Electronic Portfolios as Assessment Tied to Course Outcomes

Todd Jennings
California State University - San Bernardino, todd.jennings@csusb.edu

Follow this and additional works at: https://scholarworks.lib.csusb.edu/q2sep

Part of the Arts and Humanities Commons, and the Social and Behavioral Sciences Commons

Recommended Citation
Jennings, Todd, "Electronic Portfolios as Assessment Tied to Course Outcomes" (2020). Q2S Enhancing Pedagogy. 208.
https://scholarworks.lib.csusb.edu/q2sep/208

This Other is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
Description:

ePortfolios, and portfolios in general, are typically used to collect student work across time to show evidence of learning and development, enabling students to reflect upon and demonstrate their unique understandings and mastery of concepts. However, besides being useful longitudinally, they can also prove valuable as summative assessment tools within quarter or semester long courses. As an alternative to traditional examinations that require students to conform their learning/memorization to information preselected by instructors, ePortfolios allow students to show what they have learned in highly individualized ways that are applied to their unique lives and social contexts.

In the example presented here, ePortfolios are used as a summative assessment in a gender studies class meant to teach students gender-based conceptual lenses to interpret their lives and the world. The activity can be easily adapted to a number of different learning outcomes across a wide range of courses and disciplines.

As a culminating project for the class, students create digital portfolios to assess their success in meeting four broad course objectives that student individually interpret. A portfolio gives students control over how their knowledge is presented, allows for creativity, and stretches them to find example of theoretical constructs in the world beyond the classroom.

Course Learning Outcomes:

1. Students demonstrate their understandings of the ways gender, as a social construct, shapes individual and group identities and behaviors.

2. Students demonstrate their understandings of how gender intersects with other identities such as bodies, race, ethnicity, social class, age, and sexual orientation to create unique experiences for individuals across various cultures.

3. Students demonstrate their understandings of the various ways that gender is performed and reproduced within interpersonal relationships, family, mass and social media, Education, religion, medicine, economics, politics, and leisure.

4. Students demonstrate their understandings of how the achievement of a safe and just society requires attention to gender using concepts like patriarchy, hegemony, feminism, and human rights.

ePortfolios Structure:

Each electronic portfolio is organized into four sections, each representing one of the four course outcomes. Note: Instructors may use any number of ePortfolio platforms (Portfolium, Foliospaces, etc) so the structure could vary slightly by platform.
Instructions for students:

As a culminating project for this class, you are going to create a digital portfolio. A portfolio is a collection of materials that shows what you have learned and how you uniquely understand a set of ideas and concepts. A portfolio gives you control over how your knowledge is presented and it allows for creativity. In our case, you will show that you have met the course learning outcomes listed below.

1. **Demonstrate your understandings of the ways gender, as a social construct, shapes individual and group identities and behaviors.**

2. **Demonstrate your understandings of how gender intersects with other identities such as body types, culture, race, ethnicity, social class, age, and sexual orientation to create unique experiences for individuals across various forms of diversity.** For example, how are the gendered experiences of women of color different from the experiences of white women (gender + race)? Or, how do disabled men experience their masculinity differently than men without disabilities (gender + body type)? How are men, women, and trans folks in their 20s experiencing gender differently compared to men, women, and trans folks in their 50s? (gender + age). How is gender navigated by gay men and lesbians (gender + sexual orientation)?

3. **Demonstrate that you can identify and give examples of how gender is performed across various contexts and situations such as platonic and sexual relationships, family, mass and social media, Education, religion, economics, politics, or leisure activities.**

4. **Demonstrate that you understand how the achievement of a safe and just society requires that we better understand gender using concepts like patriarchy, queer theory, hegemony, feminism, and human rights.**

Each of the four sections of your portfolio will include two things (called artifacts):

1. **A short paper written by you that outlines your knowledge about the outcome.** For example, in the case of Objective 1, you are to write a paper that explains in detail your understanding of how gender shapes individual lives and behaviors. Rely upon the sources you read in the course.

2. **Your second step is to show how the ideas in your paper (and the class) are found in the world beyond this class and the university.** To do this, you are to find or create 5 artifacts supporting what they said in your paper. An artifact is a form of evidence supporting your idea. These artifacts might include photographs taken from scenes in your community or personal life that illustrate examples of what you described in your paper. You can also upload pictures of art from the web or art you created, and
links to material you found on the web that shows all the different ways you understand the concepts in the class.

Once you select or create the artifacts, each artifact must be accompanied by a short description explaining to your audience what the artifact is meant to show (tie this to your written statement). The challenge and opportunity with these artifact descriptions is that they must clearly explain how you see the concepts in the class manifest in the world beyond this course. In other words, where do you see the course concepts happening in your life and the larger world...show us how and where.