VALUE and ePortfolios: Partnership for Learning

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Association of American Colleges and Universities
Colorado Mesa University
January 17, 2014

Today's Agenda

- Why and What Rubrics

- Rubric Calibration Preview

- Building a Culture of Rubric Assessments

- Why ePortfolios

- ePortfolios in Practice

- Q & A

Ramesh Sabetiashraf

WHAT COUNTS AS GOOD (ENOUGH) EVIDENCE?:

Gathering meaningful, useful, and sustainable assessment

FROM CREATION TO CAPTURE: MEASURING LEARNING & IMPROVEMENT

- Balancing Summative and Formative
  - Summative = Assessment at the end of a program/year/college career to measure total learning gains
  - Formative = Assessment done at intervals within the process
- Balancing Direct and Indirect
  - Indirect = Assessment student's *perceived* learning based questions asked of them
    - National Surveys: NSSE, CIRP
    - Local Surveys, Course evaluations
    - Focus groups
  - Direct = Assessment of student's *demonstration* of learning based upon student developed artifacts
    - Writing samples, reflections papers, journals,
    - Policy papers, information booklets, non-text products of student work (videos, art projects, tutorials)
    - CLA, VALUE Rubrics, Portfolios

Example of Process

From: Carroll Community College

Flow chart of sequential steps in the request, submission, and scoring of student artifacts for Learning Goal 4: Information and technology literacy.

Step 1: All Gen Ed Courses reported as addressing and assessing Info. Tech. Literacy identified as potential courses from which to request artifacts. (54 courses)

Step 2: Of courses identified, approx. 20% were randomly selected for sample (10 courses, 36 total sections)

Step 3: Within each selected course, 2 students randomly selected by roster # to submit artifacts (74 artifacts)

Step 4: Start of semester, department chairs notified of courses in from which artifacts were to be requested. Chairs worked with individual faculty to fulfill request.

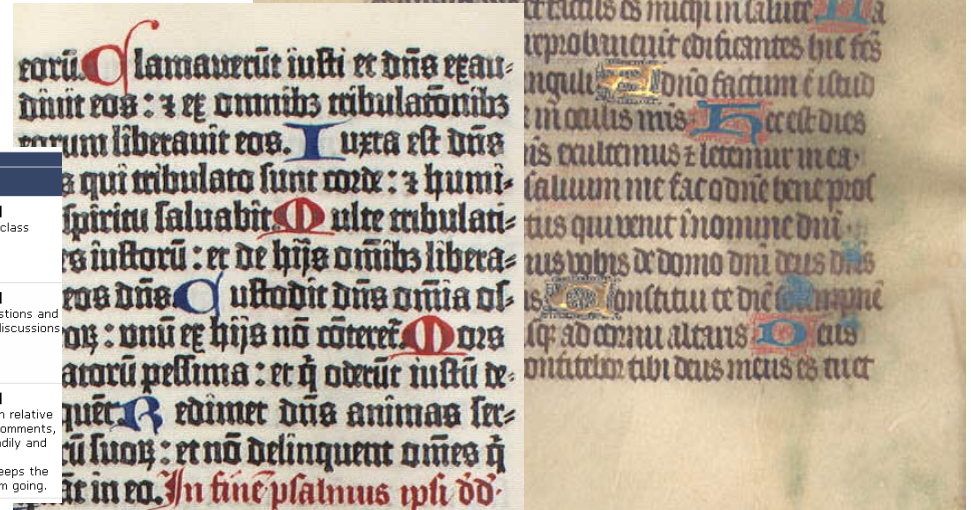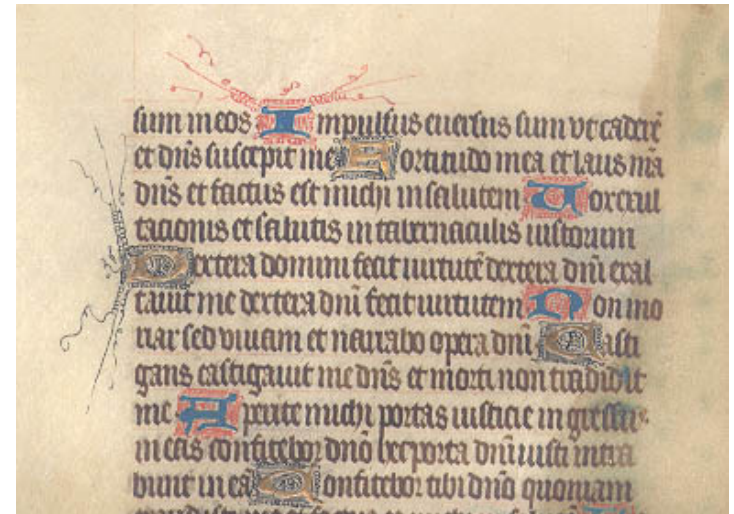**Step 5:** Artifacts submitted to Director of Learning Outcomes for scoring. (66 artifacts)

Step 6: Faculty scoring team met at the close of spring semester for a norming session and scoring. (62 artifacts)

Commonalities among rubrics

- Motivated by:
  - Need for among-campus communication
  - Mobile students
  - Belief that, in spite of uniqueness, core outcomes are shared

Rubrics - Definition

- Etymology: Red (ochre)
- Red markings used as directions in religious services
- Red markings by teachers on student assignments
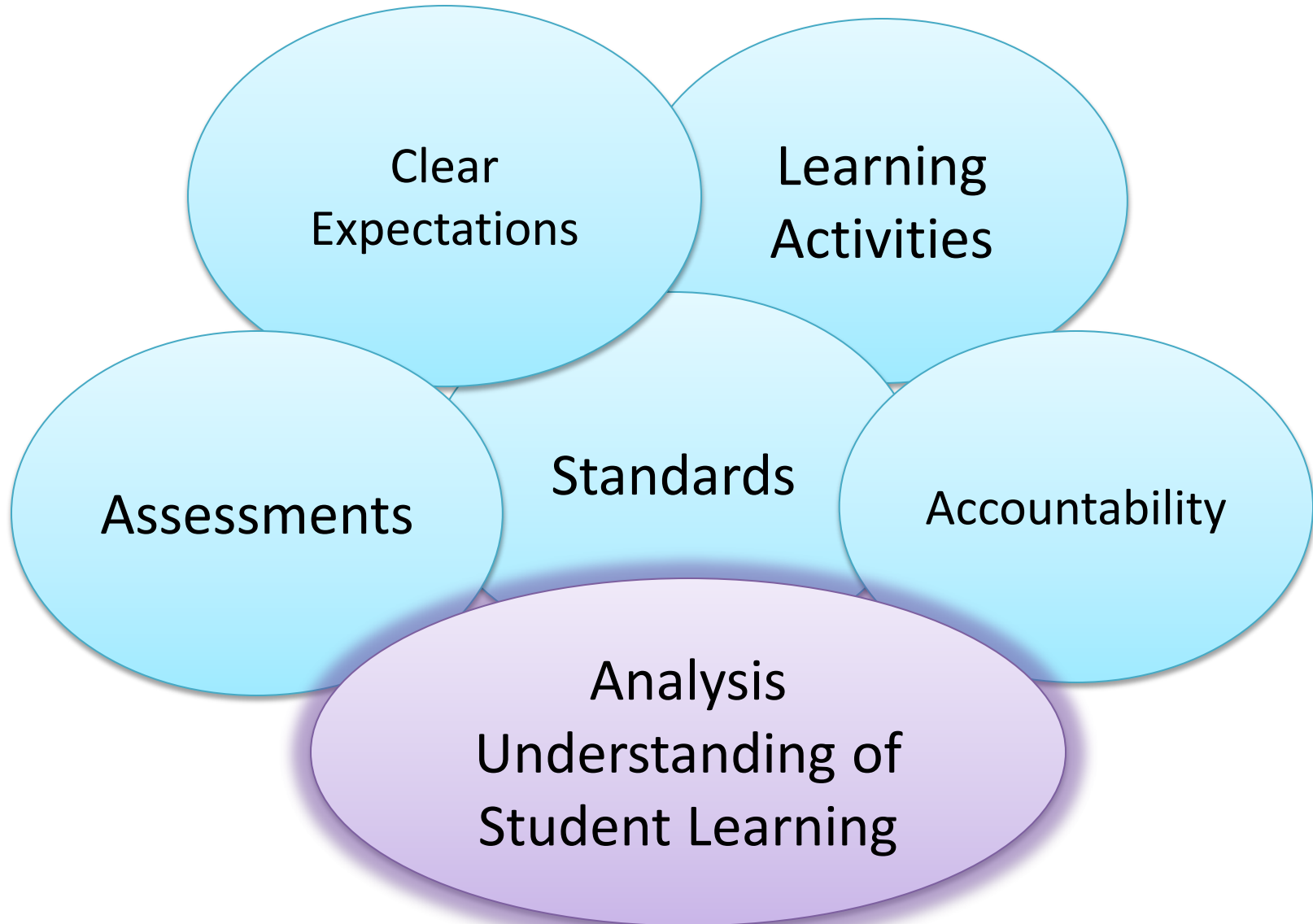- A formal scoring tool

Ramesh Sabetiashraf

Terminology

Rubric: A scoring tool used in assessment.

Levels

Criteria

Descriptors

Class Participation			
	Poor 1 pts	**Fair** 2 pts	**Good** 3 pts
Attendance	Poor Missed more than 30% of class time (no show, late arrival, early departure)	Fair Missed 5% to 30% of class time	Good Never missed a class
Questions and Comments	Poor Does not ask questions or make comments about subject matter. Ask questions unrelated to subject matter.	Fair Ask questions and make comments when absolutely has to.	Good Ask related questions and participates in discussions effectively.
Online Participation	Poor Does not participate in online discussions, only participates when needs help, or participates without a cause to show participation.	Fair Participates in online discussions faily, but not often enough. Helps others with their questions.	Good Participates with relative questions and comments, helps others readily and willingly without expectations, keeps the online momentum going.

Why Rubric

Clear Expectations

Learning Activities

Assessments

Standards

Accountability

Analysis Understanding of Student Learning

AAC&U Perspectives

- Standards-based Assessments vs. Standardized
- Faculty Developed
- Focused on Competence vs. Deficits
- Based on Student Work
- Demonstrated over time vs. Snapshot
- VALUE Rubrics

Overcoming Objections

Common Objections:

- Rubrics are misunderstood: "I use rubrics all the time, mine just look different."
- Too Restrictive: "I can't grade the way I'm used to"
- Too Structured: "What if I forget to include a criteria?"
- Handling exceptions: "I don't know how/what I'm going to grade until I get student submissions."
- Institutional rubrics: "They don't work for me. That's not how I teach my students."
- Where do I begin? "I don't mind using them, but I need resources"
- "THEY'RE TOO MUCH WORK." distribution, grading, printing, etc.

Overcoming Objections

- Student gets a B on a paper. Does she realize her strengths and weaknesses?

- Do the department or program know of its students strengths and weaknesses? Does the institution know?

- Certain technologies can help

Accountability

- Limits in standardized assessments
- Data collection
- Course, program and institutional effectiveness
- Meeting standards
- Aligning with internal and external outcomes
- Accreditation

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form.**
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

•Rubrics Basics

Criteria

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VALUE Rubrics & Assessment

•Rubrics Basics

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Levels

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Performance Descriptors

THE GROUND RULES

*This is not grading.

*We are not changing the rubric (today).
*Our work is time sensitive. Go with your   instinct.
*Think globally about student work and about the
learning skill. Think beyond specific
disciplinary lenses or content.
*Start with 4 and work backwards.

*Pick one performance benchmark per criterion. Avoid
".5".
*Zero does exist. Assign "0" if work does not meet
benchmark (cell one) performance level. N/A
exists. Assign "not applicable" if the student
work is not *intended* to meet a particular
criterion.

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Control (including conventions of usage, mechanics, correctness, or readability, depending on discipline or audience)	The writing deviates so far from accepted conventions that it is difficult to read and understand.	The writing generally conforms to accepted conventions, but frequent lapses distract the reader.	The writing adheres to accepted conventions so that the piece is generally readable and technically proficient.	The writing uses language effectively to advance the goals of the piece or to compel reader engagement.
What it's called in your area of study:				**What would constitute excellence in this component:**

Information Literacy Rubric Version 4.1 (Summerville, Urness, Schaefer & Stone revisions)

Performance Area	Rating = 4 "Proficient"	Rating = 3 "Competent"	Rating = 2 "Developing"	Rating = 1 "Beginning"	Score

Location/Scope of Information
 	
  --Has the student independently identified the extent of information needed for a project?
 	
  --Has the student included multiple sources of information and /or provided evidence of having employed a search strategy?
	Student develops a thorough bibliography with multiple and diverse sources of information. Search strategy is evident.	Student develops a bibliography with several sources of information but shows little attempt to diversify sources.	Student develops an incomplete bibliography that contains major errors indicative of no coherent search strategy	Student develops a bibliography using only web-based or popular media sources. No evidence that a formal search strategy was used.	

Evaluate Information
 	
  --Has the student demonstrated an effort to assess the relevance of retrieved information?
 	
  --Has the student included an evaluation of potential bias in the information being used to construct arguments?
	Sources explore multiple contexts for how information is crafted and student discusses the limits of current information	Sources are all relevant to the topic and represent a wide range of viewpoints	Sources are mostly relevant to the topic of the project but represent only a narrow range of viewpoints	Sources used are not relevant or are ancillary to the topic of the project	

Analyze Information
 	
  --Has the student demonstrated proficiency with the appropriate tools necessary to understand how information sources are related?
 	
  --Has the student used appropriate
	Effectively analyzes information from multiple sources into a project that represents new or novel	Student attempts to perform some analysis of information but the approach is not entirely appropriate for	Student makes reference to the analysis used by others without performing original analysis	Project lacks fluency or student work is segmented in such a way that arguments are unstructured	

Appendix A Brandman University Institutional Learning Outcomes_Competencies Matrix

Brandman University Institutional Learning Outcomes Matrix: Degree Qualification Profile, AAC&U Essential Learning Outcomes, Brandman University Mission, and Brandman University Degree Qualification Competencies

Degree Qualification Profile	AAC&U Essential Learning Outcomes	Brandman University Mission	Brandman University Degree Qualification Competencies	Institutional Learning Outcomes
Broad, Integrative Knowledge *Synergy, integration of ideas, methods, practice and theory across two academic fields*	**Knowledge of Human Cultures and the Physical and Natural World** *Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts*	Dynamic education based on excellence that creates lasting value	Broad, Integrative Knowledge*(suggestion)	Integrate ideas, methods, practice or theory across multiple fields of study.
Specialized Knowledge *"...terminology, theory, methods, tools, literature and complex problems or applications and cognizance of the limits in the field"*	**Integrative and Applied Learning** *Synthesis and advanced accomplishment across general and specialized studies*	Dynamic education creates relevance for evolving careers	Professional Skills	Apply knowledge in academic discipline to work or community problem through a project, paper or performance.
Applied Learning *What can students do, based on their knowledge? Field-based projects*	**Integrative and Applied Learning** *Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*	Dynamic education creates relevance for evolving careers		
Intellectual Skills *Analytical Inquiry; Use of Information Resources; Engaging Diverse; Perspectives; Quantitative Fluency; Communication Fluency*	**Intellectual and Practical Skills** *Inquiry and Analysis; Critical and Creative Thinking; Written and Oral Communication; Quantitative Literacy; Information Literacy; Teamwork and Problem Solving*	Dynamic education based on excellence	Innovation and Creativity	Construct a novel or unique idea, question, format, or product.
Civic Learning *Analysis and Reflection Out of class experiences*	**Personal and Social Responsibility** *Civic knowledge and engagement-local & global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations & skills for lifelong learning*	Dynamic education creates lasting value	Civic Engagement	Evaluate insights gained on diverse perspectives of a contested issue from engagement in scholarly and community experiences.
			Global Cultures	Analyze a global issue and its effects on one or more cultures.

Institutional Learning Outcome

CURRICULUM MAP A

BRANDMAN
University Chapman University System

Program Title: Arts and Sciences – Bachelor of Arts in Applied Studies

Institutional Learning Outcomes (ILOs)

Brandman University provides core learning values and experiences for all undergraduate students. Based on the Lumina Degree Qualifications Profile, Brandman University baccalaureate graduates will demonstrate key competencies that will prepare them for life-long participation in the knowledge-based world of the 21st century.

Baccalaureate Graduates will be able to:

ILO 1 - Applied Learning: Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

ILO 2 - Innovation and Creativity: Construct a novel or unique idea, question, format, or product.

ILO 3 - Civic Engagement: Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

ILO 4 - Global Cultures: Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

ILO 5 - Integrated Learning: Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

M = Mastery Level Competency of ILO

COURSES	ILO 1 Applied Learning	ILO 2 Innovation and Creativity	ILO 3 Civic Engagement	ILO 4 Global Cultures	ILO 5 Integrated Learning
LBSU 305	M				
LBSU 487					M
COMU 315			M	M	
SOCU 453		M			

Institutional Learning Outcome
CURRICULUM MAP A

Program Title: Arts and Sciences — Bachelor of Arts in Psychology

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COURSES	ILO 1 Applied Learning	ILO 2 Innovation and Creativity	ILO 3 Civic Engagement	ILO 4 Global Cultures	ILO 5 Integrated Learning
PSYU 301			M		
PSYU 304			M		
PSYU 320				M	
PSYU 336			M	M	
PSYU 480	M	M			M

❖ Considering that it is possible for students to transfer a few equivalent core courses the Psychology Curriculum Team identified multiple courses that could be developed to meet ILO requirements. The PSYU 480 Capstone will serve to meet multiple ILO's. Currently, the Civic Engagement ILO can be completed though "Intellectual" activity. Faculty have identified elective courses that could be developed to meet ILO's if necessary.

Institutional Learning Outcome
CURRICULUM MAP A

BRANDMAN University Chapman University System

Program Title: **Business and Professional Studies – Bachelor of Science in Computer Technology**

Institutional Learning Outcomes (ILOs)
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COURSES	ILO 1 Applied Learning	ILO 2 Innovation and Creativity	ILO 3 Civic Engagement	ILO 4 Global Cultures	ILO 5 Integrated Learning
OLCU 414 SA: Team building case study and High power team development	Learn to cooperate and collaborate better for a world getting smaller every day.			Team building as a basic global relation and culture skill for more cooperation and peaceful coexistence.	
CSCU 498 Chen SA: Cape stone project	M Perform Systems Development by doing	Transform ideas into products and service to be an			Create solutions based on the skills learned in BS CT

Brandman University Degree Qualification & Institutional Learning Outcome: **Global Cultures**

Definition: Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

Integrating intercultural knowledge and competence into the heart of higher education is imperative of seeing ourselves as members of a world community. More than exposure to cultures different than our own, it requires the "capacity to: meaningfully engage with others, place social justice in historical and political context, and put culture at the core of transformation learning." (VALUE Rubric: Intercultural Knowledge and Competence). Understanding cultures through global issues unveils the complexities and sensitivities among people, ideas, and heritage.

	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1
Global issue	Demonstrates sophisticated understanding of a global issue.	Demonstrates adequate understanding of a global issue.	Demonstrates partial understanding of a global issue.	Demonstrates no greater than surface understanding of a global issue.
Knowledge	Demonstrates sophisticated understanding of the similarities and differences between/among members of more than one culture in relation to history, values, politics, economy, communications styles, or beliefs and practices.	Demonstrates adequate understanding of the similarities and differences between/among members of more than one culture in relation to history, values, politics, economy, communications styles, or beliefs and practices.	Demonstrates partial understanding of the similarities and differences between/among members of more than one culture in relation to history, values, politics, economy, communications styles, or beliefs and practices.	Demonstrates surface understanding of the similarities and differences between/among members of more than one culture in relation to history, values, politics, economy, communications styles, or beliefs and practices.
Synthesis	Develops a project, paper or solution that demonstrates a sophisticated ability to integrate divergent facts and/or opinions from multiple sources	Develops a project, paper or solution that demonstrates an adequate ability to integrate divergent facts and/or opinions from multiple sources.	Develops a project, paper or solution that demonstrates a partial ability to integrate divergent facts and/or opinions from multiple sources.	Develops a project, paper or solution that demonstrates a lack of ability to integrate divergent facts and/or opinions from multiple sources.
Empathy	Consistently demonstrates more than one worldview.	Sometimes demonstrates more than one worldview.	Rarely demonstrates more than one worldview.	Does not demonstrate more than one worldview.
Attitude	Consistently demonstrates openness to other perspectives by accepting feedback and/or sharing opinions in a respectful manner.	Sometimes demonstrates openness to other perspectives by accepting feedback and/or sharing opinions in a respectful manner.	Rarely demonstrates openness to other perspectives by accepting feedback and/or sharing opinions in a respectful manner.	Does not demonstrate openness to other perspectives by accepting feedback and/or sharing opinions in a respectful manner.

Adapted from: "VALUE Rubric: Intercultural Knowledge and Competence." In Terrel L. Rhodes, ed., *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics* (Washington: Association of American Colleges and Universities, 2010), 44-45.

What Difference can an ePortfolio Make?

What does it take for ePortfolio to make a difference?

What Difference?

Table 2

San Francisco State University

	Metro Academy, First Year/First Time Students	All SFSU First Year/ First Time Students
1 year Retention rate	90.0%	79.3%
3 year Retention rate	79.0%	60.0%
4 year Graduation rate	24.6%	14.9%

What Difference?

Support for an emergent proposition that the most powerful ePortfolio practice is inherently connective and integrative; and that part of what it does is connect and **enhance** the impact of other **High Impact Practices**. In this sense, ePortfolio could be understood as a "**Meta-High Impact Practice**." – Bret Eynon

What Difference? – Completion/Graduation

Table 1

Queensborough Community College

Retention	Percent	Intervention
Fa 2006–Sp 2007 Retention	65%	Benchmark
Fa 2009–Sp 2010 Retention	88%	Freshman Academy
Fa2009–Sp 2010 Retention	97.8%	FY Academies w/ eP

Reflection in ePort

- Our definition: Reflecting involves connecting evidence of learning to expectations for learning to discover and describe intellectual change.
- Elements of reflection:
  - **Evidence**
  - **Connections**
  - **Intellectual growth**

What Difference?
Reflective Practice

• Connect diverse course-based experiences & build reflective skills. ePortfolio-based reflections at Pace University's (2014) Media and Communication Arts graduate program **begin as "lower level reflection"** on specific artifacts; a reflective essay completed at semester's end elicits "**higher level reflection**," asking students examine their own strengths and weaknesses. **Staged assignments** in Salt Lake Community College's (2014) Geospatial Program move students from simple process-based reflections to more integrative reflection and synthesis by the end of the program

• **Link course-based learning to co-curricular learning and advisement**. At Rutgers University's (2014) Douglass College, advisors structure ePortfolios to help students connect academic pathways to co-curricular programs and service learning, building leadership skills. At CUNY's Guttman Community College (2014), advisors use ePortfolio to support educational planning and the transition to college life.

• **Connect** their learning to **academic competencies and professional standards**. Boston University's (2014) College of General Studies uses ePortfolio to help students **understand, focus on and document growth** around **key Gen Ed competencies**. In the Nursing courses at Three Rivers Community College (2014), students use reflection to help demonstrate the ways they have met professional accreditation requirements.

What Difference?

Table 3

Student's Integrative ePortfolio Experiences

C2L Core Survey Questions	Agree or Strongly Agree (n=6,729)
Building my ePortfolio helped me to think more deeply about the content of this course.	64.4%
Building my ePortfolio helped me succeed as a student.	68.5%
Someday I'd like to use my ePortfolio to show what I've learned and what I can do to others, such as potential employers or professors at another college.	73.8%
Using ePortfolio has allowed me to be more aware of my growth and development as a learner.	69.3%
Building my ePortfolio helped me to make connections between ideas.	75.6%

What Difference?
Reflective Pedagogy

- **Peer response and social interaction** deepen individual work. In Guttman Community College's (2014)"Arts in NYC" assignment students are asked to respond to each other's comments via the course ePortfolio and use each other's ideas to generate insight and analysis into their own writing. A staged reflective process is used in Northeastern University's (2014) Master's level education courses, starting with social exchange and leading towards more individual reflections.

- **Team-based work** creates a collectively produced artifact. In Boston University's (2014) General Studies second year capstone team project, students spend the last four weeks of their sophomore year working in groups of 5-7 to research a contemporary problem and creates a presentation that describes the problem and its contexts and proposes a real-world solution. Using an ePortfolio facilitates the collaboration and shares the presentations for review by the class.

What Difference?
Reflective Pedagogy

- The use of an **external audience** raises the stakes on production. For example, the University of Delaware (2014) has teacher candidates create a "defense of mastery" presentation-style ePortfolio for review by external viewers, creating a high stakes setting that replicates a position interview process.

- The formation of students into an **expert-like knowledge community** of practice engages students with their learning. In Pace University's (2014) microbiology course, students spend eight weeks developing expertise on a species of bacteria, which they present as a resource to other courses using ePortfolio. In IUPUI's (2014) art history capstone course, students engage in an extensive peer review process of each other's portfolios and reflect on what they saw and learned...and that research is a way of thinking rather than a page and word limit. Portland State senior capstone interdisciplinary expertise to a common task.

"My instructor provided useful feedback on my ePortfolio"

- when students know instructors are looking at their ePortfolios, the value of the experience deepens (α =.82). Across three semesters, 75.1% students with high levels of instructor feedback Agreed or Strongly Agreed with the statement "Using ePortfolio has allowed me to be more aware of my growth and development as a learner." For students with low levels of instructor feedback, the comparable figure was 32.4%.

Professional Development

Faculty observed that they **gained new insights** into the way students interpreted and completed assignments. They also reported being able to more comprehensively **gauge students' knowledge** acquisition based upon reading **students' reflections** in addition to reviewing the students' work and adjusted their curricula accordingly.
-U of Delaware

- assembling what we're calling ePortfolio Support Cohorts…. **groupings of faculty** who are facing the **common challenge** of how best to integrate the ePortfolio into their General Education courses. Members of the cohort **share draft assignments** and reflection prompts with the group, and receive **feedback** from their colleagues as well as from the cohort leader. - SLCC

"Integrative learning depends on integrative planning."

...scaling involves broadening and expanding ePortfolio practice by connecting ePortfolio implementation to programs and majors, and integrating with institutional initiatives, such as General Education, outcomes assessment, and high-impact practices. ePortfolio initiatives provide a context for bringing together stakeholders from across boundaries by creating a network of connections that are responsive to the ecosystemic nature of institutions. By their integrative nature, ePortfolio initiatives foster collaborations across silos, connecting faculty, academic staff, student affairs professional, advising, writing centers, technologists, librarians, employers, alumni, internship coordinators, community partners, and many more

Randy Bass 2014

ePortfolios Many Uses

CAMPUS EXAMPLES

.edu/osp-presentation-tool/viewPresentation.osp?id=DD14BED9272E90D167A58741FD1EB3F7&sakai.tool.placement.id=1eb45969-13ef-4578-0070-ffe2f048955c

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eshman Experience

PORTFOLIO

Trenten Rocha
A Michigan Student's Freshman Experience

Welcome   Philosophy Statement   Goals   Work Showcase   Resume

pril 18, 2008

ear colleagues,

elcome to my portfolio!

ntered into my freshman year unsure and scared of the experience I would encounter in this unfamiliar territory. I soon began to alize that the most important experiences I was gaining while being at college were not taking place in the classroom, but were most everywhere else.

was participating in extracurricular activities that required a new level of maturity and responsibility that had never been required of e in the past. I asked in many ways to prove myself and once again show I was a leader. The skills I have gained by attempting to ove myself in and out of the classroom are proficiencies that I know I will carry with me far beyond my freshman year.

his portfolio is a collection of many different pieces of work that I found particularly rewarding while being a freshman at the University Michigan. I hope visiting my portfolio gives you a better understanding of who I am as a person. Thank you for visiting and please el free to explore every aspect of the portfolio.

ncerely,

Trenten Rocha

enten Rocha

.edu/osp-presentation-tool/viewPresentation.osp?id=DD14BED9272E90D167A58741FD1EB3F7&sakai.tool.placement.id=1eb45969-13ef-4578-0070-ffe2f048955c

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eshman Experience

MePORTFOLIO

Trenten Rocha
A Michigan Student's Freshman Experience

Welcome   **Philosophy Statement**   **Goals**   **Work Showcase**   **Resume**

The Dream...The Reason...The Plan...

My passion or business and reaching out

My ultimate dream is to become the CEO of the Disney Corporation. I am a firm believer in family values and the importance of **togetherness**. I admire Disney and its penchant for **core values**, which they have continued to foster since the very beginning; they aim to entertain their audience, while at the same time maximizing profit through a very **family friendly** medium whose values build character. I look at our society and question the direction that many of my peers have decided to take, and believe I could help **change this**.

Academic Goals

- To leave my undergraduate studies with the ability to fluently speak **Spanish**: it would be an asset to have in the current international business economy.

- To fully understand the subject of **accounting**: the processes of how it is done and a strong understanding of its future in our society.

Widen Your World

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths." **Walt Disney**

Personal Goals

- To learn how to play the saxophone: I have always believed music helps **evoke knowledge** and by becoming more musical it could possibly add elements to other areas of my life.

- To become more involved in my fraternity, Phi Gamma Delta: By taking on **leadership** roles within the fraternity I am gaining unprecedented friendships and able to network with my peers.

.edu/osp-presentation-tool/viewPresentation.osp?id=DD14BED9272E90D167A58741FD1EB3F7&sakai.tool.placement.id=1eb45969-13ef-4578-0070-ffe2f048955c

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eshman Experience

PORTFOLIO

Trenten Rocha
A Michigan Student's Freshman Experience

Welcome   **Philosophy Statement**   **Goals**   **Work Showcase**   **Resume**

Self-Assessment
   Bridging the Gap

Group and Team Work
   Phi Gamma Delta

Research
   Undergraduate Research Opportunity Program

Professional Development
   The Passion Reassured: Business

Other
   The Effects of a Freshman Writing Requirement

The Transition: High School to Summer Bridge

Sizing Up My Options

The summer before my freshman year of college, I was placed into a program that was designed to help high school seniors "bridge" the gap between twelfth grade and their freshman year at the University of Michigan. During the program, I learned more than just math and English over the month and a half I was on the campus. I met people who became my friends, people who made up every aspect of the racial spectrum, and worked with members of staff that I will always admire. Initially, I looked at the "Bridge" program as a negative experience, but after having completed it, I understand it was one of the best programs that could have prepared me for my years ahead at Michigan. In the program I was exposed to the same stresses of homework and personal conflicts that I would face in the coming months, but by then I had already been given the proper support group to help solve my problems.

Why It Mattered

The program demonstrated to me the depth of participation and academic excellence the program was going to demand from me, in order for me to be among the most productive scholars at Michigan. I was forced to choose between sleep, fun, and superficial happiness, in order earn the grades I knew I could achieve at the University of Michigan. I came to the university ready to prove myself, and knew that some of my classmates ranked among the world's best. I knew I was going to have to work much harder than many of them to achieve the same success. Going to summer term and being a part of "Bridge," provided me the opportunity to build the skills I would need in the future, in an environment with far less distractions than an

| Welcome | Philosophy Statement | Goals | Work Showcase | Resume | Supporting Materials |

one person can and does make a difference in the world

creating an environment that encourages learning, developing life goals, and creating friendship

science is constantly integrating new knowledge

I pick apart many flowers and look at it from all angles

winter is a wonderful time to walk down South University

plant diversity captured in time and space

bout this portfolio.

Program Development
⇒ Community
  Building

Research

  Biological
  Control of
  Purple
  Loosestrife

  Plant Diversity
  in the Ann
  Arbor Autumn

Learning from Diversity

  New Orleans
  Culture &
  History

Professional Development
  Plant Evolution
  and Diversity

Building a Strong Community

MRC students build community through a program called STEPS the next day after move-in.

Description of Experience

The Michigan Research Community (MRC) is a living-and-learning community at the University of Michigan that encourages academics, solidarity in research endeavors, and friendship. As a returning student to MRC, I served as a Program Board member and Peer Mentor. I worked with other returning students to organize social, academic, cultural, athletic, community service, and study break events. These events provided time and space for students to bond. This experience allowed me to develop insights and skills as a community leader and mentor. I worked with first-year and returning students to build a vibrant community dedicated to mutual support, academic pursuits, and exceptional research opportunities.

Importance of Work

College is a tremendous transition for first-year students. For some of the 100 first-year students, this may be their first time living away from home. For others, this may be their first time having a roommate. Generally, students have questions about academic life, the process of finding a research project through MRC, and research opportunities at the University of Michigan.

My roles as a community leader were:

PORTLAND STATE UNIVERSITY
PORTFOLIO

ENTER THE PORTFOLIO

Our website for self-evaluation, reflection, and planning

PORTFOLIO TOUR

Tours of specific topics for faculty, students and community members.

PORTFOLIO FAQ's

Frequently Asked Questions about PSU's Portfolio

PORTFOLIO INFO

About The Portfolio Project, documentation, source code, etc.

President's Vision

"My vision is of a university so thoroughly engaged with its community... that people throughout the region refer to it as 'our university'."

... view the President's Page

Portland State University President,
Daniel O. Bernstine

Accreditation Self-Study

Portland State's institutional portfolio will serve as the self-study document for its reaffirmation of accreditation in 2005.

...read more

PORTLAND STATE
UNIVERSITY

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Your Electronic Showcase

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GALLERY

TAKE A TOUR

SIGN UP

RETURNING USERS

FAQs

Welcome!

Welcome to eFolio Minnesota, a multimedia electronic portfolio designed to help you create a living showcase of your education, career and personal achievements. All Minnesota residents, including students enrolled in Minnesota schools, educators and others can use eFolio Minnesota to reach their career and education goals. See Before You Begin to learn more about using this cutting-edge electronic portfolio tool, or go straight to Sign Up. It's fun and easy!

A registered trademark, eFolio Minnesota is a product of the Minnesota State Colleges and Universities in partnership with state workforce and education organizations. The Minnesota State Colleges and Universities System is an Equal Opportunity employer and educator.

News!

Look here for recent list of news items or for upcoming events.

Summit proceedings are now available.

Read more...

Sign Up Today e

Minnesota
STATE COLLEGES
& UNIVERSITIES

Education is not the filling of a pail, but the lighting of a fire - W.B. Yeats

Nicole E. Hughes

Home | Activities | Education | View My Full Resume | Volunteer Activities | Work Samples

Contact Info | Internship and Practicum | Career Objectives | Employment History | References

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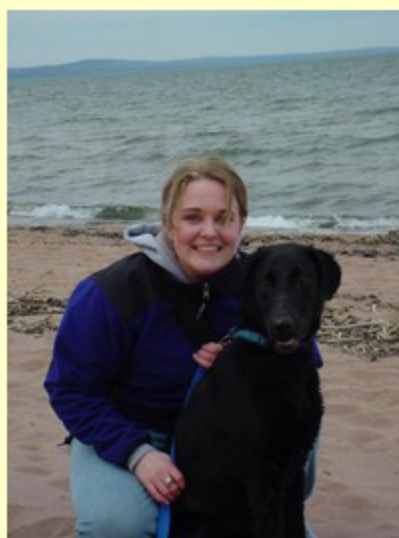
A girl's best friend: Nicole and Caspian,
Park Point - Duluth, MN

Hello, my name is Nicole Edith Hughes and I would love to work for your school. I am energetic. I am willing to learn. I want to teach. Please feel free to view evidence of my qualifications, experiences, abilites, and more. Thank you.

e-mail: Nicole.Hughes@st.bemidjistate.edu or nicole_edith@hotmail.com

Linda L. Baer, Ph. D.

Senior Vice Chancellor, Minnesota State Colleges and Universities

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Introduction

Linda Baer
Senior Vice Chancellor

Picture of Linda Baer

Linda L. Baer is Senior Vice Chancellor for Academic and Student Affairs at The Minnesota State Colleges and Universities system.

Dr. Baer received her Bachelors Degree in Sociology from Washington State University, Masters in Sociology from Colorado State University and her Ph.D. in Sociology from South Dakota State University.

Dr. Baer regularly assumes leadership roles in the state in instructional technology, bridging colleges and universities with the workplace, assessment and accountability, and educational transformations. Her publications and presentations include work in demography and rural sociology, the myths and realities of technology-enhanced education, and the building of virtual partnerships. A book chapter was co-authored in Continuous Quality Improvement: Making the Transition to Education, entitled "Partners in Progress: An Integrative Approach to Educational Quality." She has co-authored a book entitled: Partnering in the Learning Marketspace published by Educause and Jossey-Bass. She has also made national presentations on assessment of quality, the role of faculty governance in accreditation, and readiness issues for virtual learning partnerships. She has presented on Developing the ABCs of Successful Partnerships and Building the Successful Partnership Portfolio.

Honors include the Gamma Sigma Delta Outstanding Teacher Award, a Distinguished Service Award from the Great Plains Sociological Society, a Centennial Woman, an Outstanding Educational Leadership Award from Native American Students at Bemidji State University, and the Outstanding Leadership Award from the Northwest Indian Opportunities Industrialization Center in Bemidji, Minnesota.

Dr. Baer has served in numerous offices in professional organizations and regional societies. She serves on the Kellogg Foundation Forum for Higher Education

Peer Review of Teaching Project
Making Visible the Intellectual Work of Teaching

Home
About the Project
Peer Review Process
Explore Course Portfolios
External Review
Share Your Portfolio
Peer Review Book
Faculty Reaction
Contact Info

The **Peer Review of Teaching Project** (PRTP) provides faculty with a structured and practical model that combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance, and faculty reflection on teaching effectiveness. Begun in 1994, the PRTP has engaged hundreds of faculty members from numerous universities. In 2005, the project was awarded a *TIAA-CREF Theodore M. Hesburgh Award Certificate of Excellence* in recognition of it being an exceptional faculty development program designed to enhance undergraduate student achievement.

We invite you to become part of the national community exploring how to document the intellectual work of postsecondary teaching. This website is designed to serve as an **international repository** for course portfolios written by faculty who teach at postsecondary institutions. You are welcome to archive your course portfolio on this site so that your work can be shared, used, and reviewed by other faculty. You are also encouraged to write a review for any of the course portfolios in the repository.

University of Nebraska Lincoln

ST. OLAF COLLEGE
Center for Integrative Studies

IDEALS TO ACTION

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CIS

Home

"Integrative Studies"

Individual Majors

CIS Curriculum

CIS People

News and Events

Web Community

Magnus the Good Award

Holland Hall 606
1520 St. Olaf Avenue
Northfield, MN 55057
507-646-6707
cis@stolaf.edu

Mary Titus
Director
(507) 646-6707
titus@stolaf.edu

Susan Carlson
Program Coordinator
(507) 646-6707
carlsons@stolaf.edu

Web Portfolios: Enhancing the Coherence of Students' Careers

*Although they **use** technology, web portfolios are not **about** technology; they are about habits of thinking and the practices that cultivate those habits.*

To promote reflection on the coherence of their academic careers, students completing individual majors maintain web portfolios of their work.

A web portfolio is collection of work that a student chooses in order to illustrate the unfolding meaning of their career. The work is stored and presented as a web site, with links that demonstrate how the student understands the relationships he or she has built among many individual achievements. These portfolios make the CIS interest in "making meaningful connections" concrete. Works of almost any imaginable kind (art, lab reports, film and audio clips, essays) can be included in a web portfolio.

Besides demonstrating a student's grasp of the central subject of their studies, web portfolios promote four goals of liberal learning: recognizing connections, being reflective about intellectual and personal growth, building intellectual community, and building bridges to communities outside the academy.

Individualized Majors

Web Portfolios

    Why Web Portfolio?

    How to Develop a Portfolio?

    Example and Templates

    See Student Portfolios

Faculty Review Committees
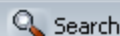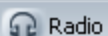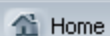
Models of the Environment
A Self-Designed, Integrative Major
by Brett Werner

Enter

FLORIDA STATE UNIVERSITY
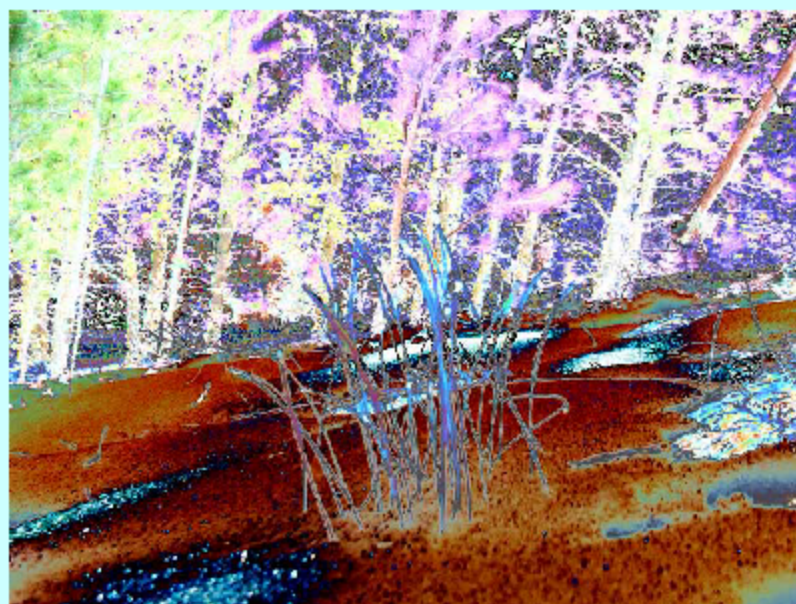
Career Portfolio

Visit the live Career Portfolio

Portfolio Launch Photo Gallery

For access or more information on the Career Portfolio, please contact: Jill Lumsden at the FSU Career Center (850) 644-6431

CAREER PORTFOLIO
FLORIDA STATE UNIVERSITY

The **FSU Career Portfolio** prepares students for the world of work through planning, reflection, skill development, and portfolio documentation.

Welcome! This web site provides information on the continuous progress and development of the FSU Career Portfolio at Florida State University.

- **Career Portfolio Walk-through Presentations**
  Take a tour of the Career Portfolio as used by FSU Students & Alumni.

- **Career Portfolio Evaluation** (opens new window)
  View The FSU Online Career Portfolio Program: An Evaluation Report which documents the 7 year development and evaluation of the program.

- **Career Portfolio Contest Winners**
  View the contest winners, judges and sponsors.

- **Career Portfolio Slideshow** (opens new window)
  Explore a slideshow on the Career Portfolio, or view a PowerPoint version.

- **Conference Presentations**
  Obtain PowerPoint slideshows and handouts.

- **Portfolio Bibliography**
  View a bibliography of portfolio books, articles, web sites and related information.

- **Sample Career Portfolio** (opens new window)
  See a fictitious student's sample FSU Career Portfolio.

- **Prototype Career Portfolio** (opens new window)
  Explore an initial prototype of the FSU Career Portfolio.

- **Supporting Documents**
  View documents related to the development of the FSU Career Portfolio.

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FLORIDA STATE UNIVERSITY

Career Center | Portfolio Home

Printer Friendly Format

Profile   **Resume**   **Skills**   **Transcript**   **Artifacts**   **References**

Lee Haines
Career Portfolio
Profile

Education:

- Junior at Florida State University.
- Major: Communications   Minor: Business
- Active Board member of Student Government.

Goals:

- Work for a marketing or public relations firm.
- Expand my technical and business-related abilities.

Qualifications:

- Creative, hardworking and highly-motivated.
- Computer skills – Microsoft Office and Adobe Photoshop.
- Bilingual in Spanish and English.

ePortfolio

My First Semester Porfolio

Welcome To My e-Portfolio

My name is Charmaine Corlette. I am American but, my parents and the rest of my family were born in Guyana. I live in Jamaica, Queens with my grandmother and my aunt. I just graduated from North Rockland High School in Stony Point, NY. Prior to that I went to Ramapo Senior High School for half of my junior year in Spring Valley, NY and prior to that I went to Benjamin N. Cardozo for my freshman and sophomore years. So as you can see I did a lot of moving around in the last four years. I am currently a student at LaGuardia Community College and my major is Accounting. I chose accounting because what I really want to do is to become is a tax consultant like my mother. After I graduate from LaGuardia, I want to go to either Baruch College or Hofstra University and I want to join my mother at her tax firm that should be up and running by the end of this year.

Reflection

I first heard about ePortfolio from my Intro to Business professor

CTE

JOHNS HOPKINS UNIVERSITY Center for Technology in Education
A partnership of the Maryland State Department of Education

The Johns Hopkins Digital Portfolio

The Johns Hopkins Digital Portfolio (DP) is a Web-based assessment and presentation application that allows users to demonstrate their capabilities and achievements in relation to a pre-determined set of principles or standards.

Quick Links

Choose a link ▾   Go

Search by keyword

[ ] 🔍

PHILOSOPHY ▸

DESIGN ▸

FEATURES ▸

BENEFITS ▸

OBJECTIVES ▸

SERVICES ▸

Johns Hopkins University is a nationally recognized leader in the use of portfolios throughout the learning process as a tool to measure competencies program wide or individually. To enhance the traditional paper portfolio model, the JHU Center for Technology in Education (CTE), in collaboration with the JHU Master of Arts in Teaching Program (MAT), developed this standards-based digital portfolio.

The **Johns Hopkins Digital Portfolio (DP)** provides users with a **template-driven, simple Web interface** that is **customizable** based on its intended purpose and audience. Whether it is designed and implemented as a pre-service, employment, or professional development tool, the Johns Hopkins DP advances **effective evaluation** of **individual and program-wide growth** based upon **established standards and goals**.

Multimedia Presentation

The Johns Hopkins Digital Portfolio allows portfolio developers to demonstrate attainment of competency in relation to established educational standards; provides an online journal for reflection; and includes a powerful, embedded messaging system that promotes ongoing collaboration with peers and advisors. The DP enhances a program or institution's ability to sustain standards-based instruction and assessment over

Alverno COLLEGE

*D*iagnostic *D*igital *P*ortfolio

Major Features of the Digital Portfolio

DDP Home

Enter DDP

Enter Demo

FAQs

History

Slide Show

Logging on to DDP

Student Screens:

- My Portfolio
- Viewing a Key Performance
- My Resources
- Reference Tab

Faculty Screens:

- Feedback
- Perform Feedback
- Design a Key Performance
- Analysis

View in Sequence **Sequence**

Did you know?

When you are logged on to Version 2.5, the Help menu is customized for th screen? Just click the Help Button from within the DDP!

Last Updated:7/15/05
Questions/Comments?
Email us!

Alverno College
3400 S. 43rd St.,
P.O. Box 343922
Milwaukee, WI 53234-3922

Slide Show - Student Screen *My Portfolio*

DDP Home

Enter DDP

Enter Demo

FAQs

History

Slide Show

Logging on to DDP

This view shows course prefix and number of Key Performances that have been stored in the portfolio. A Key Performance is any assignment, assessment or internship activity that is selected by the faculty or student to include in their portfolio.

The portfolio is designed to require that feedback, instructor, external assessor and peer, as well as the student's self assessment associated with each key performance be completed and stored in the portfolio before it will be listed in the matrix above. The student's work may or may not be included.

DDP v.2.5 is a customizable version of the original DDP (1999) and contains many new features as described in "What's new in the DDP" document!

Did you know?

When you are logged on to Version 2.5, the Help menu is customized for the screen? Just click the Help Button from within the DDP!

t Updated:7/15/05
estions/Comments?
ail us!

Alverno COLLEGE

| My Portfolio | My Work | Key Performances | My Resources | Reference |

My Portfolio > Matrix View

Current User:

Sue Alverno

Log Off

Email DDP Administrator

DDP v. 2.0
Patent: 6,651,071
November 2003

Completed Key Performances for [Abilities Matrix ▼]

	Level 1	Level 2	Level 3	Level 4
Communication	AC 101 CPA - R, W, S, L, Q, C	CM 110 1 Book Review - R, W CM 110 1 test - W CM 111 all sections - W	AH 150 1 abilities assessment - ICM CS 200 3 3 project - ICM CS 270 1 4 final project - ICM ED 210 - ICM LA 221 abilities assessment - ICM LA 282 - ICM, Q	CMT 300 1 project - ICM, T EN 330 Reading History - ICM
Analysis	AC 110 1st WEC Ext. LA 221 LA 282	AC 110 1st WEC Ext. CM 110 1 Book Review LA 221 LA 221 abilities assessment LA 282	AC 110 1st WEC Ext. AH 150 1 abilities assessment ED 201 sp2002 LA 221 LA 221 abilities assessment LA 282	CS 270 1 4 final project ED 201 sp2002 EN 330 Reading History LA 282
Problem Solving	AC 110 1st WEC Ext. SC 119 1	AC 110 1st WEC Ext.		CS 270 1 4 final project
Valuing	AC 110 1st WEC Ext. LA 221	AC 110 1st WEC Ext. AH 150 1 abilities assessment LA 221 LA 221 abilities assessment	A 389 99 9 LA 282	
Social Interaction	AC 151 Level 1 Social Int.			ED 215R ILE 001 Day at Alverno

Ranger Slade's Web Adventure

Home   Intro   Work   Education   Mentor   Writings   Hey   Photos   Links

Work

Click to see my most up to date *RESUME*.

Since high school, I have been fortunate to find myself working outdoors every summer. While field work, especially science related, s day, the interim between high school and college found me working at a variety of job descriptions. My first seasonal job was for the a forest fire lookout in the western Siskiyou Mountains of SW Oregon. I was seventeen and for the first time in my life was thrust rig

Ranger Slade's Web Adventure

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ent years to have found jobs that match both my personal and professional ideals. In 1998, I worked as a field biologist/botanist out o
cies (*Castilleja chlorotica* and *Botrychium pumicola* mainly), and this is where I got the idea (easy to get them when wandering abou
ees) to try my hand at nature guiding/education. I followed this notion up the next summer and created Chetco Nature Walks--my ow
k out the poster I designed, just click it). I met a lot of great people through my venture and loved the experience of introducing people to
nd though, I wanted to reach a wider cross section of the public than the private tours allowed me to, and the next summer I found th
with it ever since.

al, park ranger for Redwood National and State Parks since 2000. There are so many things about this job that I love, it would be too
them. Highlights over the years include all the great people: the everyday visitors, my Junior Rangers, and my Redwood family
e 2001, I have had the joy of leading kayak trips down the Smith River and on the Klamath River estuary. These trips are all day
ectacular and complex natural histories of these places. The summer of 2002 found myself, ranger Jennifer Natoli, and ranger Sam Jo
te Park's display for the Del Norte County Fair in Crescent City, CA. Below are some pictures of the display that we put together *(cl*

our display was "Rocking and Rolling in the Redwoods". I built the funky model of the subduction zone (left) and Jen Natoli pretty much designed all
wall surrounding the subduction zone (center). The display on the back wall (right) was about the 1964 tsunami that struck Crescent City; large phot

The Time is Right …

♦ *Assessment practices are changing to include…*

- *Qualitative – not just quantitative*

- *Formative – not just summative*

- *Performance over time – not just one course, one test*

- *Sophisticated skills and responsibilities – not just knowledge*

- *Problems with multiple solutions – not just "right" answers*

Process for Building and Sustaining Interdisciplinary Programs

Mobilize (Plan)
Define interdisciplinary vision/goals
Know context
Be experimental

Interdisciplinary Community
Reflective
Innovative
Integrative

Uncommon Difficult

More Common Easier

Institutionalize (Sustain)
Commit
Review
Persist

Implement (Act)
Pilot
Evaluate
Scale

Less Common Harder
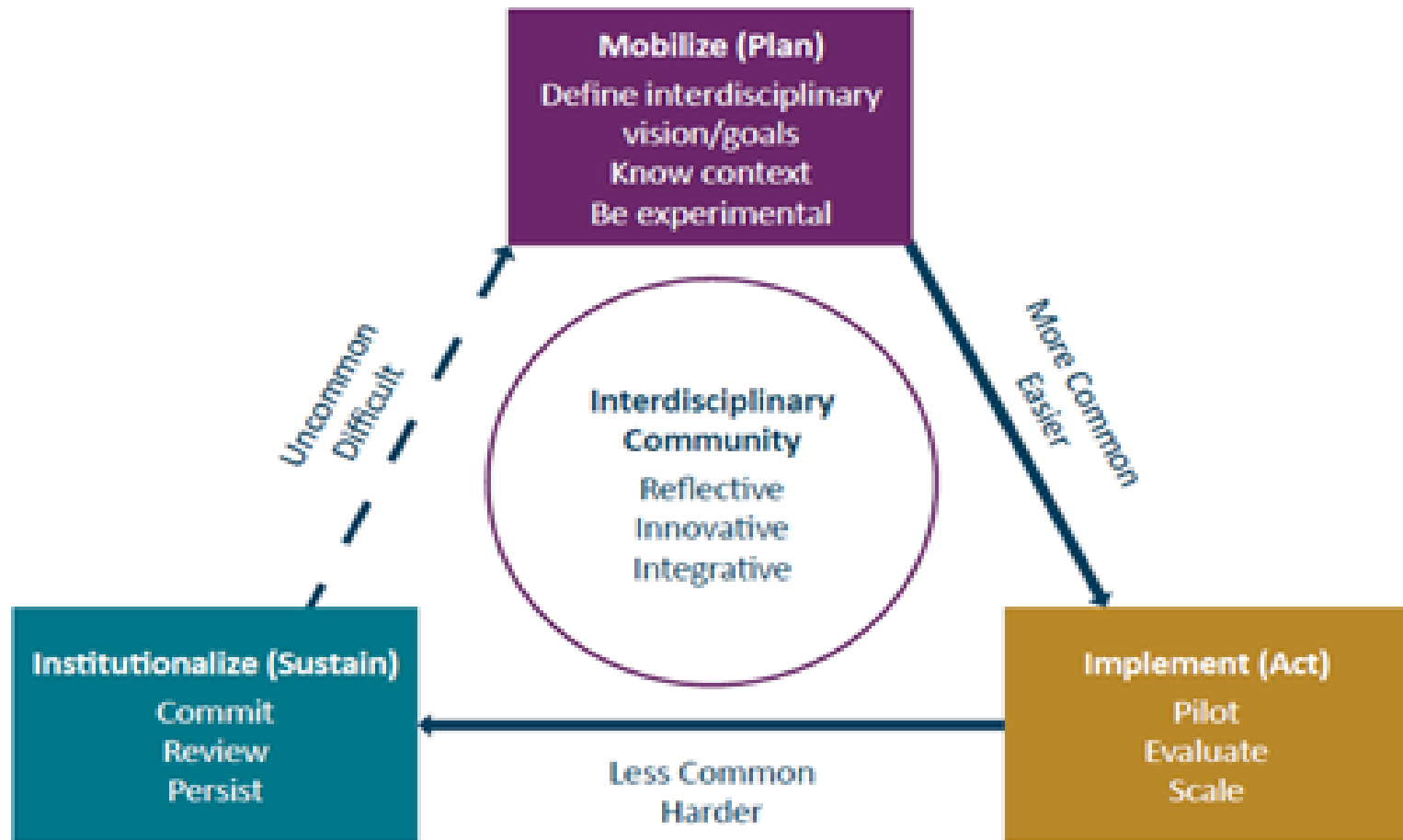
What Works in Facilitating Interdisciplinary Learning in Science and Mathematics, AAC&U, 2011

Learning Revealed Through Eportfolios and Rubrics

Step by Step Guide to Assessing an Eportfolio Using a Rubric

Guidelines

✳ Scan the rubric row, short-handing each cell in your head

✳ Read the eportfolio evidence piece, always asking "are they doing the behavior in cell one? Cell two? Cell three? Cell four?"

✳ For each piece that is relevant to the rubric in the portfolio, determine a score.

✳ Give the student the score for the highest cell you see solid proof of throughout the portfolio

✳ For instance, if there are three relevant pieces in the portfolio and two pieces score a 3 and one piece scores a 2, give the portfolio a 3. Trust your gut when averaging scores across multiple pieces in the same portfolio.

A Row in the Rubric

Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

The First Portfolio: http://goo.gl/rqzIB

First Piece from First Portfolio

Applying Rubric to First Piece from First Portfolio

✳ One cell in the rubric speaks to "change in own learning over time"

Reflection and Self-Assessment				
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Tasks Completed

➡ SWAT Hunger:
   ➡ Began, when speaking at fraternity chapter meetings, by simply providing a brief summary of the program and a date and time for the next visit
   ➡ When I realized volunteer recruitment was not as easy as I had originally thought, started to speak in greater detail about the needs of the shelter and why I personally cared about the organization

✳ This piece of evidence fits a the level 3 cell performance descriptors

Second Piece from First Portfolio

MAKING THE DIFFERENCE
MePORTFOLIO
COLLABORATE · REFLECT · INTEGRATE · DEMONSTRATE

Michelle Zellers
My Portfolio

| Welcome | Goals | Philosophy Statement | Work Showcase | Resume |

Creative Writing
  Crafting Fiction and Poetry in Undergraduate Workshops
→ Writing a Children's Book that was Professionally Published
Editing
  Editing an Award-Winning Student Newspaper
  Shaping Promotional Materials for Innovative Health Programs
  Supporting the Editors of a Literary Magazine
Leadership
  Facilitating Team Meetings for a Student Newspaper Staff
  Inspiring Involvement in Community Projects
Strategy and Planning
  Building the Journalistic Skills of Student Reporters
  Developing Funding Strategies for Two Hospital Units
  Strengthening a Literacy Organization for Underserved Children

Writing a Children's Book that was Professionally Published

Maya's Magic Carpet
By Michelle Zellers
Illustrated by Mary Widecup

Introduction

Though I'd been declaring that I wanted to be a writer since the third grade, I decided around age 14 to undertake a larger project outside of school. With my mom's encouragement, I began a children's story written entirely in limericks about the adventures of a young Spanish girl who travels to France. The goal was to start and finish a serious, sustained writing endeavor and eventually submit a manuscript to publishers.

Importance of Work

For me, writing a manuscript and researching the publishing industry was the beginning of translating the abstract desire of becoming a writer into a more concrete path. Realizing that people can write at any age without any particular qualifications, I decided that immersion in a serious attempt would ultimately be more valuable than putting my aspirations on hold.

Tasks Completed

• Wrote a children's story titled *Maya's Magic Carpet* over the course of a year and a half, finishing at age 15
• Researched the publishing industry and specific publishers, wrote cover letters and submitted copies of my manuscript
• Received over 20 rejection letters and set the work aside as failed first attempt
• During my freshman year of college, joined a University of Michigan literacy organization called WE READ that paired student writers with student artists to create children's books for Detroit elementary school students
• Collaborated with an artist on illustration concepts and layout
• Submitted the story to a WE READ annual contest that selects one book for professional publication

Impact

• *Maya's Magic Carpet* won the 2005 WE READ contest and became the organization's second published book
• 500 copies were printed with funding from other community and campus groups
   • Most were distributed free to Detroit elementary school students
   • Others are sold on marketingnewauthors.com to benefit WE READ
• I visited Detroit fourth and fifth grade classrooms with the illustrator to talk about the writing and illustrating process, read *Maya's Magic Carpet,* facilitate small group activities with students and sign copies of the book
• *Maya's Magic Carpet* has been displayed at conventions worldwide such as BookExpo 2006 in Washington D.C. and the Bologna Children's Book Fair in Bologna, Italy

Skills Gained and Lessons Learned

By seeking publication at young age with a great deal of naivete, I quickly gained a firsthand sense of the difficult world of commercial publishing. Though I faced one of my first major disappointments as a teenage writer, I was able to see a larger future for my writing career that transcended any particular setbacks. In college, I reopened the door on something I considered a failure to seek a smaller scale publishing opportunity. I learned the value of remaining flexible in my visions when I ultimately achieved my real goal: young readers for my story.

Though I joined WE READ for a personal opportunity, it was not the experience of holding my own book in my hands that has been most rewarding. Visiting classrooms, sharing my story with students, signing their copies and learning more about their lives was the experience that got me passionately involved in what our organization does. Still a fiction writer and a poet, I believe I'm a vastly improved writer from the 14-year-old who created *Maya's Magic Carpet*. Thus, I'm mostly proud not of the end product but my persistence in the process.

WE READ

For more on my involvement in WE READ, see…

Leadership—Inspiring Involvement in Community Projects

Strategy and Planning—Strengthening a Literacy Organization for Underserved Children

Applying Rubric to Second Piece from First Portfolio

Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

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A Different Row in the Rubric

	4	3	2	1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.

The Second Portfolio: http://goo.gl/OzQ3o

RELIGION AND THE **VISUAL ARTS:**
ENGAGING TRADITION, PRACTICE, AND COMMUNITY

Home   About   Coursework   Experience   Senior Project   Contact

"VISUAL IMAGES NOT ONLY VARIOUSLY
ATTRACT, FRIGHTEN, WARN, SHOCK, DELIGHT,
TEACH, CONSOLE, AND ADMONISH US,
THEY SHAPE AND FORM US,
BY OUR ATTENTIVE AND IMAGINATIVE
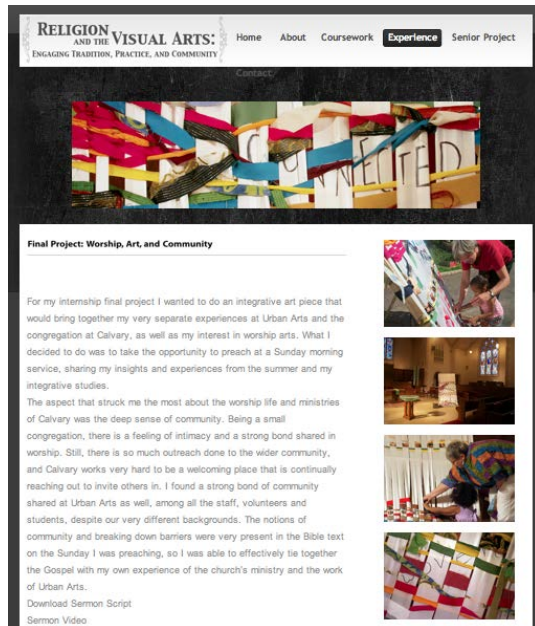INTERACTION WITH THEM."

- ROBIN M. JENSEN

Welcome to Emilie Bouvier's Web Portfolio

As a student at St. Olaf College, I decided to create my own major through the Center for Integrative Studies (CIS) in "Christian Worship and the Visual Arts." This web portfolio is a way for me to share my educational journey in developing this individual major. I started out asking the questions about the

ABOUT THE MAJOR

The original proposal for the major: how the pieces came together into this major and how

The First Piece from the Second Portfolio

Applying Rubric to Second Piece from Second Portfolio Part One

	4	3	2	1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.

I wanted to make this exhibit a way that I can share my faith, my reflection, my art with others in way that would be meaningful in their own lives. I've done so much thinking about this in my time at St. Olaf and thought it would be a good way to share what I've been learning and discovering. As an artist in the church, I want the art to be a resource, a tool for spiritual growth and experience. I think this is so important because it's this ability that makes it *ministry* rather than just a display of an individual's talent. This inspired the title "God's Light, My Lens." What I was getting at here is that it is God's light that showing through. That light is already present here in the world, it's just through my lens, my life and way of seeing and understanding, that it comes through to the viewer. I just hope that people take the time to stop not just *look*, but *see*.

Applying Rubric to Second Piece from Second Portfolio Part Two

|	4	3	2	1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.

Venture

Reflection

They Appear and Fade
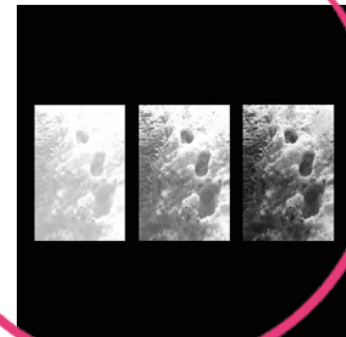
I put a lot of serious thought and reflection into the writings that go along with the photographs. I am very much convinced that all art can be a spiritually refining process and expression if we let it. So I used many photographs that I had taken for my photography class and thought about how they connected to my faith. I would elaborate here, but I think the exhibit itself, through both text and image does a better job of encapsulating what my reflections are then anything I could write briefly here. Below are thumbnails of all the images in the exhibit, click on them to see the images and their descriptions. The images will open in a new window; either click on the image to return to this screen or click on the text to continue to the next image in the exhibit.