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### ePortfolios as a High Impact Practice

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ePortfolios. (2019, May 22). Retrieved December 13, 2019, from <https://www.aacu.org/eportfolios>. Kuh, G.D., Gambino, L.M., Ludvik, M.B., & O'Donnell, K. (2018). Using ePortfolio to document and deepen the impact of HIPs on learning dispositions. National Institute for Learning Outcomes Assessment, Occasional Paper No. 32). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). <http://learningoutcomesassessment.org/occasionalpaperthirtytwo.html> Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. Educause Learning Initiative, 1–27. Retrieved from <https://www.educause.edu/ir/library/pdf/ELI3001.pdf> Moore, J. L., Pope-Ruark, R., & Strickland, M. (2018). Not Just Another Assignment: Integrative ePortfolios, Curricular Integrity, and Student Professional Identity. In *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice* (pp. 172–184). Sterling, VA: Stylus Publishing, LLC.

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## Assignments

### *ePortfolios as a High Impact Practice*

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Assignment (see next page for grading rubrics):

During Nutritional Science and Dietetics (NTRD) majors' sophomore year, students will create an account using Portfolium® (available to all enrolled students through MyCoyote) and complete the following assignment.

- HSCI 2625: students create a Portfolium® account and post a resume
  - A photo of the student and an appropriate background graphic will be uploaded
  - The student will complete the Personal Information portion of their account
  - Resume will be reviewed by the faculty and feedback will be provided to each student (formative assessment)
  - Students will write a reflective narrative that addresses their strengths and scope of abilities

During NTRD majors' sophomore year, students will update their e-portfolios using the Portfolium® account created during HSCI 2625 and complete the following assignment:

- HSCI 3605: students add artifacts in Portfolium®.
  - Students may choose to update their photos and resumes
  - Students identify at least 3 artifacts that represent their development in the program
    - Students write a reflective narrative that discusses their rationale for selecting the above-identified artifacts including, i) context within which the artifact was developed and, ii) how the artifact contributed to their learning and development
      - Faculty to review each narrative and provide feedback (formative assessment)

During NTFS majors' senior year, students will update their e-portfolios using the Portfolium® account created during HSCI 2625, updated during HSCI 3605, and complete the following assignment:

- HSCI 4625 (Senior Year): students continue adding artifacts in Portfolium® and revise their Personal Statements and resumes.
  - Students may choose to update their photos and resumes
  - Students identify at least 3 additional artifacts that represent their development in the program
  - Students modify and finalize their reflective narrative (summative assessment)
    - Students write a reflective narrative that discusses their rationale for selecting the above-identified artifacts including, i) context within which the artifact was developed, ii) how the artifact contributed to their learning and development
      - Faculty to review each narrative and provide feedback (summative assessment)

These processes promote student learning through inquiry, reflection, and integration (Moore, Pope-Ruark, & Strickland, 2018).

References

Moore, J. L., Pope-Ruark, R., & Strickland, M. (2018). Not Just Another Assignment: Integrative ePortfolios, Curricular Integrity, and Student Professional Identity. In *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice* (pp. 172–184). Sterling, VA: Stylus Publishing, LLC.

**Grading Rubrics**

<b>Course:</b>	<b>Assignment Requirements:</b>	<b>Points:</b>
HSCI 2625 (Sophomore Year)	Create a free Portfolium® account	5
	Add a profile picture	5
	Add a background graphic	5
	Prepare a resume and post to Portfolium®	20
	Write a reflective narrative that addresses current strengths and scope of abilities and post to Portfolium®	25
<b>Total Assignment Points:</b>		<b>60</b>

<b>Course:</b>	<b>Assignment Requirements:</b>	<b>Points:</b>
HSCI 3605 (Junior Year)	Update photo and/or background graphic in Portfolium® (optional)	0
	Identify 3 artifacts that represent their development in the program	30
	Write a reflective narrative that discusses rationale for selecting the above-identified artifacts including: i) context within which the artifact was developed and, ii) how the artifact contributed to learning and development	60
<b>Total Assignment Points:</b>		<b>90</b>

<b>Course:</b>	<b>Assignment Requirements:</b>	<b>Points:</b>
HSCI 4625 (Senior Year)	Update photo and/or background graphic in Portfolium® (optional)	0
	Update resume (optional)	0
	Identify 3 additional artifacts that represent your development in the program	30
	Students write a reflective narrative that discusses their rationale for selecting the	60

	above-identified artifacts including: i) context within which the artifact was developed, ii) how the artifact contributed to their learning and development	
	1 paragraph summary of overall development throughout the program	20
<b>Total Assignment Points:</b>		<b>110</b>