



EPORTFOLIO FOR YOUR COURSE

Summer 2018 Cohort Training



Outcomes: By the end of today, you will be able to

- Explain and utilize eportfolio pedagogy
- Explain the difference between a course level and program level eportfolio
- Identify and develop assignments which advance metacognitive and reflective practices
- Identify and locate existing resources for faculty and students related to eportfolio development
- Create a semester plan for eportfolio integration into a specific course
- Create effective eportfolio assignments and requirements for a specific class
- Develop a grading scheme and rubric for eportfolio for a particular class
- Set up a personal eportfolio with the eportfolio word press template

Schedule

- **Part One:** What and Why of Eportfolio- an overview 10:30-11:15
- **Part Two:** ePortfolio assignments 11:15-12:15
- **Part Three:** Semester Plan, Grading, and Rubrics (and Lunch) 12:15-1:00
- **Part Four:** Using the MC Wordpress Template and Resources 1:00-2:30

Getting Start: What's an ePortfolio?

- Review two of the following sites:
- Kimberly's Portfolio- <https://kimberlyportfolio610481365.wordpress.com/>
- Mary's Portfolio - <https://maryseportfolio.wordpress.com/>
- Peter's Portfolio- <https://peterpereyra.wixsite.com/peterseportfolio>
- From La Guardia- Elijah Harvey- https://lagcc-cuny.digication.com/elijah_harvey_scholars_ep_Fall2010/introduction/published

Why ePortfolio and ePortfolio pedagogy

ePortfolio experience

- Deeper learning and synthesis within a course, across courses and beyond the course
- Develop metacognitive skills and strategies
- Develop digital citizenship and literacy
- Cohesive program experience
- Encourage student agency and ownership of learning experience
- Develop a portable record of accomplishments, skills, knowledge and experiences
- Articulate strengths, experiences, and abilities focused on career and academic pursuits

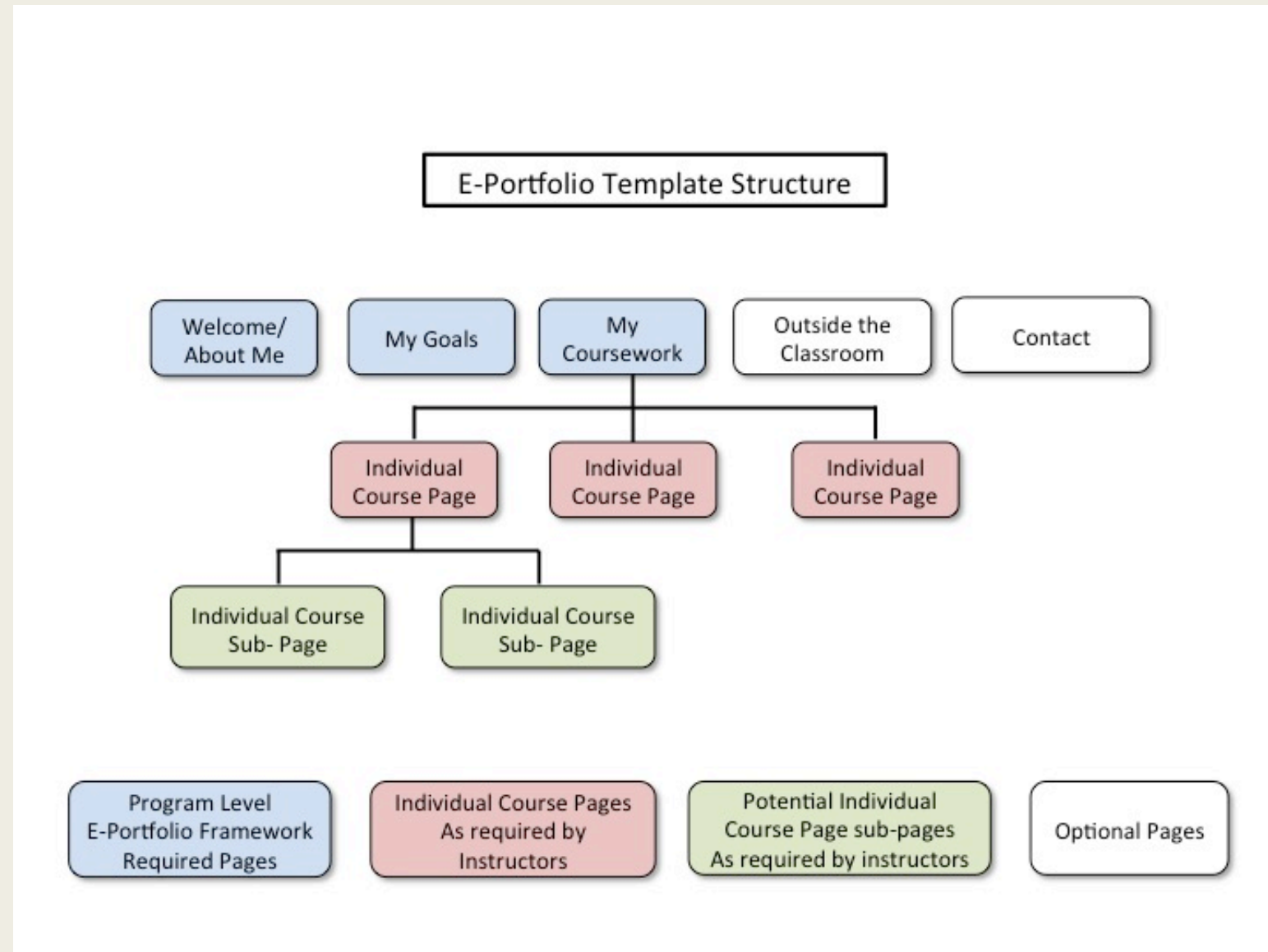
ePortfolio pedagogy

- Incorporate elements in assignments which encourage connections within the course and beyond
- Add elements to assignments which encourage metacognitive skill and reflection elements or scaffold metacognitive and reflection activities
- Develop assignments and activities that encourage students to come back regularly to their eportfolios– and create an authentic audience for the students
- Give students opportunities to reflect on and articulate their eportfolio contents
- Build in opportunities for student choice

ePortfolio Terminology

- Let's review some key terms to help us with our discussion.

MC ePortfolio requirements



Exercise 1- Why eportfolio

- Take a few minutes to complete the question in Part One of the eportfolio planning sheet, individually.
- Share with a partner and discuss.

PART TWO- EPORTFOLIO ASSIGNMENTS



A Good ePortfolio Assignment

- Assignments for Framework pages (Welcome/About Me, Goals, and Coursework) should provide guidelines for the information that a student needs to include, but should also encourage student creativity in terms of designing their pages, developing content, and incorporating media.
- Introducing Framework page assignments first helps to establish a student's sense of ownership of the ePortfolio.



The image shows a screenshot of an ePortfolio page titled "My Goals". The page has a light blue background and a white header. Below the header is a horizontal line. In the center, there is a 3D rendered avatar of a woman with curly hair and glasses. Below the avatar, there are three columns of text, each with a heading and a bulleted list or paragraph.

My Goals



Academic Goals

- I plan to either earn an Associates of Arts: General Studies AA Degree or earn enough credits to transfer to a 4 year School.
- Should I pursue an art school, MICA is a top contender for when I may transfer, otherwise I may aim for an art school in NY, NY.

Career Goals

As an artist who is a die-heart fan of stop-motion films, sculpting and storytelling, I plan to become an Art Director. I wish to create animated or clay-mation films that share the liveliness of my original fictional worlds, and share my unique views of our real world.

Life Goals

I hope to become a master artist, in the few disciplines I practice in. That means I aspire to become a filmmaker, a published author, an avid sculptor, and a recording artist. I also aim to be an artist for social activism and social change, creating art that evokes optimism, deep spiritual thinking, and motivation to change and build towards a better society.

A Good ePortfolio Assignment

- Class specific assignments typically will include student artifacts (documents, images, a portfolio, etc.).
- Student choice, in terms of which artifacts they decide to include, is at the heart of ePortfolio pedagogy.
- All artifacts should be accompanied by a reflective component which provide students with an opportunity to make connections between various aspects of their learning.

ARTT 100 [ePortfolio Project](#)

Assignment #4

Developing an ARTT 100 Drawing Portfolio Page

Your ARTT 100 Course Page will have a Drawing Portfolio sub-page that will include images of *four* drawings that you select from your work over the course of the semester. *The choices you make and your analysis are what give your Drawing Portfolio page its value. It is not simply a place to put all of your work, but rather the place to put those examples that you believe provide the best overview of your accomplishments and learning in this course.*

The Drawing Portfolio sub-page, will also include an evaluation of your portfolio and experience in the class based on the following questions:

1. What were the main goals for these drawing assignments? What connection do you see between the goals for the different assignments?
2. What drawing skills did you need to develop in this class to meet these goals?
3. What is the strongest overall quality of this portfolio?
4. Where is there room for improvement?
5. Describe the approach you took to complete these drawings. How did you begin? What was similar in your approach? What was different? Do you approach problem solving differently as a result of taking this class? How?
6. What problem solving skills did you develop in this class that could be adapted to other classes and/or to life outside of school?

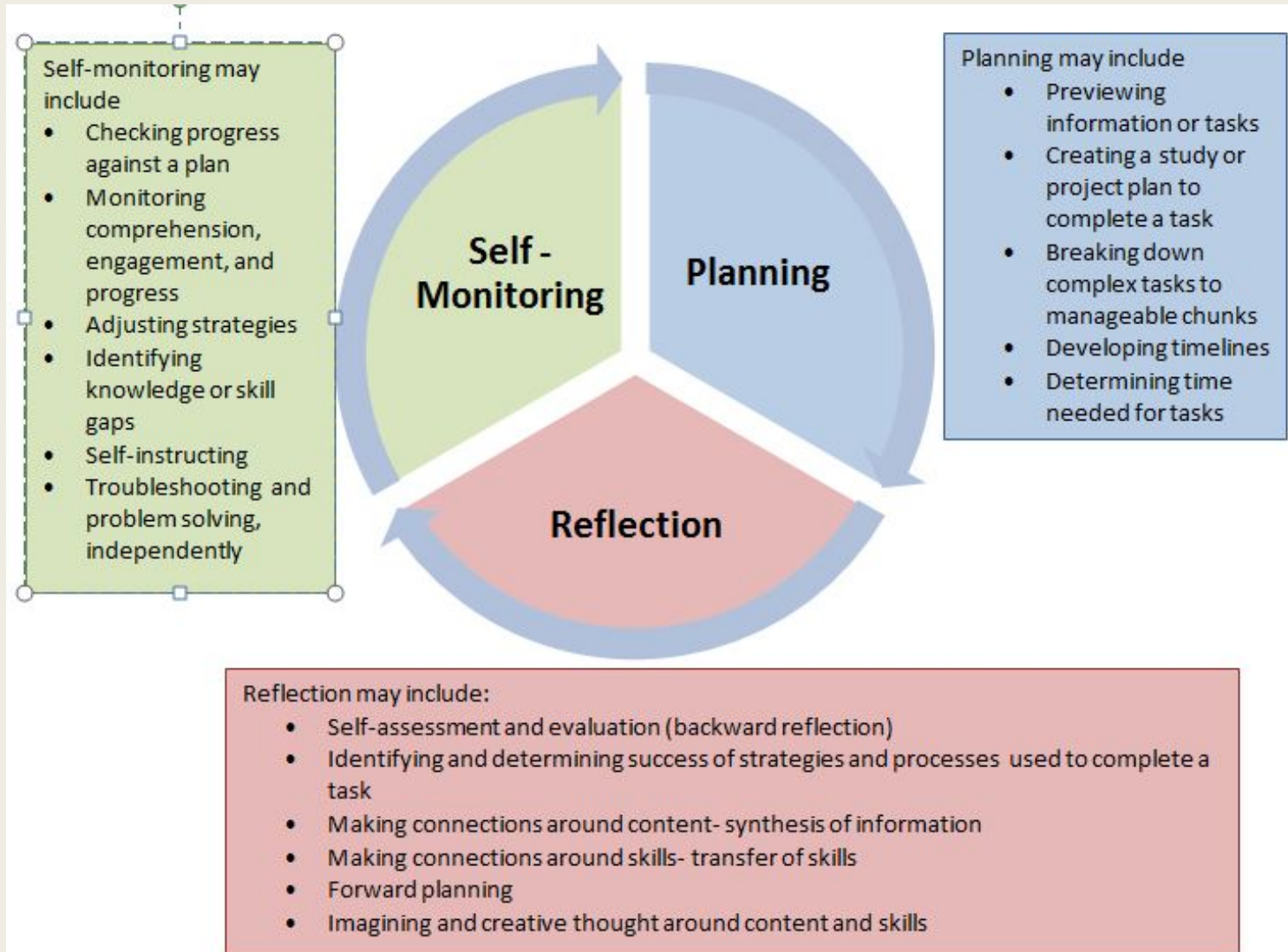
See the Sample ARTT 100 [ePortfolio](#) for ideas of how to set up this page.

The ARTT 100 Drawing Portfolio page will be evaluated as part of the overall evaluation of your [ePortfolio](#), based on the Evaluation Template/Rubric that can be found in the [ePortfolio](#) module of your Blackboard site.

Due Date for review of initial ARTT 100 Course Page and the Drawing Portfolio page is

This due date is for the initial development of these pages. You can continue to modify them up until the final due date for your [ePortfolio](#).

Metacognition and Reflection



Role of Classmates and Peer Review

- ePortfolios can be effective tools for building classroom communities.
- Collaborating while building content allows students get to know each other better.
- Students often assist each other with technical skills and troubleshooting.
- Peer review of ePortfolios helps students understand the purpose of the ePortfolio and how to effectively communicate with their audience.
- Consider a class showcase to allow students to share their completed ePortfolios with each other.

Where do you start?

- The first place to look is at assignments or exercises that you already have your students do.
- For example, if you have students complete a “Tell Me About Yourself” kind of exercise early in the semester, that could be adapted into a Welcome/About Me Framework Page assignment.
- If students are required to post course assignments into their ePortfolio, there could be an opportunity to introduce a related reflection assignment that asks them to discuss connections between the assignments, or to discuss how their learning in these assignments could be adapted to other classes or to experiences outside of school.
- New assignments could take advantage of an ePortfolio’s ability to incorporate images and video content.

Exercise Two- What do you have to work with

- Take a look at your course syllabus and your course schedule. Consider what assignments you have that might work for
 - *Framework assignments (Welcome, About Me, Goals and Coursework)*
 - *Assignments that might make good eportfolio artifacts*
 - *Consider how you want to incorporate choice and reflection on choice as an assignment.*
- Use the ePortfolio planning page to make a list of what you have and what you can adapt

PART THREE- GRADING,
RUBRICS AND SEMESTER
PLAN



Scaffolding ePortfolio Development

- Break the big assignment into multiple chunks.
 - Give student the opportunity to develop content before building the site
 - Sequence eportfolio assignments so that the eportfolio is integrated into the course rather than a discrete requirement
 - Be clear about the purpose of each assignment and ensure that the assignments are meaningful
- Example 1-English 101
 - Part 1- Welcome and About me (over 4 weeks)
 - First day writing assignment
 - Introduce eportfolio purpose and assignment
 - Revision activity- consider your audience and purpose
 - Set up eportfolio and build Welcome and about me page
 - Peer Review activity
 - Grading #1 with instructor feedback

Scaffolding ePortfolio Development

- Example- English 101
- Part 2- Goals and Coursework page
 - Revise goals assignment (part of unit 1) and write personal SMART goals
 - Review program requirements
 - Meet with instructor, counselor or program advisor to review goals and create an academic plan
 - Create goals page and add goals to ePortfolio
 - Peer Review assignment
 - Grade and instructor feedback
- Example 101
- Part 3- Course page
 - Review requirements and expectations for the course work page
 - Create sub-page for the course.
 - Review existing content and revise as necessary
- Part 4-
 - Choose content and set up course page
 - Complete reflection assignments and add to portfolio
 - Peer Review
 - Final revisions
 - Grading

Exercise Three: Semester Calendar

- Look at your course calendar- think about how when in the course are natural times to complete:
 - *Framework assignments*
 - *Building of the portfolio site*
 - *Peer review or instructor feedback*
 - *Specific course page*

ePortfolio Grading

How to you ensure student participation?

- Like everything else in your course, put a grade on it.
- The percentage of the grade is up to you as the instructor, but we recommend a percentage of the final grade, not extra credit.
 - Our experience has been that not enough students participate for extra credit.
 - Also, if you are offering it for extra credit, you are likely not integrating the ePortfolio into your course, which also results in lower levels of participation and reduces the benefits for the ePortfolio process for the students.



How to grade an ePortfolio

- Consider your course outcomes. What makes sense?
 - A writing class might prioritize the text components.
 - A graphic design class might prioritize the visual components.
- Prioritize the parts of the ePortfolio that connect to your course outcomes.
- Grade on completion of required components.
- Consider including bonus points for particularly well-done components to reward students who go above and beyond the requirements.
- Use a rubric.
- **Common question:** What if a student already has an ePortfolio? Do I grade the entire ePortfolio or just the course page?

Rubric Examples

- Review the rubric examples in your folder

Exercise Four- Course eportfolio grading

- If you have it available, quickly review the course outcomes for the course in which you want to integrate an ePortfolio.
- Which outcomes can be met by the ePortfolio assignment?
- Identify some criteria you might use to grade ePortfolios based on those outcomes.
- Discuss with your group.

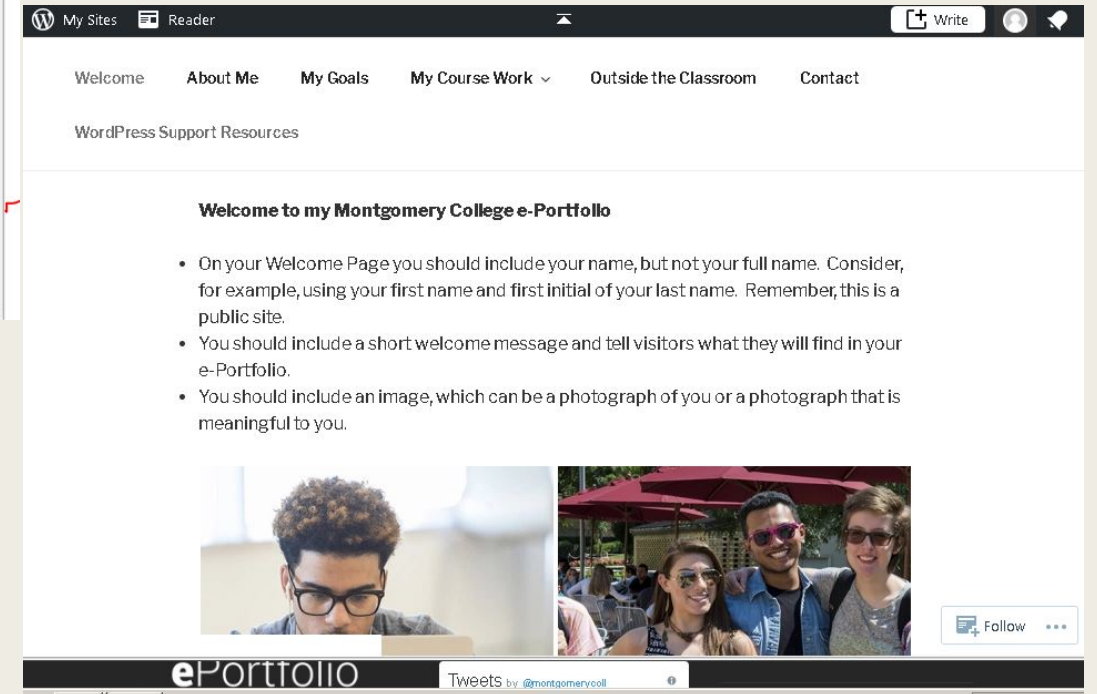
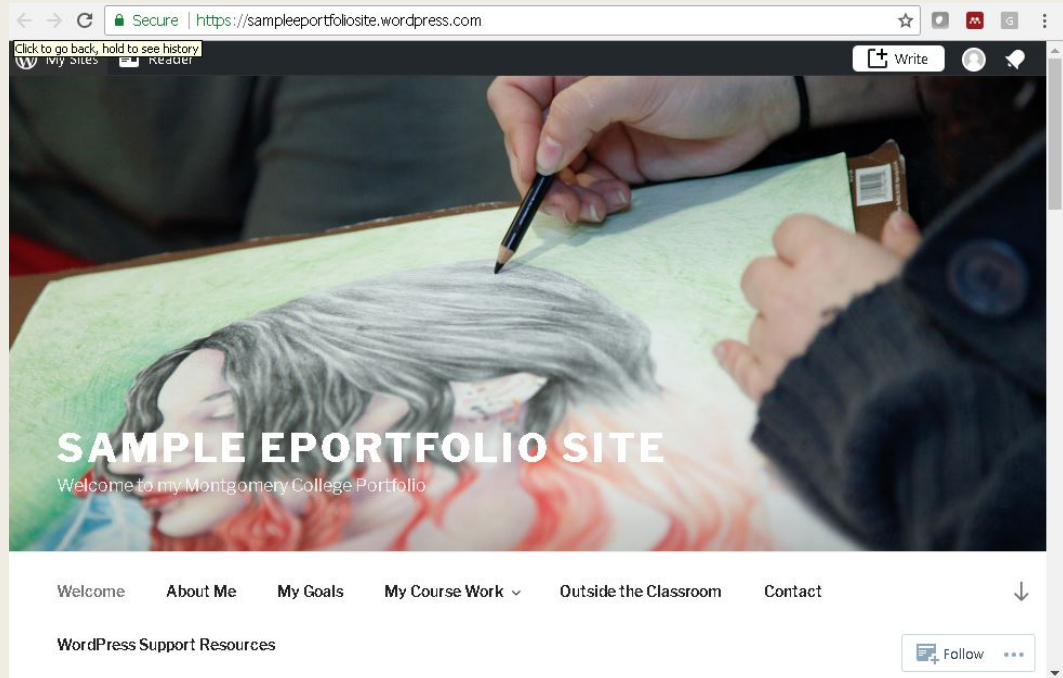
PART FOUR- RESOURCES AND SUPPORT



MC Resources

- New central site including instructions for setting up wordpress site: <http://mcblogs.montgomerycollege.edu/eportfolio/>
- Example sites
 - <https://kimberlyportfolio610481365.wordpress.com/>
 - <https://maryseportfolio.wordpress.com/>
- Wordpress Template
 - <https://sampleportfoliosite.wordpress.com/>
 - <https://gsjoneportfolio.wordpress.com/>
- Blackboard Self-paced modules/instructional tools
- Digital Learning Centers, WRLC, and Libraries
- Planning: Scripted eportfolio introduction lesson and video(s)
- Other example activities

MC Template



Set up your eportfolio

Overview of steps

1. Visit WordPress.com
2. Create a site address
3. Choose a hosting plan (Select the FREE one!)
4. Create and confirm your account
5. Log into your account
6. Select a Theme
7. Import the MC ePortfolio template
8. Customize the structure of your site
9. Edit the content of your ePortfolio pages

Wrap up- Make a plan and timeline

- Complete part 4 of your planning
- Discuss with a partner
- Develop some accountability plan yourself