**CoP REFLECT: A Community of Practice on Student Eportfolios**

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## Would you like to introduce e-portfolios to your course? This might help!

**What experts have to say about e-portfolios!**

**What is a student (e)portfolio?**

- A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection[1]

- (An e-portfolio) is a digitized collection of artifacts including demonstrations, resources and accomplishment that present a student. This collection can be comprised of text-based, graphic or multimedia elements archived on a website or other electronic media. Eportfolio encourage personal reflection and often involve the exchange of ideas and feedback[2].

- In an academic context, these artifacts might include a student's essays, posters, photographs, videos, artwork, and other course-related assignments. Additionally, the artifacts might also pertain to others aspects of a student's life, such as volunteer experiences, employment history, extracurricular activities, and so on. However, while these digital artifacts are important, they are static products. They are simply things that the student has produced or done or experienced, and a good eportfolio ought to be more than just a collection of products. It should also be a process – specifically, the process of generating new or deeper learning by reflecting on one's existing learning. It's important, then, to think of an eportfolio as both a product (a digital collection of artifacts) and as a process (of reflecting on those artifacts and what they represent)[3].

**Why would you like to start a student eportfolio?**

In the context of a knowledge society, where being information literate is critical,

- The eportfolio can provide an opportunity to support one's ability to collect, organize, interpret and reflect on his/her learning and practice.
- It is also a tool for continuing professional development, encouraging individuals to take responsibility for and demonstrate the results of their own learning.
- Furthermore, a portfolio can serve as a tool for knowledge management, and is used as such by some institutions.
- The eportfolio provides a link between individual and organizational learning.
  (European Institute for E-Learning)[4]

[1] Paulson, F. Leon, Paulson, P.R., & Meyer, C.A. (1991). What makes a portfolio a portfolio? *Educational Leadership.* 60-63. Retrieved from http://web.stanford.edu/dept/SUSE/projects/ireport/articles/eportfolio/what%20makes%20a%20portfolio%20a%20portfolio.pdf

[2] Loernzo, G.,& Lttelson, J.(2005). An overview of e-portfolio. *Educause learning initiative.* Retrieved from https://net.educause.edu/ir/library/pdf/eli3001.pdf

[3] Centre for Teaching Excellence, University of Waterloo. *Eportfolio explained.* Retrieved from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios

[4] European Institute for E-Learning. *Why do we need an ePortfolio?* Retrieved from http://www.eife-l.org/publications/eportfolio

**To start developing an e-portfolio for your course, ask yourself the following questions!**
**Be sure to take a look at the *glossary* at the end.**

| I. | **What are the outcomes for your portfolio?** |
|---|---|

Complete the following two sentences:

a. The portfolio should be able to help the student to…

b. The portfolio should be able to help me (the teacher) to assess the following GA(s):_____

- Citizenship
- Knowledge
- Learning
- Skills
- Creativity
- Communication
- Teamwork

| II. | **How would you like to assess the outcomes of the portfolio?** |
|---|---|

You can:

a. choose to assess each artifact* /each category/the portfolio using a rubric*.

b. decide what assessment criteria are important for you:
   i. reflection (on choice of artifact / on alignment of artifact to graduate attribute)
   ii. language
   iii. creativity (in presentation/thinking/problem-solving)
   iv. discipline-specific skill/core competency

c. give different weight to b (i-iv) or even to different outcomes.

d. assess the portfolio once or twice in the course of a semester.

| III. | **What should the portfolio look like?** |
|---|---|

a. Nature of artifacts
   [Note: artifacts, documentations and evidences can be assignments (but not limited to) to be included in a portfolio]
   i. Text (e.g. reflective text (journal/blog, creative text) and/or
   ii. Multimedia/artistic expressions

Append the table:

| Outcome | Examples |
|---|---|
| **Critical inquiry (assignment: small scale research task)** | Journal entries, (Video) blogs, bibliography, use of the internet |
| **Creativity (assignment: solve a problem)** | Case-studies, assignments, original work |
| **Citizenship (assignment: discipline-oriented community service)** | Multimedia and or reflective essay type evidence of extra-curricular engagement (political/social/creative) |
| **Information Literacy** | Research Log, from research assignments, bibliography, use of the internet |

b. Number of artifacts
  i. Specify the number of artifacts that should be included under a category at the time of each assessment. Is the expectation realistic?
  E.g.:
  How many reflective journals should the student submit in the course of the semester? Or How many evidences of extra-curricular engagement, out of class learning etc. should be included in the portfolio?
  ii. Expect artifacts on a regular basis.
  Weekly, Bi-week ly, Monthly
c. Organization & Design
  i. Provide a template* to which students have to stick to. (*reduces workload, helps students to organize their learning*)
  ii. Let students be creative and make portfolio's organization part of the assessment.
  iii. Show examples of well-designed portfolios and explain why they are good.
  iv. Is group work also possible? If so, how would you like to assess it?
d. Highlighting GA(s) where you think is appropriate
  Tag* artifacts (to GAs/Core competencies)
  In order to facilitate tagging, ask your students to include key words into their artifacts. The key words could be GAs for e.g. Creativity or discipline related words or both.

| IV. | **What scaffolding*(support) would the students need?** |
|---|---|

a. Technical
  i. introductory session
  ii. technical helpline
  iii. student workshops
  iv. online support
  v. exemplars as practical examples
b. Academic
  vi. guideline of what is expected in order to receive high grade
  vii. show examples of grading by a rubric
  viii. show example of alignment of artifact to expected outcome
  ix. mentoring

| V. | **How would you like to give feedback on the portfolios?** |
|---|---|

You can provide:
a. an interactive communication platform to accommodate the feedback system of the portfolio (e.g. forum)
b. built-in mechanisms for feedback ("Place feedback" in Mahara/class time)
  *(Note: Personal feedback better than feedback platform)*
c. opportunity to peer-review
d. feedback before or after submission

| VI. | **How would you ensure buy-in for the portfolio?** |
|---|---|

- a. By embedding portfolios into the curriculum
    - i. Embed the use of portfolio system as part of the curriculum and grade it
    - ii. Explain the added value to their learning/future career
      (See resources for examples)
- b. By adjusting your assessment scheme to facilitate the use of portfolios by replacing an examination/term-paper with the portfolio.
- c. By making it part of classroom/curriculum activity.


| VII. | **What platform would you like to use?** |
|---|---|

- a. **Mahara** (*dedicated portfolio software*)
- b. **My portfolio** on Blackboard (*Assignments on blackboard can be linked to the portfolio, no separate log-in required*)
- c. **Social Networking** sites (*easy to use but not customizable, also too public?)*
- d. **Google docs/sites** (*enable ownership & or collaboration*)
- e. **WordPress/Weebly** (*same as Google but more private*)


| VIII. | **How would you survey students and collect data to revise the design?** |
|---|---|

- a. Post-portfolio questionnaire
- b. Focus group interviews

**\*Glossary:**

**Artifact**: Artifacts used in ePortfolios are digital evidence of progress, experience, achievements, and goals over time. In other words, artifacts are examples of your work. This might include electronic documents, video, audio, and images. In ePortfolios, digital artifacts are organized by combining various media types into cohesive units that communicate your narrative.
(*Eportfolio Resource Center.* Retrieved from https://sites.google.com/site/resourcecentereportfolio/artifacts)

**Rubric**: A rubric is a scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.
(Andrade, G.H. (1997). Understanding Rubrics. *Educational leadership.* Retrieved from https://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm)

**Eportfolio template**: Eportfolio templates enable the immediate customization and creation of ePortfolios. Most of these templates are easily customized in a few clicks.  Here are some suggestions on eportfolio templates: Blackboard, Mahara, Google Sites, Weebly, Wix, Wordpress, etc.
(*Eportfolio gallery*. City University of Hong Kong. Retrieved from https://sites.google.com/site/eportfoliogallery/)

**GAs (Graduate Attributes)**: HKBU aims to educate our students into Whole Persons. This is operationalized into Graduate Attributes that you should attain by the time you graduate from HKBU. An education at HKBU aims at developing all aspects of the whole person. In particular, it aims to foster the following attributes among its graduates: Citizenship, Knowledge, Learning, Skills, Creativity, Communication and Teamwork.
(*HKBU Graduate Attributes*. Hong Kong Baptist University. Retrieved from http://chtl.hkbu.edu.hk/main/hkbu-ga/)

**Scaffolding**:  In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.
(*The glossary of education reform*. Retrieved from http://edglossary.org/scaffolding/)

# CoP-REFLECT Rubrics for Student E-portfolio*

| | Criteria | Indicators | The Highest Performance Level (Max points=5) |
|---|---|---|---|
| **1** | **Presentation** | A. Organization | Collection of evidence is clearly organized according to the portfolio assignment. |
| | | B. Page Structure | Pages within the portfolio have an attractive and reader-friendly layout which uses elements like headings and subheadings, headers and footers where appropriate. Page is clearly divided into presentation of evidence and reflection. |
| | | C. Navigation | Navigation is logical and easy to use. Content is organized under relevant pages. Relevant Graduate Attributes have been added as Tags/Keywords. |
| | | D. Use of visual effects & multimedia | E-portfolio contains purposive design and organisational elements (e.g. font, colour, size), media enhances the purpose (e.g. pictures, videos) |
| | | E. Quality of writing & proofreading | E-portfolio is free of spelling and grammatical errors and uses appropriate language for the target audience. |
| **2** | **Reflection** | A. Development of knowledge and skills | The student demonstrates that he or she has developed or is in the process of developing his or her knowledge and skills. |
| | | B. The connectedness of learning | The student makes connections between classroom learning, learning/research outside of the classroom and the 'real world' experiences. |
| | | C. Continuous critical reflection | The student engages in critical reflection on his or her development as a learner. He or she clearly articulates his or her achievements and future learning goals, thus demonstrating growth over time. |
| | | D. Articulation of viewpoints and interpretations | The student can provide his or her own viewpoints and interpretations which are insightful and well supported from evidence and argument. Clear, detailed examples are provided, as applicable. |
| | | E. Application of theories and concepts | The student can demonstrate an in-depth reflection on, and personalization of the theories, concepts, and/or strategies learned in the course. |
| **3** | **Information Literacy** | A. Appropriateness of using information tools | Identifies appropriate information tools, investigates the scope and content of different information search engines (e.g. the Library's OneSearch platform, Google Scholar) and selects the appropriate tool based on their information need. |
| | | B. Comprehensive evaluation of information sources | Provides evidence of comprehensive evaluation of their information sources and examines and compares information from various sources in order to evaluate currency, accuracy, authority, and point of view/bias. If they largely / exclusively use sources from the free Internet instead of scholarly resources, provides justification for doing so. |
| | | C. Appropriateness of documentation style | Consistently applies an appropriate documentation style without significant errors to acknowledge and cite information sources used. |

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|---|---|---|---|
| | | D.  Effectiveness of using information | Synthesizes, integrates, and communicates information effectively to accomplish a specific purpose. |
| | | E.  Ethics of using information | Accesses and uses information ethically and legally, e.g. The copyright of the sources. |
| **4** | **Critical Thinking** | A.  Quality of analysis | The student demonstrates a sophisticated command of analytical skills (e.g. synthesis, problem-solving, evaluation). |
| | | B.  Use of evidence | The student draws inferences or conclusions that are supported by abundant, wide-ranging, and appropriate evidence. |
| | | C.  Use of methodologies | The student uses innovative methodologies to make logical connections across ideas or disciplines. |
| | | D.  Consideration of multiple perspectives | The student can compare, evaluate and weight the importance of different views or perspectives. |
| | | E.  Quality of argument | The student engages in creative expression and/or convincingly articulates original arguments. |

**Total Marks: 100**

*The rubric includes resources from the Internet, adapted to suit the purpose of assessing student E-portfolios at the HKBU.

**Note**: The above rubric is for guidance purposes only. Please adapt it to suit the outcomes of your portfolio and as per the conventions of your discipline.