

Introduction to ePortfolios (podcast transcription/guiding notes)

The ePortfolio represents a culminating assessment of your learning and preparation for the field of Library and Information Science. Although the LIS program provides guidelines and advising/mentoring as you go down the pathway to complete your ePortfolio, it is you, the student, who is responsible for its planning, design, creation, and presentation. The ePortfolio advisor is there to assist you by reviewing content and mentoring you as you complete this professional self-reflective assessment. As we are still in design and development phases of the ePortfolio, the requirements for the fall 2015 semester graduates will be as follows.

Requirements may change as we progress in the assessment's development based on formative feedback from the student, employers, faculty, and consultants.

The ePortfolio for fall 2015 includes representative artifacts from the 6 core classes, specialty electives, and co-curricular activities which have helped prepare you as an information professional. It is the student's responsibility to determine and gather appropriate artifacts and write a focused narrative which best represent their synthesis of program outcomes. The artifacts and narrative should be presented in a way which clearly indicates their knowledge and application of program outcomes. Faculty advisors, mentors, and LIS administration are here to help guide your through your program and help you find choices to lead you to your professional goals. It is the student's responsibility to create the ePortfolio and meet any deadlines imposed.

SPECIAL NOTE: In the fall semester 2015, there will be special facilitation and mentoring provided to help those of you taking on the challenge of creating an ePortfolio as an option in the early stages of our integration of this assessment method. We thank you for your participation and appreciate your feedback during and after the process. If you have any questions or need any help or support with which we can provide you, please contact Diane Austin at diane.austin@usf.edu. The following represent the current instructions and process. However, during development please feel free to ask about any modifications or negotiable aspects of designing, creating, and/or presenting your ePortfolio.

Required Parts of the ePortfolio (gather these artifacts to help you plan your ePortfolio)

Embedded Glossary:

Artifacts - Artifacts are physical (paper or electronically produced) papers, projects, or other work produced in your program. It can also include evidence of participation in other curricular or co-curricular activities and experiences, such as certificates, conference brochures, awards, etc.

Co-curricular activities represent things (artifacts and examples) that are not part of your credit earning courses in your academic program.

Narrative – A first person writing; self-reflective and descriptive addressing the specific areas outlined in the ePortfolio guidelines. Although the writing is a personal perspective and not specifically academic by nature, any references, quotes, paraphrasing or other ideas other than your own should be appropriately cited using APA style.

- 1) Table of Contents to organize and direct the reviewer to parts of your ePortfolio
- 2) Artifacts
 - Artifacts from each of the 6 core courses
 - Select artifacts which the student determines shows their specialty interests or path for general professional preparation
 - Examples of co-curricular activities which enhances the student's academic coursework
 - A current professional resume or curriculum vita
 - Other artifacts or examples which the student determines to be illustrative of their professional knowledge, skills, or competencies
- 3) Narrative
 - Introduction – a brief summary of how the e-Portfolio is organized and indicate the process you followed in creating it.
 - Body - The main body of your narrative should focus on the outcomes of the program. Describe what you think the competency means, and discuss the coursework that prepared you to meet that competency. Include and focus on each of the six core classes, but feel free to reference other electives which you chose as a specialty path or generally to prepare you for the profession. Discuss the artifacts you chose, why you selected them, and why they are a good representation of your meeting the learning outcome. Then discuss how you may use your knowledge and skills obtained while in the program in to your professional career.
 - Conclusion: In your Conclusion Statement, include your reflections on your MLIS program, a discussion of your strengths, and a professional growth plan (future plans), plus any final comments and conclusions.
- 4) Statement of Integrity: Your ePortfolio must contain a statement confirming the following (this statement was based on the one currently used by SJSU):
 - All artifacts, reflections, narratives, and examples are mine alone (except where indicated as a group or team project), and has been prepared solely by me.
 - I am protecting the privacy of the contents of my e-Portfolio by password protecting it, submitting it through Canvas, or by sharing the URL only with my e-portfolio advisor.
 - Any publicly accessible pages have been deliberately designed and approved by me and by my advisor so that they may be used for potential job search or other public access to my professional portfolio or web page.
 - Before making my e-portfolio public I will respect the privacy of others by information that could lead to the identity of individuals (team members in group projects, internship supervisors, interviewees, etc.) and institutions
 - [Your name]

- ***Tips: Requirements and organizing of your ePortfolio***
- Include at least one piece of evidence or artifact per competency (outcome). Some artifacts may meet multiple competencies.
- Be concise and clear. The narrative is not need be an extensive work but should account for a thoughtful and concise summary of your preparation through coursework and other means.
- Make sure every artifact or example directly relates to the outcomes.
- Artifacts and examples should be in their own section either as attachment or a URL.
- The student's portfolio must be presented in an entirely electronic form, using an appropriate design and layout, contained in an approved venue, with clearly labeled contents.
- Navigation and organization for the main interface and supporting contents must be clear and usable (accessible?).
- Writing (spelling, punctuation, and grammar) must be at an acceptable graduate level.
- All artifacts and electronic pages must function and be accessible by the reviewers at time of submission.
- When in doubt, ASK. Don't assume that an artifact or example is appropriate or inappropriate if you think otherwise. Contact a designated ePortfolio Advisor, if needed.

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