

UNIV 201 ePortfolio Assignment

Purpose of the ePortfolio:

The portfolio assignment provides each student an opportunity to collect and reflect on work they have completed throughout the UNIV 201 course. By the time you complete your ePortfolio, you should be able to:

1. Effectively showcase the evidence of your completed course exercises, assignments, and reflections;
2. Demonstrate how you critically assess evidence and use it to establish a stance with respect to the global challenge;
3. Make your learning “visible” by way of critical written reflection; and
4. Integrate your reflection, knowledge of the course material, and achievement of the learning outcomes.

ePortfolio Technology:

We will use the University of Calgary-supported WordPress technology for the ePortfolio assignment (<http://eportfolio.ucalgary.ca/>). All students will receive a user guide that contains information about how to use the ePortfolio tool (http://eportfolio.ucalgary.ca/wp-content/uploads/2015/11/Getting_Started_with_UCalgary_ePortfolio.pdf). A technology integration staff member from the Taylor Institute for Teaching and Learning will also visit the class to provide an introductory in-person tutorial.

Components of the Portfolio:

The components of the ePortfolio that are **highlighted in yellow** are also assignments that are required for submission elsewhere in the course. The purpose for their inclusion in the ePortfolio is to help you make sense of, and connect, your learning throughout the UNIV 201 course.

Portfolio Introduction

<i>Purpose</i>	<i>Instructions</i>
Provides a written or verbal (video or audiorecorded) introduction of all the documents / materials in the portfolio.	The introduction should include: <ul style="list-style-type: none">• A brief personal introduction – who you are• A summary of the portfolio materials• A summary of your most important or significant learning throughout the course

Reflective Statement Assignments

Purpose	Instructions
Reflective Statements allow the student an opportunity to: <ul style="list-style-type: none">• Conduct a self-evaluation of their prior learning and their learning throughout the course• Reflect on the overarching purpose of the UNIV 201 course• Practice informal writing	<p>Each Reflective Statement should include a thorough and well-considered response to the questions posed as part of the assignment.</p> <p>Reflective Statement #1: Provide a one-page biographical sketch of yourself in relation to “who you are in the world” (you’ll receive a template for this process in class). Then, provide a brief (one-page) description of the way you currently understand the global challenge of “feeding 9 billion people.” As part of this, you could choose to respond to one or more of the following questions:</p> <ul style="list-style-type: none">• What does “feeding 9 billion people” mean to you?• What are the various aspects, or parts of, this global challenge?• Who does this global challenge affect, and how?• What do you think the most important consequences of this global challenge are? <p>This reflective statement will provide a baseline from which to examine your progress throughout the rest of the course.</p> <p>Reflective Statement #2: Given what you have learned throughout the course, revise your one-page biographical sketch of yourself in relation to “who you are in the world.” Then, write a brief (one-page) description of the way you have come to understand the global challenge of “feeding 9 billion people” throughout your participation in this course. As part of this, you could choose to respond to one or more of the following questions:</p> <ul style="list-style-type: none">• How has your opinion about the global challenge of “feeding 9 billion people” changed since your first reflective statement?• What are the various aspects, or parts of, this global challenge?• Who does this global challenge affect, and how?• What aspect(s) of the global challenge will be the most important to address right away?• What is one strategy that you will use to raise awareness about this global challenge?

Flex Assignment – Structured Controversy

<i>Purpose</i>	<i>Instructions</i>
The flex assignment is a learning activity that the instructor chooses to maximize student learning in the foundational principles that are explored during the early phases of the course. In our section, the flex assignment is the Structured Controversy. Your written reflection on the Structured Controversy process will be included in the ePortfolio.	<p>The written reflection on the Structured Controversy process will be submitted independently by February 10, 2017; it will be graded (15% of your final mark), and you will be provided with feedback from the instructor. Then, you will have the opportunity to revise your first submission of the flex assignment before including it your ePortfolio.</p> <p>The guidelines for the Structured Controversy written reflection are:</p> <ul style="list-style-type: none">• Summarize the supporting evidence and arguments for at least two perspectives on the issue discussed by your group during the Structured Controversy exercise• Outline your own personal opinion on the resolution, including a description of the evidence that supports your opinion• Describe whether or not your opinion changed during the Structured Controversy process. Did you change your mind? Why or why not? <p>The reflection should be 1 – 2 pages in length.</p> <p>A final version of your written reflection should be included in the ePortfolio.</p>

Group Presentation (Self-Evaluation)

<i>Purpose</i>	<i>Instructions</i>
Every student in the course will participate in a small group process throughout the UNIV 201 course. The self-evaluation of the group presentation will provide students with an opportunity to engage in a structured critical thinking process that is focused on their interpretation of the group experience.	You will use the What-So What-Now What framework provided in class to complete a reflective self-evaluation of your participation in group work. Please reflect on the entire process of working with your group, from the beginning of the course to your final presentation.

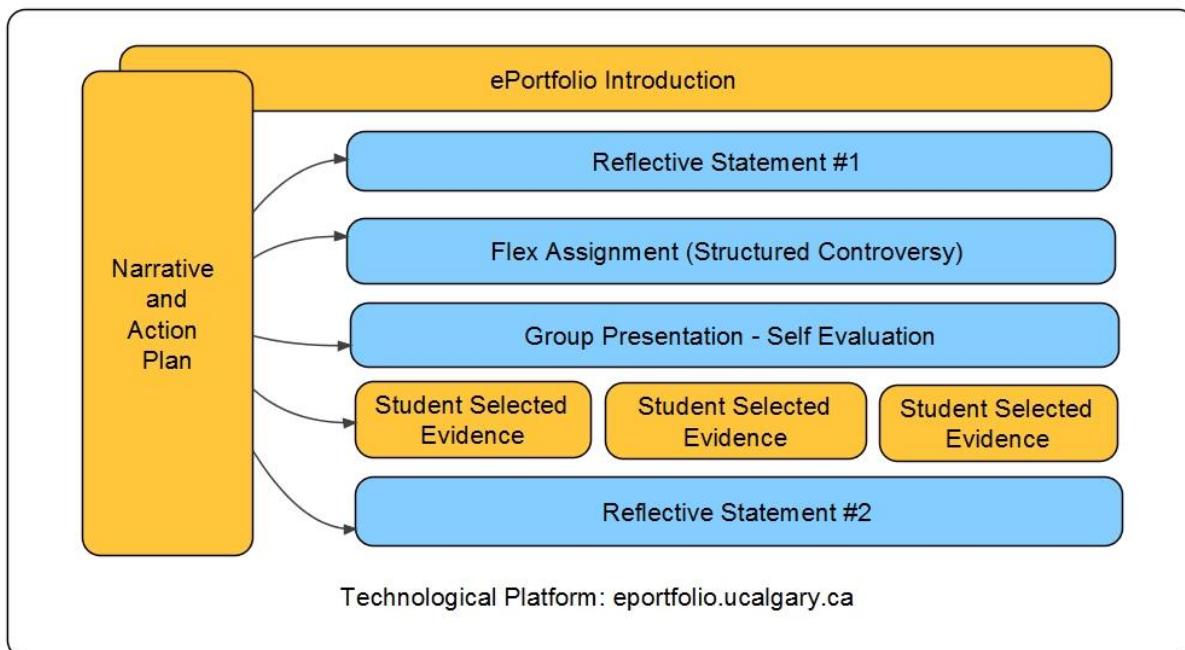
Student-Selected Evidence of Learning

Purpose	Instructions
In addition to the required components of the ePortfolio that are submitted throughout the term, students will have the opportunity to showcase and comment on additional evidence that shows what / how they have learned.	<p>Each week you will be expected to collect 1 – 2 pieces of evidence that you might choose to include in your ePortfolio assignment. At the end of the term, you will need to choose the 2 – 3 pieces of evidence that illustrate or demonstrate your most important learning to include in your ePortfolio.</p> <p>The pieces of evidence that you choose to collect and/or put in your ePortfolio could include:</p> <ul style="list-style-type: none">• Reflective statements / journal entries• Twitter feed (screen shots or Storify)• Video or video blog• Blog post• Photographs• News articles• Powerpoint presentations• Websites• Illustrations / concept maps / artwork• Poems / poetics• Visual essay <p>There are many more options for evidence that you can use in your ePortfolio. Please discuss this with your instructor if you want to try something creative or innovative.</p> <p>The pieces of evidence in your ePortfolio should be explained and connected through your own narrative. This means that for each piece of evidence, you will need to:</p> <ul style="list-style-type: none">• Explain what the evidence is, and how you collected it• Describe how the evidence shows what you have learned throughout the course• Explain why the evidence is important

Narrative and Action Plan

Purpose	Instructions
The pieces of an ePortfolio are connected with one another by narrative that is written in the student's voice. This narrative provides the student with the opportunity to make connections across course content, and to highlight their most significant learning throughout the course.	<p>The pieces of evidence in your ePortfolio should be explained and connected through your own narrative. This means that for each piece of evidence, you will need to:</p> <ul style="list-style-type: none"> • Explain what the evidence is, and how you collected it • Describe how the evidence shows what you have learned throughout the course • Connect the evidence with learning outcomes from the course • Explain why the evidence is important to you <p>The narrative elements of your ePortfolio can be written in a "blog" style; please don't worry about formal academic writing. However, you must still cite any sources that you use accordingly.</p> <p>The narrative elements of your ePortfolio must include your thoughts about / commitment to the actions you will take as a result of your learning. What will you do as a result of what you have learned?</p> <p>You will be provided with several reflective templates that you can use for the purpose of developing and writing your narrative for the ePortfolio.</p>

Put another way, a diagram of the ePortfolio components looks like this:



Submission of Portfolio Items

You will build and submit your ePortfolio in a two-step process.

Step One. *Step one of the ePortfolio assignment is due on Friday March 3, 2017.* The following pieces of the ePortfolio should be complete and submitted as part of step one:

- The shell for your WordPress site should be built, with all pages in place
- Your ePortfolio introduction should be written (or videotaped / audio recorded) in *draft* form
- All required assignments submitted to date should be incorporated into the ePortfolio: Reflective Statement #1 and the Flex Assignment)
- 2 – 3 pieces of student selected evidence should be incorporated into the ePortfolio, with reflective narrative. This may not be the pieces of evidence that you use in your final portfolio, but we need to see that you are collecting and reflecting on your learning throughout the course.

Step one of the ePortfolio submission should also include any questions or concerns that you have about the ePortfolio assignment moving forward. Students will be required to provide a brief presentation to the class of their ePortfolio development at this point.

Step Two. *Step two of the ePortfolio assignment is due on Monday April 17, 2017.* By this date, the ePortfolio should be complete, with all pieces in their final drafts and all elements of the ePortfolio included in the WordPress site. The completed ePortfolio will include:

- A completed and populated Wordpress site
- ePortfolio introduction
- All required assignments: Reflective Statement #1, the Flex Assignment (Structured Controversy written reflection), Reflective Statement #2, group presentation self-evaluation
- *Two to three* pieces of student selected evidence
- Reflective narrative that connects the ePortfolio items together, including an action plan for how you will move forward with your learning.

Consultation on Portfolio Progress:

You will have an opportunity to consult one-to-one with your instructor about your progress with the ePortfolio assignment. Two separate blocks of office hours for this purpose will be scheduled throughout the term.

Students are required to sign up in advance for at least one of these sessions.

Grading Rubric:

Assessment of your ePortfolio will be based on a combination of criteria that measure the ***quality of the portfolio*** and to what degree you have ***demonstrated achievement of the learning outcomes*** for the course. The ePortfolio is a replacement for the final exam in UNIV 201, and will be worth 30% of your final course grade.

Criterion Each /10	Item Score: 1 – 3	Item Score: 4 – 5	Item Score: 6 – 7	Item Score: 8 - 10
Quality of ePortfolio construction	ePortfolio is not well organized; components of ePortfolio (collect, select, reflect, connect) are not evident or not described; content is incomplete; ideas are not clearly communicated	ePortfolio is moderately well organized; components of ePortfolio (collect, select, reflect, connect) are somewhat evident and described in places; content is somewhat complete; ideas are communicated clearly in places	Good ePortfolio organization; components of ePortfolio (collect, select, reflect, connect) are mostly evident and clearly described; content is almost all complete; ideas are communicated clearly	ePortfolio organization is excellent; all components of ePortfolio (collect, select, reflect, connect) are evident and clearly described; content is complete; ideas are communicated clearly and concisely
Inquiry-based learning	No evidence of a personal line of inquiry; little or no exploration of the perceived issues associated with the global challenge; little or no demonstration of information literacy; does not provide ideas or solutions	Limited evidence of a personal line of inquiry; limited exploration of the perceived issues associated with the global challenge; limited demonstration of information literacy; provides limited ideas and solutions	Adequate evidence of a personal line of inquiry; emerging exploration of the perceived issues associated with the global challenge; good demonstration of information literacy; provides some ideas and solutions	Comprehensive evidence of a personal line of inquiry; thorough exploration of the perceived issues associated with the global challenge; excellent demonstration of information literacy; provides unique ideas and solutions
Integration of Learning	Little or no synthesis of evidence, few or no connections between portfolio items; connections between student-selected evidence and course content are not clear	Limited synthesis of evidence; limited connections between portfolio items; connections between student-selected evidence and course content are somewhat clear	Effective synthesis of evidence; connections between portfolio items are clear; connections between student-selected evidence and course content is mostly clear	Exemplary synthesis of evidence; connections between portfolio items are clear and are extended to course learning outcomes; connections between student-selected evidence and course content are clear
Critical examination of evidence	Evidence is not from credible or appropriate sources; does not view the global challenge and learning from multiple perspectives; narrative does not critically comment on evidence; little or no self-reflection	Some evidence is from credible or appropriate sources; views the global challenge from one or two perspectives; narrative provides limited critical commentary on evidence; limited self-reflection	Adequate amount of evidence is from credible or appropriate sources; views the global challenge from several perspectives; narrative provides adequate commentary on evidence; self-reflection is evident in places	All evidence is from credible or appropriate sources; views the global challenge from many perspectives; narrative provides comprehensive commentary on evidence; self-reflection is evident throughout
Discretionary	Low quality of writing/video/audio; little to no creativity demonstrated; did not meet assignment expectations	Moderate quality of writing/video/audio; limited creativity demonstrated; minimally met assignment expectations	Good quality of writing/video/audio; some creativity demonstrated; meets assignment expectations	Excellent quality of writing/video/audio; creativity is demonstrated throughout the portfolio; exceeds assignment expectations