

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

2020

ePortfolios as a High Impact Practice

Neal Malik
neal.malik@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>

 Part of the [Curriculum and Instruction Commons](#), and the [Higher Education and Teaching Commons](#)

Recommended Citation

ePortfolios. (2019, May 22). Retrieved December 13, 2019, from <https://www.aacu.org/eportfolios>. Kuh, G.D., Gambino, L.M., Ludvik, M.B., & O'Donnell, K. (2018). Using ePortfolio to document and deepen the impact of HIPs on learning dispositions. National Institute for Learning Outcomes Assessment, Occasional Paper No. 32). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). <http://learningoutcomesassessment.org/occasionalpaperthirtytwo.html> Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. Educause Learning Initiative, 1–27. Retrieved from <https://www.educause.edu/ir/library/pdf/ELI3001.pdf> Moore, J. L., Pope-Ruark, R., & Strickland, M. (2018). Not Just Another Assignment: Integrative ePortfolios, Curricular Integrity, and Student Professional Identity. In *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice* (pp. 172–184). Sterling, VA: Stylus Publishing, LLC.

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

Assignments

ePortfolios as a High Impact Practice

Neal G. Malik, DrPH, MPH, RDN, CHES, ACSM-EP

Assistant Professor, Department of Health Science and Human Ecology

Assignment (see next page for grading rubrics):

During Nutritional Science and Dietetics (NTRD) majors' sophomore year, students will create an account using Portfolium® (available to all enrolled students through MyCoyote) and complete the following assignment.

- HSCI 2625: students create a Portfolium® account and post a resume
 - A photo of the student and an appropriate background graphic will be uploaded
 - The student will complete the Personal Information portion of their account
 - Resume will be reviewed by the faculty and feedback will be provided to each student (formative assessment)
 - Students will write a reflective narrative that addresses their strengths and scope of abilities

During NTRD majors' sophomore year, students will update their e-portfolios using the Portfolium® account created during HSCI 2625 and complete the following assignment:

- HSCI 3605: students add artifacts in Portfolium®.
 - Students may choose to update their photos and resumes
 - Students identify at least 3 artifacts that represent their development in the program
 - Students write a reflective narrative that discusses their rationale for selecting the above-identified artifacts including, i) context within which the artifact was developed and, ii) how the artifact contributed to their learning and development
 - Faculty to review each narrative and provide feedback (formative assessment)

During NTFS majors' senior year, students will update their e-portfolios using the Portfolium® account created during HSCI 2625, updated during HSCI 3605, and complete the following assignment:

- HSCI 4625 (Senior Year): students continue adding artifacts in Portfolium® and revise their Personal Statements and resumes.
 - Students may choose to update their photos and resumes
 - Students identify at least 3 additional artifacts that represent their development in the program
 - Students modify and finalize their reflective narrative (summative assessment)
 - Students write a reflective narrative that discusses their rationale for selecting the above-identified artifacts including, i) context within which the artifact was developed, ii) how the artifact contributed to their learning and development
 - Faculty to review each narrative and provide feedback (summative assessment)

These processes promote student learning through inquiry, reflection, and integration (Moore, Pope-Ruark, & Strickland, 2018).

References

Moore, J. L., Pope-Ruark, R., & Strickland, M. (2018). Not Just Another Assignment: Integrative ePortfolios, Curricular Integrity, and Student Professional Identity. In *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice* (pp. 172–184). Sterling, VA: Stylus Publishing, LLC.

Grading Rubrics

Course:	Assignment Requirements:	Points:
HSCI 2625 (Sophomore Year)	Create a free Portfolium® account	5
	Add a profile picture	5
	Add a background graphic	5
	Prepare a resume and post to Portfolium®	20
	Write a reflective narrative that addresses current strengths and scope of abilities and post to Portfolium®	25
Total Assignment Points:		60

Course:	Assignment Requirements:	Points:
HSCI 3605 (Junior Year)	Update photo and/or background graphic in Portfolium® (optional)	0
	Identify 3 artifacts that represent their development in the program	30
	Write a reflective narrative that discusses rationale for selecting the above-identified artifacts including: i) context within which the artifact was developed and, ii) how the artifact contributed to learning and development	60
Total Assignment Points:		90

Course:	Assignment Requirements:	Points:
HSCI 4625 (Senior Year)	Update photo and/or background graphic in Portfolium® (optional)	0
	Update resume (optional)	0
	Identify 3 additional artifacts that represent your development in the program	30
	Students write a reflective narrative that discusses their rationale for selecting the	60

	above-identified artifacts including: i) context within which the artifact was developed, ii) how the artifact contributed to their learning and development	
	1 paragraph summary of overall development throughout the program	20
Total Assignment Points:		110