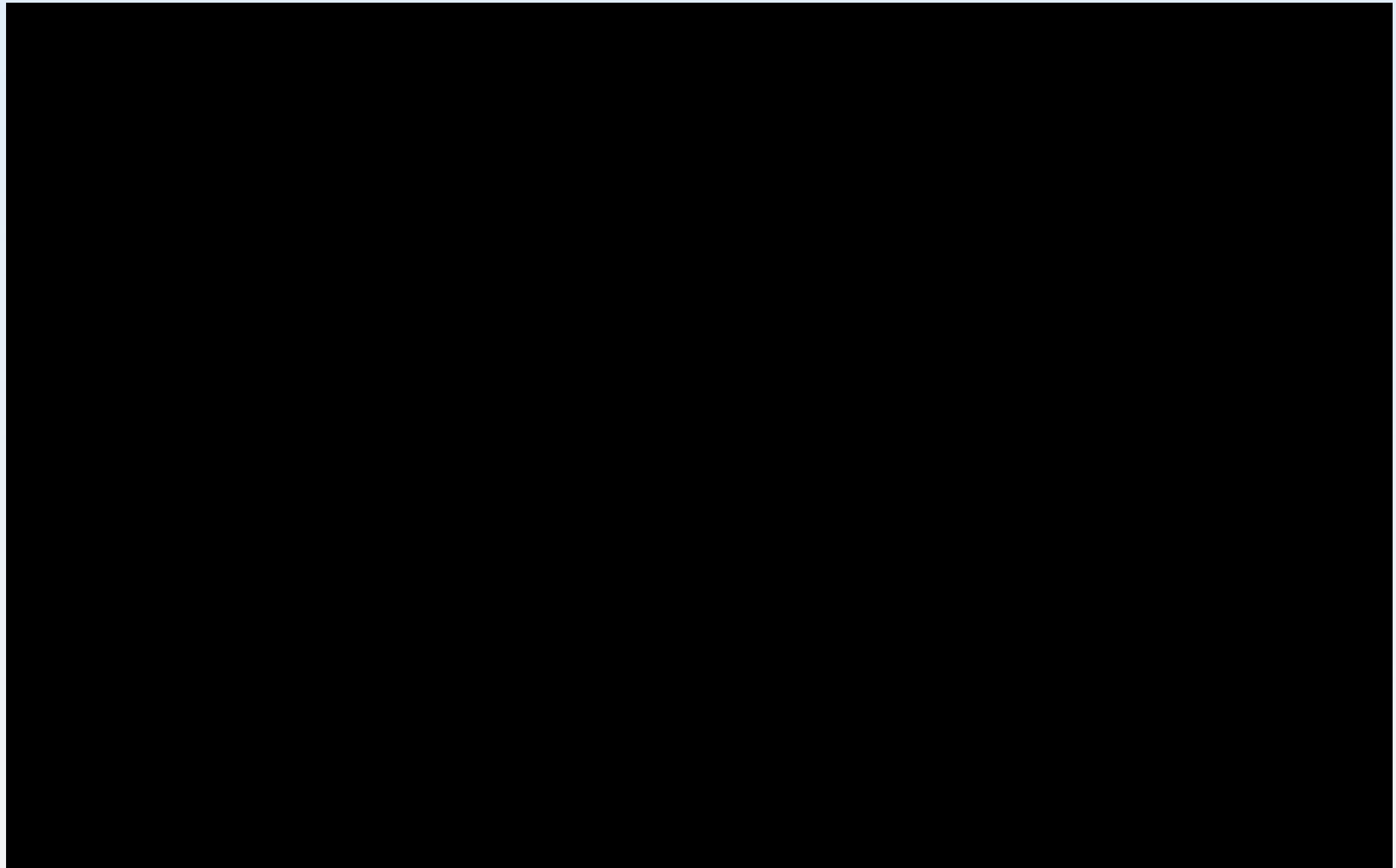
Say Cheese!



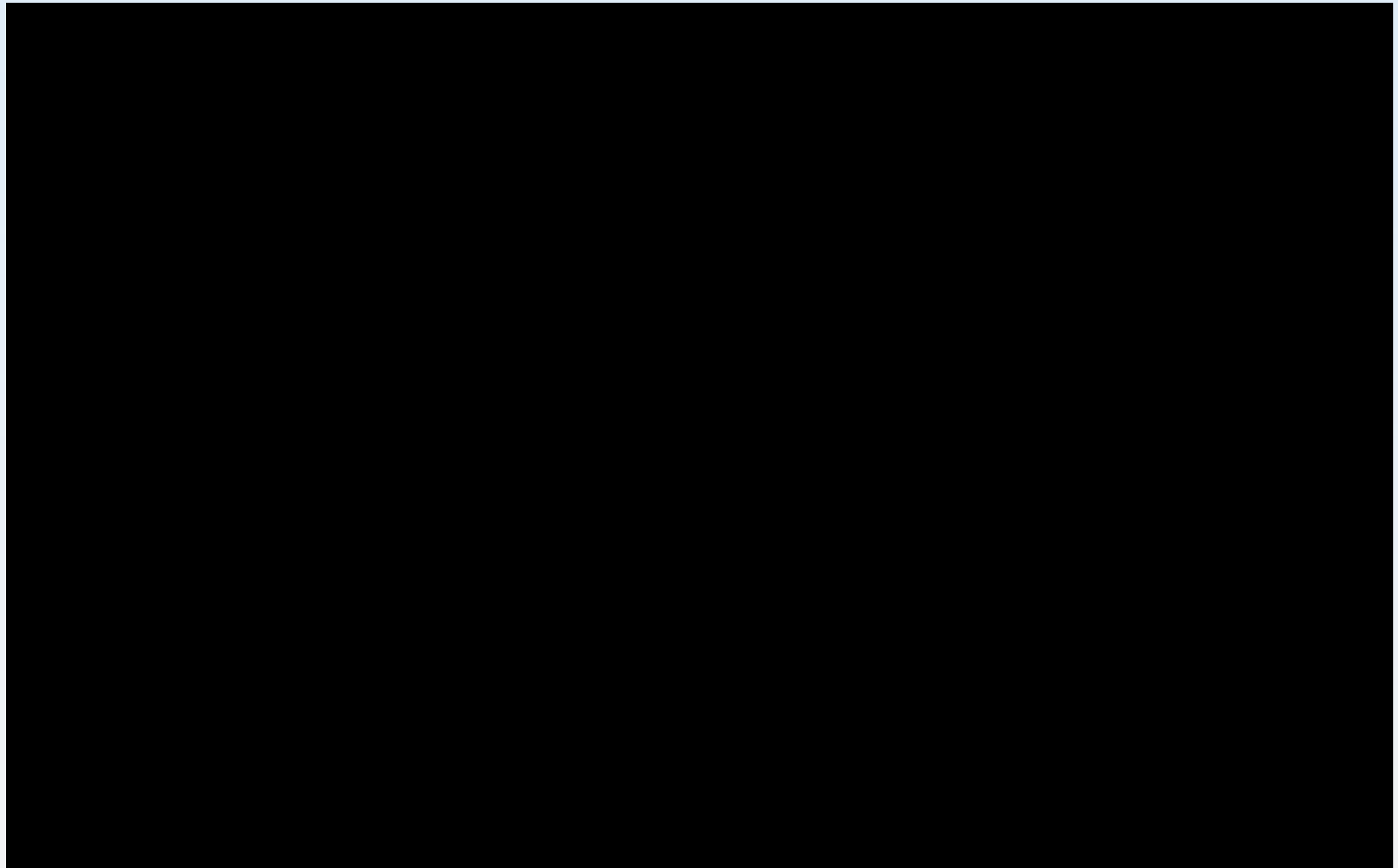
3-2-1 Action



Mr. Slick



Media for the Masses



Lets Explore



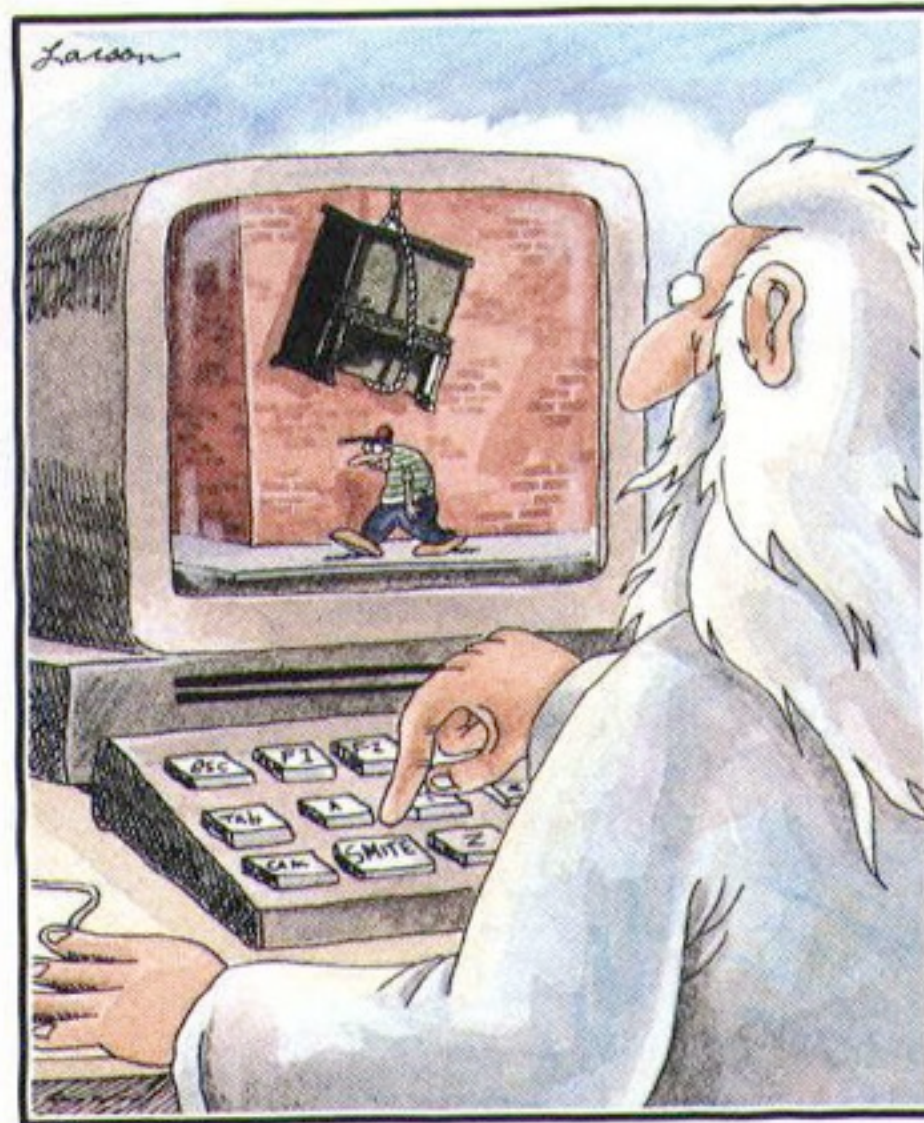
Time to explore your new skills

Stop watching me!

You will notice that we are going around with some forms and clipboards as you work. Please don't be alarmed. We are trying to understand how effective our training is so that it can be improved.

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Wasn't that fun?



God at His computer

What did we learn?

- Why online portfolio CV / Resume's are important to your future
- Why IICS has online P CV / R's
- What Wordpress is and why it was chosen as the implementation tool.
- How to use the basic functions of Wordpress to create a P CV / R.

Exploration

- Build your own personal blog to communicate your ideas to the world.
- Create Wordpress blogs for your students as reflective notebooks.
- Design an activity based around class discussions through blogging on a Wordpress page

Conclusion & Feedback...

We hope you enjoyed the presentation. Please approach us with any questions or suggestions you might have.

Thank you very much for your attention!

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