

Questions for Accomplished Users of Electronic Portfolios in Teacher Education
Questions for Support Staff

Name _____ Location _____ Date _____

** Note: The questions we ask here might vary with support people depending if they are purely technical or if they are professional staff acting in a quasi-faculty or leadership positions.

Intro: Review human subjects form/purpose of the study

1. Background: I'd like to begin with a little background on your work at _____.
What is your role? How long have you been doing this?
What FTE do you devote to support? Course release to support?
2. Workshops/training: Please describe your work with:
(a) workshops for faculty and students; regularly scheduled sessions? How often?
(b) development of web-based materials
3. Technical Issues:
(a) Who deals with the servers? Regular backups to tape? Redundant black boxes?
If the program goes down, is there an automatic backup to reduce down time? Is that an IT function?
(b) Are there maximum space allocations per student? Can the server handle video files? In which formats? Who funds added server space?
(c) For how long can students access their files after they graduate? Can they add to them once they graduate? Can students save their efolio to CD?

Electronic Portfolios

4. Were you involved in conceptualizing and/or planning the EP program? If so, what are your current responsibilities pertaining to this (A1, S1)
5. What's your sense of the comfort level of the students in terms of the technology skills needed for the EP program? The faculty?
6. Can you estimate how much of your time the EP program requires? (S4)
7. How much time does the EP require for your students? (S4)
8. What tools are used in the EP program?
9. [For those using a Web-based system.] Did you use off-the-shelf tools (HTML editors) prior to your use of web-based systems (ProfPort, Johns Hopkins)?

10. What are the advantages and disadvantages of the current approaches employed?
(S7)
 11. What was the student reaction to EP during the early stages of implementation?
Has this changed over time? (S4)
 12. How about the faculty? What was their initial reaction? Has it changed over time?
(S5)
 13. What is your sense of faculty participation in the program? (A2, S5)
 14. What is the level of support available EP use by students? What additional
support might be helpful? (A2)
 15. What is the level of support available to faculty for EP use? What additional
support might be helpful? (A2)
 16. What do you see as the major obstacles to the use of EP in teacher education?
(A3)
 17. What are the benefits of the EP program? To faculty? Students? Program?
Administrators? (N4)
 18. To what do you credit the progress your school has made in its program wide use
of EPs? (A2, A1)
 19. What is your advice for others who want to get started? What are the key
elements necessary for an EP program to succeed? (A5)
 20. Anything else that you'd like to add?
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