

How to be HIP: Pedagogical Best Practices with E-Portfolios

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Scaled E-Portfolio Guide: <https://blog.catl.uwgb.org/guides/scale-the-eportfolio/>

E-Portfolio Basics

What is an e-portfolio? An organized, electronic collection of artifacts that provide examples of/evidence for specific skills and accomplishments

What is an artifact? Artifacts could be anything that provides evidence of knowledge, skills, or experiences, such as completed course papers/projects, training certificates, podcasts, art work, job descriptions, or items created specifically for the portfolio (e.g., photo collage of service learning work on a travel course).

What are some potential benefits and/or uses of an e-portfolio? 1) document skills/experiences over time and use in the job or graduate school application process, 2) help students learn to translate classroom and other experiences into component, transferable skills, 3) increase student self-awareness of strengths and weaknesses and growth over time, 4) promote development of communication and technology skills in creation of e-portfolio, 5) help academic programs evaluate achievement of program-level learning goals

Psych 494 Capstone in Psychology & E-Portfolios

E-Portfolio Assignment Components

1. A completed *e-portfolio* that includes
 - A polished *resume or curriculum vitae (CV)* reviewed by Career Services
 - A specific number of *artifacts* demonstrating skills/competencies related to each psychology major learning goal
2. A *reflection paper* that a) explains what the portfolio artifacts demonstrate, b) shares an overall sense of current knowledge and skills, and c) outlines a plan for future growth

E-Portfolio Structure: American Psychological Association's (2013) Learning Goals for Undergraduate Majors

Goal 1: Knowledge Base in Psychology

Goal 2: scientific inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

See: <https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf> and note that content analysis of artifacts and self-reflections related to each goal can inform program evaluation and curriculum revision.

Students reactions? Overwhelmed, challenged, confused, frustrated about identifying (quality) artifacts and about physically locating those artifacts BUT also grateful for experience, vocal about assignment as useful/practical/meaningful, outspoken about wishing ideas/resources were introduced earlier in college career

Outcomes? Students provided evidence of achieving goals. Many reported using their portfolios (e.g., in applications). Students submitted portfolios of wide-ranging quality. Transfer students faced practical obstacles.

Examples of Alternative E-Portfolio Assignments

- ✓ Have students assemble and place e-portfolio materials in Dropbox instead of creating online presence
- ✓ Ask students to complete one e-portfolio component (e.g., create resume and have Career Services review)
- ✓ Add a reflection paragraph to every submitted assignment for your course. ("What skills were demonstrated in completing this assignment? Would you use it as part of an e-portfolio? Defend your answer.")
- ✓ Assign an end of the semester reflection paper. Examples: Students describe skills acquired in class and how they would demonstrate those skills to an employer. Students identify three e-portfolio artifacts they could use from the course and discuss what skills/competencies they demonstrate (and at what level of quality).