



ELA 1559: Collect, Select, Reflect

COURSE DESCRIPTION

Transcripts and resumes in the 21st century have to be more than documentation on paper. This is not only because computers have become ubiquitous, but also because digital technology allows us to represent who we are to others and to ourselves in more multi-dimensional ways than print can. This in turn allows those who assess or evaluate us to have a rich, varied, and more representative picture of who we are in terms of our experiences, our capabilities, our accomplishments, and, ultimately, our individuality. Electronic portfolios (e-portfolios) are a particularly effective way of accomplishing these goals.

In this class you will assemble three e-portfolios: a *learning e-portfolio* (created for personal educational and reflective purposes), a *presentational e-portfolio* (targeting audiences such as prospective employers, instructors, peers, or others), and an *exploratory e-portfolio* (based on any creative topic of interest to you).

We will be using an e-portfolio platform called *Digication* (<http://uva.digication.com>) which will be available to you not only this semester, but throughout your years at UVa. You will get instructions on how to use *Digication* as well as other tools (such as for video/audio editing, and image and document manipulation) which will be necessary for creating the artifacts that will go into your e-portfolio. The primary focus of the course will be on *collecting* and organizing digital artifacts, *selecting* appropriate and varied items for each e-portfolio, and *reflecting* on your work through biographical self-introductions, informative captions, reflective cover letters, and focused (rubric-based) self-assessments.

Together will view, critique, and give feedback to each other's

Course:
ELA 1559

Section: 001
(1 Credit)

Tuesdays:
11:00 – 11:50 AM

Instructor:
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work throughout the semester. We will also work with *University Career Services* on e-resumes and e-portfolios for employment purposes.

Based on class discussions we will formulate an evaluation rubric to be used to assess the quality of the e-portfolios produced by each student at the end of the semester.

COURSE ACTIVITY



It's all about
you

Design three electronic portfolios (one “learning,” one “presentational,” and one “creative”). Each portfolio must be supported with a variety of “evidence” from such areas as academics, sports, arts, fieldwork, community service, or any other activity that effectively represents you (your experiences, your skills, your achievements, etc.). Each portfolio also needs to contain your reflections on the significance of, and relationship between, the artifacts, and how they contribute to your self-representation.

The process and techniques for accomplishing this will be part of the readings and class discussions for this course.

COURSE PROCESS

Collect: Your first step in the ePortfolio building process is to collect as many potential artifacts as possible. You can upload these items or copy-and-paste them into the e-portfolio platform (*Digication*). New content can also be composed directly in the platform using its online editor. You will be encouraged to keep your material as varied as possible (images, texts, audio, video, etc.). As you collect your artifacts, you will be encouraged to think and keep notes about how each item fits into the “portrait” of yourself you want to create.

Select: Your second step is to go through the material you have collected and pick out the artifacts that work well together to create the particular theme of the e-portfolio you are working on (“learning,” “presentation,” or “creative”). 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 that, 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 e-portfolio. For example, a photograph may have a connection to a paper you wrote; a description of an event you attended may have an audio track associated with it; or a line in a poem may be connected to the map of a place you have visited. The selection process is where you begin to weave together the theme of your portfolio.

E-portfolio: “...a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization, or institution” ([EDUCAUSE, 2005](#)).

Folio Thinking: “...a reflective practice that situates and guides the effective use of learning portfolios, defined as a purposeful collection of artifacts that characterize the learning experiences of the portfolio owner” ([Stanford Folio Thinking Initiative](#)).

Reflect: The final step involves writing (or recording, if you prefer audio or video) your reflections on the e-portfolio, and the e-portfolio building process, itself. For example, you might consider questions such as:

- How do you describe the experience of putting the e-portfolio together?
- Why did you pick the artifacts you picked?
- What is the relationship of the artifacts to each other?
- How did they coalesce (or not) to constitute your intended theme?
- What did you learn from the process of building the e-portfolio?
- How do you rate your e-portfolio (using the class rubric)?

The reflective document in each of your e-portfolios may be a sort of “introduction-and-conclusion” rolled into one. Or you may prefer to have two separate documents (or recordings) – an introduction at the beginning (letting the reader know what to expect in the ePortfolio) and a reflective conclusion at the end (summing up the experience). In either case, this is your chance to explain what you have created and to add your own perspective on the work you have done.

ASSESSMENT AND FINAL PRESENTATION

Your portfolios will be evaluated, and your grade determined, using a rubric developed and agreed upon by the whole class (such as the one below). We will “flesh out” the criteria together.

Criteria	Unsatisfactory	Fair	Good	Excellent	Rating
Selection of Artifacts					
Reflection/Critique					
Quality of Writing					
Citations					
Layout and Readability					
Navigation					

Finally, you will present the portfolios to invited guests at the end of the semester.

COURSE TEXT



- Reynolds, Nedra, and Elizabeth Davis. *Portfolio keeping: A guide for students*. Macmillan Higher Education, 2013.



HOW TO SUCCEED IN THIS COURSE



- Come to class.
- Give constructive feedback.
- Ask for help when you need it.
- Look for “aha!” moments.
- Enjoy the process! This is a celebration of *you*.

DATE	WEEK	TOPIC	
8/25	1	Course Introduction: Objectives - Schedule - Requirements – Technology	
9/1	2	Reading: <i>Portfolio Keeping</i> : Part 1 Forum Discussion:	
9/8	3		
9/15	4		
9/22	5	E-Portfolio Rubric	
9/29	6	Guest: University Career Center	
10/6		Reading Day (no class)	
10/13	7	Midterm Evaluation Reading	
10/20	8		
10/27	9		
11/3	10	Guest:	
11/10	11		
11/17	12		
11/24		Thanksgiving (no class)	
12/1	13		
12/8	14	Presentations	