

Assignment Template:

All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted:

PORTFOLIO

Learning Outcomes:

- KEEP GOOD RECORD of your coursework over the breadth of the semester;
- SELECT and ORGANIZE representative examples of your work (CURATION);
- DEMONSTRATE the progression of your learning by way of your curated portfolio;
- REFLECT on your work and your learning across the breadth of the semester;
- FIND, ASSESS and APPLY the insights of the critical field;
- ANALYSE your experiences, challenges and progress and derive *strategies to carry forward* into new learning experiences;
- NARRATE for your reader the “story” of your learning as demonstrated by the curated documents;
- REFRAAME your classwork as part of a narrative of progression and continuous learning;
- PRESENT your curated portfolio in a way that communicates who you are as a learner.

HELPFUL RESOURCES AND EXAMPLES:

Sample Portfolio Narrative: <http://blogs.unbc.ca/dicksonl/files/2019/01/English-491-Portfolio-Introductions-Matt-Powley.pdf>

[University of Chicago Center for Experiential Learning Learning Portfolio Resources](#)

Use the menu on the left of the page to find information about the rationale for learning portfolios, types of portfolios, and to access sample assignment descriptions and student portfolios.

[San Diego State University Reflective Learning Portfolios](#)

This document is intended for graduate students, but it gives a good rationale for the learning portfolio and includes lists of potential materials and ways of contextualizing them with regard to your learning story.

[Dublin City University Report on The Learning Portfolio](#)

This lengthy report looks at the underlying philosophy of the Learning Portfolio and assesses the effectiveness of portfolios for enhancing students' learning. A very interesting document and worth the time if you are interested in how assessments are designed.

[North Central College, Illinois Toolbox for Portfolios and Authentic Assessment Models](#)

A really useful toolbox with lots of well-organized information on types of portfolios, contents, assessment rubrics and more. **Highly recommended.**

INSTRUCTIONS:

The Learning Portfolio is a *Summative* document that articulates your journey from the beginning of the course to the end and provides an overall discussion of what you have learned, both about the subject material and your own learning. In this way, it is both *demonstrative* and *reflective* or *metacognitive*: it shows *what* you've learned and *how* you've learned.

As this is also a RESEARCH PROJECT, you are strongly advised to choose a *theme* or *focus* for your portfolio that will allow you to develop your thoughts along a particular critical line (See the sample portfolio linked above).

1. **KEEP** all of your assignments, notes, in-class work, feedback etc. (artifacts) so that you may evaluate your progress based on a rich collection of samples;
2. **SELECT** a *representative* sample of artifacts that clearly demonstrate your learning and the development of a critical line of inquiry. You may include, for example:
 - original versions of assignments and their revisions;
 - multiple iterations of an assignment (E.g. discussion questions) that demonstrate your increasing grasp of the material or the skills represented by the assignments;
 - a range of assignments that demonstrates your ability to transfer skills from one domain to another;
3. **ORGANIZE** your materials and **CHOOSE** an appropriate format for presentation;
4. **RESEARCH**: as this is a summative project, you will need to include secondary sources. These may be incorporated into the narration or may appear in other course materials. *Therefore*, if you choose the portfolio option, you will want to be judicious about finding effective places to expand your work to include reference to the critical field.
 - E.g. you may include a revision of a discussion question that includes greater focus on a particular critic's insight, or frame an assignment by looking at how a source found later on in the semester would have changed or augmented your thinking at that early stage.

Secondary sources include those that are relevant to the subject matter of the course and those that are relevant to metacognition (articles about reflection, building portfolios etc.);

5. **NARRATE** your curated materials. Include:

- An introductory section that explains the broad strokes of the story you want the materials to tell about your learning and that contextualizes the materials that follow;
 - Discussion of each set or individual artifact that explains what the artifact(s) demonstrate about your knowledge and progression as a learner. Make your reader see what you see in these artifacts;
 - A summing section that discusses what you will be able to carry forward as a learner into new contexts;
6. As this document is intended to represent *you* and *your sense of your learning*, you may format it any way you like so long as the elements described above are included. Be sure that the presentation of the portfolio, however, is clear to someone who is *not in your head*;
 7. You are **strongly encouraged** to consult with the instructor early in the term and to check in as you go to discuss the development of the portfolio.

YOU WILL HAND IN FOR GRADE:

1. The assignment template from the top of this document as the first page of the Reading Journal;
2. The portfolio, including artifacts and supporting narrative;
3. A Works Cited page in proper MLA format;
4. All documents must be handed in in HARD-COPY.

ASSESSMENT:

- Concision, clear language, appropriate format, paragraph and sentence structure appropriate to the chosen format;
- Tidiness, care for presentation;
- Accurate MLA citation and documentation;
- Detailed references to the texts;
- Evidence of application of ideas, conceptual tools, definitions etc. to the texts;
- Evidence of reflection on the learning process;
- Clear and insightful narration and contextualization of all materials;
- Evidence of the consideration and application of feedback;
- Integration of initial responses, classroom experience, supplementary or secondary sources;
- Evidence of sustained engagement across the semester;
- Evidence of intellectual commitment and curiosity.