



College of Education

UNIVERSITY OF GEORGIA

TESOL and World Language Education

M.Ed. , M.A.T., and Ed.S. Final Portfolio and Conference Presentation Guidelines

The final comprehensive examination for the degrees above in TESOL and World Language Education consists of : (1) a portfolio, and (2) a professional poster presentation to the faculty and students at the Semi-Annual TWLE Graduation Conference.

(1) Portfolio (Written examination): The development of a portfolio is an ongoing process that begins as soon as you enter the program. You are responsible for saving materials such as final papers from coursework and other degree requirements that demonstrate significant learning. Please follow the guidelines on your planning sheet and be mindful that your program of study needs to be submitted for approval to your advisor before your final defense. Taking courses not approved by your advisor may delay your graduation. In your final portfolio, you need to demonstrate how your learning in the required TWLE courses and electives has provided you with a deep understanding of the field of second or foreign language education.

As you near the end of your program, you should select the best samples of your work for inclusion in the portfolio. *You are responsible for notifying your advisor of your intent to graduate by the first week of your final fall or spring semester in the program and to turn in your Application for Graduation to Ms. Liz Phillips at liz11@uga.edu in accordance with the [Graduate School deadlines](#).* You will then be informed by UGEmail of the due date for your portfolio and of your presentation.

You will need a Google account to create your portfolio online in Google sites. You can find these instructions for creating a Google sites TWLE portfolio in the document [“Portfolio Instructions”](#).

Your portfolio will be based upon five projects from TWLE courses (e.g., conceptual essays, research papers, curriculum development projects or other artifacts that demonstrate your accomplishments of the following program objectives.)

Contents of the portfolio (to be generated on Google Sites):

1. Title page with name and date
2. Student's resume/vita
3. Program of study (Numbers and names of courses taken, semester taken, and final grades if available)
4. A three to five page written synthesis statement that:
 - a. demonstrates your ability to synthesize your experiences in the graduate program as they relate to program objectives and your professional goals as a scholar and educator
 - b. describes your professional objectives for the future
5. A one page abstract for each of the five projects described above. Each abstract must articulate how the project meets one or more of the program objectives.

In your **synthesis statement** you should discuss how the projects demonstrate knowledge of the areas listed above and specific understanding of the following:

- knowledge of the target *language* linguistic system, differences and similarities among languages, and the principles of language acquisition and multilingualism;
- knowledge of sociocultural contexts and *cultures* associated with the target language and how these shape language learning;
- ability to design, implement, and manage L2 *instruction* in accordance with local and national standards, and to use materials and technology effectively;
- knowledge of premises and issues concerning L2 *assessment*, and ability to use and interpret assessments;
- conversance with research in and history of the field of applied linguistics, TESOL, or world language education; and ability to engage in *professional development and advocacy* in TESOL and world language education.

(For further elaboration on each of these areas, please see teacher education standards in [K-12 World Language Education](#), [K-12 TESOL](#), or [ESL/EFL teachers of adults](#).)

Scanned documents, digital photos, or original Word documents can be included in the portfolio. If the project is not easily scanned or photographed, the original project should be submitted to your advisor on the same date as your portfolio.

(2) Oral examination: Poster Presentation at the Semi-Annual TWLE Graduation Conference (Oral Examination):

At a designated time in the last half of the fall and spring semesters, all graduating M.Ed., M.A.T., and Ed.S. candidates who have passed the written portfolio examination will participate in a professional poster presentation session. They will create a professional poster and will also deliver an oral presentation on a project contained in the portfolio (see guidelines and rubric below) to the attending faculty and students.

The examination is open to all students and faculty, however RSVPs are required to insure room is available. At least two faculty members from the TWLE program will be present to evaluate the posters and the oral presentations. The poster presentation will include a discussion in which faculty will ask the presenter to expand on the work represented in the poster and portfolio.

Project presentation description:

For the poster presentation defense, students are encouraged to select any artifact from their portfolio that has been developed as result of a research, curriculum design or creative arts project. Once you have selected the artifact, you will develop a poster and a brief accompanying presentation (3-5 minutes) for a team of TWLE faculty and an audience of your peers. Additionally, the evaluating TWLE faculty and attendees will be invited to ask questions about the presented work.

Format for individual presentations

When choosing what to present at the poster session, please choose one of the following strands (informed by the TWLE courses and the electives):

Strands

A: Language Acquisition and Language Processing

1. First and/ or Second Language Acquisition
2. Reading, writing and visual literacy
3. Psycholinguistics

B: Language Teaching and Learning

1. Second/Foreign Language Teaching and Teacher Development
2. Language and Education in Multilingual Settings
3. Educational Technology and Language Learning
4. Language Evaluation, Assessment and Testing

C: Language in the Arts

1. Literary Writing and Second/ Foreign Language Teaching/ Learning
2. Theater and Reflective Second Language Teaching/ Learning

D: Language in Society

1. Language Policy and Planning

2. Bilingualism and Multilingualism
3. English as a Lingua Franca and World Englishes
4. Language and Technology
5. Language Socialization
6. Language and Globalization

E: Analysis of spoken and written discourse

1. Language and Social Interaction
2. Multimodality
3. Corpus Linguistics
4. Discourse Analysis

Preparation of poster presentations

Presenters can choose among three different types of presentations: 1) Research Study, 2) Curriculum Design Project, or 3) Creative Arts Project. During the poster session, all three types of presentations must have the following components represented graphically on the poster and orally during the presentation:

1. Conceptual framework that is grounded in second language theory and research (e.g. Socioculturalism, Sociolinguistics, Critical Pedagogy Second Language Acquisition, Post-structural theory, Applied Linguistics, SFL and many others introduced to you in your coursework)
2. Discussion in the findings/ curriculum/ or creative project section of how the work relates to particular studies and/or approaches in second language research
3. Reflection on how the project has implications for either future research or teaching
4. Clear data display from creative projects or studies that provide evidence for the claims made in their presentation (e.g. transcripts, excerpts from creative project, video clips)
5. A list of references that inform the presentation should be printed out as a hard copy (one copy required; handouts can be emailed to interested audience members.)

A typical poster combines text and graphics, mounted to a wall or bulletin board, in a visually attractive presentation. Some poster sessions use a table to support a free-standing display, and/or may include handouts for the audience. A professional poster session presents numerous posters at the same time in a large room. The audience walks by the presentations, reviewing from a short distance, stopping to engage with the presenter, if interested. This format is most often used at professional conference in the field of language education and other affiliated disciplines.

UGA Students can print conference poster for free. This must be done with advance preparation. Students may choose alternative poster formats but they must meet with professional expectations for clarity, organization, and content. More information about UGA printing options for posters at this link:

<http://grad.uga.edu/index.php/current-students/professional-development/poster-presentations/>

Each presenter will have up to 5 minutes to present their poster to individual listeners, with time for a Q&A (Question & Answer) to follow after each presentation. The material presented on the poster and during the oral delivery should support each other and convey all the key information about the selected project.

The following resources will help you create an effective oral presentation:

1. [UGA CURO Symposium Instructions](#)
2. [Ten Simple Rules for Creating a Good Poster Presentation by NIH](#)
3. [A series of resources on creating poster presentations, including a video guide by CIRT](#)

Updated Spring2018