Mini Online Course Planning Document I

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Rationale or Need

Current Conditions

Education is power, but what if that power does not earn a living? An estimated 40% of the unemployed Americans are those who just graduated with a Degree, Master's, or Doctorate (Goodman, 2016). The typical age for this audience is 18 to 34 years old, otherwise known as the Millennial Era.

In today's Digital Age, students need to be better advised and poised for prospective jobs and the content needed in applications. Employers are not just accepting paper resumes, nor do they just recruit with flyers. Future jobs are relying on e-applications, requiring online portfolios, and definitely looking through social media presence.

Addressing the Problem and Need

With an estimated 2.8 million graduates about to enter the workforce this spring, students need to be better educated and prepared in order to land that job (Goodman, 2016). This would be stepping up the career ladder from their summer jobs as a waiter or barista to entering into the career force using their own skills. This is the fierce competition where they need experience to get the job, however they lack the experience to get the position.

As the challenges to showcase your experience and personality becomes more relevant to enter the job market, a personal and professional website will help students to organize their skills, resume, cover letter, examples of work, experience, along with other possible digital works such as video, music, or artwork. This will give students an advantage in the job market

by being able to provide an opportunity for future employers to satisfy any questions they may still need to know.

In February 2017, WP was the content management system used by more than 27.5% of the top 10 million websites worldwide (W3Techs, 2017). WP is supporting more than 60 million websites and is considered the most popular website management or blogging system (Coalo, 2012). WordPress (WP) is the platform that is used to create the online portfolio.

The WP site will showcase the student's ability to design, develop, and organize their content on the Internet to potential employers. This could be a benefit for graduates competing for the same position, but may not have a digital portfolio.

Why Web-based

In 2014, around 5.8 million people in the USA were enrolled in online classes **(**Friedman, 2016). The majority of workplaces have also adopted this wave of technology and updated their systems to be completely online. These include job postings and applications. Job searches and search engines are used more widely and now have become the status quote to apply. According to a study done with the Boston Consulting Group and Recruit Works Institute, their audience indicated 55% of jobs found globally were done online (Dishman, 2017).

As student graduates enter the digital job application processes, it is essential for this class, "How to build and manage your portfolio in WP" to be web-based. This will help students transition into the professional digital world easier as well as learn important life skills to organize, present, and archive records of their own works.

Goals and Objectives

Course Goal

The goal of this course is to prepare the undergraduate students how to strengthen their existing resume skills in a professional digital portfolio to showcase their finest work for employment. The outcome is for students to enter the workforce as competitive, qualified, and experienced graduates.

Learning Objectives/Outcomes

Behavior	Objective
Prepare WordPress skills	The students will prepare their resumes and portfolios by editing and uploading their resumes and portfolios to WordPress.
Demonstrate application process	The students will demonstrate their knowledge on the application process by applying for jobs and receiving automated emails displaying that their applications have been received.
Identify Internet etiquette	The students will identify 10 good and 10 bad website examples and 10 good and 10 bad social media examples to learn the acceptable and professional way of communicating or behaving online.
Evaluate constructive feedback	The students will evaluate each other's interview skills, application process, resumes, and WordPress websites with constructive feedback to improve their competencies.
Analyse WordPress concepts and digital portfolios	The students will analyse their work learned in this course by displaying their WordPress concepts and digital portfolios.

Audience

The students are University of Hawaiʻi at Mānoa undergraduates, particularly seniors, that would like to build their portfolios and incorporate them into a digital format for future employment. All participants will be 18 years of age or older, and have a wide variety of

economic, marital, and educational statuses. There is no criteria where they are born, however

they must be proficient in the English language. The students must demonstrate intermediate

computer skills and be Internet savvy.

Procedures

Team Members and Job Descriptions

Megan Gamel
- SME Portfolios
- Researcher
- Content Producer and Editor

Karen Fujii
- SME WP
- Digital Media Designer
- Content Producer and Editor
- Team submitter on Canvas

Assigned Task and Timeline

Timeline	Task	Team Member
Feb 20 - March 4	Mini Online Course Planning Document I	Megan/Karen
April 1	Mini Online Course Planning Document II	Megan/Karen
April 1 - April 18	Build Mini Online Course Prototype Presentation	Megan/Karen
April 19	Mini Online Course Prototype Presentation	Megan/Karen
April 19 - May 5	Build Online Course Prototype	Megan/Karen
May 6	Mini Online Course Prototype	Megan/Karen
May 6 - May 11	Build Online Course Instructor's Guide	Megan/Karen
May 12	Mini Online Course Instructor's Guide	Megan/Karen

Software/Hardware Required

- Desktop, laptop, tablet, or smartphone with Internet access and camera capabilities
- Canvas (Learning Management System)
- WordPress
- WeVideo (creation of "about me" video)
- Google Draw (create the prototype)
- Google Document (resume and portfolio)
- Google Forms (quizzes/tests)
- Google Drive (storage)
- Microphone (audio capturing for WordPress)

Outside Resources

- Course Materials
- Readings
- YouTube

Budget

There is no budget allocated to creating this course. All the software required is open source.

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Mini Online Course Planning Document II

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Dr. Mary Hattori
LTEC 632, Spring 2017
April 1, 2017

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Plans for Learning

Course Outline

The course will teach students how to build their digital portfolio using WordPress (WP). The students will learn how to design, edit, and manage their websites. The students will post their own examples, such as artwork, writing samples, and videos to demonstrate their skills for the professional workforce. The students can link resumes, references, and even objectives to the webpage as well to showcase their qualifications.

The course materials are chucked into five sections. They are WP Overview, WP Creation, Implement WP Website, Job Applications, and Principles of Online Behavior.

I.   **WP Overview**
   A. **WP General Settings**
      1. How to set the privacy
      2. How to create the user profile
      3. How to read the page/post URLs
   B. **WP Themes**
      1. How to search and preview a theme
      2. How to install a new theme
   C. **WP Login**
      1. How to login
      2. How to navigate the admin panel

II. **WP Creation**
   A. **Plan the WP Website**
      1. Types of content
      2. Dropdown menus
   B. **Design the WP Website**
      1. Sketch the wireframes
      2. Build the prototype with Google Draw
   C. **Create and Develop the WP Website**
      1. Create and explain proper expectations for pages
      2. Create and explain proper expectations for posts
      3. Create the dropdown menus for navigation
      4. Create and explain proper expectations for the content

III.   **Implement WP website**
  A. **Testing Environment with Your Peers**
      1. Review, evaluate, and provide constructive feedback to peer's websites
      2. Use peer's constructive feedback to improve your WP website
      3. Checklist and revisions
  B. **Procedures to "Go Live"**
      1. Take the WP website from the testing environment to "go live"
      2. Update content when the WP website is live
      3. WP security and best practices

IV.   **Job Applications**
  A. **Overview Job Application Process**
      1. Searching for jobs
      2. Writing a cover letter
      3. Linking resume and WP website
  B. **Follow-Ups**
      1. Follow-up protocols
      2. Examples how to write follow-ups
  C. **Organizing Your Job Searches**
      1. Build a template with date applied, company, job title
      2. Create a folder with saved emails

V.   **Principles of Online Behavior**
  A. **Overview of Acceptable, Appropriate, and Professional Websites**
      1. 10 good website examples
      2. 10 bad website examples
  B. **Overview of Acceptable, Appropriate, and Professional Social Media Websites**
      1. 10 good social media examples
      2. 10 bad social media examples

Course Map

There will be a series of quizzes/tests throughout the course. The objective is for the

students to learn the concepts of their online portfolio, web design, and professional development

skills. The students will be allowed to take the quizzes as many times as possible until they

successfully answer all the questions. The instructor will advise the students to have at least an

80% overall passing grade for the course. This will help the students organize and plan their thoughts into a professional online presence.

In addition to the quizzes/tests, the students will perform both self-evaluations and peer-evaluations. They will evaluate their classmate's work by comparing their content to similarities they have within their website. These evaluations will guide the students to view the content (videos, text, images, artwork, etc.) with a critical eye to describe what they liked, what they did not understand, and ways to improve it. The self-evaluations will be conducted using a checklist provided by the instructor. This checklist will have a rubric (1-completed, 2-in-progress, 3-incomplete).

The student's engagement will occur immediately since their first assignment is "getting acquainted with your peers." Selfies are extremely popular today, so this assignment is to create a selfie video. The selfie video must be between 60-to-120 seconds. It cannot be shorter than one minute or exceed 120 seconds. The selfie video will answer these questions in this order:

- Your first and last name
- Your major and minor
- What is your ideal job
- Where do you live
- What are your hobbies

Everyone will view all the selfie videos, but only reflect on four of them. The reflections must incorporate why they chose that video. It could be something they have in common or a shared interest. It must be written in a professional manner and contain at least 100 words. They will have only a few days to complete this assignment to ensure engagement. As an incentive, they will be allowed to earn 10 bonus points if they write a short reflection to all the selfie videos in the same deadline.

Description of Learning Objects

Within each course section, there will be supplemental materials that will require the students to read online articles, scholarly articles, videos they will create, and watch videos from their peers. The students will engage in discussion with the instructor and other classmates. Follow the outline below to see a few examples of the course material for each section.

I. WP Overview
   A. Watch the following video in order to understand the basics of WP.
      1. YouTube tutorial Link here
         (https://www.youtube.com/watch?v=r-lqV7vyZt4)
II. WP Creation
   A. Read article provided here to see a few examples of what you will be creating.
      1. Best Professional Websites
         (https://www.themuse.com/advice/the-35-best-personal-websites-weve-ever-seen)
   B. Read scholarly article provided here to get tips on creativity and professional development for your WP site.
      1. Read through scholarly article here
         (https://drive.google.com/a/hawaii.edu/file/d/0B8zqZ7SeAyrdTURSSFVQWk1FS2ZOTHlOYjRoWTRwRk82Mjh3/view?usp=sharing)

III. Implement WP website
   A. Procedures to "Go Live"
      1. Read online article here to keep up to date with WordPress
         (https://barn2.co.uk/wordpress-website-go-live-checklist/)

IV. Job Applications
   A. Follow-Ups: Watch the following video in order to understand job follow up procedures.
      1. Video here
         (https://www.youtube.com/watch?v=cGa0xWJe7Rs)

V. Principles of Online Behavior
   A. Overview of Acceptable, Appropriate, and Professional Social Media Websites
      1. Using WeVideo, *(https://www.wevideo.com/)* students will create an "about me" video to share with their classmates. The students will be placed in groups of three to help each other with their videos. Students with disabilities will be able to access the videos with their screen readers or other support tools. Since it is a classroom assignment, it provides additional support with your peers.

2. The videos will display the student's ability to create their own portfolio in a digital media format. They will have access to all the student's video in the classroom to share their knowledge and see the various talents students have. WeVideo tutorial link here *(https://www.youtube.com/watch?v=bRZioKAFPPU)*

Expert Review Plan

Qualifications of Potential Reviewers

There will be two types of reviewers for this new course. The first set of reviewers are Learning Design & Technology (LTEC) professors, the LTEC Chair, and the Dean of the College of Education at the University of Hawaiʻi. These reviewers will meet this criteria:

- Tenure in the LTEC department, senior rank at an UH community college, or a senior rank as an instructional designer
- Extensive knowledge of current ideas and practices with resumes, WP, and curriculum design
- Experience in the accreditation process

The second set are external reviewers or program evaluators. This will provide an objective, unbiased review of the new course and new perspectives from someone familiar with the discipline and the process of review.

These external reviewers must meet this criteria:

- Experience in the discipline
- Administrative experiences in higher education
- Experience with both LTEC undergraduate and graduate programs
- Strong institutional affiliations with the University of Hawaiʻi
- Must not have any conflicts of interest that might prevent a very candid and thorough evaluation

After successful completion of both review processes, the Chancellor will be notified and the

proper proceeding with occur to satisfy the criteria for the the Board of Education, the

Association for Accreditation, and UH.

Course Review Process

      The LTEC department will start the process to seek qualified internal and external

candidates for the course review. All the reviewers will be provided with a list of issues and

questions that need to be addressed in their reports. They may add other issues that arise during

the review process. Their report will contain the quality of the course, student learning outcomes,

relevance of curricular offerings to current and projected student needs, and recommendations

using their own expertise in their relevant fields. The LTEC Chair will review the application

process and will forward the request to the Chancellor, Board of Education, the Association for

Accreditation, and UH.

List of Review Criteria

The course will need to have the following requirements:
- Course Title
- Catalog or course description - academic intent of the course
- Justification - educational objective for the course
- Academic credit and hours - how many course credits and the number of hours
- Prerequisites for the course - Internet and computer knowledge and access, etc.
- Syllabus
- Week to week schedule with readings, lectures, and discussion section and how it is related to the lecture
- Evaluation of students' work such as exams, quizzes, written assignments

The course will need to meet the following goals:
- The students will develop a deeper understanding of WP knowledge by creating, designing, and displaying professional online portfolios
- The students will learn how to prepare their personal digital websites for future job opportunities

- The students will practice and reflect on their interview skills, application process, and resumes
- The students will learn common and best practices for online etiquette
- The course will prepare students to enter the workforce as competitive, qualified, and experienced graduates

In the classroom, the review criteria will be met using the National Education Association's Guide to Online High School Courses. Even though this is an undergraduate course, the same principles apply in the National Education Association's Guide to Online High School Courses.

The website will be graded with a Likert scale:
- 1 = very poor
- 2 = weak
- 3= average
- 4 = good
- 5 = excellent
- NA = not applicable

The rubric will analyze their levels of computer literacy, communication and collaboration skills, web design, professional documents (resumes, portfolios, works), and use of various medias and understanding (videos, content, pictures). The feedback will be given in worksheet and instructors will encourage students to update sites.

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