

# Community-Engaged Fellows Program

## *ePortfolio Suggested Process*

*Academic Year 2018-2019*

Students will develop an ePortfolio, collecting and selecting artifacts from their community-engaged experiences (through the fellows program surely, but likely additional experiences as well) as a means to reflect on their public good identity and development as a community-engaged scholar. The purpose of the ePortfolio is to serve as a demonstration of the integration of your learning across your DU experiences, especially as they related to your contributions to the public good, your learning and engagement as a fellow, and your development as an engaged scholar. Reflection is the act of looking back and forward to ask yourself the questions: where was I and where am I going as well as who am I becoming? **The ePortfolio will serve as a reflection of the development of your identity as Community-Engaged Scholar.** The ePortfolio should demonstrate your ability to integrate learning across contexts and over time.

### **Learning Objectives**

The learning objectives of all CCESL student programs, including the Community-Engaged Student Fellows program, are to increase:

- Knowledge: Understanding of Social Justice
- Skills: Community organizing skills
- Attitudes: Civic identity (self-perception)
- Behavior: Commitment to civic action
- Connect Fellows experience to academic learning
- Impact of Fellows experience on career goals and/or other long-term goals
- *[Additional learning objectives may be determined by the faculty champion and student].*

### **ePortfolio Process Snapshot**

The ePortfolio will serve as a dynamic and tangible representation of the student's public identity and potential to contribute to the public good. A clear structure for the development and design of the ePortfolio will be provided. The steps will include:

1. **Artifact Collection** – over the course of the academic year, students will be required to keep a dynamic inventory of artifacts from their community-engaged experiences (both past and future) that they can later draw upon. They will consult with their faculty champion(s) as needed.
2. **Artifact Selection** – students will be required to create an artifact selection map. They will present this map to the fellows cohort and discuss a set of reflection prompts related to the creation of the map at this meeting.
3. **Reflection** – Students will engage in continued critical reflection in consult with CCESL staff, other fellows, and their faculty champion(s). This reflection will help support the narrative and story the student would like to convey in their final ePortfolio.
4. **Creating the ePortfolio** – After completing the above steps, students will create the container for their ePortfolio being mindful of the look and feel best suited to telling their story. Students will attend a design refinement workshop to receive peer feedback and staff support in improving their final ePortfolio
5. **ePortfolio Submission** – Students will submit the link to their final ePortfolio by an agreed upon deadline near the end of the academic year.



## Step 1. Artifact Collection

### What are ePortfolio artifacts?

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. Artifacts could include things like:

- Papers and writing samples of various types-descriptive, persuasive, etc.
- Professional goals statement
- Internship and work experience
- Video and audio clips
- Research projects and research-related writing
- Photographs, images, artwork
- Community service work
- Public speaking examples
- Leadership experience, qualities, and examples
- Academic awards and honors
- Reflective essays
- Journal/blog entries
- Creative writing samples such as poems, journal entries, etc.
- Graphic illustration of information-charts, time lines, concept diagrams

### What artifacts should I collect?

Collect as many artifacts as possible. You may select items from both inside and outside your time at DU. The richer the stock the richer your portfolio will be.

All the artifacts you collect should have a purpose demonstrating 1) a skill or competency, 2) learning acquired from education, training, or work experience, 3) a philosophy or belief, and/or 4) an intellectual contribution you've made. You should collect a wide range of artifacts so you have many options from which to choose. When collecting artifacts, include a concise explanation about why you chose that particular piece of work.

Think about collecting artifacts from your courseworks at DU, prior coursework, your professional work experiences, your volunteer work, extracurricular activities, and personal items.

## INSTRUCTIONS

You will be creating an Artifact Collection Inventory. Create a chart or table to track your artifacts. In your table, list the following heads across the top 1) artifact title, 2) brief description, 3) class/organization through which you completed the artifact, and 4) approximate date of completion.

**DUE DATE:** January 25<sup>th</sup> (bring completed inventory to Fellows meeting)

## Step 2. Artifact Selection

Now that you've created your inventory, you will go through the material you have collected and pick out artifacts that work well together to create a particular theme you are working on.

Before you begin, think for a moment about what the meaningful "buckets" your artifacts might fall into? You could think of these buckets, or themes, in a traditional way such as a bucket for artifacts

that highlight each of your teaching, research, and service. Or a bucket for each disciplinary background (e.g. major(s) and minor(s)) you are working toward (e.g. a bucket for each of psychology, natural resources, and gender & women's studies). Or you may think of the buckets in a less traditional way such as items that highlight unanticipated connections, magnificent failures, and inspired insights. Or buckets that highlight things that resonate with you, things you disagree with, and things you have lingering questions about. There are millions of different ways to structure your buckets – but think of them as the broad themes you want to explore and interrogate. Knowing how you might want to present your portfolio will help as you think about which artifacts you may want to select and connect to one another.

The selection process should allow you to create a coherent narrative or portrayal of yourself for the reader. This is not to suggest that you create a rigidly linear story about yourself (first this happened, then this, then that . . .), but to make your artifacts relate to each other in interesting ways, and to help you take control and shape how others see you through your ePortfolio. For example, a photograph may have a connection to a paper you wrote; a description of an event you attended may map a place you have visited. The selection process is where you begin to weave together the themes of your portfolio.

Selecting appropriate items that illustrate competencies and skills will clearly demonstrate abilities and achievements to your audience. Keep in mind that during this selection process your goal is to make meaningful connections (e.g. personal, education/learning, work, community) to the artifacts you select.

## **INSTRUCTIONS**

1. You will be creating an Artifact Selection Map. On a blank page, create headings for each of your artifact category types (e.g. coursework, research, service, professional employment, personal, etc.). Note, while you can complete this on the computer, some students find it easy to hand draw their maps so they can easily add color and design.
2. As you look holistically at your artifact collection inventory, think about which artifacts, when placed together, tell an interesting story about you and/or your work. Which artifacts do you find most interesting, pertinent, illustrative, or otherwise important? Add these to your map under the appropriate heading.
3. As you look at your items on one page, begin to draw lines between items that relate to each other in some way. On the line, describe the connection between artifacts, think about the following:
  - a. How are the items similar or share a similar part of your story?
  - b. How are the items different? Are they in contradiction with one another?
  - c. How does one item show your growth or deeper thinking about a concept compared to another?
  - d. What are the meaningful connections between the items? Are they related to work, school, personal life, your community, your learning/knowledge, other things? Some combination?
  - e. When put together, what piece of your story do the items tell?
4. As you reflect on the map, think about the "buckets" or themes that seem to be bubbling up. How might this inform the layout/design of your ePortfolio; could the buckets be your pages? What artifacts will help tell the "story" of each "bucket." Some questions you can reflect upon:
  - a. Why did you select each particular artifact?

- b. What are the essential learning(s) or outcome(s) of each artifact?
- c. How does each artifact relate to or reflect your a) strengths, b) talents, c) interests and or d) career pathway?
- d. Is there anything you could have/would have done differently?
- e. How does each artifact add to, contradict, complement or complicate what the other artifacts show us?

**DUE DATE:** February 15<sup>th</sup> (beginning of meeting)

### Step 3. Reflection

Reflection should occur throughout the ePortfolio process. It isn't just a single step, but a way to cultivate a practice that ensures you can integrate what you are learning across your life experiences. However, for this specific phase in your ePortfolio development we are asking you to begin to think about the narrative you will provide to give context to the items on each page of your ePortfolio; that is, what reflection will you include that demonstrates the rich connections between the elements you are sharing? The reflection(s) are essentially the introduction to each of the pages of your ePortfolio. An integral component of an ePortfolio is critical reflection. You began reflection on your map in Step #2 above. In this next step, you will revise and finalize your reflection(s) such that you have a narrative that accompanies the artifacts you've selected for each page of your ePortfolio.

The process and outputs of this step in the ePortfolio process will be determined in collaboration with your faculty mentor. It may be useful to review the learning objectives, which are listed below.

The learning objectives of all CCESL student programs, including the Community-Engaged Student Fellows program, are to increase:

- Knowledge: Understanding of Social Justice
- Skills: Community organizing skills
- Attitudes: Civic identity (self-perception)
- Behavior: Commitment to civic action
- Connect Fellows experience to academic learning
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- *[Additional learning objectives may be determined by the faculty champion and student].*

**DUE DATE:** March 15<sup>th</sup> (beginning of meeting)

### Step 4. Create the Container & Attend Design Refinement Workshop

Now that you have gone through the process of identifying artifacts to display and drafting your reflection(s), you should create the container where you will present the integration of your learning.

We will host an **ePortfolio design workshop on March 15<sup>th</sup>** to guide you in the development of your container sites. From this workshop, we would like you to continue developing and refining your e-Portfolios. Continue the instructions below during your process.

## INSTRUCTIONS

Using any platform of your choosing, each student should create a personal ePortfolio site. You should create the container and focus on designing the look and feel of your site so that it is personalized and reflective of you.

As you create your site, consider the following:

- Consider the design of your content blocks, including columns, heading and body font styles, colors, imagery, etc.
  - How can you ensure that the layout and style reflect you and the central message you want to share through your ePortfolio?
  - Do the design elements you have selected work well together? Do they complement one another and share a consistent theme or message about you and your ePortfolio?
  - Does the design ensure good readability/viewability?
- Your name should be clearly visible on your ePortfolio. Consider adding a tagline that says something about you and the content of the ePortfolio.
- Create a page about yourself (e.g. you may call this page "About Me" or "Biography" or something similar). Items you may want to consider including: a bio, photo, pertinent contact info (such as links to professional social media accounts, LinkedIn account, email, etc.), and anything else you'd like to share about yourself.
- Add additional pages to display your artifacts. Think back about the "buckets" you were considering in Step #2 and the reflections you completed in Step #3. Here are some things to think about as you create additional pages:
  - Add your chosen artifacts to each page and ensure they are easy to read or view. Consider artifacts that represent multiple media types (such as audio files, videos, images, written pieces, etc.). Additionally, how will you physically lay out the items on your ePortfolio in a visually appealing and engaging way?
  - Add your reflection to each page. Be sure that the reflection and chosen artifacts on each page are integrated and complimentary (or, if intentionally contradictory, be sure that is explained as well).
  - Ensure that the artifacts contribute to the overall 'story' you are trying to tell. Is there a sense of continuity and relevance from page to page? Is the ePortfolio coherent and easy to follow?
  - Ensure that it is easy to navigate between sections on a single page and between multiple pages of your ePortfolio.

After you've completed the first draft of the container for your ePortfolio, we will organize a hands-on design refinement workshop so that fellows can engage in peer review and support.

**DUE DATE:** 2<sup>nd</sup> week of Spring Quarter (April 8 – 12, 2019)

## Step 5. Submit Your ePortfolio

We are setting a date for your ePortfolios to be submitted so they will be ready to go live to the public. Your ePortfolios will be linked the CCESL webpage and any other page we decide on as a group and we will tweet out the ePortfolios.

## INSTRUCTIONS

To submit your final ePortfolio, you will email it to Cara and Katie. You should CC your faculty champion(s).

**DUE DATE:** Middle of Spring Quarter (April 22<sup>nd</sup> – 26<sup>th</sup>, 2019)