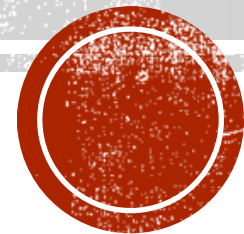


#2 FOLIO THINKING

Rethinking Teaching:
Spring 2017 ePortfolio Development Community Sampler



PORTFOLIOS @ CAPU: THURS, MAY 11

1) What We Talk About When We Talk About Portfolios (9-9:50 am)

- a) Presenters: Aurelea (Project Lead), Cyri (BUS), Maureen (WGST), and Alison (< ? >)
- b) Primary Objective: What Are Portfolios, Why Adopt Folios, Faculty Insights, and Resources @ CapU and beyond

2) Folio Thinking / Rethinking Teaching (10 - 10:50 am)

- a) Presenters: Aurelea (Project Lead), Sheila + Vicky (ENGL 100), Jules (HCA 102), Maureen (WGST 222), and Sandra (AHIS 430)
- b) Primary Objective: Share the results of the Spring 2017 ePortfolio Development Community course redesigns.

3) Portfolios in Action (11-11:50am)

- a) Presenters: Aurelea (Project Lead), Megan (LBSA), Livleen (BBA), Radovan (CMNS), Faith (ECCE), and Janet (PSYC)
- b) Primary Objective: Share early examples of CapU portfolios.



#2 FOLIO THINKING

- **What is an ePortfolio?**

A purposeful collection of information and digital artifacts or assets that demonstrates development, skills or competencies.

The process of producing an ePortfolio typically involves the active synthesis of ideas, reflections on achievements, self-awareness, and forward planning with the potential for educational, developmental, personal, professional, and related benefits.

- **What is folio thinking?**

The provision of structured opportunities for students to create learning portfolios and reflect on learning experiences emphasizing integration, synthesis, and self-understanding.



#2 FOLIO THINKING

2017 ePortfolio Development Community

Participants

- Maureen Bracewell – Anthropology
- Alison Hale – Education and Employment Access
- Cyri Jones – Business
- Aurelea Mahood –Project Lead
- Kathy Moscrip – Education and Employment Access
- Sheila M. Ross – English
- Vicky Ross – English
- Sandra Seekins – Art History
- Jules Smith – Health Care Assistance
- Lori Walker – Communication Studies
- Becky Wayte – Adult Basic Education



#2 FOLIO THINKING

The Process

- a) Regular meetings throughout Spring term, including 2 full-day workshops.
- b) Modeled on SFU's Rethinking Teaching modules supplemented w/ readings + examples designed to support incorporation of "folio thinking": Content, Outcomes, Assessment, and Teaching Strategies.
- c) Read, redesign, share, revise, repeat.
- d) End result: 8 more CapU courses that have portfolios wired into them – e.g. learning outcomes, assignments, etc.
- e) All 8 courses are scheduled to be delivered during the 2017/18 academic year.



#2 FOLIO THINKING

Tips from our Feb 2017 workshop with Tracy Penny Light

- Introduce the ePortfolio Early
- Communicate Expectations
- Give 'em Grades
- Provide feedback early & often (peer & instructor)
- Disciplinary Context
- Meaning Making (making connections)
- ePortfolio vs. Other Activities



#2 FOLIO THINKING

- a) Course number and title
- b) Why this course?
- c) How has the course changed, or how have portfolios been integrated into the course?
- d) When will the course be offered?



#2 FOLIO THINKING

Resources + Supports

- Capilano University ePortfolios
eportfolios.capilanou.ca > See Faculty Resources for suggested readings and web-based resources.
- 2017/18 Peer Mentors
Positions are in the process of being approved for posting.
- 2017/18 Folio Thinking CLC
Contact us if you would like to join this monthly discussion group, which will continue in September 2017.
- 2018 ePortfolio Development Community
Application deadline: 15 June 2017. To apply, go to Frontlines > Administration > VP, Academic and Provost > ePortfolios > ePortfolio Development Community
eportfolios.capilanou.ca/devcomm > Access to readings and resources.



#2 FOLIO THINKING

ENGLISH 100 – Learning Outcomes

Upon successful completion of this course, students will be able to:

- write fluently and grammatically in a range of academic forms and genres;
- read actively and closely through annotating, elaborating, reflecting and questioning;
- summarize, paraphrase, and quote sources in written and oral form;
- analyze, and synthesize at the first-year university level;
- construct well-reasoned arguments employing effective rhetorical strategies in writing and in group discussions;
- explain the significance of global and local cultural issues raised in literary texts and other media;
- demonstrate information literacy skills following a library-based introduction to university-level research methods;
- document source material using professional styles such as MLA and APA;
- apply techniques for revising and editing;
- produce a foundational e-portfolio. □

