ePortfolio Learning & Technology

October 2011
ePortfolio Technical Support

Dallas County Community College District faculty, students, or staff who have questions while using FOLIOTEK ePortfolios can get information and support in one of the following ways:

1. Consult the tutorial provided in the foliotek black tool bar using the HELP link.

2. Consult the answers to Frequently Asked Questions which can be accessed from the main page showing a list of your portfolios. You'll find a HELP link adjacent to a life preserver that will take you to that page or you can click on the following link 🌐 HELP

3. Contact foliotek staff at 1.888.FOLIOEZ (365.4639). Leave a message after hours to receive a return phone call the next day.

4. Email foliotek support at support@foliotek.com

5. Contact Becki Williams at Richland College/DCCCD at 972.238.6262 or bwilliams@dccc.edu

6. Contact Ami Stovall at the LeCroy Center/DCCCD at 972.669.6452 or a.stovall@dccc.edu

DCCCD Resources:

College ePortfolio Champions
- BHC – Hazel Carlos
- CVC – Chaelle Norman
- ECC – Mwauna Davis
- EFC – Sunni Miegel
- MVC – Victor Soto
- NLC – Gemmy Allen
- RLC – Becki Williams

FOLIOTEK http://www.foliotek.com/
TWITTER http://twitter.com/Foliotek/
FACEBOOK http://www.facebook.com/pages/Foliotek/

NOTE: As New Features are launched by Foliotek, information will be provided in the “New Features” link in the top black bar on the right top corner of your portfolio.

To access a copy of this training manual, go to: http://employeetraining.dcccd.edu/tutorials/other/ePortfolio_Learning_Manual.pdf
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Welcome

"Learning is a change in the meaning of experience."
--- Bob Gowin

Learners today have the opportunity to demonstrate the knowledge and skills they acquire in formal and informal settings in new, dynamic and remarkable ways.

Have you considered asking the questions...?

- What have you learned?
- How do you know when you've learned it?
- How can you demonstrate to others that you've learned it?
- What is this knowledge or skill good for?
- What else would you like to know?

Electronic portfolios provide a dynamic platform to collect evidence of learning in a variety of formats ... electronic documents (Word, Excel, PowerPoint presentation, Web pages), multimedia files (video, audio, graphic, image, photo, art, music) and links (blogs, social media, other websites).

“... [T]he main advantage of e-portfolios lie in the potential benefits they offer students. These benefits are not limited to the final product --- the e-portfolio itself --- but also derive from the engagement in the process of portfolio creation, from ‘folio thinking.’ ‘Folio thinking’ emphasizes the need for structured opportunities to create portfolios as well as opportunities for reflection on the purposes of creating coherence and making meaning (Chen and Mazow 2002; Chen et al. 2005). E-portfolios offer a framework within which students can personalize their learning experiences (student ownership of the e-portfolio and its content leads to greater responsibility for learning); develop multimedia capabilities to support student-created media; and create different representations of their learning for different audiences. Moreover, unlike other assessment tools, e-portfolios enable students to represent their own learning as well as their interpretations of what Kathleen Yancey (1998) calls the multiple curricula within higher education: the delivered curriculum, which is defined by the faculty and described in the syllabus; the experienced curriculum, which is represented by what is actually practiced by the student in the classroom; and the lived curriculum, which is based on the individual student’s cumulative learning to date…”

“E-portfolios --- as both process and product --- can promote deep learning and knowledge transfer by fostering the student’s ability to make connections between his or her learning experiences in a variety of classroom, workplace, and community settings. The ability of the student to look across his or her learning as he or she progresses through college is particularly important for integrative learning.”

DCCCD ePortfolio Resources

"I can hardly think of anything more worth learning than learning to learn."
--- David Perkins

An ePortfolio for students

Share the url for this portfolio with students to guide their learning about electronic portfolios and foliotek portfolios. There are resources here to help them register and create portfolios.  
[http://my.foliotek.com/share/eportfoliolearning](http://my.foliotek.com/share/eportfoliolearning)

The DCCCD Resource ePortfolio

This portfolio will serve as a “go to” site for all DCCCD ePortfolio resources. It will provide updates, sample portfolios, links to resources and research, and more. The ePortfolio: Learning and Technology training manual can be found in this portfolio. The manual contains documents you can use or adapt to foster learning using ePortfolios (rubrics, page prompts, assignments, descriptive materials, etc) and screen shots that provide step-by-step instructions to create foliotek portfolios. Faculty may want to post this manual on eCampus.  
[http://my.foliotek.com/share/dcccdportfolios](http://my.foliotek.com/share/dcccdportfolios)

An ePortfolio to guide "folio thinking"

This portfolio provides information about the use of ePortfolios to improve thinking and learning.  
[http://my.foliotek.com/share/foliothinking](http://my.foliotek.com/share/foliothinking)

foliotek Help link

There is a [Help](http://my.foliotek.com/share/foliothinking) link in the Top Black Bar (TBB) of each Foliotek portfolio. Click on this link to access a step-by-step tutorial of the features of foliotek portfolios.

ePortfolio resources can also be found at the Core resource Page

[www.dcccd.edu/coreresources](http://www.dcccd.edu/coreresources)

**ePortfolio Learning & Technology Training Manual**


**ePortfolio resources at Learning Matters-EDUC 1300 eCampus site**

1. Login to eCampus
2. Select COMMUNITY tab
3. Type Learning Matters in Organization search box
4. Click on the down arrow next to the Learning Matters title on the Community site that states ENROLL
5. At the SELF ENROLL screen there will be a submit button on the right. Click submit. You do not need to type in any information.
6. You will find ePortfolio resources in 2 places. The most complete folder is found in the Resources for SLOs tab. Select the Evidenced-Based Learning folder. You’ll also find some of the same information found at the ePortfolio (Foliotek) tab.

*Revised 9/6/2011*
DCCCD ePortfolio VIDEO Resources

**foliotek DCCCD NEW Welcome video**


This video appears on the Foliotek welcome screen. It provides an overview of the process to CREATE ePortfolios. This video will not appear on the opening page of the Foliotek account after a portfolio is created, but can be accessed using this blip.tv url.

**foliotek DCCCD NEW Registration and Welcome video combined**


This video provides Foliotek account REGISTRATION information AND the overview to CREATE ePortfolios (this portion of the video is a duplication of the information found in the Welcome video). Faculty may find it helpful to share this longer video with students at the beginning of the semester.

**Previous NEW FEATURE Videos**

When Foliotek creates a new feature or tool, you will be able to access a video from your portfolio that describes the update by clicking on the [New Feature](#) link in the top black tool bar. Only the most recent video update appears. This resource page provides links to previous update videos. Faculty may find it helpful to share these links with students or show one or more of these videos in class.

**Top Black Bar and Top White Bar**


**Custom template Designer**


**Using the Image Gizmo**


**foliotek COMMUNITIES**

ePortfolio Terms

"... the process of connecting artifacts to outcomes rests on the assumption that the selection of, and reflection on, a body of evidence offers another opportunity to learn and a valid means of assessment."

--- Kathleen Blake Yancey

Developing an electronic portfolio involves the selection, collection, reflection and connection of EVIDENCE that demonstrates learning and competencies.

Within the ePortfolio, an ARTIFACT is an example of work that demonstrates knowledge, dispositions, and performances acquired within a particular course or experience. An e-portfolio artifact may include documents, images, videos, audio, etc.

A good piece of evidence is paired with a relevant and insightful REFLECTION. Reflection enables students to assess, understand and learn through their experiences. "A key to helping students reflect and make meaning of their learning is a good, open-ended questioning technique designed to plumb the depths of student understanding. In addition to the “what” questions (as in, “What did you learn?”,”Now what?” and “So, what does this mean?”), the “why” and “how” questions (Why do you believe that now?”, “How has your knowledge of this topic changed?”) propel students toward broader and deeper understandings and encourages students to actively participate and evaluate their own learning."¹

RUBRICS are evaluation tools used for guiding and assessing progress. Rubrics help students and faculty understand the expectations of student learning and reinforce assessment FOR learning not just assessment OF learning.

¹“Combining Action and Reflection in the Classroom”, TAP Into Learning, Volume 3, Issue 2, Winter, 2000
ePortfolio Artifacts

1. COLLECT

An ePortfolio is a digital collection of materials that provides authentic evidence of your experiences and learning. These materials, often called ARTIFACTS, can exist in many different formats such as electronic documents (Word, Excel, PowerPoint presentation, Web pages), multimedia files (video, audio, graphic, image, photo, art, music) and links (blogs, social media, other websites).

How do you decide what artifacts to COLLECT? Foliotek enables you to collect and store artifacts and use them to create multiple portfolios.

1. Collect evidence of your learning in both formal (courses) and informal settings (service learning projects, co-curricular activities, work experiences, etc.)

2. Collect artifacts that document your progress, such as...
   a. an early draft, feedback from peers or instructor, and a final draft
   b. work done in Tier 1, Tier 2, and Tier 3 courses that addresses one or more Core Curriculum Objectives*
   c. an example of work that reveals how “I used to think” and another example that shows “Now I think” related to a Core Curriculum Objective*
   d. early work that reveals a misconception or inaccurate work and later work that shows improved understanding, knowledge or skill

3. Collect artifacts that showcase your best work, special abilities, and extraordinary experiences. Some transfer programs and professional schools require on-ground rather than online laboratory work, so consider collecting videos that provide evidence of your lab skills.

4. Carefully document the context, assignment, question or prompt used to create the artifact. Include the date, course, instructor, location or other pertinent information.

2. SELECT

How do you SELECT artifacts for inclusion in a portfolio? ePortfolios are especially valuable for you as a community college student because you will be “transporting” your learning to other colleges or universities. You can provide a link to your ePortfolio in an application for advanced academic work, scholarships and employment.

To decide which artifacts to include in a portfolio, consider the type and purpose of the portfolio.

1. Project Portfolio - The instructor may give you specific requirements and identify the number and types of artifacts to include in the portfolio. However, you may want to collect and store more artifacts in your FILES than you place in your portfolio. You may be able to refine and expand this project portfolio for a later integrative assignment. You could create a works cited file or annotated bibliography to document your resources, transcripts or videos of interviews you conduct while doing research for the project, a
video taken when you present the project, feedback you receive on the project (text, audio or video), and other artifacts to document the scope of your work and your learning.

2. **Course Portfolio** – EDUC 1300 students are asked to build a course portfolio using the pre-built “Lifelong Learner” portfolio.

   Each page contains prompts to guide the creation of the portfolio using artifacts developed in EDUC 1300 and other learning environments. Remove these prompts before sharing the portfolio with others. You may continue to use and update this portfolio for other purposes.

   Instructors may ask you to create a specific portfolio for a particular class and identify the number and types of artifacts to include in the portfolio. Likely, you will be asked to select artifacts that address one or more student learning outcomes (SLO) for the course. Consider creating artifacts using a variety of media. This will create interest in your portfolio, give you opportunities to document your learning using new technologies, and provide artifacts that you can use later to address broader Core Curriculum Objectives.*

3. **Core Curriculum Portfolio** – Select artifacts that showcase the knowledge and skills you acquire in Tier 1, Tier 2 and Tier 3 for each of the Core Curriculum Objectives.* You will add content to this portfolio each semester you are enrolled in the DCCCD. Use the pre-built “DCCCD Core Portfolio” TYPE to create this portfolio. Prompts are written on each portfolio page to guide your thinking and learning. Be sure to remove these prompts before you share the portfolio. Later, you will be asked to post this portfolio for use in the assessment of the DCCCD Core Curriculum by the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools (SACS). Although you may share or publish your DCCCD Core Portfolio, it will not be made public when you post it for assessment purposes.

4. You may create any number of other portfolios to document your learning, to seek admission to professional programs, to apply for jobs and scholarships, etc. Foliotek provides custom portfolio design features, the ability to create custom or pre-built portfolios, and tools that allow you to copy your existing portfolio(s) to modify for other uses. You will be notified by Foliotek when your three year account is set to expire and given the opportunity to purchase additional access at an affordable price. You can also export any portfolio to a zip file.

3. **REFLECT**

   **Why REFLECT on your learning experiences?** A reflection on your learning experience (class activity, assignment, project, work experience, etc.) gives you an opportunity to think about what you have learned, examine the procedures used while learning, and make connections to other things you’ve learned. Recent research reveals that potential employers find that reflections provide more compelling evidence of learning than course work, grades or other experiences.
Create reflections for each artifact (or collection of artifacts) you select for inclusion in a portfolio. Reflections are frequently a written activity, but can articulate your learning in less traditional ways such as through videos, digital images and audio recordings. Connect reflections to specific artifacts to give meaning and value to artifacts and demonstrate your learning. See page 15 of this manual for a list of questions and prompts to develop quality reflections.

Consider placing the Reflection (text, video, image, recording, etc.) on the appropriate portfolio page and embedding a link to the artifact(s) that is the evidence of your learning. An alternative would be to provide links to both the artifact and the reflection on the same portfolio page.

4. CONNECT

How will you benefit when you CONNECT your thinking and learning? Creating ePortfolios requires that you make connections between …

1. prior knowledge and newly acquired knowledge
2. misconceptions and improved understanding
3. early and later drafts
4. work done in Tier 1, Tier 2 and Tier 3
5. artifacts and reflections
6. artifacts, reflections and course outcomes and/or Core Curriculum Objectives*
7. artifacts created in different contexts
8. formal learning and informal learning

Your portfolio provides an opportunity for you to move BEYOND work “on paper” to work that is organized, searchable and transportable. This dynamic nature of ePortfolios allows you to collect and store evidence of your learning over time. The process of selecting and connecting artifacts from multiple learning experiences in a variety of contexts and creating reflections foster your abilities to apply and integrate learning.

*Proposed Texas Higher Education Coordinating Board

*Core Curriculum Objectives

- **Critical Thinking Skills** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** to include effective written, oral, and visual communication.
- **Empirical and Quantitative Skills** to include applications of scientific and mathematical concepts.
- **Teamwork** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility** to include the ability to connect choices, actions and consequences to ethical decision-making
ePortfolio Types

"We do not learn from experience ... we learn from reflecting on experience."

--- John Dewey

Learning ePortfolios

Learning portfolios are used to document, guide, and advance learning over time. They often have a prominent reflective component and may be used to promote metacognition, to set learning goals, or for the integration of diverse learning experiences.

Assessment ePortfolios

Assessment ePortfolios are used to demonstrate achievement by relating evidence with the ePortfolio to pre-determined performance standards. Rubrics are commonly used to score learning artifacts. Departments or colleges may use assessment ePortfolios for accreditation purposes.

Presentation (Showcase) ePortfolios

Presentation portfolios are used to evidence learning or achievement to an audience. This type of portfolio can be created for a project, a single course or entire program to highlight learning and showcase student work. Faculty members might use presentation portfolios to collect artifacts for credentialing or to document individual action plans.

Hybrid ePortfolios

Most ePortfolios are hybrids of the three types of ePortfolios listed above. Rarely will you find an ePortfolio that is strictly used for a single purpose. Occasionally, you may come across presentation ePortfolios that do not show evidence of self-reflection, rubrics for assessment, or feedback; however, as Helen Barrett, an expert in the field of ePortfolios, would say, "A portfolio without standards, goals and/or reflection is just a fancy résumé, not an electronic portfolio".

1 [http://academic.regis.edu/LAAP/eportfolio/index.html](http://academic.regis.edu/LAAP/eportfolio/index.html)

Content of this page adapted from IMS ePortfolio Best Practice and Implementation Guide [www.imsproject.org/ep/epv1p0/imsep_bestv1p0.htm](www.imsproject.org/ep/epv1p0/imsep_bestv1p0.htm)
A few suggestions for using ePortfolios ...

"It's what you learn after you know it all that counts."
--- John Wooden

1. Find out which students in your classes have Foliotek ePortfolios. Encourage these students to continue collecting and storing evidence of their learning in the Foliotek FILES area. In the future, students will be asked to build portfolios that showcase their learning in the DCCCD.

2. Give students with portfolios opportunities to complete assigned work using a portfolio. For example, students can create and present a portfolio to accompany a speech or project that includes all elements of their work --- a power point presentation, media, links, texts, etc. It could even be used in lieu of a power point presentation.

3. To become familiar with Foliotek ePortfolios, use the resources found at www.foliotek.com and http://my.foliotek.com/share/DCCDportfolios

4. If you’d like to begin using ePortfolios in a class other the EDUC 1300, please submit the foliotek Request Form found on the GETTING STARTED page of the DCCCD resource portfolio, http://my.foliotek.com/share/dccdportfolios Send the form electronically to bwilliams@dcccd.edu to receive a free one year foliotek account. EDUC 1300 students who purchase Academic Transformation: The Road to College Success will acquire a 3 year portfolio access code bundled with the book. For other courses, students without codes can purchase three year Foliotek portfolio access codes in the college bookstore. The cost is ~$30 plus tax. The ISBN for the stand alone portfolio code is 0558920608.

5. Share the information you’ve learned and the link to the DCCCD Resource Portfolio (above) and the link to http://my.foliotek.com/share/foliothinking with one or more colleagues. Consider working together to design and implement an ePortfolio “project“ or assignment.

6. Seek feedback from EDUC 1300 faculty and students who’ve used Foliotek ePortfolios. Foliotek ePortfolios can be shared privately using email or publically with a URL. Ask a student to share his or her portfolio with you.

7. Consider creating a professional portfolio to document your learning, professional activities and other experiences. Post a portfolio on eCampus along with your syllabus to describe the course and introduce yourself to your students.

"Learning never exhausts the mind.” ---Leonardo da Vinci
“The Right Data for ePortfolios”

By Trent Batson

Accountability has become the judge’s gavel that silences all discussion in higher education. Those using the term seem to think that higher education has never, until now, been accountable. So, to be re-accredited, many colleges and universities and many programs within the colleges and universities have looked to electronic portfolios for help. I think most people involved in these efforts would say the results have been, at best, mixed. They might say that the results were not worth the effort. And it seems that accrediting agencies may be wondering the same thing.

It may be well worth while to pause in this push toward accountability and ask: What are we doing now in higher education to see changes in students over time and how do we represent those changes so that both the student and other interested parties understand those changes? ePortfolios have been seen as the way to accomplish this task, but the potential is still unrealized because the wrong data is being entered into the ePortfolio.

The data being entered in most, or nearly all, cases is the assignment itself. Is that the best data—as assignments are constructed now—the most revealing of change in a student’s learning ability over time? Some campuses, instead, are focusing on the student’s response to faculty comments as a reflective piece. In fact, some say the reflective piece is all that they keep in the ePortfolio.

As strong an advocate for ePortfolios as I am, I think perhaps collecting student assignments, as they are generally constructed now, in electronic portfolios is the wrong approach. It may be that we have been too simplistic in our thinking.

Here’s why: Will the work itself, with comments on the work by instructor and replies by the student (in some cases), in the aggregate help anyone develop a picture of the student or, as importantly, a picture of the kinds of change that the student went through while doing the work? How do we manage this data, this student work that varies from math solutions to English papers to engineering drawings? How do we do queries that provide useful information about an individual student? How does a student use a bucket full of her work to get a job? Who, except for experts in the field, are able to judge the work?

If we are talking accountability or if we are talking creativity or employability—no matter what orientation we have—we want to know what value the student received from the education, and, to help keep adjusting our educational approaches, we want to know which experiences during the educational journey were most significant in producing the learning value.
What data would convey answers to these questions? Simply linking student work to overall learning goals for the program or the whole curriculum, no matter the complexity of the rubric, is not much better than our current grading system. This is tracking and management, not getting at the essence of the learning experience.

Where to look? Someone told me recently at a conference that she often wished she could hand in a “cover letter” with her assignments because she wanted to explain something about the effort to complete the assignment: couldn’t find that citation, tried a new approach, went another tack, this was the best work she had done yet, noticed a connection with some other work she was doing in another course, and so on. When the work is just completed, thoughts about the work abound. This is the untapped data we are missing. We need to look for the student to submit this second piece, this “cover letter” about the assignment.

Now, remember that electronic portfolios can associate various artifacts with each other. So, though it would have been arduous for the teacher if a student turned in two pieces of work with each assignment on paper, it is easy in the digital world.

This “cover letter” contains the real gold mine for the student, for assessment folks, for the teacher, for accreditors, employers, institutional research folks, program planners, deans—in short for everyone. Because, in this “cover letter,” the student is conveying what the assignment meant to him or her. Identifying meaning is what all learning is about. The grade takes care of assigning external value to the work; the cover letter conveys the inner meaning and the inner value.

Now, if students are handing in the assignment plus the cover letter (written in response to prompts) and also--this is another benefit of digital technologies--tagging the cover letter using a standard set of tags (which the student learned in a newly required course segment about organizing information) then we have in this “cover letter“ a qualitative statement linked to a limited code statement which can then be searched later, and then these searches can be aggregated, and various queries of the electronic portfolio can then develop different learning profiles of the student over time, benchmarked by semesters or terms. We are putting better data in and therefore getting better data out.

Voila! We can then see change, students can see their own change, we can link the change to specific experiences, we can constantly reshape learning experiences based on cohorts, and our accreditors and the politicians will wear smiles because we’ll be able to see the actual learning taking place over time.
Reflection, “Cover Letter”, or ...

A reflection on learning experiences (class activity, assignment, project, work experience, etc.) provides an opportunity to think about what has been learned and examine the procedures used while learning. The questions below may be used to create reflections.

1. What is reflection? Describe reflection in your own words. After you’ve defined the term, consult the list titled “30 Distinctive Tools and Resources” to find several sources and definitions of reflection. Include information you found to refine your definition.

2. Identify and carefully describe the learning experience and what you’ve learned.

3. What problems did you encounter while learning? What solutions did you find for these problems?

4. What was your favorite part of the learning experience? Why did you like it?

5. What is the most useful or interesting thing you learned?

6. How does your learning build on learning you’ve already acquired in this or other courses?

7. How do you know you know this concept or have learned this skill?

8. What else would you like to know about this concept or skill?

9. Does your learning address one or more course or CORE Student Learning Outcomes? If so, identify the outcome(s). Explain how your class activity, assignment, project, work experience, etc. provides evidence that you’ve achieved the outcome(s).

10. How does reflection help you retain what you’ve learned?
"A growth mindset involves seeing your brain like a muscle that can get smarter if you exercise it."

--- Carol Dweck

Rubrics are evaluation tools used for guiding and assessing progress. Rubrics help students and faculty understand the expectations of student learning and reinforce assessment FOR learning not just assessment OF learning.

To understand the expectations for both ePortfolios and Reflection, two rubrics were developed using the AAC&U VALUE format*. The rubrics have been "grayed-out" to demonstrate criteria appropriate to learning in EDUC 1300. These and other rubrics could be aligned for learning in Tier 1, Tier 2 and Tier 3.
**ePortfolio Rubric**

**Definition**
Developing a portfolio involves collecting and selecting **EVIDENCE** that demonstrates competencies. Within the eportfolio, an **ARTIFACT** is an example (evidence) of student work that demonstrates knowledge, disposition, and performances acquired within a particular course or experience. An e-portfolio artifact may include documents, images, videos, audio, etc. Quality evidence is paired with a relevant and insightful **REFLECTION**. Reflection enables students to assess their capabilities and progress, understand and learn through their experiences, and analyze and integrate learning in multiple contexts.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performances. If a work sample does not address a particular criterion, assign NA (not applicable) to that criterion.

<table>
<thead>
<tr>
<th>Collection of Evidence</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerous files and links are presented in the portfolio. Files were created in several courses or contexts and contain evidence using multiple medias. Some files are linked to more than one portfolio.</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>A limited number of files and links are presented in the portfolio.</strong></td>
</tr>
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<tr>
<th>Composition &amp; Use of Media (the organization and design of the different elements of the portfolio)</th>
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<tbody>
<tr>
<td><strong>Contains original, innovative design and organizational elements, media enhances the purpose of the portfolio.</strong></td>
<td><strong>Organization, design and use of media create interest, are appropriate and incorporate a number of original features.</strong></td>
<td><strong>Organization, design and use of media create interest, are appropriate but lack originality.</strong></td>
<td><strong>Organization, design and use of media create interest, are appropriate but lack originality.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection of Artifacts</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts selected clearly demonstrate learning connected to two or more course or core outcomes. The evidence reveals the adaptation or application of learning from another context.</strong></td>
<td><strong>Artifacts selected clearly demonstrate learning connected to two or more course or core outcomes.</strong></td>
<td><strong>Artifacts selected clearly demonstrate the learning of one course or core outcome.</strong></td>
<td><strong>Artifacts selected reveal superficial learning and/or do not connect learning to one course or core outcome.</strong></td>
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<table>
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<tr>
<th>Reflections</th>
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<tbody>
<tr>
<td><strong>Reflections articulate what student knows and is able to do, evaluate changes in learning overtime and what learning is still needed. It relates learning to one or more course or core outcomes as well as another context (life experience or field of study).</strong></td>
<td><strong>Reflections articulate what student knows and is able to do, evaluate changes in learning overtime, and relates learning to one or more course or core outcomes.</strong></td>
<td><strong>Reflections articulate what student knows and is able to do, and identifies a connection to life experiences or other fields of study.</strong></td>
<td><strong>Reflections describe in general terms what student knows and is able to do, does not assess what learning is still needed, does not identify connections between life experiences or other fields of study.</strong></td>
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</tbody>
</table>

*Each Artifact included in the ePortfolio would be previously assessed for learning of course or core outcome(s). Each Reflection, linked to a specific artifact included in the ePortfolio, would be assessed using the Reflection Rubric.*

Adapted from VALUE rubrics - [http://www.aaca.org/value/rubrics/index.cfm](http://www.aaca.org/value/rubrics/index.cfm)

*The rubric articulates fundamental criteria for evaluating ePortfolios with performance descriptors demonstrating progressively more sophisticated levels of attainment throughout the entire college experience. The rubric is intended for use in evaluating student learning, not for grading. Rubrics help students and faculty understand the expectations of student learning and reinforce assessment FOR learning not just assessment OF learning. To utilize all criteria in a rubric, it may be necessary to evaluate a collection of work. While some students may exceed expectations, the “grayed-out” cells represent levels of instruction beyond EDUC 1300.*
# Reflection Rubric*

**Definition**
Reflection enables learners to assess their capabilities and progress, understand and learn through their experiences, and analyze and integrate learning in multiple contexts.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performances. If a work sample does not address a particular criterion, assign NA (not applicable) to that criterion.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Self-Assessment of</strong></td>
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<td><strong>Abilities and</strong></td>
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<td>and weaknesses</td>
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<td>citing feedback from</td>
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<td>peers and/or instructor.</td>
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<td>Describes own</td>
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<td>performance with</td>
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<td>general descriptors of</td>
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<td>success and</td>
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<td>failure.</td>
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<td>Analysis of Learning</td>
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<td>Analysis of learning</td>
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<td>experience reveals the</td>
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<td>ability to think about</td>
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<td>the learning experience</td>
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<td>and the process,</td>
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<td>strategies or theories</td>
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<td>used while learning.</td>
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<td>Demonstrates how the</td>
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<td>experience contributed</td>
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<td>to student understanding</td>
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<td>of self and others,</td>
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<td>revealing the adaptation</td>
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<td>or application of</td>
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<td>develops examples of</td>
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<td>civic, work) to</td>
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<td>illuminate concepts/theories/frameworks of fields</td>
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<td>of study.</td>
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<td>Compares life experiences and academic experiences to infer differences, as well as similarities, and acknowledges perspectives other than own.</td>
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<tr>
<td>Identifies connections between life experiences and academic experiences as perceived as similar.</td>
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</tbody>
</table>

*Adapted from VALUE rubrics - http://www.aacu.org/value/rubrics/index.cfm*

*The rubric articulates fundamental criteria for evaluating Reflections with performance descriptors demonstrating progressively more sophisticated levels of attainment throughout the entire college experience. The rubric is intended for use in evaluating student learning, not for grading. Rubrics help students and faculty understand the expectations of student learning and reinforce assessment FOR learning not just assessment OF learning. To utilize all criteria in a rubric, it may be necessary to evaluate a collection of work. While some students may exceed expectations, the “grayed-out” cells represent levels of instruction beyond EDUC 1300.
Learning Framework Pre-Built ePortfolio

Page Prompts

INTRODUCTION

This page introduces, not you, but your ePortfolio. Convey your purpose in creating the portfolio so viewers can judge for themselves whether you've succeeded. Let them know what you’re trying to do and what to expect. If you can share a concept or idea that guided your selections (what you included and what you chose to leave out), do so. Consider including a quote or image that is meaningful to you and that relates to your purpose. Invite people into the portfolio and give them a reason for exploring further.

ABOUT ME

This page introduces you. Share your background: the setting or context within which you live, work, and learn. What are the important elements of your life outside of college and how do they shape, support, or challenge your learning in college? Try to make connections between who you are in the “real world” and how you approach college success. Don’t just TELL about you, SHOW who you are, too. Things you might include: photos, images, audio or video, and links to your social networking site or blog.

GOALS

List your long-term goals: personal, education, career. Identify the short-term and intermediate goals that you set to progress toward your long-term goals and achieve your quality world. For a career goal, in particular, write about implications of choosing this course. Share the tips, tools, or tactics you’ll need to achieve them. Possible artifacts to provide evidence of your progress include a syllabi matrix, planning calendar, self-change contract/project, and even a resume or degree plan. Explain what you’ll do next and why. Consider including images that help you and your viewer visualize your goals.

LEARNING

This page showcases what you’ve learned about your learning. Collect information you’ve gathered about yourself and how you learn, such as learning styles inventories, personality type indicators, or other assessments of your personal preferences. Be sure to include these artifacts on this page. Interpret those results and draw conclusions about yourself from this evidence, including strategies for autonomous learning.

THINKING

The Foundation for Critical Thinking (everyonethinks.org) says that “much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought.” What have you created that demonstrates the quality of your thinking, either positively or negatively? Select examples and identify these qualities. Explain your purpose in creating each example and what elements of it lead you to say it was a product of either good thinking or poor thinking. What would you do differently to make it better?
RESEARCH

On this page, post a question that you’ve been asked to research or that you’ve selected to research. Then provide annotations for 3 or more sources you’ve consulted which you believe answer the research question. Annotations include the bibliographic information of the source, a summary of main point(s), and comments on one or more of the following:

- **Currency:** Is the publication current enough for your topic?
- **Relevance:** How well does the resource help answer the question at issue?
- **Authority:** Is the author or sponsoring organization a credible authority on the subject?
- **Accuracy:** Is the information in the source accurate and free of emotional, biased language? Does point of view color the facts presented?
- **Purpose:** For what purpose did the author or sponsoring organization create the information?

REFLECTION

Your Introduction page described the purpose of the portfolio. On this page, provide a conclusion. Reflect on your experience in the course and in creating this portfolio. Consider the following prompts:

- What expectations or assumptions did you have before the course began? In what ways were your expectations or assumptions valid and/or invalid?
- How has the course contributed to your understanding of yourself and others?
- What impact did the course have on your understanding of your quality world?
- How do you now assume responsibility for your learning? What thinking and behaviors will you further develop on your journey to becoming an autonomous learner?

Connect your thoughts to the evidence you’ve provided throughout the portfolio: your goals, learning, thinking, and researching.

FEEDBACK

Create a FEEDBACK page for your portfolio using the PAGES and GIZMO tabs. Ask for feedback from classmates and your instructor. Consider asking for feedback from other instructors, employers, people with expertise in writing, design, technology, etc. Use the information you receive to revise your portfolio.
# Learning Framework Pre-Built ePortfolio

## Critical Thinking Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Alternatives.*</td>
<td>One of a number of things from which only one can be chosen.</td>
</tr>
<tr>
<td>Assumptions.</td>
<td>Beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought.</td>
</tr>
<tr>
<td>Concepts.</td>
<td>Ideas, theories, laws, principles, or hypotheses we use in thinking to make sense of things.</td>
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<tr>
<td>Context.*</td>
<td>Setting or background. Circumstances that surround a situation, event, or question.</td>
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<tr>
<td>Implications.</td>
<td>Things that <em>might</em> happen if you decide to do something. Consequences are the things that <em>do</em> happen when you act.</td>
</tr>
<tr>
<td>Inferences.</td>
<td>Interpretations or conclusions you come to. Inferring is what the mind does in figuring something out.</td>
</tr>
<tr>
<td>Information.</td>
<td>Facts, data, evidence, or experiences we use to figure things out. It does not necessarily imply accuracy or correctness.</td>
</tr>
<tr>
<td>Point of View.</td>
<td>Literally “the place” from which you view something. It includes what you are looking at and the way you are seeing it.</td>
</tr>
<tr>
<td>Purpose.</td>
<td>Your goal, your objective, what you are trying to accomplish. We also use the term to include functions, motives, and intentions.</td>
</tr>
<tr>
<td>Question at Issue.</td>
<td>The question lays out the problem or issue and guides our thinking. When the question is vague, our thinking will lack clarity and distinctness.</td>
</tr>
</tbody>
</table>


Learning Framework Pre-Built ePortfolio

Guidelines

1. Use the ePortfolio rubric as a guide for developing a quality portfolio:
   a. Remove any personal profile information that appears in the margin space of your portfolio that you do not want to provide to viewers.
   b. COLLECT and store numerous files and links in the FILES area of the portfolio using multiple medias. (Items stored in the FILES area are only visible to the owner).
   c. SELECT and paste content on each page of the portfolio using the prompts as guidelines. The bolded words in the prompts are critical thinking terms. Go to www.everythinks.org for additional information related to these terms.
   d. When you paste links to files in your portfolio, be sure to include your name, the date, and the context (course name, job title, or volunteer project, etc.) at the top of the linked file page (usually in the left hand corner) so that the viewer will have access to this information.
   e. Using the PAGES tab in your portfolio account, create a new page to add to your portfolio. Title this page FEEDBACK. Using the GIZMO tab, add a feedback form to this FEEDBACK page. This will enable others that you invite to view your portfolio a place to give you feedback.
   f. Ask for feedback and provide feedback to others. Use the private share or public share tools in Foliotek. If you send an email invitation (private share), be sure to provide adequate time for others to view it.

2. REFLECT on your learning. Post a reflection of your course and ePortfolio experience on the Reflection Page. Use the Reflection rubric as a guide for preparing a quality reflection of your learning. Reflections are frequently a written activity, but you can articulate your learning in less traditional ways such as through videos, digital images and audio recordings.

3. CONNECT your learning in this course to other learning experiences. You may do this within one or more pages of this portfolio, when you create the Reflection page, or you may choose to add another page to your portfolio to apply and integrate your learning in more intentional ways.

4. Showcase your ePortfolio in a 4-5 minute classroom presentation. Here are some guidelines and questions you could use to prepare your presentation:
   a. Introduce yourself and begin showing your ePortfolio.
   b. Talk about each page very briefly:
      - Introduction
      - About Me
      - Goals
      - Learning
      - Thinking
      - Research
      - Reflection
c. Pick one of the PAGES from the above list and tell how challenging or difficult it was to do. How did you overcome it?

d. What did you learn about yourself by creating your ePortfolio?

e. Did the ePortfolio help you improve any specific skills? Which one(s)? (i.e. writing, critical thinking, computer)

f. How you would like to utilize your ePortfolio in the future? (i.e. future employer, four year institution, family, friends)

g. Have you shared your ePortfolio (or might you want to share it in the future) to further your individual, academic or professional growth?

h. Describe the overall process of creating the portfolio?

i. Share anything else that was important to you in your work with the ePortfolio.
## Learning Framework Pre-Built ePortfolio

### Grading Rubric

<table>
<thead>
<tr>
<th>Page</th>
<th>Unsatisfactory 0…2…3 pts</th>
<th>Satisfactory 4…6…7 pts</th>
<th>Proficient 8…9…10 pts</th>
<th>Total Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Page is left empty or content does not convey a <strong>purpose</strong>. No images or quotes provided.</td>
<td>A <strong>purpose</strong> is conveyed but lacks a <strong>concept</strong> or idea that guided selections. Quote or image is provided but does not relate to <strong>purpose</strong>.</td>
<td>The <strong>purpose</strong> of the portfolio is clear. A <strong>concept</strong> or idea that guided selections is shared. Quote and/or image is provided and relates to <strong>purpose</strong>.</td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td><strong>About Me</strong></td>
<td>Page is left empty or lacks information about <strong>setting or context</strong>.</td>
<td><strong>Setting or context</strong> provided, important elements outside college provided including impact on learning</td>
<td>Connections between &quot;real world&quot; and approach to college provided, media SHOWS who you are</td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Page is left empty or does not define academic, personal and career goals</td>
<td>Academic, personal and career goals are defined, align with quality world and are represented with images</td>
<td>Implications of career goals included, a variety of artifacts reveal progress toward goals</td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Page is left empty or lacks ample information about what you’ve learned and how you learn</td>
<td>Page contains ample information about what you’ve learned and how you learn</td>
<td>Learning inventories interpreted, conclusions drawn, include strategies for autonomous learning</td>
<td><strong>15 Points</strong></td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>Page is left empty or contains only one example that demonstrates quality of thinking. Qualities of thinking not identified.</td>
<td>Examples demonstrate quality of thinking, qualities identified and <strong>purpose</strong> in creating examples explained</td>
<td>Elements of thinking that are good or poor are identified and suggestions to make thinking better are included</td>
<td><strong>15 Points</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Page is left empty or contains a research question with three sources cited, each lacking sufficient annotations</td>
<td>Page contains research question, annotations for three sources, bibliographic information &amp; summary of main points, but lacks comments on CRAAP</td>
<td>Page contains research question, annotations for three sources, bibliographic information &amp; summary of main points, and one or more comments on CRAAP</td>
<td><strong>15 Points</strong></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Page is left empty or is written but does not provide a conclusion</td>
<td>Reflection <strong>provides a conclusion</strong>, addresses one or more page prompts but does not connect thoughts to goals, learning, thinking, and researching</td>
<td>Reflection <strong>provides a conclusion</strong>, addresses one or more prompts, connects thoughts to goals, learning, thinking, and researching</td>
<td><strong>15 Points</strong></td>
</tr>
<tr>
<td><strong>Professional Ethics</strong></td>
<td>ePortfolio turned in late</td>
<td>ePortfolio ready to be shared with group and instructor on specified date.</td>
<td>ePortfolio meets Satisfactory Criteria, deadlines met, portfolio shared with group and instructor.</td>
<td><strong>15 Points</strong></td>
</tr>
</tbody>
</table>

*To provide comments for one or more grading criteria, fold paper to align the right edge of the paper with the PAGE column. Write comments in the space next to the page title.*
Lifelong Learner Pre-Built ePortfolio

Page Prompts

Introduction

Briefly introduce yourself on the Introduction page of your ePortfolio. Include a picture and a few important details. Keep it simple. A quick overview makes the reader want more.

About Me

What do you want visitors, professors, employers, classmates and family members to know about you? You may want to provide a short narrative history of your life, a vision for your future, or -- perhaps -- insight into your "quality world." You will want to provide photographs, artwork, images, and/or videos that say,"This is me.”

Goals

The Goals page is your future. You have the freedom to make the choices necessary to give your life the direction you desire. Goal-setting puts you in the driver’s seat and lets you know both where you are going and how to get there. Academic goals, personal goals, career goals - each are different types of benchmarks that, once defined, can help you reach your potential. This is a good space to list those goals and make them clearly defined.

Annotations

Annotations are summaries and analyses of resources found in books, Web sites, magazines, journals and other sources. The structure of annotations is quite simple: bibliographic information, a summary of the main points of the resource, and analyses of how well the resource relates to a concept or answers a research question.

Artifacts

Start collecting samples and materials that reflect your knowledge, skills, and accomplishments. You can post these items in the Artifact page of your ePortfolio or store in the portfolio FILES. It is important to store a variety of materials because you will be able to create many presentation portfolios for a variety of audiences and purposes. You can then select artifacts from your FILES to develop particular portfolios. Artifacts can exist in many different formats such as electronic documents (Word, Excel, PowerPoint presentation, Web pages), multimedia files (video, audio, graphic, image, photo, art, music) and links (blogs, social media, other websites).

Reflections

A reflection on your learning experience (class activity, assignment, project, work experience, etc.) gives you an opportunity to think about what you have learned, examine the procedures used while learning, and make connections to other things you’ve learned. You will be asked to create reflections on most artifacts you select for inclusion in a presentation portfolio. Reflections are frequently a written activity, but can articulate your learning in less traditional ways such as through videos, digital images and audio recordings. Connect reflections to specific artifacts to give meaning and value to artifacts and demonstrate your learning.
Lifelong Learner Pre-Built ePortfolio

Guidelines

1. Use the ePortfolio rubric as a guide for developing a quality portfolio:
   a. Remove any personal profile information that appears in the margin space of your portfolio that you do not want to provide to viewers.
   b. **COLLECT** and store numerous files and links in the FILES area of the portfolio using multiple medias. (Items stored in the FILES area are only visible to the owner).
   c. **SELECT and paste content on each page of the portfolio using the prompts as guidelines.**
   d. When you paste links to files in your portfolio, be sure to include your name, the date, and the context (course name, job title, or volunteer project, etc.) at the top of the linked file page (usually in the left hand corner) so that the viewer will have access to this information.
   e. Ask for feedback and provide feedback to others. Use the private share or public share tools in Foliotek. If you send an email invitation (private share), be sure to provide adequate time for others to view it.

2. **REFLECT** on your learning. Post a reflection of your course and ePortfolio experience on the Reflection Page. Use the Reflection rubric as a guide for preparing a quality reflection of your learning. Reflections are frequently a written activity, but you can articulate your learning in less traditional ways such as through videos, digital images and audio recordings.

3. **CONNECT** your learning in this course to other learning experiences. You may do this within one or more pages of this portfolio, when you create the Reflection page, or you may choose to add another page to your portfolio to apply and integrate your learning in more intentional ways.

4. Showcase your ePortfolio in a 4-5 minute classroom presentation. Here are some guidelines and questions you could use to prepare your presentation:
   a. Introduce yourself.
   b. Start showing your ePortfolio.
   c. Talk about each page very briefly:
      - Introduction
      - About Me
      - Goals
      - Annotations
      - Artifacts
      - Reflections
d. Pick one of the PAGES from the above list and tell how challenging or difficult it was to do. How did you overcome it?

e. What did you learn about yourself by creating your ePortfolio?

f. Did the ePortfolio help you improve any specific skills? Which one(s)? (i.e. writing, critical thinking, computer)

g. How you would like to utilize your ePortfolio in the future? (i.e. future employer, four year institution, family, friends)

h. Have you shared your ePortfolio (or might you want to share it in the future) to further your individual, academic or professional growth?

i. Describe the overall process of creating the portfolio?

j. Share anything else that was important to you in your work with ePortfolio.
## Lifelong Learner Pre-Built ePortfolio

### Grading Rubric

<table>
<thead>
<tr>
<th>Page</th>
<th>Unsatisfactory (Below Standards) 0-5 pts</th>
<th>Satisfactory (Met Criteria) 6-10 pts</th>
<th>Proficient (Above Criteria) 11-15 pts</th>
<th>Total Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> 15 points</td>
<td>Page is left empty or only includes the introduction paragraph. No picture or details.</td>
<td>Includes a brief introduction and a picture but no details are included on page.</td>
<td>Includes a brief introduction and a few important details and a picture of the student.</td>
<td></td>
</tr>
<tr>
<td><strong>About Me</strong> 15 points</td>
<td>Page is left empty or does not provide much information about the student</td>
<td>A short narrative and vision is provided along with a picture</td>
<td>A short narrative, a vision and insight into your quality world along with more than one picture</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong> 15 points</td>
<td>Page is left empty or does not define academic, personal and career goals</td>
<td>Academic, personal and career goals are defined</td>
<td>Academic, personal and career goals are defined and align with quality world</td>
<td></td>
</tr>
<tr>
<td><strong>Annotations</strong> 15 Points</td>
<td>Page is left empty or does not include the main point or an analysis</td>
<td>A summary of the main points of a resource and an analysis</td>
<td>A summary of the main points of a resource and an analysis, along with a self-reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts</strong> 15 points</td>
<td>Page is left empty or only includes one artifact. Artifacts do not include reflections</td>
<td>Post at least two artifacts that reflect your skills, knowledge and accomplishments each including a reflection.</td>
<td>Post at least two artifacts that reflect your skills, knowledge and accomplishments using different mediums each including a reflection.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections</strong> 15 points</td>
<td>Page is left empty or are written but do not connect and demonstrate learning.</td>
<td>Reflections demonstrate and connect learning</td>
<td>Reflections give meaning and value to using the ePortfolio and demonstrate/ connect learning</td>
<td></td>
</tr>
<tr>
<td><strong>Pro. Ethics</strong> 10 points</td>
<td>ePortfolio turned in late</td>
<td>ePortfolio ready to be shared with group and instructor on specified date.</td>
<td>ePortfolio meets Satisfactory Criteria. Shares ePortfolio in group.</td>
<td>0……1……2……3</td>
</tr>
</tbody>
</table>
ePortfolio Online Guidelines

ePortfolio Assignment I – Introduction Page and About Me Page

Your first assignment for this project is intended to make sure that you become familiar with the basic use of your ePortfolio. In this assignment the objective is to create your own personal homepage. In short, you will want to provide a self-introduction to your ePortfolio. You will want to provide a photograph, artwork, and/or images that say, "This is who I am." You may want to provide a short narrative history of your life, a vision for your future, or -- perhaps -- insight into your "quality world," as discussed in the first chapter of our textbook. Remember, it is your ePortfolio, so create the image that you wish to project; however, keep in mind that consideration and attention should always be given to learning objectives and outcomes, overall presentation, and your reflections about what you are learning. To complete your first ePortfolio assignment you will need to login to your personal account at www.foliotek.com

ePortfolio Assignment II – Exploration of Integrity

Your second ePortfolio Assignment involves the development of a personal exploration into and reflection on two of the learning objectives for the EDUC 1300 course, which you have recently studied -- recognizing the need for information, finding it, evaluating it, and using it effectively and responsibly for the problem at hand, and developing the capacity to make ethical judgments and take responsibility for their actions.

Your assignment is to present your analysis and synthesis of what it means to be a person of integrity. Your analysis should include both a general idea of what this person would be like, and a specific idea of how a person of integrity lives her or his life. You should also include examples from specific contexts such as "a person of integrity at work" and "a person of integrity as a student."

You have a great deal of flexibility in how you approach this particular issue/problem; however, you must meet the following minimum requirements:

1) You must demonstrate your ability to use reliable and relevant resources from at least 3 separate sources;

2) You must draw some connection between your exploration into the idea of integrity and the course reading assignment on Ethical Decision-Making;

3) You must demonstrate some creativity in presenting your view of integrity (e.g. you can create and present mock interviews with real or imagined people who you consider to be reliable authorities about integrity, use multiple media approaches to the issue; create external links, etc.). In short, let your creativity show.

4) You must provide a reflection about the process of this assignment. You might keep these questions in mind as you reflect on what you learned in the process: What do you know? How do you know it? What else do you need to know? How can you use what you know?
ePortfolio Assignment III – Showcasing Your Work

Your final ePortfolio assignment includes your first two portfolio assignments and some additional samples or "artifacts" chosen to demonstrate your learning in this course. You will share this presentation portfolio with your professor and with the students in your learning group by sending them the link to your showcase portfolio.

Remember, your showcase must include two (or more) samples of your work from EDUC 1300 and at least one sample of your work from other course work and/or experiences. Also, you must post reflections on this work that you choose to showcase. You will want to keep several questions in mind as you’re preparing your reflections: What did I learn? How does this connect to the learning objectives for this course? How does this connect to my life? How can I use this learning in my life as a student and in other aspects of my life? What more do I still need to learn about this?

When you have completed this assignment be sure to send the link to your professor and to the members of your learning group. Completion of this assignment will lead to your professor's evaluation of your ePortfolio project for the semester.
A Sample ePortfolio

"For learning to occur, there has to be some kind of change in the learner. No change, no learning. And significant learning requires that there be some kind of lasting change that is important in terms of the learner's life."

--- L. Dee Fink

Foliotek can be used to create many portfolios. Students in EDUC 1300 were asked to select the Lifelong Learner Portfolio type to build their first portfolio. This particular portfolio type has pre-built pages suitable for the course. Each page has a brief description which is removed when students add content. The Lifelong Learner ePortfolio page descriptions can be found on page 19 of this manual.

A guide for the use of the EDUC 1300 ePortfolio was developed for faculty to adapt and refine for their particular classes. A description of the EDUC 1300 ePortfolio requirements is found on pages 20-21 of this manual. A series of three portfolio "assignments" were created for suggested use in the online EDUC 1300 classes. A description of these requirements is found on pages 22-23 of this manual.

Gary Duke created a sample portfolio to illustrate the use of NoodleBib to created annotated bibliographies. His portfolio also contains video and a gallery of photographs. 

http://my.foliotek.com/share/garyduke2
After opening this portfolio, you may be redirected to the DCCCD library page. Login from this screen to access the Noodlebib tools and more...
DCCCD Databases are helpful resources for work that can be stored in ePortfolios. A guide to using the databases is found at: 
http://www.richlandcollege.edu/tr/core/pilot/30tools.pdf
30 Research Tools and Resources in DCCCD Libraries
http://www.dccd.edu/databases

A: Six Essential Finding Tools That Everyone Should Know Well
1. The Library Catalog (thelibrarycatalog.com) – The key to the entire contents of the DCCCD Libraries.
2. The Choose a Database Page – A gateway to the DCCCD’s extensive collection of digital resources (dccd.edu/databases).
3. Academic Search Complete (Ebscohost) – The DCCCD’s largest single database of articles. Includes full text articles from nearly 8,000 magazines and journals in all disciplines. Some newspapers.
4. Serials Solutions - The answer to "where is that journal title I'm looking for?"

B: The Traditional Library
7. Library of Congress Classification System - Your guide to systematically browsing the library shelves.
9. WorldCat - A tool for finding almost any

D: Reference Resources
21. eLibrary – An easy, highly browsable alternative to Academic Search and OmniFile that includes transcripts and approved Web sites.
22. Reference Universe - An index of subject encyclopedias in the library. Some are full
Glossary of Foliotek Terms

**Compressed File** – reduces file size to save storage space; typically, compressed files are saved as .zip and require a tool to extract the file from the compressed state

**Default** – a setting that will remain in effect until it is manually changed or cancelled (i.e. your default portfolio will always appear in the portfolio menu when you login until you manually change it in the Portfolio section)

**Element** – serve as organized containers for artifacts, projects, reflections, journals and field experiences within the portfolio and allows for the inclusion of contextually-rich information; helps to associate standards with artifacts

**Export** – translates the portfolio to a format that can be read outside the Foliotek system; for students to use before their Foliotek account expires to save their work or to create a backup copy of their work

**Field Experience** – Foliotek template; used to record student experiences while working in the classroom

**File type** – the extension of a file name reveals what type of file it is or what program the file was created in (.doc, .ppt, .pdf, .wav, .jpg, etc.); any file type can be stored in the Files work area but file types may be limited within portfolio sections (as set by the portfolio administrator)

**Files Work Area** – an online file storage area; stores and organizes files related to (or not related to) the portfolio

**HTML** – Hypertext Markup Language; the coded format language used for creating hypertext documents on the World Wide Web and controlling how Web pages appear

**Journal** – Foliotek template; for students to record their thought processes, experiences, etc.; journals can have multiple entries but entries cannot be deleted once they are saved to the journal

**Program Administrator** – a faculty member who controls the composite of student portfolios, evaluations, and faculty/student relationships

**Portfolio Menu** – list of links located on the left-hand side of the screen; all links are directly related to your portfolio

**Resource** – valuable portfolio and program information provided to students by administrators and faculty; resources can range from class syllabi and handouts to helpful teaching Websites and online forms

**System-Created File** – templates created by your program administrator for use in the portfolio that you do not need an outside program to view or edit; includes journals and field experiences

**System Menu** – row of links located on the top right side of the screen (under the Foliotek logo); all links are directly related to your account and the system as a whole
Upload – creating a copy of a file from a local hard drive and storing it on a Web server; uploaded files are available from any computer that has Internet access

URL – Uniform Resource Locator; commonly known as an Internet address (i.e. http://www.foliotek.com)

XML – Extensible Markup Language; a text markup language for interchange of structured data
Benefits of Using Foliotek Rather Than Free Tools*

Long Term File Repository
Users receive long term file storage for any file type. This storage works for files stored on various web sites, to artifacts created using other software applications.

Human Support
Foliotek offers people powered phone and email support.

Restricted Access
My.Foliotek allows for users to restrict access to their portfolio. Access can be restricted to defined individuals as well as a defined length of time.

My.Foliotek is Designed for Portfolios
If a school is interested in using portfolios for its students, My.Foliotek is designed with a portfolio first mind set. The application is developed by the guiding principles of the portfolio and web site creation is a byproduct of that paradigm. Other tools are a website/blog tool first and a portfolio tool second.

Future Development
Because Foliotek is designed with a portfolio first mentality, all future features will aid in the construction and analysis of the portfolio. This could include varying assessment methods, new reflection tools, and better tracking systems to demonstrate growth over time.

Transition to Deep Assessment
My.Foliotek is partnered with Foliotek and therefore users can be easily transitions from a base data collection and analysis system to a more comprehensive full features portfolio assessment system.

Administrator Reporting
My.Foliotek registers all of your students into a single organization. This allows for reporting on the varying levels of interaction students are having with the system. Administrators can know how often students are using the software, how many files they have added to their portfolio, how many people their portfolio has been shared with, and various other usage data. While other systems allow for the individual to report statistics on their individual portfolio (web site), Foliotek allows for the organization to report on all of its users.

Growth Over Time
My.Foliotek has the potential to show how a student’s portfolio has grown over time through page versioning. Once a user has saved a page of their portfolio, that information is stored in perpetuity. Eventually this data will be accessible through reporting so users will be able to see how page data has changed over time.

*Free Tools, such as WordPress | Google Sites | Weebly | Blogger
Getting Started with Foliotek

Which Internet Browser to use

Once you have received a Foliotek account and registered, log on to the internet using one of several internet browser options including:

- Mozilla Firefox *
- Google Chrome
- Apple Safari

*For optimum performance using Firefox, you may need to clear the browser cache before logging in to Foliotek (instructions below):

Clear the browser cache Firefox 3.5 and above for Windows

1. Open Mozilla Firefox 3.5 and above
2. Click on **TOOLS** from the Menu Bar
3. Select “Clear Recent History…”
4. From Time range to clear: click on drop-down menu and select “**Everything**”
5. Click on “**Clear Now**”
Logging in to your Foliotek Account

1. Go to [www.foliotek.com](http://www.foliotek.com). If you are a first time user, click on Register and complete the prompts to setup your Foliotek account.

2. Then from Foliotek home screen click on the **Sign In** button in the upper right region of that screen.

3. Click inside the **username field** and type in your username and press the **Tab** key

4. Click inside the **password field** and type in your password

5. Next, select the **Sign In** button
Foliotek Home Screen

When you login to Foliotek for the first time, your home screen will look like the picture below:

(Once you have created ePortfolios, the home screen will contain a list of your portfolios and look something like the picture below)
Foliotek Video and Guided Tutorial

1. Click on the video at the right of the Home Screen to watch the video tutorial for getting started with Foliotek.

2. You can access another guided tutorial describing Foliotek tools after you create your first portfolio. To begin, click on the Create Portfolio button from your Foliotek home screen as shown above.
Foliotek Guided Practice

Use the outline below and the pages that follow to create presentation ePortfolios.

**A. CREATE**
1. Pick a design
2. Pick a type
   (For your first experience select **Lifelong Learner**; to create a custom ePortfolio, select a **Blank** type)
3. Name the portfolio

**B. STORE (Adding Content to FILES Section)**
1. Files
2. Links
3. Images
4. Videos

**C. PASTE (Adding Content to Portfolio)**
1. *Moving Content from FILES to Portfolio*
2. **TEXT**
   a. Typing text
   b. Spell-check
   c. Copy/paste from another source
      i. Word document
      ii. Web resource
3. *MEDIA not stored in FILES section*
   a. Link
   b. Image
   c. Video
   d. Twitter

**D. PREVIEW**

**E. PAGES**

**F. SAVE**

**G. PUBLISH**

**H. FEEDBACK**

**I. CUSTOM ePORTFOLIOS**

You can create any number of portfolios using Foliotek.

As **New Features** are launched by Foliotek, information will be provided in the “**New Features**” link in the top black bar on the right of your portfolio.
Creating a Sample Portfolio

A. CREATE a Presentation Portfolio

Let’s begin by following the steps to create your first Presentation ePortfolio:

1. Pick a design.

   a. To preview all of the available designs, use the left and right arrows to scroll between the pages of designs
   b. Take a moment to browse through the available designs
   c. Find the design you would like to use and select it. You can change the design at any time without altering the content of your ePortfolio

2. Pick a type.

   For your first experience, select Learning Framework type (to create a custom ePortfolio, select a Blank Portfolio)
3. Name the portfolio.

   a. It is suggested that you give this portfolio your **First and Last Name** or a title that reflects the purpose of the portfolio.

   b. Put your cursor inside the Name it field and type in your portfolio title

4. Finally, click on **Create Portfolio** to save this portfolio.

Your newly created portfolio has a menu of pages. You can navigate to other pages within your portfolio by clicking on each page title. You’ll find prompts on each page to guide your construction of that page. Remove these prompts when you begin adding content.
You can now:

- access the guided tutorial
- or
- add content to your portfolio

For the best experience, hit "F11" on your keyboard to go to full screen in your browser. Hit "F11" again and you'll be back to normal browser viewing.

From the Home Screen, you can either:

- create a new portfolio
- open an existing portfolio by clicking on the image or title of the portfolio from the list below:

Once you have navigated from the Home Screen into your ePortfolio within Foliotek, you will be in the Edit Mode where you can do a variety of things to your portfolio including: add content, upload files to your file repository (or electronic Foliotek file cabinet), change your design theme of your portfolio, and many other things. While you are in the Edit Mode, there are several tools called Foliotek ePortfolio Editing Tools to create, edit, and maintain your ePortfolios:

1. Top Black Bar (TBB)
2. Top White Bar (TWB)
3. HTML Editor
Foliotek ePortfolio Editing Tools

Top Black Bar (TBB)

Top White Bar (TWB)

Community Link
Allows you to view or share in Communities

Sharing Link
Allows you to share your portfolios

Preview Link
Allows you to view draft and shared portfolios

Title of your ePortfolio (Ami Stovall) (in this case)

Home Link
This link takes you back to the Home Screen

Help Link
This link takes you to the Foliotek Guided Tutorial

NEW Feature Link
Takes you to videos and descriptions of Foliotek NEW Feature Upgrades...

User Link
Click on this link to log out of your Foliotek Account

Save Button
Click this button occasionally to save your work

Share Link
Click this link to share your portfolio with others
HTML Editor

**HTML Editor** - Each page you create can be customized using a built-in HTML editor, giving you control over how your page looks.

To use the HTML editor, click on any page name under the Pages tab.

Using the toolbar at the top of the HTML editor you can make modifications to the style and layout of the page.

You can also type additional text and move items around using the typing area of the HTML editor. Think of the editor as a very simple version of any document writing software, like Microsoft Word.
B. STORE (Adding Content to FILES Section)

The Files work area is a convenient online file storage repository. You can store documents using the buttons below.

Click the "Add Files" button to upload a new file to the Foliotek system.

Foliotek will accept any type of file – Word documents, PDFs, pictures, audio and video files, etc. These files can then be stored for future use and pasted into any portfolio you create.

All the files stored in the files area are private and can only be viewed by you.
Choose the file type you want to upload:

**1.** To add a file from your computer or other drive, select “**My Computer**”

2. Click on “**Choose file**”

3. Select the “**Browse...**” button to locate and select the file from the appropriate drive. Select “**Open**” to finish the upload process. Files uploaded from your computer can be of any type.
4. Give your new file a Friendly Name, one that will be easy to remember. If you don’t choose a Friendly Name, it will default to the file name.

5. Click on “Add File(s).”

To store a “Link” in your file repository:

1. Click on “Add File.”

2. Choose the file type you want to upload.

3. Click on “Add Web Resource(s).”
4. Go to web address of image link you would like to upload and copy the link by right-clicking on the web link where the image or picture is located, then click on “Copy.”

5. Paste the URL into the Link URL field.  
   (For websites, you will need to include http:// before all addresses.)

6. Type in a Friendly Name for the link. If you don’t choose a Friendly Name, it will default to the URL.

7. Click on “Add Web Resource(s).”
Notice that web resources do not use any FILE Storage Space.

If you choose to “Upload zipped file folder”:

1. Click on “Add File”

2. Choose the file type you want to upload.
3. Select the “Choose Zip File” button to locate and select the zipped file folder from your local hard drive. Select “Open” to finish the upload process.

4. Type in a Friendly Name for the zipped file you are going to upload. If you don’t choose a Friendly Name, it will default to the file name.

5. Click on “Ok.”
A copy of any file, image, video or link you upload will be extracted from the zipped folder and added to this Files Work Area.
C. PASTE (Adding Content to Portfolio)

1. Moving Content from FILES to Portfolio.
   First, navigate to and select the page where you want to paste the content. Click on the FILES tab, and then scroll through the content FILES Storage Area to locate the image, link, or video. Click on the image, link, or video you want to place into your portfolio, then left-click and drag that image, link, or video into the placeholder area (note that your mouse cursor must be inside of the placeholder before the file will release from your mouse) of your portfolio where you would like the content pasted. Click and release your mouse button to place content in your portfolio.

2. TEXT
   a. Begin typing text into a placeholder within the presentation portfolio.
b. Using **Spell-Check**

1. Right-click on the mispelled word in question. Add to Dictionary.
2. Then either choose the word from the list that is correctly spelled, or if your word is correctly spelled, then click on the “Add to Dictionary” option.

---

c. Using copy/paste to insert text from another source:

i. Copying text from a **Word document** and then pasting it into your portfolio placeholder.

1. Open the Word document that you want to copy the text from.
2. Select the text within the document that you want to paste into your portfolio.
3. Right-click over the selected text and then click on **Copy**.
4. Select the suggested text so that your desired text will be pasted over it.
5. Right-click over the selected text and then click on **Paste** to insert your copied text into the portfolio placeholder area where you want your desired text to be placed.

---

"I was a reluctant chemistry major at LSU."
ii. Copying text from a **Web resource** and then pasting it into your portfolio placeholder

1. Go to the Web resource that you want to copy the text from.
2. Select the text within the web resource that you want to paste into your portfolio.
3. Right-click over the selected text and then click on copy.

4. Select the suggested text so that the desired text that you copied will be pasted.
5. Right-click over the selected text and then click on paste to insert your copied text into the portfolio placeholder area where you want your desired text to be placed.
3. **MEDIA not stored in FILES section**

   a. Inserting **links** into a presentation portfolio; start by clicking on the “link” button on the HTML editor.

3. Right-click in the **URL** field to paste the link you copied from the desired website.

4. After you paste the link into the **URL** field, you can create a more user-friendly “**Link text**” that will appear on the page instead.

Once the link has been pasted, you can access it from this editing mode by selecting “**view**”
**b. Inserting images into a presentation portfolio;**

start by placing your mouse cursor in the placeholder location on your page where you want the image to be placed.

3. Select the **GIZMOS tab**
4. Click on **WEB IMAGE**, the dialog box below will appear
5. Right-click in the **Image URL** field and
6. Paste the URL
7. Click **OK**

![Image insertion process](image.png)

**NOTE:** Select the **URL** found with the image when it is surrounded by a **WHITE Background**; select **FULL SIZE Image** (See Above)

The image will appear in the portfolio where you have placed your mouse cursor

Click on the image to resize it. You can also click and drag this image to other locations within the placeholder on that portfolio page. Click on the image to locate the image editing tools to add a border, resize image, etc.
c. Inserting videos into a presentation portfolio

3. Select the GIZMOS tab
4. Click on VIDEO, the dialog box below will appear
5. Right-click in the “Video URL” field and
6. Paste the URL
7. Click OK

Once the video link has been pasted, you can view it from this editing mode by selecting “view” or to view the video in preview mode; see the next section for details.
D. PREVIEW

As you create your presentation portfolio you can preview the changes/updates you have made by clicking on the Preview link in the top white bar on the left. The window that opens when you preview your presentation portfolio will be precisely what persons will see when they visit your portfolio.
E. PAGES

When you click on the PAGES tab, you will find a 3-column format:

**DRAFT** pages on the left, **LIVE** pages on the right, and the middle column that provides information about a selected **DRAFT** page. This format allows you to create a portfolio and publish only those pages you want to share. You can keep other pages in the **DRAFT** column until you are ready to share them.

You can add content to your portfolio pages and create new pages without publishing the portfolio. You can choose to publish some or all of the draft pages.

When you click on SAVE, it will save the draft pages only.

To publish, click on PUBLISH PORTFOLIO. This prompt only appears when you publish the portfolio for the first time.

After you’ve published the portfolio, you will find the list of pages in the **LIVE PAGES** column. Consult the PUBLISH section of this manual for additional directions to publish pages. To publish/unpublish a portfolio page select the page in the **DRAFT** column and use the YES/NO toggle in the middle column to publish or unpublish a page.
Click on the **Save Button** from the Top White Bar (TWB).

You can click/drag to reorder the **DRAFT** pages.

Now when you select **preview** from the Top White Bar (TWB) and choose **View Shared** you will see the Learning Framework pages.
Creating Additional Pages, Copying Pages, or Removing Pages

Use the Pages tab to manage what pages appear in your presentation portfolio.
Creating Additional Pages

To create new pages in your presentation portfolio,

1. Click on Create New at the top of the DRAFT column.
2. In the New Page dialog box, type in a name for the new page.
3. In the Page Type box, select Empty Content Page. If you’ve created another portfolio, you will also have the option to copy a page from another portfolio.
4. Click on the OK button to finish and return to the PAGES management area.

![Creating New Page](image)

Note that the page you just created will remain in the DRAFT Pages area until you publish it along with the rest of your portfolio. The New Page will appear at the bottom of the list of pages. Click and drag a page to reorder the DRAFT Pages.

Creating a Feedback Page

Ask for feedback from classmates and your instructor. Consider asking for feedback from other instructors, employers, people with expertise in writing, design, technology, etc. Use the information you receive to revise your portfolio.

To create a FEEDBACK page for your portfolio, click on the PAGES Tab.

1. Click on Create New at the top of the DRAFT column.
2. In the New Page dialog box, type in a name for the new page, “Feedback.”
3. In the Page Type box, select Empty Content Page.
4. Click on the OK button to finish and return to the PAGES management area.
5. Within your Portfolio Pages Menu area, navigate to and select the New Feedback Page to add any content and the feedback form to that page
6. Click on the GIZMOS Tab
7. Click on Feedback Form and then drag this icon into the “Feedback” Page

You may wish to add additional information in the content area of your Feedback Page to give others directions for the kind of Feedback you wish to receive from them....

**Copying a Page**

You can copy or delete pages in the DRAFT column when you hover the cursor over the page title and select one of the options.
Removing a Page

To remove a page,

1. In the DRAFT column, select the page to be deleted
2. Click on “Delete” to the right of the selected page

F. SAVE

Here are the things to keep in mind when saving and/or publishing a portfolio:

- Saving only saves the changes you have made as a draft version.
- If you make changes to a portfolio page and you want your shared (live) version to reflect these changes, you have to merge and publish the changes.

Directions on Saving and Publishing:

1. Once you have made changes to a portfolio page, click the ‘Save’ link under the portfolio name in the upper-left corner.

2. If you are not ready for changes to go "LIVE", then simply click 'Save Draft.' This saves these changes to your draft version.
   If you are ready to publish this portfolio, follow the directions to Publish found in the next section of this manual.

3. If you are ready for the changes to be reflected in any portfolio you have shared, either privately or publicly, you need to click the ‘Merge & Publish’ link. This saves any changes and pushes them to the ‘Live’ version of your portfolio.

4. Any changes to pages of the portfolio are also reflected on the ‘Pages’ tab. If you open the ‘Pages’ area, you will see a listing of your draft pages on the left and ‘Live’ pages on the right.

5. Clicking on the name of a page on the Draft side opens a dialogue about that page.

6. If there are saved or unsaved changes that are not live, an orange ‘Merge changes with published’ link appears letting you know there are unpublished changes.

7. Clicking on this link will save any changes and publishes them to any ‘Live’ versions of your portfolio.
G. PUBLISH

To publish your portfolio: click on the “Sharing” drop-down menu

- **Privately:** sharing to specific individuals
- **Publicly:** sharing on the web for the world to see
  or
- **Community:** sharing with groups or peers or others in a common area of interest

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**Private Sharing**

To share privately, choose **Send Invites**.

(Once you have sent one or more invites, you will see **Manage Invites** instead of **send invites**.)

To publish your presentation privately, follow these steps:

1. Type in the e-mail address of the person you are inviting to view your portfolio and provide feedback.

2. Fill in the person’s name; the system will automatically send this person an e-mail notification inviting them to view your presentation. You may also invite additional people by using the “click to add another person.”

3. You can write a personal note in the Message section that will be included in the e-mail.

4. Choose a publish date

5. Choose an expiration date for the person to view the presentation. **Be sure to give ADEQUATE TIME for people to have access to your portfolio.**

6. Choose which email options are appropriate for this publishing

7. Click on the “**Send Invite(s)**” button at the bottom right of the window
The e-mail notification will be delivered to the person on the **Begin Date** you’ve chosen for him or her. In the e-mail, the person(s) will be given a link to your portfolio (The person(s) can also view the portfolio at Foliotek.com using the access code provided in the email invite).
The person(s) will receive an email that provides a link to your portfolio.

Follow this same process when you are ready to invite others to view your portfolio.

**Public Sharing**

To share **publicly**, choose **Share Publicly** and follow these steps:
1. Choose a unique name for your URL
2. Click on the “Validate” link to the right of the URL field to validate your unique name for your public share URL
3. Click on the “Share Portfolio” button at the bottom right of the window

To go back to your portfolio, click on the “edit portfolio” link in the top black bar just to the right of the portfolio title

or

To go back to the Home Screen, click on the “Home” link in the top black bar just to the left of your login id link in the far right corner of the top black bar
Community Sharing

Instead of sharing "publically" or "privately," you can share in communities created for specific purposes. Only the other participants of specific communities can view your portfolio. A list of communities will appear that you are eligible to join.

To share one or more of your portfolios in a community,

1. Click the "sharing" link in the top white bar after creating your portfolio

2. Choose the "Share in community"

3. Click the "no/yes" toggle button in the community you would like to share your portfolio(s) in
From the **HOME Screen**, select “**View Communities**” to share one or more of your portfolios with communities that appear as a list under the **RESTRICTED** area of this screen that you are eligible to join.
H. FEEDBACK

The EDUC 1300 Lifelong Learner portfolio contains a prebuilt feedback page. To add a feedback page to the New Learning Framework portfolio for EDUC 1300 or a custom portfolio, select the option in the GIZMOS Tab.

If your portfolio contains a feedback page, those who view your portfolio can give you feedback.

1. When you are given Feedback, a green numbered icon appears to the right of the publishing link in the top black toolbar. To view feedback, click on the publishing link and select the “View Feedback” option. You will see the person’s comment, his or her name, and the date the person posted the feedback. Select “Manage Invites” to view all feedback received over time.

   Select the name of the person who sent feedback to view his or her comments.
I. CUSTOM ePORTFOLIOS

You can create any number of portfolios using Foliotek.
Class registration and schedule:
http://employeetraining.dcccd.edu/

or

www.dcccd.edu
Employees > Training and Development > Software Training and Support

Dallas TeleCollege at the R. Jan LeCroy Center for Educational Telecommunications
District Software Training & Support
9596 Walnut St. Dallas, TX 75243

ePortfolio Technical Support

Dallas County Community College District faculty, students, or staff who have questions while using FOLIOTEK ePortfolios can get information and support in one of the following ways:

1. Consult the tutorial provided in the foliotek black tool bar using the HELP link.

2. Consult the answers to Frequently Asked Questions which can be accessed from the main page showing a list of your portfolios. You’ll find a HELP link adjacent to a life preserver that will take you to that page or you can click on the following link HELP

3. Contact foliotek staff at 1.888.FOLIOEZ (365.4639). Leave a message after hours, to receive a return phone call the next day.

4. Email foliotek support at support@foliotek.com

5. Contact Becki Williams at Richland College/DCCCD at 972.238.6262 or bwilliams@dcccd.edu

6. Contact Ami Stovall at the LeCroy Center/DCCCD at 972.669.6452 or a.stovall@dcccd.edu

FOLIOTEK http://www.foliotek.com/
TWITTER http://twitter.com/Foliotek/
FACEBOOK http://www.facebook.com/pages/Foliotek/

NOTE: As New Features are launched by Foliotek, information will be provided in the “New Features” link in the top black bar on the right top corner of your portfolio.

To access a copy of this training manual, go to: