Portfolio Types

- Assessment – Show mastery of student learning outcomes or competencies for assessment purposes within a degree program or for a Gen Ed requirement

- Course – Connect concepts, reflect, provide feedback, and integrate experiences across a course

- Integrative – Provide examples of student work over time, for example, across a major, minor, or degree program

- Professional/Showcase – Share skills, competencies, or experiences with professional colleagues or prospective employers

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Assessment Portfolios

Used to evaluate student learning outcomes or competencies for a degree program.

Assessment Example

Portland State University requires creation of a portfolio for its gen ed program
- [Video explaining portfolios and using PebblePad to students](#)

These are **assessment** portfolios because they track gen ed outcomes such as "critical thinking and inquiry," "diversity of student experience," and "ethics and social responsibility." Students must attach assignments they have submitted.

Course

Used in a single course for students to connect concepts, reflect, provide feedback, and integrate experiences.

Course Example

- Students at UF create course portfolios for WIS 6934 Wildlife Tracks and Sign

This is a course portfolio because it includes content required for a single course. Canvas portfolios are not public, so we have included a screenshot of one entry.

Track 1 - Alligator

Click here to Download Track1_Shikari_Cooke-1.pdf

- Who (The Question of Identification)
  - I see five toes registering in relatively deep mud. I cannot see distinct claw marks, but the toes long and pointed. Four of the toes point mostly forward and one points backward. Webbing can also be seen between the toes. Based on these characteristics, I believe this track belongs to a crocodilian. Five toes are present, toe 3 is the longest, and toe 5 points away from the other toes (I agree that it is the toe just above my thumb), so this is a front right foot. Based on the habitat that it was found in - mud adjacent to freshwater marsh in the Everglades - I believe that this track belongs to an alligator rather than a crocodile.
- What (The Question of Interpretation)
  - This animal was likely walking, and came out of the marsh to bask on higher ground on the edge of the levee, where this track was left, and then crossed back into the marsh.
- When (The Question of Aging)
  - This track was relatively fresh (within the last 12-24 hours)- it is in soft mud and the edges are still crisp. There is no major debris in the prints, but all of the little pieces of grass that were pushed down when the animal stepped on them have popped back up. The animal (likely the same one that made these tracks) was observed not far from the track.
- Why (The Question of Ecology)
  - The alligator likely came up onto higher ground to bask. There was no evidence of a predation event, and though it was a warm morning, alligators can frequently be seen absorbing heat from the sun by basking before going back into the cooler waters of the marsh and/or their alligator hole.
- Where (The Question of Trailing)
  - The animal was about 55 feet from where these tracks were made, basking in another area. However, alligators tend to occupy the same area for long periods of time, so this animal probably resides nearby.
- How (The Question of Empathy)
  - The animal seemed content. There was no sign of struggle or panic, meaning it was likely not confronted by another animal or human, and there was no sign of a predation event, meaning it is probably not hungry. It also did not feel at all disturbed by our presence, while examining it's footprints. Though it kept a close eye on us, it did not show signs that it wanted to flee.

Course Example

- Course Portfolio: Student at Stanford created as a "get to know your classmates" exercise
- Tool used: Pathbrite

This is a course portfolio because it includes content required for a single course. You can click each item to read the student's reflection or reasoning for including it. If used with the Canvas LTI the student would be able to create this content from within a Canvas window or pop out.

Integrative Portfolios

Portfolio developed by student across an entire major, minor, or program (not necessarily connected to outcomes).

Integrative Example

Undergrads build a portfolio as part of their <u>Hallmarks Program</u> at Philadelphia University.

- Tool used: Pathbrite

This is an **integrative*** portfolio because it spans the four years of undergraduate program and culminates in a capstone portfolio workshop course.

*Could also be considered assessment in that the evidence may be graded and outcomes tracked.

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Integrative Example

Ohio State requires creation of a portfolio for its gen ed Honors and Scholars program

- Template portfolio
- Student Example
- Explanation of program (They use a university instance of something like Wordpress, not a portfolio-specific tool)

This is an **integrative** portfolio because it includes artifacts throughout the degree program, requires annual student reflection. It also builds connections to student career goals and work experience.

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Professional/Showcase

Used to share skills, competencies, or experiences with professional colleagues or prospective employers.

Professional/Showcase Example

- Cal Poly Pomona student in Electrical and Computer Engineering example portfolio
  - Student example
  - Tool: Portfolium

This is a professional/showcase example because the Profile and Portfolio pages are focused on student accomplishments and job experience. The portfolio showcases projects, skills, and connections.

Other Tools

- Watermark/TaskStream: looked promising but would not discuss VPAT or show a demo without the assessment director
- PebblePad: maybe for professional or course portfolios
- Chalk and Wire: could also be useful for collaborative projects

Gaps

- Canvas Rubrics and Outcomes don't connect with any portfolios.
- Can't directly import assignments from Canvas into a portfolio.

Overall Assessment

	Software Application				
Criteria	**Pathbrite**	**Pebble Pad**	**Portfolium**	**TaskStream (Watermark)**	**Chalk and Wire**
Intuitive to Use	Y	N	Y	N	
Accessibility (ranking 1-5, 5 is lowest)	2	3	4	5	2
		(maybe higher, but can't see VPAT)			
Default setting for student work is private	Y	Y	N	Y	?
Comments may be designated public or private.	N	Y	N	N	?
Allows markup/drawing (in document/portfolio item)	Y	N	N	N	Y
Works with Canvas?	**Y**	**Y**	**Y**	**Y**	**Y**
It is possible to pull statistics on students in a degree program or college	Y	Y	N	Y	Y
Portfolio Types					
Assessment	Y	N	N	Y	Y
Integrative	Y	N	Maybe	Y	N**
Professional/Showcase	Y	Y	Y	?*	Y
Course	Y	Y	N	?*	N
	*TaskStream was not cooperative				
	**Non-admins cannot create rubrics				