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Information Literacy's Secret Weapon: Using Portfolios to Integrate into the Curriculum

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Overview

- ▣ What is a portfolio
- ▣ Why use a portfolio
- ▣ What is “authentic assessment”
- ▣ Examples and case studies
- ▣ Strategies for collaborating with faculty

Characteristics of the Portfolio



1. Non-content specific
2. Process-oriented
3. Student-driven

Portfolios typically include:

- ▣ Self-reflection
- ▣ Open rubric
 - ▣ May include peer review
- ▣ Multiple drafting
- ▣ A story

Portfolios are used to:

- Capture a richer array of what students know
- Portray the process by which students produce work
- Align assessment to what we consider to be important learning outcomes



What is “Authentic Assessment”?

(3 min): Talk to the person next to you. Share your experiences the first time you learned to do something, ex. Riding a bike

1. Tell us what the activity was.
2. How long did it take you to learn it?
3. What was difficult? What was easy?
4. Under what physical conditions did you learn?
5. How did you apply your leaning?

Submission in 3 stages:

1

- Topic
- Concept maps
- Research question/Problem statement
- Introduction

(I give feedback)

2

- Revisions of stage 1
- Sources
- Search Strategy
- Evaluations and Relevance

(I give feedback +

Peer Review)

3

- Final product with incorporated peer review and revisions

RESEARCH PORTFOLIO GUIDELINES

Information literacy is a component of lifelong learning. To be information literate, a person should demonstrate:

- an understanding of how information is created and organized
- an understanding of the political, economic and social context(s) in which knowledge is created and used
- the ability to formulate research questions
- the ability to translate questions into a search strategy
- the ability to select appropriate tools to locate desired information
- the ability to evaluate material for its credibility and authority, as well as its capacity to meet the information need

How This Portfolio Will Be Graded

All Research Portfolio submissions should include the following items:

1. **A problem statement** on a topic of global importance
2. **Documentation** of how you searched for books, periodical articles, reference material and web pages (i.e., the type of searches conducted--keyword, subject heading, etc., and the techniques used in searching, any concept maps you created, or anything else).
3. **Explanation** of how the resources support the research focus and research questions.
4. **Evaluation** of resources for credibility and authority, and an explanation of why the student trusts the information. You should be very selective about the resources you decide to include in the project and expect that not everything you find will be usable. Additionally, you should include a **diverse range** of materials (books, journals, newspaper articles, international data sources, etc.), reflecting what you have learned in this class.

The portfolio will be submitted in 3 Phases. There will be required revisions and/or peer review at each of these phases.

Phase I

DUE DATE: October 6

You will submit a **problem statement of global or international importance** that presents the major issues and ideas you plan to address throughout the course of the research portfolio. **The general topic areas are based on the UN's Millennium Development Goals and should relate to a specific country or region (<http://www.un.org/millenniumgoals/>).**

The problem you end up choosing, it should fit the criteria for a **good** problem-based research question. This question should be open ended and broad enough to allow you to explore major ideas, issues, and controversies, while also remaining focused and manageable. Please refer to the appropriate lectures, readings, etc.

In Phase I, you should turn in the following:

- General topic
- Primary focus
- Introduction
- Statement of problem
- Optionally, any concept maps you've created

Sample

Case Studies

ANT2000: Introduction to Anthropology, Fall 2012

- 90 students from Business and Engineering Cohorts
- Topic
- 10 lectures, weekly labs
- Results

REL 2064: Religion and Ecology, Fall 2013

- 30 students from Arts & Sciences Cohort
- Topic
- Separate LIS2005 course with coordinated lectures and assignments
- Paper in REL2064 = Portfolio in LIS2005

Strategies for Collaborating with Faculty

- Working with the general education program
- Talking them down: writing simple, concise, and measurable objectives
 - Ex. Their objective: “Choose credible and relevant sources”
 - How do we measure it?
- Encouraging the use of more scholarly secondary sources

Strategies for Collaborating with Faculty

- Incorporating a “Role of Research” statement. Example:
 - “This project emphasizes that research, like writing, is a process: students may locate 10 sources, critically read 6, summarize 4, and then determine which 2 sources are most relevant to their topic. This process demonstrates the importance of discarding sources that are less relevant to an author’s topic or purpose in writing.”

- Knowing their syllabus

- Others?

Free Portfolio Resources

▣ Templates and Platforms

- ▣ Folio for Me: <http://foliofor.me>
- ▣ Cargo Collective: <http://cargocollective.com/designs>

▣ Interactive Rubrics

- ▣ Penn State Rubric Builder:
https://www.e-education.psu.edu/facdev/id/assessment/rubrics/rubric_builder.html
- ▣ Rubistar: <http://rubistar.4teachers.org/index.php>

Thank you!

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