The Potential of Portfolios to Enhance and Assess Student Learning

Doane College
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The Learning Portfolio: What Is It?

- A flexible, evidence-based process that combines reflection and documentation.
- A way of engaging students in ongoing, reflective, and collaborative analysis of learning.
- A means of focusing on purposeful, selective outcomes for both improving and assessing learning.

-Adapted from The Learning Portfolio (Anker, 2004; Jossey-Bass, 2009)
The Learning Portfolio
Reflection + Documentation + Mentoring = Learning!
SUCCESSFUL USES OF LEARNING PORTFOLIOS

- Application
- Preparation
- Assessment
- Development
Role of Reflection in “Deep” or “Significant” Learning


Surface Knowledge

Reflection
Experience
(Active Learning)

Deep or Significant Learning
Sample Questions for Student Reflection

- What?
- When?
- How?
- Difference?
- Valuable?
- Evidence?
- Application?
- Surprises?
- Continual plan?
- ...Why?

DEEP LEARNING
Self-Assessment exercises help you examine who you are and where you are headed. Start with one listed below or come up with your own. After completing an exercise, reflect on what you have learned about yourself and how you might apply what you have learned to your goals and plans. You may want to place the exercise and your responses in your portfolio or maybe just your reflection. Since you and your portfolio are ever changing, you are encouraged to revisit the self-assessment stage periodically.

- Ask yourself WHY?
- What have you done, what did you learn and how will you grow?

**Ask yourself WHY?**

Why? Getting to where you are right now was based on a series of choices. What was your rationale for making one decision or choice over another? What were the consequences of those decisions?

1. Why did you decide to go to college?
2. Why did you decide to come to Albion College?
3. Why did you decide (or have you not yet decided) to pursue a particular major, concentration or discipline?
4. Why did you select the courses in which you are currently enrolled?
5. Why did you join your organizations, clubs, and groups?
Introduction to ePortfolio

Congratulations you are starting your ePortfolio! Your ePortfolio will be a unique presentation of your educational career at LaGuardia as you build your website over the next few semesters. The ePortfolio is a unique tool that will allow you to merge your personal and professional goals, putting your education into a larger context.

The first step in building an ePortfolio is to explore how other students have created their ePortfolios. Once you get a sense of what an ePortfolio can look like, and the kind of information they usually provide, you are ready to begin.

A good next step is collecting materials from your classes. You will want to create a virtual archive (an online file cabinet) of materials that you can later select as samples of your coursework in your ePortfolio.

Next, you will want to think about your educational past, present and future. You will want to reflect on the meaningfulness of the work that you have selected to display.

How can you use class projects such as papers and presentations to show what you are learning?
LeBow College of Business

My LIFEfolio

Life’s Learning Experienced Online

Life is full of experiences. Your first words. Your favorite book. Your admission into Drexel University. These moments - some of the most important events in your lifetime - build upon each other to expand your perspective about the world around you.

Your undergraduate career at Drexel’s LeBow College of Business highlights another rewarding and pivotal journey. The knowledge you will gain in your four or five years at Drexel will be enormous. LeBow College helps you keep a living document of this knowledge with My LIFEfolio (LeBow Integrated Focused Experience), a Web-based portfolio designed to be an essential resource throughout your academic and professional careers.

Beginning in your freshman year, My LIFEfolio enables you to connect your introductory course material to upper level classes building integrated academic experience as you progress through the LeBow curriculum. The four electronic portfolios that comprise My LIFEfolio - business concentration, career, writing and quantitative reasoning - allow you to store information, reflect on what you have learned, and understand how that knowledge has impacted your beliefs, attitudes and personal development.

RESOURCES
- Template Screenshot
- My LIFEfolio Booklet
- Sign in to My LIFEfolio

CURRENT UNDERGRADS
- Advising Staff
- My LIFEfolio
- Scheduling Info
- Plans of Study
- Forms
- Policies
- Learning Assessment
- Newsletters
- Campus Resources
- Freshman Orientation

RELATED INFO
- Career Services
- Undergraduate Exit Survey
- Drexel Investment Group

OPEN HOUSE
MBA in Pharmaceutical Management Online
Information Session
Online
09.30.2008 @ 12:00 PM
[more info] | [register]

MBA in Pharmaceutical Management Information Session
102 Carnegie Center
10.02.2008 @ 06:00 PM
[more info] | [register]

Community Connection

FILE "lebow, drexel, portfolio"
The Professional Portfolio

What is Portfolio?

- A portfolio is a collection of materials (documents, papers, pictures, certificates, letters, work samples, and audio/video taped performances) assembled to demonstrate to others what you have done and/or are able to do.
- Your portfolio contains documents such as your resume, statements, letters, pictures, and records that “showcase” your skills and abilities.
- It states your learning goals, action planning, reflections and work samples that document progress.
- It can contain curricular and extra-curricular learning experiences through your university experience.

Click here for a sample portfolio.

Why Do I Need a Portfolio?

- Provides a valuable learning experience.
- Helps you to set your goals and evaluate how you are doing.
- Excellent for future use (job interviews, promotions etc.)
North Carolina

CPD Learning Portfolio

REFLECT

RECORD & REVIEW

PLAN

EVALUATE

ACT

A tool developed to assist pharmacists as they plan, record, and reflect upon their learning initiatives.
Reflection Cycle
Helen Barrett, “Reflection for Learning”
(http://sites.google.com/site/reflection4learning/why-reflect)
Saskatchewan Pharmacists
Learning Portfolio

Continuing Professional Development for the 21st Century

Saskatchewan Pharmaceutical Association
Learning Portfolio

Over the next month, you will work in multiple settings with a variety of patients, faculty, and other teachers. This experience is designed to give you a comprehensive exposure to developmental behavior pediatrics, while also fulfilling the ACGME competencies (see below).

To facilitate your learning during this multifaceted experience and to assist us in documenting your competency in Developmental-Behavioral Pediatrics, we ask that you submit a snapshot of your work during the rotation. During the last week of the rotation, the learning portfolio items should be uploaded to the "Portfolio" section of your Med Hub. Completion of the rotation is contingent on receipt of all portfolio items.

Portfolio Checklist

<table>
<thead>
<tr>
<th>Portfolio Items</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guide to Preschool observation form</td>
<td>Discuss observation form with Dr. Huffman at Preschool/Screening Review session. Two completed forms (one for each preschool observation) should be uploaded to your DBP Learning Portfolio.</td>
</tr>
<tr>
<td>2. Preschool reflective narrative</td>
<td>The completed Preschool Reflection Form should be uploaded into your DBP Learning Portfolio.</td>
</tr>
<tr>
<td>3. Pre-rotation self assessment</td>
<td>Complete online assessment. Review any questions with Dr. Irene Lee during Behavior Management in a Medical Home Tutorial.</td>
</tr>
<tr>
<td>(PREP questions)</td>
<td>The completed Behavior Management Reflection should be uploaded into your DBP Learning Portfolio.</td>
</tr>
<tr>
<td>5. Community systems cases</td>
<td>Complete the Social Communication section and the Developmental Skills section of this form. Upload at least two completed forms into your DBP Learning Portfolio.</td>
</tr>
<tr>
<td>6. Social Communication and Developmental Skills</td>
<td>Have DBP Clinic attending complete at least one Direct Observation Checklist. Upload completed form into your DBP Learning Portfolio. Discuss with DBP faculty during end-of-rotation review.</td>
</tr>
<tr>
<td>7. Direct observation checklist (DBP Clinics)</td>
<td></td>
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</tbody>
</table>
About the Program

Learning Portfolio
The Learning Portfolio is intended as a systematic collection of materials representative of work, skills, ideas and values. It will provide evidence of each Fellow’s significant educational endeavors and achievements and overtime will reflect growth in thinking, evolution in skills, and changes in attitudes.

The Portfolios are electronic, and can be accessed from any computer on the E-Value website. The Fellow owns his or her portfolio and is responsible for its content. We provide an initial list of suggested inclusions, and the portfolio is reviewed at each 6-month evaluation with the Program Director.

Including everything from personal goals to research and evaluations, ultimately the Portfolio will serve as a tool to show advancement and achievement throughout the three years of Fellowship. Fellows are encouraged to include items such as ABIM’s Charter of Medical Professionalism, which they receive in their orientation binders.
Learning Portfolio

During Stage 1 you begin to keep a Learning Portfolio. This is a record of your significant learning experiences, thoughts, reflections and achievements, tracking your personal and professional development towards your ultimate aim of becoming a reflective, competent medical practitioner who practices ethically. The portfolio will be assessed at the beginning of the Epiphany Term in Stage 1 and again in Michaelmas Term of Stage 2 and will count towards your final Behaviours grade for each year.

It provides an opportunity for you to practise the skills of reflection and reflective writing and apply what you have learnt within MiC/PPD to other areas of the curriculum, as well as introducing you to portfolio-based assessment which you will continue to come across throughout your undergraduate and postgraduate career.

The key themes of the Learning Portfolio are:

- My motivation to become a doctor
- My developing ethical awareness
- Learning by Reflecting
- Team-working
- Managing my own learning
- My non-academic achievements: creativity, leadership, resourcefulness
SCU ePortfolio is a tool for teaching, learning, and sharing knowledge, skills, and achievements.

Electronic portfolios (ePortfolios) are digital collections created by students over time that make their classroom or co-curricular learning visible. Samples of students’ work can represent their knowledge, skills, talents, and experiences captured through a wide variety of formats, including text, multimedia presentations, video, or sound. These artifacts provide a record of accomplishments, offer deeper insights into students’ learning experiences, and can be tailored for various purposes or audiences.

**Student Overview**

ePortfolios are digital archives that help you reflect on your academic journey at SCU by showcasing your best coursework, your learning in the community, internship or Study Abroad experience, and tie it all together with your goals and aspirations for the future. More...

**Faculty Overview**

ePortfolios are a resource that help your students organize their work in your courses to gain a deeper understanding of their learning and make connections to other subject areas, lived experiences, or career goals. More...

**ePortfolio Login**

SCU’s ePortfolio system, TaskStream, is currently available to Freshmen and faculty. You will login to TaskStream using your campus ID and password. Graduate students may have access to TaskStream directly through their programs. Please refer to our FAQ for more details.

If you have questions or any problems with login, send email to eportfolio@scu.edu.
What are Portfolios?

Electronic portfolios can help facilitate students' reflection on their own learning. Portfolios include posting artifacts in any form (written, audio, visual, video, etc.) to highlight academic work of the student. In addition, reflections are posted in relation to each artifact to help the student attain more awareness of the learning strategies and needs they have to complete their studies. Some portfolios may include an academic planning piece to help academic advisors guide students through their learning environment. Community involvement, resumes, and collections of evidence and reflections of learning all may be included in portfolios. The use of an electronic portfolio has been proven to lead to better learning outcomes in specific areas of study. Portfolios are an ongoing learning record of a particular student's academic learning progress.

iFolio is a learning portfolio, a "rich, flexible document that engages students in continuous, thoughtful analysis of their learning" (Zubizaretta, 2004). First, students place coursework, or artifacts, into iFolio to illustrate their academic accomplishments. Students then reflect on artifacts and courses to demonstrate their grasp of learning objectives. Instructors utilize artifacts and reflections to assess their teaching strategies. This assessment instrument will assist with future accreditation efforts as well as guide departments as they evaluate their programs.

Ask yourself these four questions:

How do you encourage student reflection?
How do you fulfill your department's programmatic goals?
How do you shape students' academic paths?
How do you prepare students for their future?

Students who are asked to create a portfolio through the University portfolio system should follow all departmental guidelines as outlined by their advisor and instructors.
Welcome to eFolioMinnesota™, a Web-based portfolio designed to help you create a living showcase of your education, career, and personal achievements.

All Minnesota residents, including students and educators affiliated with Minnesota schools and people working in the state of Minnesota, can use eFolioMinnesota to reach their career and education goals.

eFolioMinnesota is a free resource for Minnesota residents, students, and workers provided by the Minnesota State Colleges and University system.

eFolio software is now available to institutions and organizations outside of Minnesota. To learn more about licensing options visit eFolioWorld.

eFolioMinnesota™ is a product of the Minnesota State Colleges and Universities system.

The Minnesota State Colleges and Universities System is an equal opportunity employer and educator.
Electronic Portfolio
(Sara J. Bryant, St. Olaf College)
http://wp.stolaf.edu/cis/web-community/
"While thought exists, words are alive and literature becomes an escape, not from, but into living." - Cyril Connolly

My name is Kimberly Bassler and I love words. That's why I'm an English major here at Virginia Tech. Tech is the third college I've attended and English is the second major I've declared, but I finally feel as though I've found my home. As a child, reading was my first love. Writing quickly became my second. Though I searched for a more "practical" major at first, in returning to my roots I've realized no education compares to one so rich in critical reading, thinking, and analysis. I believe my solid education as an English major will greatly benefit me as I work toward my ultimate goal: a degree in law.

I hope this ePortfolio will help you to understand where I have been, where I aspire to be, and how I hope to get there. In addition, the portfolio will provide you with samples of my work as well as evidence of my growth as both a critical reader and writer. At the top of this page you will find links to:

- Digital Narrative - a brief video focused on how my favorite hobby has benefited me
- Academic Achievement - a selection of works demonstrating my fulfillment of the English major learning outcomes, along with reflections on each piece
- Showcase on Growth - a summary of the process I went through while revising a literary analysis, along with links to an annotated draft and the final piece
- Engagement - a description of my experience as a teaching assistant and a reflection on the opportunity
- Direction - an explanation of why I have selected the Literature, Language, and Culture pre-law option within my English major and why I plan to attend law school after I graduate
- Synthesis - an analysis of the way my undergraduate career has shaped me

If you would like to view my resume, please click here.
Hello and welcome to Ash Misquith’s E-Folio. Please make yourself comfortable and browse around – there is a lot to find. The above links provide a brief insight into Ash Misquith’s life, perspectives, inner character, and achievements.

If you need to get in touch with Ash for any reason please email him at ash_misquith@hotmail.com or leave a comment below.

Thank you for visiting!

Leave a Reply
You must be logged in to post a comment.
Welcome Statement

The nursing profession is an invaluable part of healthcare delivery focusing on caring for individuals, families and communities helping them prevent, regain and maintain optimum health and quality of life. Nurses look at the whole picture of the various factors that are affecting a person's health not just the medical facts. This focus on people as well as the actual medical knowledge is what attracted me to the nursing profession. Nursing allows me to combine my medical skills and knowledge along with my people skills such as caring to optimally help patients.

I have a BS in Gerontology focusing on case management and while I have always wanted to be a nurse while working my way to nursing school I learned about and became interested in gerontology. I realized how much the gerontology and nursing fields are related and that I could combine the skills and knowledge from both into a rewarding career. I am pursuing a MSN degree to be a Clinical Nurse Specialist (CNS) in adult acute care because the advanced skills and knowledge I will gain through this degree will greatly enhance my ability to care for this unique population.

Older adults are the single largest consumer of healthcare services. I think my increased understanding of this population and its unique characteristics helps me provide specialized care to these patients. As the baby boomers age and this "age wave" of older adults draw more and more on the available healthcare services providers with specialized knowledge of how to understand, treat and care for these patients will be invaluable members of the healthcare delivery team. I strive to be one of these providers helping deliver much needed specified care to all hospitalized patients but especially older adults.
How Does LP Enhance Learning?

- Power of Reflection
- Collaborative Learning
- Creative Assessment
- Learning Styles
- Writing = Learning
- Selectivity, Judgment, and Responsibility
- Risk and Challenge
- Critical Thinking

Can you think of other ways?
Think about how you would design a learning portfolio project for your classroom, program, or institutional use. 1) What kinds of reflective questions would you ask students to address? 2) What kinds of evidence or learning outcomes would be most useful? 3) How would you engage students in collaboration and mentoring in the process?

Purpose of Portfolio: ______________________

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Documentation/Evidence</th>
<th>Collaboration/Mentoring</th>
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Tips for Time and Stress

- Slow and small
- Streamline feedback
- Different, not more
- Use technology
- Rubrics
- Rotate feedback groups
- Be explicit, organized
- Double duty
E-Portfolio Rubric

This rubric may be used for self-assessment and peer feedback.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Artifacts</td>
<td>9 points</td>
<td>6 points</td>
<td>3 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>□ All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio.</td>
<td></td>
<td>□ Most artifacts and work samples are related to the purpose of the e-portfolio.</td>
<td>□ Few artifacts and work samples are related to the purpose of the e-portfolio.</td>
<td>□ Most artifacts and work samples are unrelated to the purpose of the e-portfolio.</td>
<td></td>
</tr>
<tr>
<td>Reflections</td>
<td>9 points</td>
<td>6 points</td>
<td>3 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>□ All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for continued learning.</td>
<td></td>
<td>□ Most of the reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning.</td>
<td>□ A few reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and do not include goals for future learning.</td>
<td>□ No reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and do not include goals for future learning.</td>
<td></td>
</tr>
<tr>
<td>□ All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical</td>
<td></td>
<td>□ Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical</td>
<td>□ A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical</td>
<td>□ No reflections illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.</td>
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</tbody>
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Final Thoughts

Learning Portfolio benefits.

- Student learning (deep, lasting, transformative)
- Alumnae
- Culture of reflection & mindful, integrative learning
- Assessment
  - Individual
  - Dept./Program
  - Institution...Accreditation!
Sample Portfolio Links:

- http://wp.stolaf.edu/cis/web-community
- https://scholar.vt.edu/access/content/group/97b91a99-7258-44a2-8002-9b7c83a84bd5/WebDev/Website/Gallery/EnglishGallery/2011/KimberlyB/index.html
- http://blogs.elearning.ualberta.ca/wpmu/eportfolios/eportfolio-examples
- http://reneelatoures.myefolio.com
Selected Electronic/Print Resources on Learning Portfolios

Alverno College Diagnostic Digital Portfolio: http://ddp.alverno.edu/.


EPAC Community of Practice: http://taste.merlot.org/epac.html.

Inter/National Coalition for Electronic Portfolio Research: http://ncepr.org/.

LaGuardia Community C ePortfolio: http://www.eportfolio.lagcc.cuny.edu/.

Santa Clara U: http://www.scu.edu/eportfolio/.
