

Educational Innovations to Improve Learning Outcomes: ePortfolios

Terrel L. Rhodes
Association of American Colleges and Universities

ASPPH Academic
Affairs' Section Retreat
March 24, 2015



*Association
of American
Colleges and
Universities*

Learning Outcomes that at Least Four in Five Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

Employers perceive great value in students' completing applied learning projects, but see room to improve college students' preparedness to complete applied learning projects.

- 88% think that it is important for colleges to ensure that ALL students are prepared with the skills/knowledge needed to complete a significant applied learning project.
 - ➔ BUT just 14% of employers think that most college students are prepared with the skills/knowledge needed to complete a significant applied learning project.
- 80% say that it is very important for recent graduates to demonstrate the ability to apply learning in real-world settings.
 - ➔ BUT only 23% of employers think that recent college graduates are very well prepared to apply knowledge and skills in real-world settings.
- 60% believe that ALL college students should be expected to complete a significant applied learning project before graduating.

Most employers say they would find e-portfolios useful.

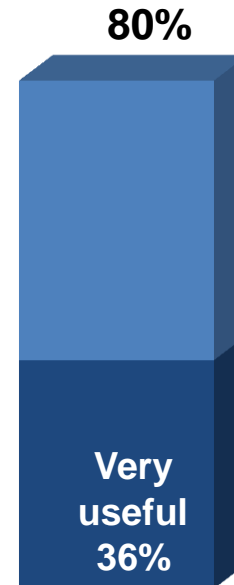
Employers: How useful do you find/would you find this in helping you evaluate job applicants'/recent college graduates' potential to succeed at your company?

College transcript



Very/fairly useful

Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



Very/fairly useful

Changing Nature of the Degree

FROM

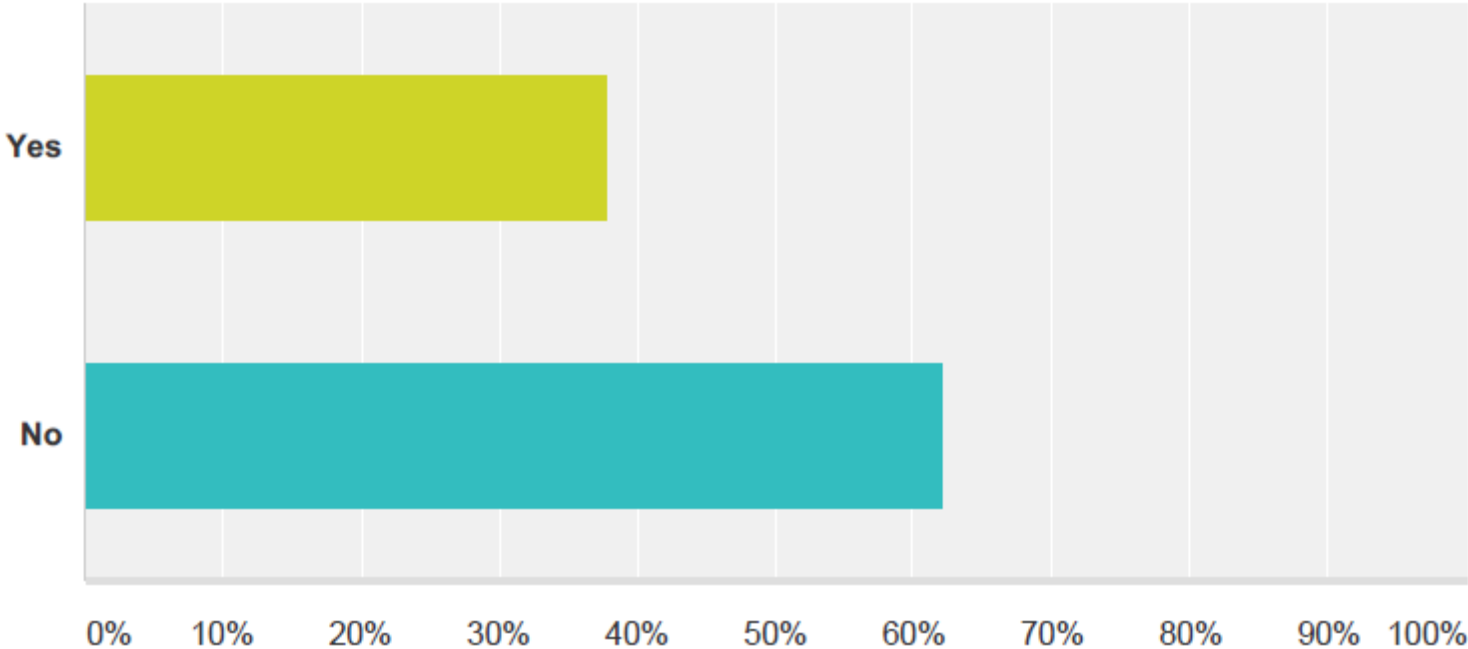
- Credits tied to seat time
- Major and GE
- Grades
- Knowledge Transmission
- Limited Access to Engaged Learning

TO

- Competency or proficiency
- Entire educational pathway
- Demonstrated through actual work over time
- Meaning-making, sense-making
- High Impact Practices for all, everywhere

Q1 Have you used e-portfolios in the past?

Answered: 37 Skipped: 0



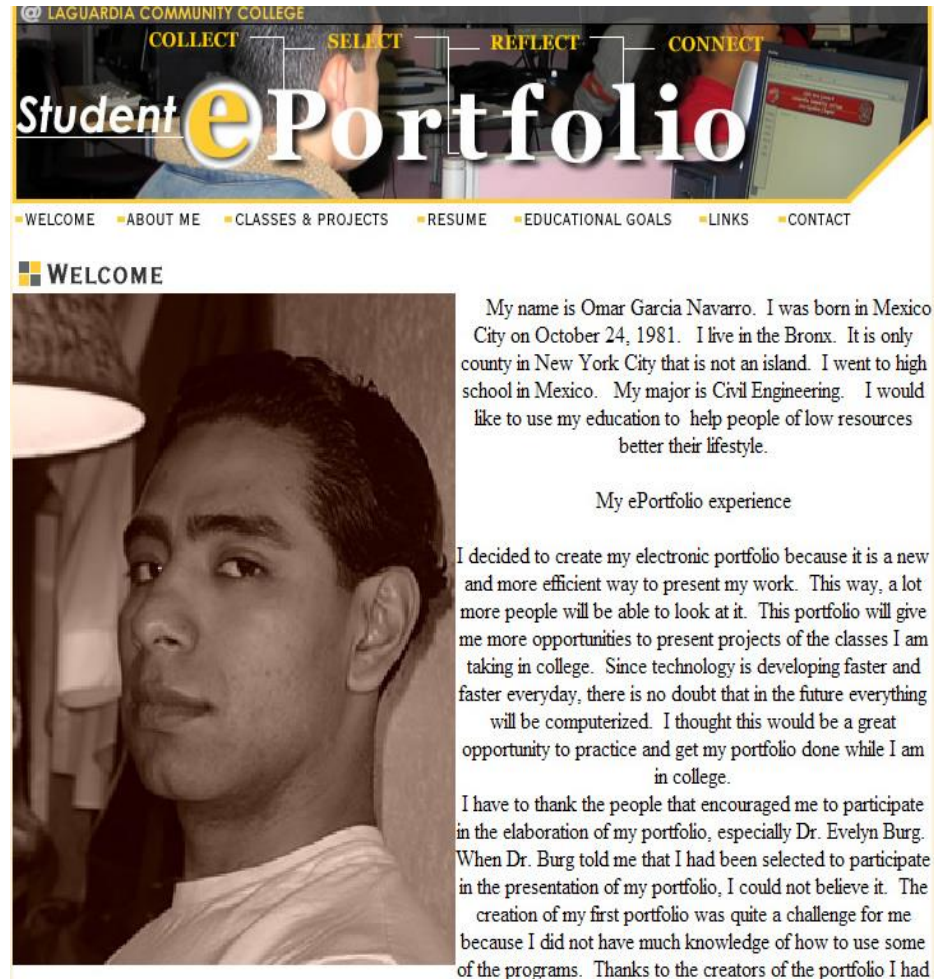
Association
of American
Colleges and
Universities

ePortfolio

RSS Syndication Distributed Wikis Systems Mash-ups CMC
Visible Knowledge Ruby Web2.0 Avatar
Perl Social Software
Social Networking
Remixability Incremental Web PHP Hackability Blogs
Python LiveWeb Tagging Folksonomy p2p Vlogs OpenSource SecondLife Podcasts

What is an ePortfolio?

- A collection of student work and student reflections on their learning, made available on the Web
- Digital format adds versatility, portability, and visibility
- A learning history, created over time



The screenshot shows a web page for a student ePortfolio. At the top, it says "LAGUARDIA COMMUNITY COLLEGE" and "Student ePortfolio". Below this are navigation tabs: "COLLECT", "SELECT", "REFLECT", and "CONNECT". A secondary navigation bar includes "WELCOME", "ABOUT ME", "CLASSES & PROJECTS", "RESUME", "EDUCATIONAL GOALS", "LINKS", and "CONTACT". The main content area is titled "WELCOME" and features a profile picture of a young man. To the right of the photo is a text block with the following content:

My name is Omar Garcia Navarro. I was born in Mexico City on October 24, 1981. I live in the Bronx. It is only county in New York City that is not an island. I went to high school in Mexico. My major is Civil Engineering. I would like to use my education to help people of low resources better their lifestyle.

My ePortfolio experience

I decided to create my electronic portfolio because it is a new and more efficient way to present my work. This way, a lot more people will be able to look at it. This portfolio will give me more opportunities to present projects of the classes I am taking in college. Since technology is developing faster and faster everyday, there is no doubt that in the future everything will be computerized. I thought this would be a great opportunity to practice and get my portfolio done while I am in college.

I have to thank the people that encouraged me to participate in the elaboration of my portfolio, especially Dr. Evelyn Burg. When Dr. Burg told me that I had been selected to participate in the presentation of my portfolio, I could not believe it. The creation of my first portfolio was quite a challenge for me because I did not have much knowledge of how to use some of the programs. Thanks to the creators of the portfolio I had

Who Is Doing ePortfolio?

- A Fast Growing Field: Over half of colleges and universities nationwide
- A Global Movement: Americas, Europe, Asia and Australia
- Many Different Approaches: different goals, strategies, styles



LaGuardia's Integrative ePortfolio

Enrich Student Learning

- Build Student Engagement
- Reflection to deepen learning
- Advance Student Outcomes

Assessment:

- Deepen faculty understanding of who students are, how they learn
- Stronger outcomes assessment, richer and more effective

eResume: Students showcase academic achievements for career & transfer

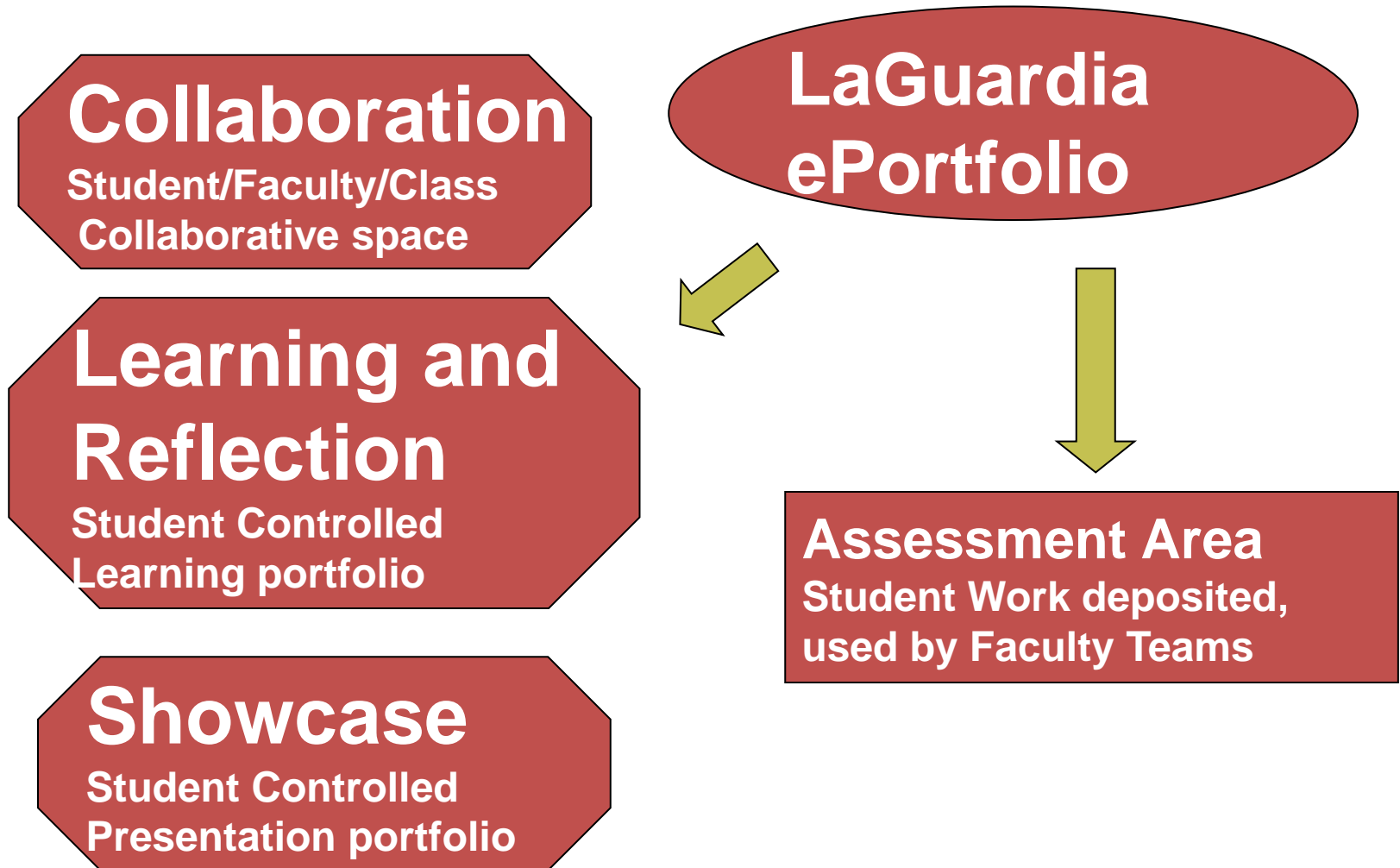
Student ePortfolio
LaGuardia Center for Teaching and Learning

The LaGuardia ePortfolio offers you and other students:

- Access to Web space where you can save your coursework.
- The tools and training needed to build and publish your own website.
- A way to showcase your best work to your family and friends, as well as to your professors.
- A tool for creating a web-based electronic resume for employers.
- The opportunity to learn new web authoring skills.
- A unique way to think about where you're going in your education and your career.

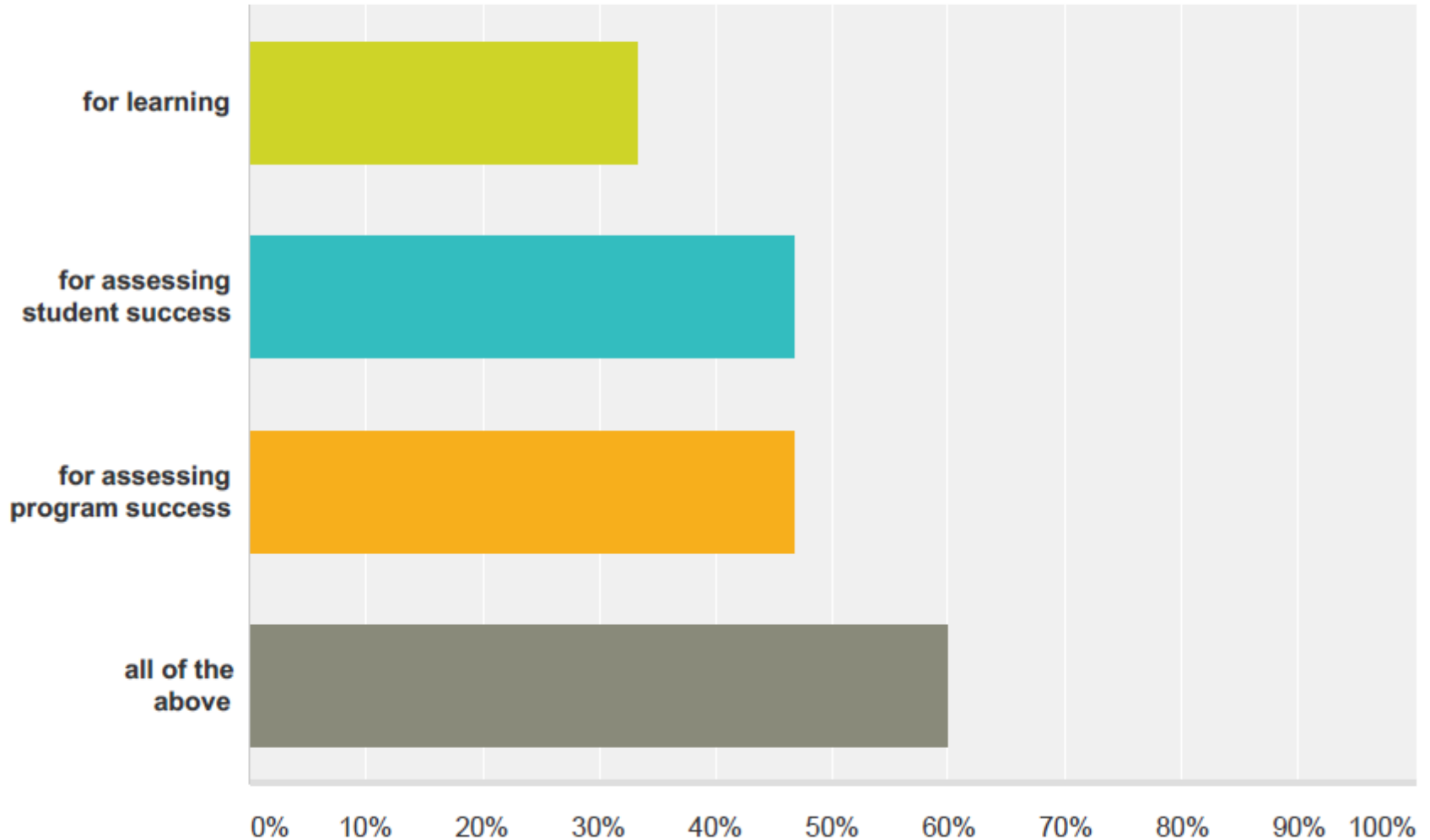
www.laguardia.edu/eportfolio

The Multi-Faceted ePortfolio



Q6 What purposes are you or your colleagues contemplating using e-portfolios? (Check all that apply.)

Answered: 15 Skipped: 22



Where Do Students Do ePortfolio?

- More than 175 faculty integrate ePortfolio into their classrooms
- Broad Range of Courses: ESL, New Student Seminar, History, Business, Mathematics, English, New Media, Nursing, Chemistry, Fine Arts, Human Communication, etc.
- Selected Courses attach an “ePortfolio Studio Hour:” One hour/week, in the Studio, with a special ePortfolio tutor

Becomes a Multi-Semester Record of Student Learning, Artifacts & Reflections



ePortfolio

@ LaGuardia Community College

> welcome

About Me

Classes & Projects

Resume

Educational Goals

Links

Contact

Classes and Projects

Course Name	Course Description	Semester	Professor	Assignments
ENG 101	Composition I: An Introduction to Expository Writing	Fall 2005	Dr. J. Elizabeth Clark	Click to view
ENG 103	Preparing and Writing the Research Paper	Fall 2005	Dr. J. Elizabeth Clark	Click to view
SSS 101	Introduction to Sociology	Fall 2005	Dr. Lorraine Cohen	Click to view
SSS 102	Social Movements	Fall 2005	Dr. Lorraine Cohen	Click to view
MAT 202	Calculus II	Fall 2005	Dr. Yvonne Powell	Click to view
MAT 203	Calculus III	Fall 2005	Dr. Frank Wang	Click to view
MAT 120	Elementary Statistics I	Fall 2005	Dr. Yvonne Powell	Click to view
ENG 102	Composition II: Writing Through Literature (Honors)	Spring 2006	Dr. John Silva	Click to view
ENG 266	Shakespeare (Honors)	Spring 2006	Dr. John Silva	Click to view
MAT 210	Linear Algebra	Spring 2006	Dr. Anthony Giangrasso	Click to view



» Introduction » Coursework » Education Seminars » Educational Settings » Educational Philosophy Statement » Professional Development Plan » Professional Standards

Educational Settings



I recently completed my two internships in the same school, P.S. 51 The Elias Howe School, which is located in the Clinton (Hell's Kitchen) neighborhood of Manhattan, exactly on 45th Street between 10th and 11th Avenues. The school I was interning in is dedicated to meeting the needs of the diverse and rich multicultural student population. It's a community of learners where all children are encouraged to celebrate their diversity and achieve academic and social success. The curriculum from pre-kindergarten to fifth grade is interdisciplinary with an emphasis on literacy. Since the students are all learners and subject to various learning styles, the curriculum and teaching styles of the staff are adapted to meet all modes of learning.

The school has a long-standing tradition of excellence. The continuing goal is to provide students with a rich, rigorous learning environment based on the New York State Learning Standards. The school strives to provide a learning environment that encourages children to embrace learning and to attain the skills and strengths necessary to become life-long learners.

ePortfolio

LaGuardia Community College

[Welcome](#) [About Me](#) [Classes and Projects](#) [Educational Goals](#) [Resume](#) [Links](#) [Contact Me](#)

Educational Goals



Immediate Goals

In the Fall semester of 2009, I will be transferring to Polytechnic Institute of NYU. As I finish my two remaining years, I hope to start an internship at an engineering company as well as retain my job as a research assistant in LaGuardia Youth Center for Engineering Excellence. To get the full benefit of the large University, I will try to work on a research project in my field at one of their research labs. In addition, I will try to get a position as a Teacher's Assistant to drive myself towards future success.

Doctoral Pursuits

After completing my Bachelor's degree, I will continue my studies and hopefully get my PhD in Civil Engineering with an emphasis on environmental studies. I plan on doing this through pure hard work. With my PhD, I plan on working in the Engineering field for a few years then return to the education field and start my career as a

college professor.

The image that is seen above is one that I will see many more times in the future. It is one of a blueprint for a beautiful house being approved and passed. Similarly, all of my dreams will be approved and passed by the powers that be. I will push myself to my maximum potential and achieve all my goals.

[Welcome](#) | [About Me](#) | [Classes & Projects](#) | [Educational Goals](#) | [Resume](#) | [Links](#) | [Contact Me](#)

LaGuardia Community College
31-10 Thomson Avenue, Long Island City, NY 11101

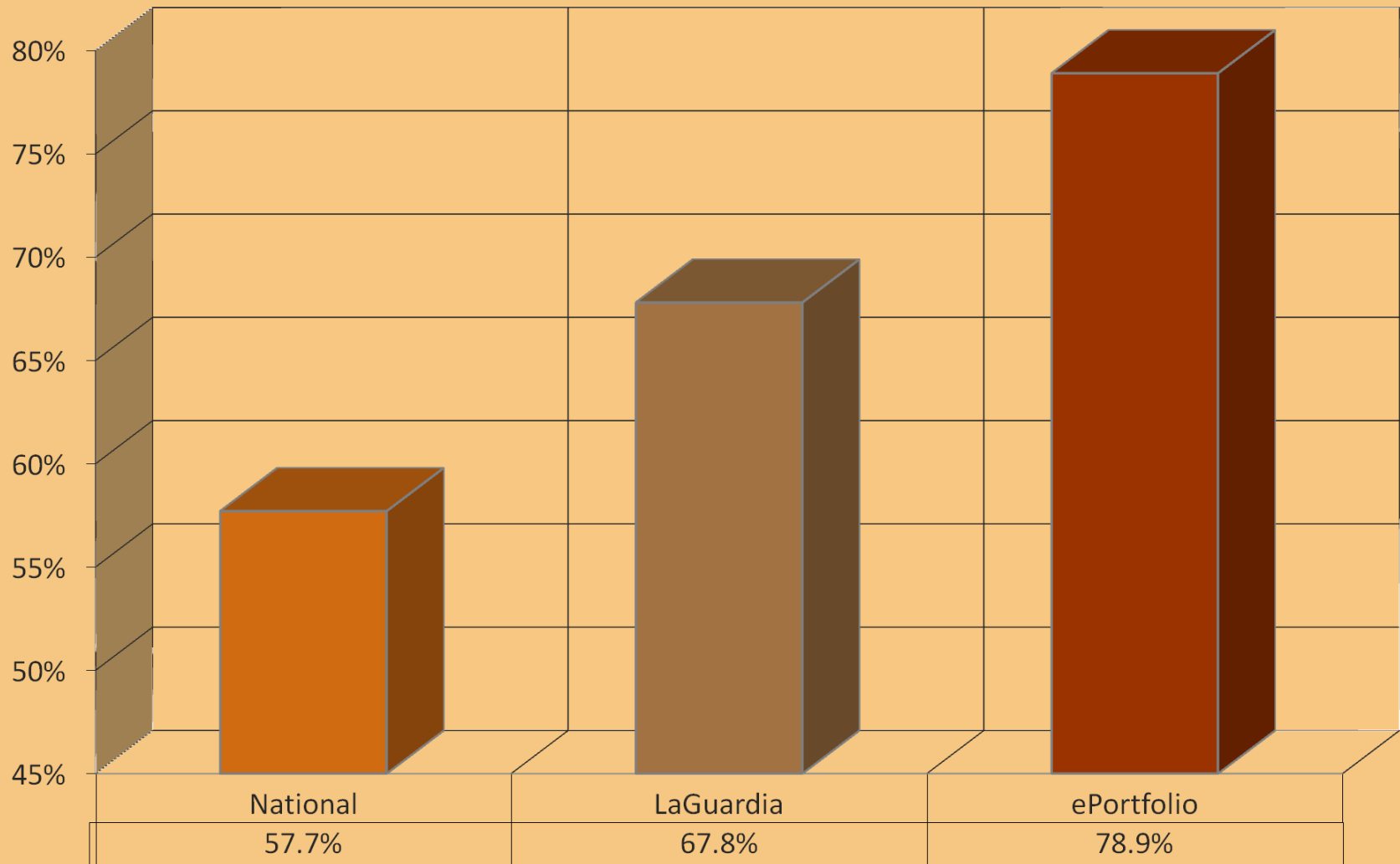
Supporting Student Success

- **Sustained documentation and outcomes analysis, over a period of multiple semesters, reveals broad range of benefits:**
 - Increased student satisfaction, greater engagement in the learning process
 - Substantially higher course pass rates
 - Significant improvements in semester-to-semester retention

One-Year QCC Retention by Academy and Cohort

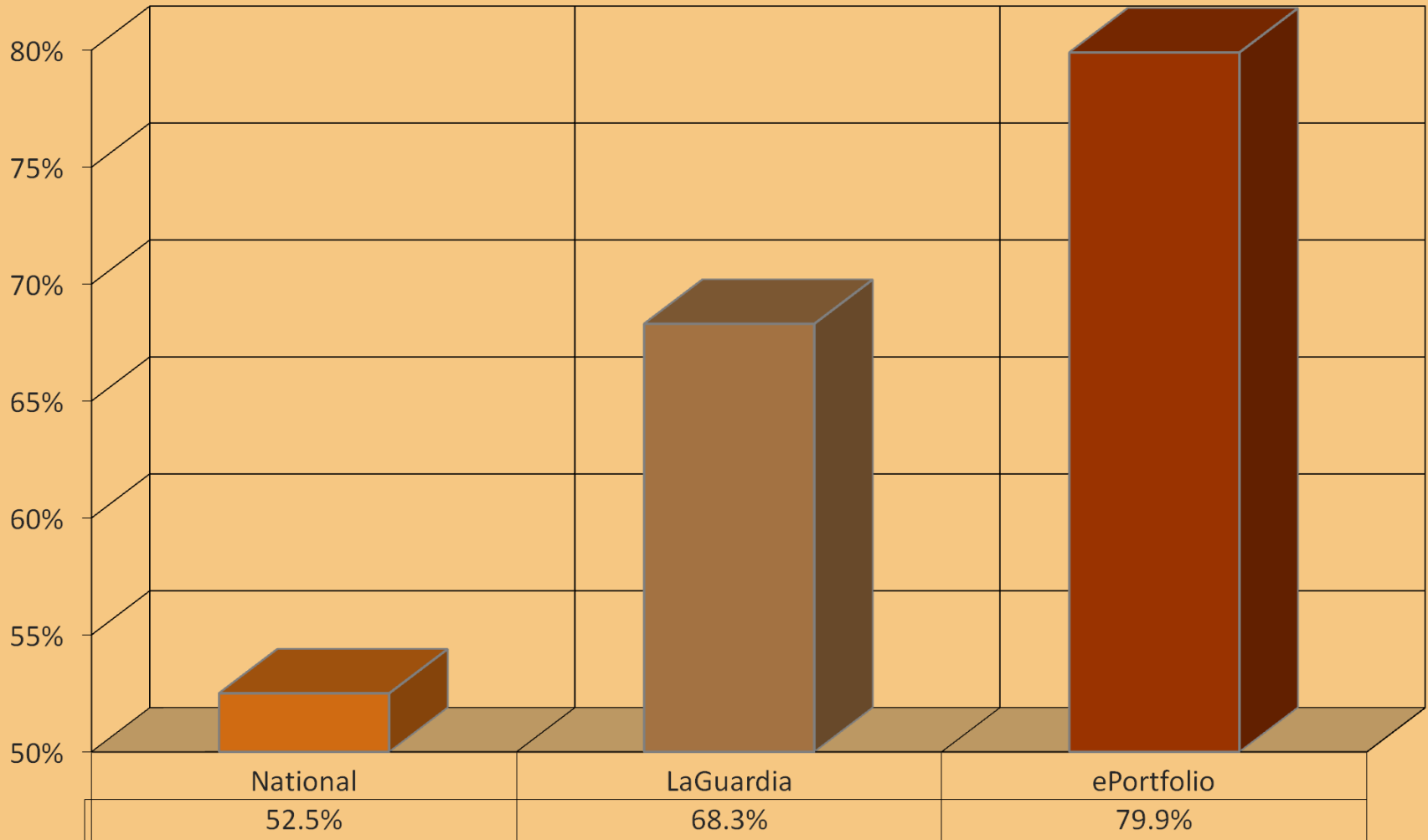
"Academy Grouping"	2006 Cohort Retention		2009 Cohort Retention	
	Enrolled	Retained	Enrolled	Retained
Business	416	69%	544	72%
Education	103	70%	149	84%
Health	315	71%	411	77%
Liberal Arts	796	66%	1358	69%
STEM	225	57%	493	69%
VAPA	173	59%	254	75%

Engagement & Critical Thinking



Engagement & Critical Thinking: How much has your coursework emphasized synthesizing & organizing ideas, information, or experiences in new ways? % of students responding Quite a Bit or Very Much. n=1,506

Engagement & Understanding



Engagement, Reflection & Self-Understanding: How much has your experience in this course contributed to your knowledge, skills and personal development in understanding yourself? % of students responding *Quite a Bit or Very Much*. $n=1,506$



<http://www.laguardia.edu/connections>

FIPSE-funded National ePortfolio Programs:

Connect to Learning and Making Transfer Connections

- - Collaboration with over 50 campuses
- National Developmental Model of ePortfolio Practices
- Presentations, Workshops, Institutes



What is a problem I solved?

What did I know about the situation?

How did I use the information?

What goals did I have to solve the problem?

How did I go about solving the problem?

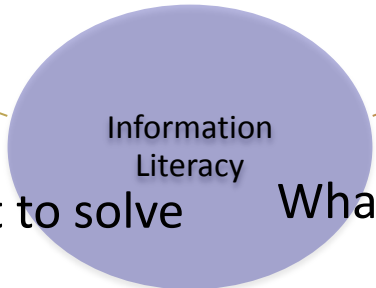
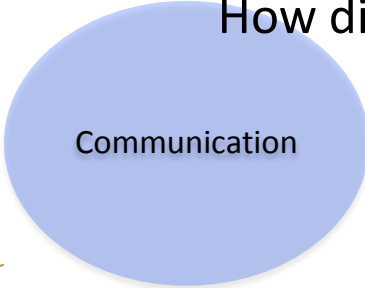
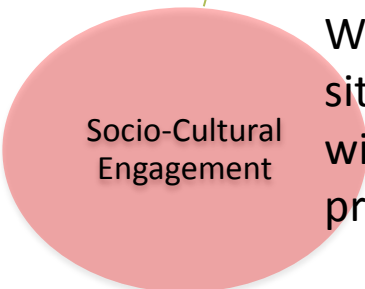
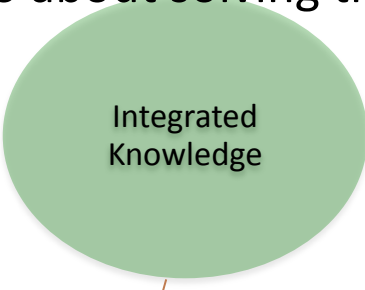
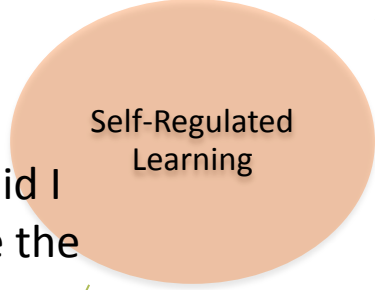
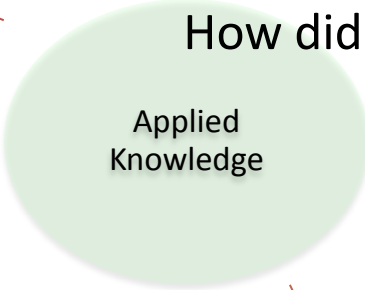
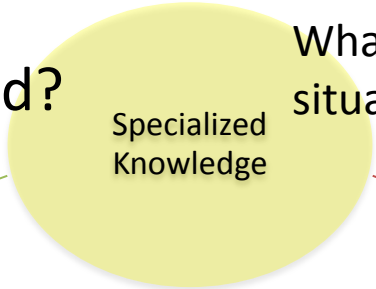
Who was effected by the situation? How did I work with others to solve the problem?

How did I share the results?

What were some issue that I had to consider?

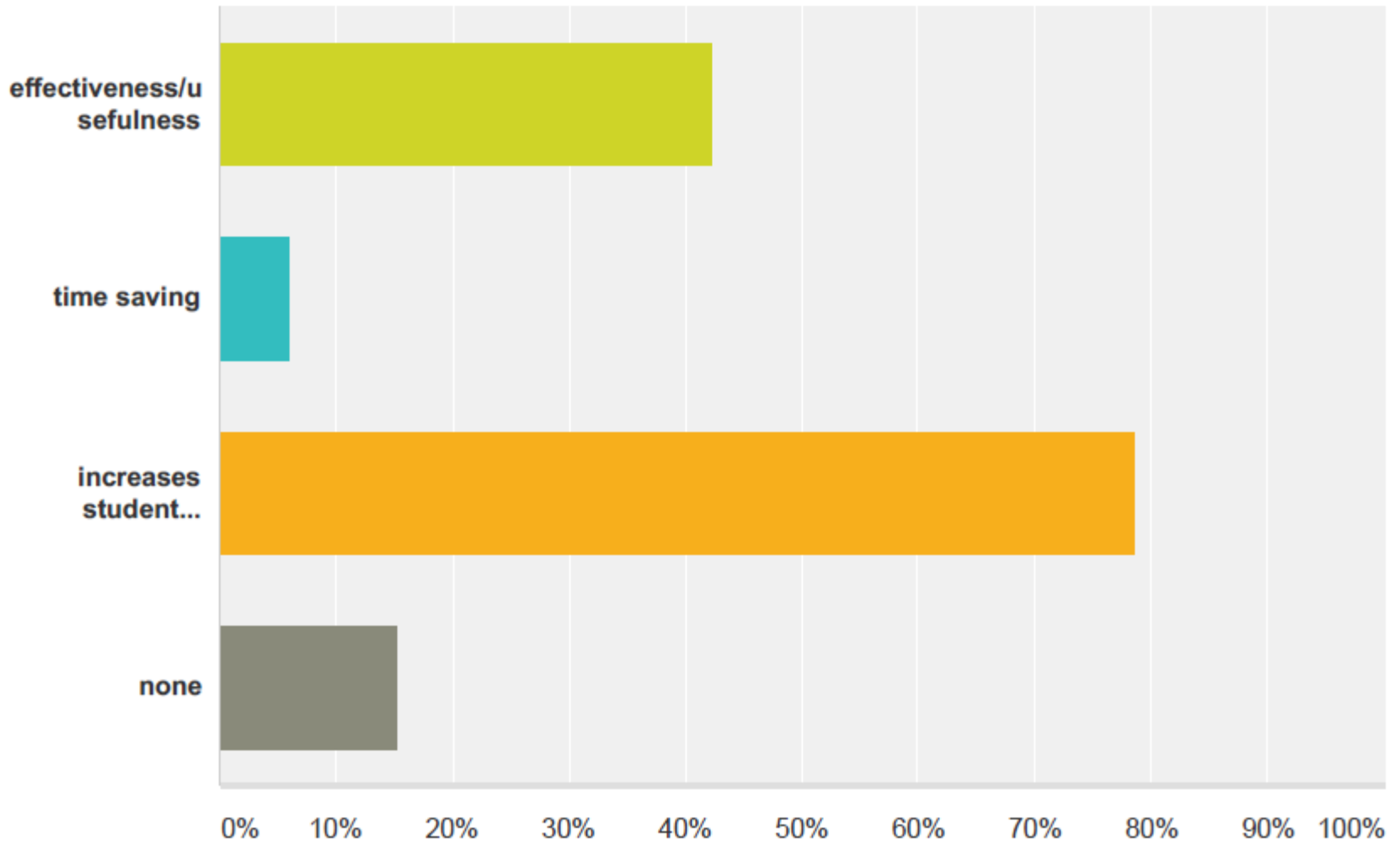
What information did I collect to solve the problem?

What resources did I use?



Q7 What are your opinions of the benefits of using e-portfolios? (check all that apply)

Answered: 33 Skipped: 4



What Difference can an ePortfolio Make?

What does it take for
ePortfolio to make a
difference?



*Association
of American
Colleges and
Universities*

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? – 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 ePortfolios

- Our definition: Reflection 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.
- 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.**
- 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?

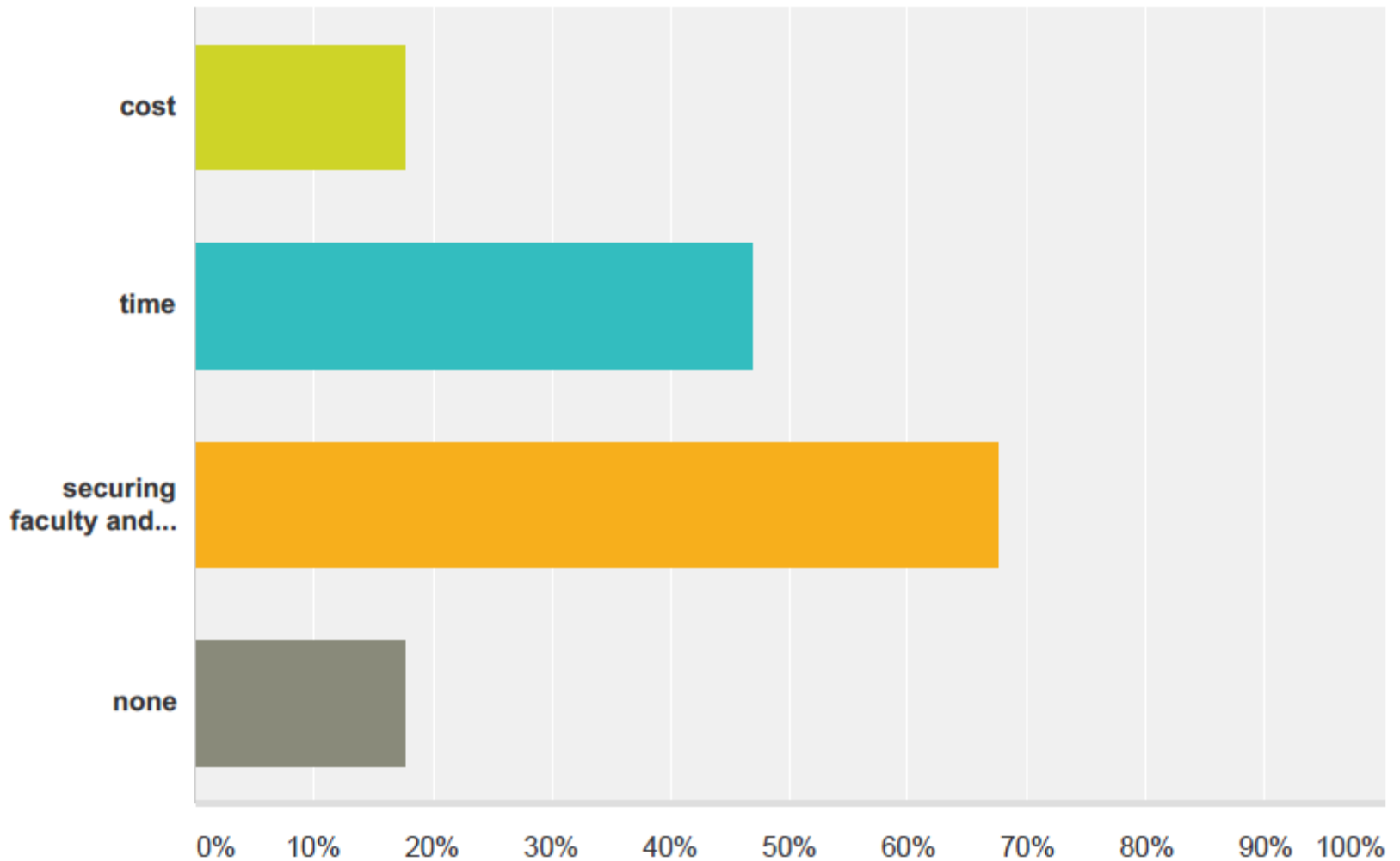
Reflective Pedagogy

- **Peer response and social interaction** deepen individual work.
- 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**.
- In Boston University's (2014) **capstone team project**, students spend the last four weeks of the year working in groups of 5-7 to research a contemporary problem and create 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.
- For example, the University of Delaware (2014) has students 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.**

Q8 What are your opinions of the challenges of using e-portfolios?

Answered: 34 Skipped: 3



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

ePortfolios Many Uses

Help

Go [Icons] Bookmarks 276 blocked [Icons] Check AutoLink AutoFill Send to [Icons]

Freshman Experience



Trenten Rocha

A Michigan Student's Freshman Experience

[Welcome](#) [Philosophy Statement](#) [Goals](#) [Work Showcase](#) [Resume](#)

April 18, 2008

Dear colleagues,

Welcome to my portfolio!

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

I was participating in extracurricular activities that required a new level of maturity and responsibility that had never been required of me 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 prove myself in and out of the classroom are proficiencies that I know I will carry with me far beyond my freshman year.

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

Sincerely,

Trenten Rocha





Trenten Rocha

A Michigan Student's Freshman Experience

- Welcome
- Philosophy Statement
- Goals
- Work Showcase
- Resume

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

My passion for business and teaching 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.



"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.

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



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](#)

eFolio MINNESOTA

Your Electronic Showcase

[Home](#) | [About Us](#) | [Student Resources](#) | [Educator Resources](#) | [Career Resources](#) | [Contact Us](#) | [BEFORE YOU BEGIN](#)



- 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 

Minnesota
STATE COLLEGES
& UNIVERSITIES

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

Nicole E. Hughes

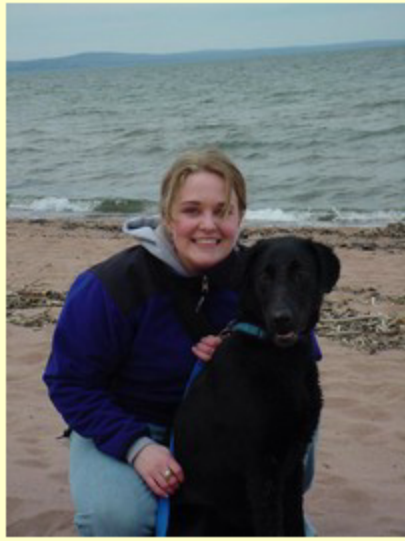
- [Home](#) | [Activities](#) | [Education](#) | [View My Full Resume](#) | [Volunteer Activities](#) | [Work Samples](#)
- [Contact Info](#) | [Internship and Practicum](#) | [Career Objectives](#) | [Employment History](#) | [References](#)

Search

- Full Site
- This Section

[Search Tips](#)

Please hire me!



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, abilities, 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

- [Home](#)
- [Curriculum Vitae](#)
- [Education](#)
- [Teaching](#)
- [Scholarship](#)
- [Service](#)
- [Professional Development](#)
- [Contact Information](#)
- [International Experience](#)
- [Upcoming Speaking Engagements](#)
- [Strategic Planning](#)
- [On-line Learning Initiatives](#)
- [Integrated Planning Profile](#)
- [Upcoming Events](#)

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 Marketplace 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.



Open My Sidebar

ST. OLAF COLLEGE

Center for Integrative Studies



- 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](#)



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.

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



[Printer Friendly Format](#)

Profile Resume Skills Transcript Artifacts References



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.



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

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



Diagnostic Digital Portfolio

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**

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!

Alverno College gratefully acknowledges financial assistance from the William and Flora Hewlett Foundation, the W.K. Kellogg Foundation, the Pew Charitable Trusts, W. M. Keck Foundation, and a U.S. Department of Education Title III Grant in the development of the Diagnostic Digital Portfolio System.

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

Last Updated: 7/15/05
[Questions/Comments?](#)
[Email us!](#)


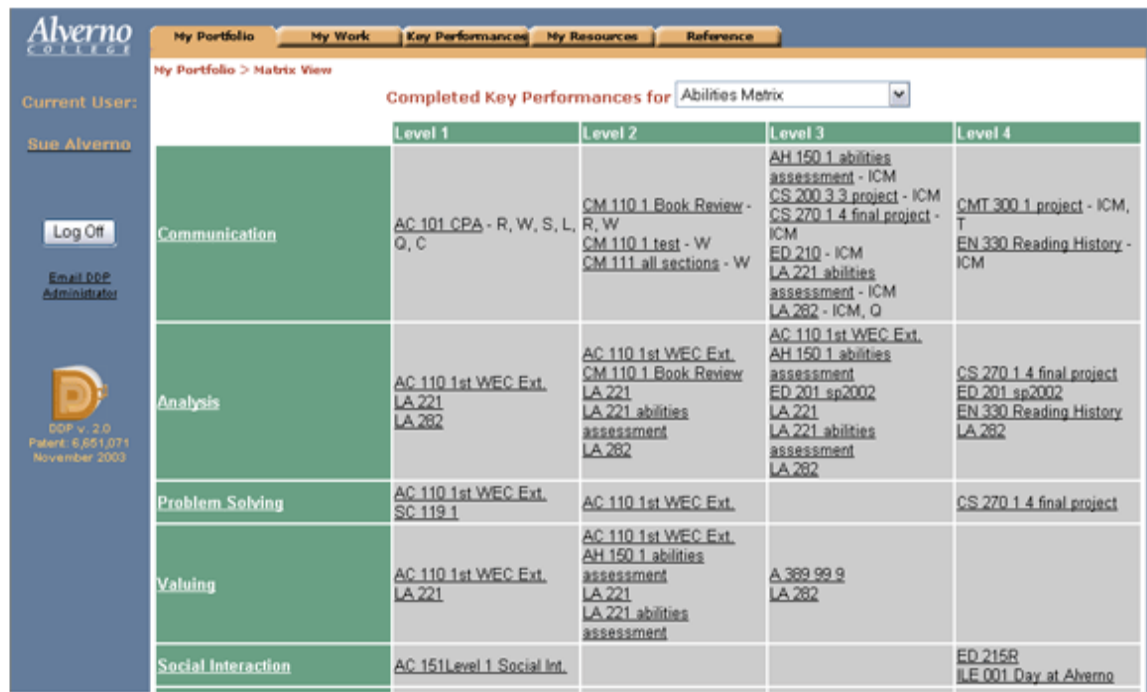
Slide Show - Student Screen My Portfolio

- 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!"

	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

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!

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



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, is my passion, these days, the interim between high school and college found me working at a variety of job descriptions. My first seasonal job was for 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 right

Ranger Slade's Web Adventure

[Home](#) [Intro](#) [Work](#) [Education](#) [Mentor](#) [Writings](#) [Hey](#) [Photos](#) [Links](#)

ent years to have found jobs that match both my personal and professional ideals. In 1998, I worked as a field biologist/botanist out of species (*Castilleja chlorotica* and *Botrychium pumicola* mainly), and this is where I got the idea (easy to get them when wandering about trees) to try my hand at nature guiding/education. I followed this notion up the next summer and created Chetco Nature Walks--my own *click 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 and 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 the 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 e spectacular and complex natural histories of these places. The summer of 2002 found myself, ranger Jennifer Natoli, and ranger Sam J 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 (*click*



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 and Success 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*