Fall 12-18-2019

Draft: Purposeful, Intentional, and Integrative Organization for Liberal Studies and Liberal Arts ePortfolios so as to Maintain High Impact Practice Effectiveness

Kelly L. Straight
California State University - San Bernardino, dortchk@csusb.edu

Draft: Purposeful, Intentional, and Integrative Organization for Liberal Studies and Liberal Arts ePortfolios so as to Maintain High Impact Practice Effectiveness

by Kelly (KL) Straight Dortch

Liberal Studies Programs Coordinator

on Behalf of Liberal Studies Programs Committee

California State University San Bernardino

Before this ePortfolio Institute I had a very different vision of how the ePortfolio would function within the Liberal Studies and Liberal Arts Programs at California State University San Bernardino. Essentially, I viewed the ePortfolios as a repository for artifacts created by Liberal Studies/Arts students as evidence of student achievement in respect to Liberal Studies and Liberal Arts Program Learning Outcomes (PLO). I envisioned the process along the following lines:

- Students generate artifacts (content) during the course of their studies to populate the ePortfolio.

- Students identify which specific artifacts support specific PLOs.

- Students then write a narrative explaining why the PLO is important and relevant to their individual educations and how the artifacts represent completion of the specific PLOs.

- Finally, students write a metacognitive reflection exploring the relevance of the artifacts and PLOs to their overall academic and personal growth. They also write about the value and importance of their degrees and how their time at CSUSB has prepared them to be lifelong learners

Attending this institute brought attention towards other elements that will need to be considered as part of a Liberal Studies or Liberal Arts ePortfolio. One of the most important is clarity of purpose. Originally, the idea was for the ePortfolio to serve as an exclusively Liberal Studies/Arts student self-reflective tool for both self and program assessment. Additionally, by its very existence the ePortfolio would also serve as a vehicle for career preparation by supporting dynamic professionalization materials such as curriculum vitae creation and exposure. However, after this institute I think there is a need for a more intentional separation between the metacognitive aspect of assessing one's own learning and how it happens and why it is important and the extrapolation of assessment for program learning outcomes so as to maintain the primary focus and emphasis on student learning. The other component that this institute illuminated is that students will build only one ePortfolio each over the course of their academic careers. Of course, students can modify the ePortfolio over the course of their academic careers, but the question remains as to how we can design a Liberal Studies/Arts ePortfolio in such a way that it honors the contributions of other artifacts created for ePortfolio inclusion in other disciplines as part of an integrated ePortfolio experience. Below is a very rudimentary preliminary attempt at ePortfolio scaffolding for Liberal Studies/Arts that will need to be discussed with the interdisciplinary Liberal Studies and Liberal Arts committee as part of our ongoing discussions towards student success, High Impact Practices, and Integrative Learning.

Proposed Scaffolding for Liberal Studies Program ePortfolio

Purpose of Liberal Studies/Arts Programs ePortfolio

To serve as an integrative space for Lifelong Learning and Reflection whereby a student engages in common intellectual experiences (HIP) within a learning community (HIP) across the curriculum so as to identify and position the self as a scholar, advocate, and (where appropriate) as an educator (i.e. Liberal Studies/Arts as an Intellectual Identity: what is means and why it matters).

- Primary Function: High Impact Practice Learning Tool

  First Year Experience metacognitive reflection
  Progressive Reflections (Personal Narratives)
  Senior Year and ePortfolio construction metacognitive reflection

  Content Knowledge through the lenses of:
  - ESM Alignment Matrix Domains
    Repository space to house artifacts and portfolio entries from other programs/departments/disciplines to respect the entries created in other courses
  - PLOs & HIPs
    How CSUSB education demonstrates Domain knowledge, PLO completion, and HIPs
    How to incorporate in own classroom

  Workshop/Virtual Community (HIP)
  - Peer Feedback
    Praise, critique, and alternate approaches
  - Student maintains own Editorial Authority
  - Revision as a tool of reflection and progression

- Secondary Function: Career Preparation
  CV with supporting evidence/artifacts
  - Public Performance
  - Research Interests
  - Conferences
  - Publications
  Resume
  Letters of Introduction
  Lesson Plans and/or culminating project
  Testing
  Demonstration of Skills
  Virtual Classroom
  Pedagogical Essay or Professional Statement
  Links to Grad Schools, Internships, Employers/School Districts

- Tertiary Function: Assessment Tool

    ePortfolio itself serves as a tool for self-assessment and program assessment

- Tools

    Portfolium, Flip Grid, OVEE, Voice Thread, Venngage, GoReact, Touch Cast, Mail Chimp, Square Space, WIX, Mindomo, Sway