About the Learning Portfolio Program
The learning portfolio (ePortfolio) is a digital collection of student work, reflections and educational experiences assembled in a structured, online format customized by the student and can be shared with faculty, staff, advisors, and peers. Learning portfolios assist students in critical reflection and the integration of learning across academic disciplines and co-curricular experiences. The official learning portfolio platform of Loyola University Chicago is Taskstream-TK20. All students, faculty, and staff have access.

Learning Portfolio Program Learning Outcomes:
As a result of developing a learning portfolio, students will be able to:

1. Integrate learning across disciplines with curricular and co-curricular experiences
2. Synthesize out-of-classroom and in-classroom learning experiences through reflection
3. Demonstrate critical reflection on Loyola’s mission through knowledge, skills, and values
4. Demonstrate critical reflection upon intellectual, personal, professional, and civic learning within the context of the Loyola Experience (Community, Commitment, Engagement, and Create Your Future)
5. Identify personal development and growth through reflection on knowledge, skills, and values

Learning Portfolio Pedagogy and Support
The following are some of the resources available to you in the integration of learning portfolios into your course:

· One-on-one curriculum consultations with Learning Portfolio Program Manager
· One-on-one undergraduate Peer Mentor assistance for your students in the creation and process of the learning portfolio
· Learning Portfolio presentation conducted by an undergraduate Peer Mentor tailored to your class on the purpose of learning portfolios and how to use Taskstream-TK20
· Taskstream-TK20 customer service for you and your students

Learning Portfolio Recommended Syllabus Insert
As a part of this course, you will be using learning portfolios to document your learning, growth, and make connections between course content and beyond-the-classroom experiences. You will be integrating your learning through critically reflective assignments and teaching methods to create new understanding of material and deepen your learning experiences that will be visually displayed on your learning portfolio. As you will be submitting your portfolio for assignment(s), you are encouraged to seek outside feedback from peers, other instructors, and advisors on content and structure of your work to deeper engage in learning. The official learning portfolio platform of Loyola University Chicago is Taskstream-TK20 with login information found on eportfolio.luc.edu.
WHY USE LEARNING PORTFOLIO PEDAGOGY IN MY COURSE?

MAKE LEARNING VISIBLE.
ENGAGE WITH STUDENTS TO MAKE THEIR LEARNING TANGIBLE.

CONNECT COURSE CONCEPTS.

ASSIST STUDENTS WITH INTEGRATING THEIR LEARNING BETWEEN COURSE CONCEPTS, PRIOR KNOWLEDGE, AND LIVED EXPERIENCES.

ASSESS LEARNING
ASSESS STUDENT LEARNING OUTCOMES AND COURSE EFFECTIVENESS.
Types of Learning Portfolios
It is important to consider what type(s) of learning portfolios you wish to use in your course or program. The various types of portfolios may also overlap in function. For instance, integrative portfolios can also be assessment portfolios.

Course Portfolio: Used as a process for students to critically reflect across the course. Includes a collection of academic assignments, reflections, multimedia, and feedback.

Integrative Portfolio: (e.g. capstone portfolio or major/minor portfolio) Used to draw connections between academic coursework, prior knowledge, and co-curricular experiences. Includes a collection of coursework across disciplines and co-curricular involvements.

Assessment Portfolio: Used by instructors to evaluate student learning outcomes, competencies, or skills as defined by a program’s standards and/or outcomes. Students upload artifacts that demonstrate attainment of the aforementioned areas.

Professional/Showcase Portfolio: Used for students to share skills, competencies, or experiences with professional colleagues or prospective employers. Students use the portfolio to track professional growth and make meaning of professional experiences over time.

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LEARNING PORTFOLIO FACULTY DEVELOPMENT: A THREE PRONG APPROACH

RESEARCH. THE WHAT AND WHY

CURRICULUM DEVELOPMENT. LEARNING OUTCOMES BACKWARDS DESIGN CRITICAL REFLECTION ASSIGNMENT CURATION ASSESSMENT

EXAMPLES. LUC PORTFOLIO EXAMPLES
LEARNING PORTFOLIO FACULTY DEVELOPMENT: PRONG ONE

RESEARCH.
THE WHAT AND WHY
Catalyst for Learning Research

ePortfolio's are considered a high impact practice when they "appear to engage students at levels that elevate their performance across multiple engagement and desired outcomes measures such as persistence" (Kuh, 2008).

ePortfolio practice done well advances student success.
There is a correlation between student ePortfolio usage with higher levels of pass rates, GPA, and retention.

- Rutgers University began using ePortfolios for students to develop a clear sense of self in a first-year seminar. The average course grade was a B+ compared to a B pre-ePortfolio integration.
- Pace University's overall 2011 retention for non-ePortfolio users was 73.5% compared to 87.1% of ePortfolio users.
- LaGuardia Community College reported that students who built an ePortfolio were substantially more likely to return the following semester than those who did not.
- Bowling Green State University students who built ePortfolios demonstrated higher GPA's, credit accumulation, and retention rates than control groups.

Making student learning visible, ePortfolio practice done well supports reflection, integration, and deep learning.
According to the C2L Core Survey:

- About 80% of students responded that an ePortfolio-enhanced course emphasized synthesizing and organizing ideas, information, or experiences in new ways.
- Almost 70% of students stated that building an ePortfolio helped them make connections between ideas.
- 90% of students with high levels of instructor feedback agreed with the statement that "Using ePortfolio has allowed me to be more aware of my growth and development as a learner" compared to 51.3% who had low levels of instructor feedback.
- 93% of students with high levels of ePortfolio peer interaction said that their ePortfolio-enhanced course contributed to their knowledge, skills, and personal development in understanding self compared to 57.9% of those with a low degree of peer interaction.

ePortfolio practice done well catalyzes learning-centered institutional change.
- Focus is placed on student learning and prompts connection across departments and divisions
- Guides the framework for universities and colleges as learning organizations
- Focus on student's holistic experience within the curriculum and co-curriculum
- Connects ePortfolio to outcomes assessment that can infuse university growth


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Significant Components of a Learning Portfolio

**Deep learning made visible** - Learning portfolios support deep learning through the integration of knowledge and experiences as a result of critical reflection. It makes learning visible through a digital platform that can be shared with faculty, staff, and peers to make learning more multi-dimensional, social, and active.

**Integrate Learning** - Making connections between diverse learning experiences, academic and lived curricula, and applying learning across disciplines, lends learning portfolios to serve as a transformative educational practice.

**Critical Reflection** - Critical reflection connects experiences across disciplines, courses, and semesters with co-curricular and lived experiences through purposefully powerful questions, assignments, and curriculum design. Critical reflection deepens the learning experience allowing students to look back on their past and proceed in action for their future.

**Self-authorship** - Students can develop a strong inner voice and sense of purpose as learners through the development of a learning portfolio. It strengthens the students’ sense of agency and being able to articulate and find their personal and academic calling.

**Collective Inquiry** - Learning Portfolios create a shared space for students and faculty to learn from and with each other.

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Learning Portfolio Framework

The Catalyst Framework for Learning Portfolio’s (see below) provides a visual representation of a theory to practice model on the integration of learning portfolios within institutions, courses, and programs.

The framework identifies five interlocking sectors around the Learning Core, and is guided by three Design Principles: inquiry, reflection, and integration (IRI). These principles lead to student learning and growth.

- **Inquiry**: investigating, asking questions, grappling with ambiguity, cultivating habits of mind
- **Reflection**: analyzing experience, identifying patterns, creating meaning, deepening learning
- **Integration**: making connections, linking learning, applying/transfering knowledge across domains

Loyola’s Learning Portfolio Program uses this framework to guide faculty development, pedagogical approaches, and assessing student learning to design a program that is a high impact practice.

For more information on the ePortfolio research-based model, visit the Catalyst for Learning site at, http://c2l.mcnrc.org/oa/.
LEARNING PORTFOLIO FACULTY DEVELOPMENT: TIER TWO

CURRICULUM DESIGN.

INTEGRATED COURSE DESIGN
LEARNING OUTCOMES
CRITICAL REFLECTION
ASSIGNMENT CURATION
ASSESSMENT
Best Practices for Learning Portfolio Curriculum Integration

1. Curriculum must be designed to be integrative and provide connective tissue to course assignments or across semesters and co-curricular experiences for students to connect prior knowledge within a learning portfolio.

2. Start backwards in the integration of learning portfolios into your course. First ask what do you want students to get out of your course? Then, revisit your courses’ learning outcomes and assessment plan. Plan how learning portfolios can integrate into the curriculum to provide deeper meaning to the learning outcomes and assist in the assessment of the course through curriculum backwards design.

3. Learning Portfolios are a high impact practice when purposeful critically reflective questions are embedded using frameworks such as the DEAL Model (Clayton, 2013) or Carol Rodgers’ Reflective Cycle (2002).

4. Create a curriculum map for your course aligning assignments (learning artifacts) with learning outcomes. Indicate how learning portfolios fit into the curriculum design.

5. Utilize different formats for student assignment submission to reflect various learning styles and enhance creativity. For instance, students could submit a paper, video, poem, podcast, or other form of multimedia for the same assignment.

6. Timely feedback to students on their learning portfolios allows students to make deeper connections in their learning and continue to cultivate their sense of self-authorship as a learner.

7. Connect with other faculty who use learning portfolios on what you learned and how to better enhance student learning using learning portfolios.

8. Create a culture that supports courses or programs as learning organizations knowing learning is messy and multilayered in order to be transformative.

9. Showcase your students' learning portfolios within class sessions, presentations, department website (student permitted), or the Undergraduate Research and Engagement Symposium held during the Weekend of Excellence.
Integrated Course Design
Dr. Fink's Integrated Course Design model focuses on best practice in designing a course that provides connective tissue

INITIAL DESIGN PHASE: Build Strong Primary Components
Step 1. Identify important situational factors
Step 2. Identify important learning goals
Step 3. Formulate appropriate feedback and assessment procedures
Step 4. Select effective teaching/learning activities
Step 5. Make sure the primary components are integrated

INTERMEDIATE DESIGN PHASE: Assemble the Components into a Coherent Whole
Step 6. Create a thematic structure for the course
Step 7. Select or create an instructional strategy
Step 8. Integrate the course structure and the instructional strategy to create an overall scheme of learning activities

FINAL DESIGN PHASE: Finish Important Remaining Tasks
Step 9. Develop the grading system
Step 10. De-Bug possible problems
Step 11. Write the course syllabus
Step 12. Plan an evaluation of the course and of your teaching

Learning Goals
Learning outcomes guide course content, assignments, and overall assessment measures. It's important to revisit learning outcomes in the integration of learning portfolios into the curriculum to maximize course integration, assignment design, teaching effectiveness.

- What are your courses' learning outcomes?
- What do you want students to get out of your course?
- What concepts have you identified that you want your students to retain years from now? Use Fink's (2003) Taxonomy of Significant Learning to identify concepts from each area.

How can learning portfolios enhance your learning goals within your course?

A TAXONOMY OF SIGNIFICANT LEARNING

Fink, 2003.
DEAL MODEL for Critical Reflection: Describe, Examine, and Articulate Learning

Intentional and robust assignments and critical reflections are the anchor for student’s creating dynamic learning portfolios. Here is an example of a critically reflective assignment using Dr. Patti Clayton's DEAL Model for critical reflection.

Learning Goal Example: Students will be able to connect their service-learning experience to their core and major curriculum.

Describe the Experience (objectively)
- When and where did the service-learning experience take place?
- Who was at your service-learning experience? Who wasn’t there?
- What did I do? What did others do?
- What actions took place? What did we communicate?
- What emotions, verbal, or non-verbal actions took place?
- What was said? What was not said?

Examine the Experience
- Brainstorm all the ways that the service-learning experience connects with your major and core curriculum.
- What course concepts can/did you apply from your major and core to your service-learning experience?
- What are examples of how your peers have used their major and core curriculum learning in their service-learning experience?
- What are the results of applying what you learned in class to your service-learning experience? How might the results have been different had no application been used?
- What are the similarities and differences of your major course content with the content learned in your service-learning course?
- What conditions made the course content effective in your service-learning course?

Articulate Learning [about connecting major/course curriculum with service-learning experience]
- “I learned that...”
  - Provides an important basis of learning not just stating what happened in the experience
  - Provide a clear explanation of the concepts in question
  - Explain enhanced understanding of the concepts as a result of reflection
- “I learned this when...”
  - Connect the learning to specific activities that gave light to understanding
- “This learning matters because...”
  - Consider how this learning has value in both in light of the experience and in broader terms to make connections to other scenarios
- “In light of this learning...”
  - Set specific and assessable goals
  - Form connections back to the original learning goal

Adapted from PHC Ventures, 2016., www.curricularengagement.com
Assessing Student Learning

The following questions can be considered in reviewing your courses' assessment plan.

- How do you currently assess your courses' learning goals?
- Who are your stakeholders? Who is interested in seeing what information is collected?
- Is feedback being given on all learning goals?
- Are students given opportunities to self-assess their learning?
- How are institutional- and program-level learning outcomes operationalized into actual activities and assignments that students will complete and upload into their ePortfolios? How can reflection and self-assessment be scaffolded to support these activities?
- How can/are rubrics designed and used to accurately represent the learning outcomes and effectively communicate their meaning to students as well as external stakeholders?

How can learning portfolios be used to assess your courses' learning outcomes, effectiveness, and capture student learning?

Assessment

Learning Portfolio In-class and Out-of-class Activity Ideas
The learning portfolio activities compliment the course learning outcomes and create a space for collaborative learning and critical reflection.

Have Students Develop Learning Goals: Ask students to develop learning goals related to your course, academic program, or other framework. Have students post on their learning portfolios and share with a peer in-class. Instruct students to compare their learning goals with the learning outcomes of the course and note any similarities or differences. Throughout the semester, take time in-class for students to revisit their goals and document in their learning portfolio how they are doing in reaching each one. Have them upload learning artifacts as representation of how they are meeting their goals. Incorporate instructor and peer feedback throughout the process.

Create a Course Website: Design your class on a website or use Sakai for students to easily access course presentations, assignments, and activities. Upload different worksheets and in-class activities on the website that will require your students to download, interact with, and then post on their learning portfolio. This will allow for further course integration on course concepts using a learning portfolio as a process to document and reflect on learning supported by learning artifacts.

Document learning (Journaling): Have students respond to a reflection prompt either in-class or out-of-class on their learning portfolio. It is recommended to have a tab specifically for these types of reflections if you do them continuously throughout the semester. Then, have students discuss their responses in small groups. Sharing reflections can assist students in seeing other's perspectives and helps them move beyond regurgitation of conceptual information.

KWL Reflection: At the start of class, have your students list all the things they know (K) on their learning portfolio on the topic of the day's lesson. Then, ask them to record what they want to know (W). Refer back to this throughout the class. At the end of class, ask students to write about what they learned (L) on their learning portfolio. Students can be able to go back to see what they learned and you can use this as a way to assess learning goals.

Reflection Assessments: Modify the 1-minute paper reflection to be incorporated on a learning portfolio at the end of designated class sessions. Create a prompt related to that day's lesson you would like to assess or check for student learning and understanding. You can review the responses to gain a better understanding of what your student's have learned and also allow for your students to have a deposit of short reflections they can look back on to recall their learning.
Learning Portfolio In-class and Out-of-class Activity Ideas (continued)

**Group Presentations:** In groups, have students create a presentation explaining a course concept. Have all members of the group insert the presentation materials on their learning portfolios (e.g. through a powerpoint, prezi link, video, reflection, etc.) Have groups present from their learning portfolio and allow peers to give feedback. After group presentations, provide reflection prompts lending themselves to what the student learned, presentation skills, and incorporation of peer feedback. Have students post individual reflectuibs on their learning portfolios.

**Research Paper (Can also be modified to include Labs):** Have students document their learning and drafts of a research paper on their learning portfolio. Ask them to incorporate their research question(s), bibliography with sources attached or linked, outline of the paper, drafts of the paper, and final paper to track progress and scaffolding. After the research paper is submitted, have students submit a reflection on the research paper process linking course content with research and writing skills and how both conceptual understanding and skill have evolved over time.

**Learning Portfolio Think- Pair-Swap-Share:** Design an activity, lesson, reflection, or project on the learning portfolio for students to complete. Have them share their physical learning portfolio and reflection with a peer in-class. Then, swap partners and have the students share with someone new. After several swaps, discuss what was learned and the perspectives gained from sharing and receiving feedback.

**One-on-one Meetings:** During scheduled or drop-in meetings with your students, pull up their learning portfolio and discuss their learning in the course, concepts that are sticking or particularly challenging, and how they are integrating other course concepts in class. Use the learning portfolio as a process to discern and discuss various topics.

**Learning Portfolio Peer Review:** After posting a reflection or learning artifact on a learning portfolio, allow students to either in-class or out-of-class provide feedback to their peers. Provide structure and prompts for students to understand how to give quality feedback. This will allow for deep learning and the opportunity for students to learn from different perspectives.

**Learning Portfolio Showcase:** At the end of the semester, have students present their learning portfolio and what they have learned in the class throughout the semester as a final capstone project. Design the assignment to scaffold students' integration of course concepts, other interdisciplinary coursework, and co-curricular experiences.
LEARNING PORTFOLIO FACULTY DEVELOPMENT: TIER THREE

EXAMPLES.

LUC PORTFOLIO EXAMPLES
LEARNING PORTFOLIO EXAMPLES

EXPL 292: International Service-Learning Learning Portfolio

PERU TRIP 2016 - CONNOR STEVENSON

Reflection B

This reflection responds to Keith Martin’s, “Starfish” and Ivan Illich’s, “To Hell With Good Intentions.” Similarly as we read for our first reflection, these two articles discuss the continued difficulty of service. Both of these articles talk about rushing into service without background insight, leaves us vulnerable and ultimately we may be worse off by not serving at all.

Reflection B by Connor Stevenson

Student has the ability to customize the “tabs” of the portfolio. The physical design of a learning portfolio is a key part of the learning process to make learning visible to both the student and instructor.

Student has effectively “curated” their work by providing a description of the learning artifact AND how it builds or connects to other learning experience (e.g. assignments, lessons, etc.).

Student has embedded a learning artifact (paper) into their portfolio.
LEARNING PORTFOLIO EXAMPLES

EXPL 390: Social Justice Internship Learning Portfolio

Home - Additional evidence of growth

Additional evidence of growth

In looking at what this program has meant to me, especially in terms of growth in my understanding of social justice in my community, I thought it to be imperative that I include examples of social justice I partake in outside of the SJ program. Social justice is not just something we learn about, but can it be something that exists only in one community, one realm of life. To be important and a viable force, social justice efforts have to be present in all areas where people exist, and conversations about justice need to be had at all levels.

Below are some examples of work I have done over the past year that could pertain to this program, in that they look at issues of inequity, unequal access, and injustices, just as we have been doing in the SJ program all year round.

Final Survival Hospitality Poster by Katey Lamto on Scribd

Through my anthropology capstone, my partner Keenan Plate and I conducted ethnographic research surrounding homeless access to resources in the city of Chicago. We were interested in this project because we both have relationships with people experiencing homelessness who have in the past talked about the hardships they face when trying to find or access resources, such as shelter, that are meant to be used by people in situations like their own.

This is the poster that describes our research, methods, and findings. Through this research, we plan to put together a comprehensive asset map of resources specifically targeted at low-income people across the city of Chicago. This information stored in the asset map will be made accessible to the public via the ArcGIS website, and potentially a smartphone app. We also will be using our research as a way to sell the idea for a physical, poster-sized booklet that would be made freely accessible at public buildings, shelters, and other service agencies for people without stable internet access to also have information about services they can use.

http://loyola.maps.arcgis.com/home/webmapviewer.html?webmap=8d7baadd50f4a2835444ab3d99c07

Student added an "About Me" section to the learning portfolio to customize.

Student connected major course content with the Social Justice Internship class and experience.

Learning artifact (poster) represents interdisciplinary learning within other class material and experiential learning.
Leadership Minor Assessment DRF (Direct Response Folio) Portfolio Example

Each course in the minor has been loaded in the DRF. The course is broken down by "topics" of the week.

Instructors can also choose to design an academic program based off of competencies, learning outcomes, or other artifacts that need to be submitted and assessed.

Co-curricular opportunities, such as the Leadership and Service Learning Community, can also be embedded in the DRF.

Students have access to all prior and future work in the minor.

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Leadership Minor Assessment DRF (Direct Response Folio) Portfolio Example (Continued)

Students can submit attachments, multimedia, videos, and other formats that can be used for assessment.

Readings and assignments can be embedded in each week or "topic" of the course. Note articles for the week's class are uploaded as attachments.

Assessment portfolios CAN be turned into learning portfolios. Discuss with the Learning Portfolio Program Manager for more information.

Students have access to a downloadable rubric for each artifact.

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LEARNING PORTFOLIO PEDAGOGY
NEXT STEPS

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- One-on-one undergraduate Peer Mentor assistance for your students in the creation and process of the learning portfolio
- Learning Portfolio presentation conducted by an undergraduate Peer Mentor tailored to your class on the purpose of learning portfolios and how to use Taskstream-TK20
- Taskstream-TK20 technical customer service for you and your students

Learning Portfolio Pedagogy Articles and Publications
There are a variety of articles and publications on learning portfolio pedagogy. The following are recommended reads for further understanding and course integration:


