SLMS ePortfolio Guidelines

(Updated Dec. 11, 2017)

Sample SLMS Portfolio:
https://stkate.desire2learn.com/d2l/eP/presentations/presentation_preview_popup.d2l?ou=15715&presId=18751&contextId=18751&pageId=0&fromRedirect=1

ePortfolio Description

The ePortfolio provides students with the opportunity to integrate learning across the entire MLIS program and to present their reflections on their achievements in the program. Developing an ePortfolio encourages the student to take a systematic look at learning experiences through self-reflection, self-evaluation, and synthesis and integration of knowledge with real world applications. Both the learning process and learning outcomes are equally important. The ePortfolio process also nurtures lifelong learning skills to prepare students for future challenges facing information professionals. An ePortfolio is required of each student and is graded Pass/Fail during the student's student teaching course LIS 7283 or LIS 7286.

Requirements for ePortfolio

The ePortfolio consists of two essential parts: (1) the *process*, during which you collect and organize evidence of learning outcomes, and reflect on your learning and professional growth; and (2) the *product*, an ePortfolio that presents your learning achievements and showcases professional competencies in connection with your learning and career goals. The ePortfolio is your opportunity to tell a cohesive story about your learning and professional development. Ideally, your statements of achievement of the student learning outcomes (SLOs and MN Standards for Library Media Specialists) related to each artifact will be well-formed descriptions of professional development that you could use in employment cover letters or interviews to talk about how you have obtained skills valued by the information professions.

1. ePortfolio as Process

Throughout the program, you will work with your advisor on setting up learning goals, evaluating milestones, and reflecting on learning experiences. You will *collect* learning artifacts, *write* journal entries of reflective thoughts, and *organize* learning artifacts and the reflections using an appropriate organizational system. You should balance the amount of artifacts to be preserved with a focus on showcasing significant learning achievements, critical thinking, and self-evaluation of learning rather than reporting on assignments or projects that have earned good grades.

2. ePortfolio as Product

The content and structure of your ePortfolio as a product must include the following seven sections using the same section headings.

(1) Home

- Include your name, a short introduction, professional interests and goals, contact information, and an optional photo of yourself

(2) Statement of Philosophy

- Write your personal school library mission and vision statements.
- Write a statement of philosophy about school libraries and the role of the school librarian.
- As you progress through the program, revise your page to reflect new insights and understandings gained from course work and experience.

(3) Resume

The Resume page should contain a brief biography and a link to a professional resume saved as a PDF and downloadable from the page. For assistance creating a resume, visit the St. Catherine University Office of Career Development and look at the example resumes in the sample SLMS ePortfolio.

Your resume page should also include two letters of recommendation. It would be helpful to have one from one of your cooperating school librarians from your student teaching experience.

(4) Standards

- This page includes the following:
    o Minnesota Library Media Specialist Standards
    o Several other sets of standards from AASL, ISTE, ITEM, and Partnership for 21st Century Skills Student Outcomes. Just copy this page from the sample SLMS ePortfolio.

(5) Student Teaching

- Include information about each site at which you student taught. Photos are encouraged. Include links to the schools' and libraries' websites. Post your student teaching daily log on this page, also.

(6) Reflection

The Reflection page contains:

- Side panel: A list of the MLIS Program's student learning outcomes (SLOs).
- Main panel: A narrative that reflects on artifacts (see definition of *artifact* below), and how and why the activities represented by the artifacts supported the achievement of all of the MLIS SLOs and the Minnesota Library Media Specialist Standards.
- Note that any given artifact may support multiple SLOs and standards and that any given SLO or standard may be supported by multiple artifacts.
- The reflection concludes with a summary of important experiences during the program and how you will further your professional growth and career development.

Writing good reflections:

- A good narrative reflection:
    o Consistently uses engaging language; the writer's voice is clear and compelling.
    o Provides evidence of professional and personal growth and demonstrates abilities for self-assessment of and self-responsibility for learning.
- A good reflection statement on each artifact:
    o Sets the context for the artifact.

- o   Explains how you achieved the SLOs or standards and justifies claims by pointing to particular parts of the artifact.
- o   Elaborates points; makes meaningful connections between the artifact, your learning and the real world; highlights new insights and perspectives, and/or uses critical thinking techniques such as questioning, comparing, interpreting, and analyzing.
- o   Ideally, your statements of achievement of the SLOs or standards related to each artifact will be well-formed descriptions of professional development that you could use in employment cover letters or interviews to talk about how you have obtained skills valued by the information professions.
- A poor reflection statement merely describes the artifact, or merely repeats the SLO or standard without pointing to any evidence.

(7) Artifacts

An *artifact* is:

- An output that demonstrates MLIS Program SLOs or Minnesota Library Media Specialist Standards. It is often a product from a class or your student teaching experience, such as papers, slide shows, websites, databases, video, audio, and posters.
- It can also include published papers or conference presentations that are not a result of coursework, as well as experiences that do not involve production of an artifact, such as leadership experiences, professional work, internships, volunteer work, or other extracurricular activities.
- For experiences with no product, students should post a reflective essay that fully describes the experience, explains the importance of the experience to their professional and personal growth, and explains how the experience helped them achieve one or more of the SLOs or standards.

The Artifacts page:

- Side panel: Contains a list of courses (with course number and name) that you completed in the MLIS program.
- Main panel: An annotated, hyperlinked list of artifacts with the number and name of the course with which it is associated, and any hyperlinked reflective essays from extracurricular experiences. Also, list the MN State SLMS Standard(s) and MLIS SLO(s) associated with each artifact.
- You should begin collecting artifacts and reflective essays to include in your ePortfolio during your first semester. Each ePortfolio will exhibit 3 or more artifacts from the core curriculum (LIS 7010, LIS 7030, and LIS 7040) and 4 or more artifacts from other selected required and elective courses.
- It is recommended that artifacts be saved in an accessible file format. PDF is a reliable standard for archiving most documents and presentations. Stand-alone documents (PDFs) and documents requiring browser display can be uploaded directly into your efolio Minnesota account or linked to a publicly accessible cloud drive.

ePortfolio Platform

To create your ePortfolio, the MLIS Program recommends and provides support for using the D2L portfolio platform. This platform provides an easy way to integrate course assignments posted in D2L into your ePortfolio as you progress through the program. On graduation, you may sign up for a

free account with D2L to continue to access your ePortfolio, or you may migrate the information to another platform.

The ePortfolio template described above will allow you to create a simple layout to clearly communicate your content.

D2L ePortfolio Tutorials

- o D2L Resource Center https://documentation.desire2learn.com/en/ePortfolio
- o Learning the D2L ePortfolio (University of Wisconsin) https://www.youtube.com/watch?v=ZutlUioi1HQ&list=PLSATr0VFU3IE1O6QkB23SoXxoqI AXWkHw&index=1

For those who wish to use their web design skills more freely and flexibly, you may choose another platform, as long as all requirements for the ePortfolio are met. You have the freedom to format and layout your content in order to effectively and compellingly communicate, but all required elements must be present.

Some suggested alternative platforms:

- • WordPress
- • Weebly
- • Google Sites

Intellectual Property and Privacy Policy

The student will be required to make his/her ePortfolio publicly available during the semester prior to graduation so that the faculty committee can assess it. After the student has successfully completed *all* of the requirements for graduation, he/she may choose to remove the ePortfolio from public view.

The student is the sole owner of the intellectual property of their ePortfolio. For purposes of curricular and program evaluation, students will be required to provide the MLIS Program at St. Catherine University with a non-exclusive license to reproduce the components of his/her ePortfolio as submitted. This license will be implied when the student submits his/her ePortfolio to meet the requirements for graduation.

Reproduced documents from student ePortfolios will be stored on a secure server and may be retained for seven years. All data extracted from ePortfolios to be used to assess curriculum and program outcomes will be aggregated and will not contain any identifying information.

Formative/Summative ePortfolio Evaluation

Each ePortfolio will be formally evaluated using the following rubric at a minimum of two points in your academic career (midpoint and during your last semester), and optionally more often at your or your advisor's request. The rubric should be used as a guide as you develop your ePortfolio and meet with your advisor throughout your program.

ePortfolio Evaluation Rubric

Comments: *Identify the specific elements that need attention and explain what is required to obtain a Pass rating.*

Basic Components	Proficient	Needs Revision	Comments
Required Components	All required components included	Some components missing	
Professional Appearance	Effective use of fonts, images, color, background, layout, & other design features to present a professional & engaging presence	Poor use of design features detracts from the professional look of the site	
Organization	Information is well organized; site meets high standards for clear navigation, usability, accessibility	Information is disorganized; site is difficult to navigate or use	
MLIS SLOs and Standards Addressed	One or more reflections per SLO/standard as appropriate for artifacts & experiences	Some SLOs or standards not addressed	
Cohesiveness of Artifacts	Artifacts included tell a coherent story of learning & professional growth	Artifacts included do not tell a coherent story of learning & professional growth	
Reflective Writing	**Proficient**	**Needs Revision**	**Comments**
Voice	Consistently uses engaging language, & the writer's voice is clear & compelling	Sometimes uses engaging language, but writer's voice is not apparent most of the time	
Context and Reference	Clearly sets the context for the artifact & refers to specific features of the artifacts	Makes some attempt to set the context; makes vague references to the artifacts	
Depth of Reflection	Consistently elaborates points; makes meaningful connections between the artifact, learning & the real world; highlights new insights & perspectives, and/or uses critical thinking techniques such as questioning, comparing, interpreting, & analyzing	Fails to sufficiently elaborate points; makes few connections, offers few insights & perspectives, etc.	
Writing & Technical Accuracy	Excellent use of standard writing conventions (e.g., spelling, punctuation, grammar, paragraphing) to enhance readability; almost no errors	Standard writing conventions sometimes handled well & enhance readability; at other times, errors are distracting & impair readability	
Reflective & Growth Components	**Proficient**	**Needs Revision**	**Comments**
Professional Growth	Evidence of exceptional growth in professional knowledge, skills, dispositions, & experiences	Evidence of basic growth in professional knowledge, skills, dispositions, & experiences	
Leadership Growth	Evidence of exceptional growth in leadership knowledge, skills & experiences	Evidence of basic growth in leadership knowledge, skills & experiences	
Personal Growth	Evidence of exceptional personal growth & potential for impact on the profession	Evidence of basic personal growth & potential for impact on the profession	
Self-Assessment & Learning	Evidence of exceptional abilities for self-assessment of & self-responsibility for learning	Evidence of basic abilities for self-assessment of & self-responsibility for learning	
Overall ePortfolio Rating	**Proficient**	**Needs Revision**	**Comments**
Please check one			

Adapted from Southwest Minnesota State University Graduate Education Portfolio Review Rubric and David Hubert at Salt Lake Community College (permission granted for reproduction with attribution).

ePortfolio Timeline

Date/Time	ePortfolio Activity
LIS 7010	Introduction to assignment and software. Create Home, Philosophy, Resume, Standards, Student Teaching, Reflection, and Artifacts pages and add one artifact from LIS 7010. Meet with your advisor as part of LIS 7010 assignment to discuss your course planning and ePortfolio.
LIS 7030, LIS 7040	At the end of LIS 7030 and LIS 7040, add one artifact from each course to your ePortfolio.
Midpoint ePortfolio approval	Meet with your advisor to discuss your ePortfolio, your plans for learning & professional development during the rest of your MLIS program, and have your ePortfolio approved.
Other courses (required & elective) at any time	Add artifacts and reflections for selected other courses. You work independently with guidance from your advisor.
Extracurricular activities at any time	Add artifacts for selected extracurricular activities, if any. You work independently with guidance from your advisor.
Submit your ePortfolio for graduation	Fall Semester LIS 7283/7286 • December 1st, submitted for initial review • Last LIS 7283/7286 seminar, returned to student with suggested revisions • December 15th, submitted for final approval • Last day of Fall Semester, final approval granted Spring Semester LIS 7283/7286 • May 1st, submitted for initial review • Last LIS 7283/7286 seminar, returned to student with suggested revisions • May 15th, submitted for final approval • Last day of Spring Semester, final approval granted
Review by Portfolio Review Committee	Your advisor and your instructor for LIS 7283/7286 comprise the ePortoflio Review Committee.