# TO PORTFOLIO OR NOT TO PORTFOLIO:
## Results from using ePortfolios in a Large Lecture GE class

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## Goal: replace "traditional" GE writing assignments with semester-long work using ePortfolio.

EES1: Natural Disasters and Earth Resources. As a B1 GE course, requires iterative writing assignments totaling at least 1,000 words.

ePortfolios were used in a way that allows traditional essay assignments with wider functionality. Same writing assignment as previous classes, with students showing wider range of creativity and improvement.
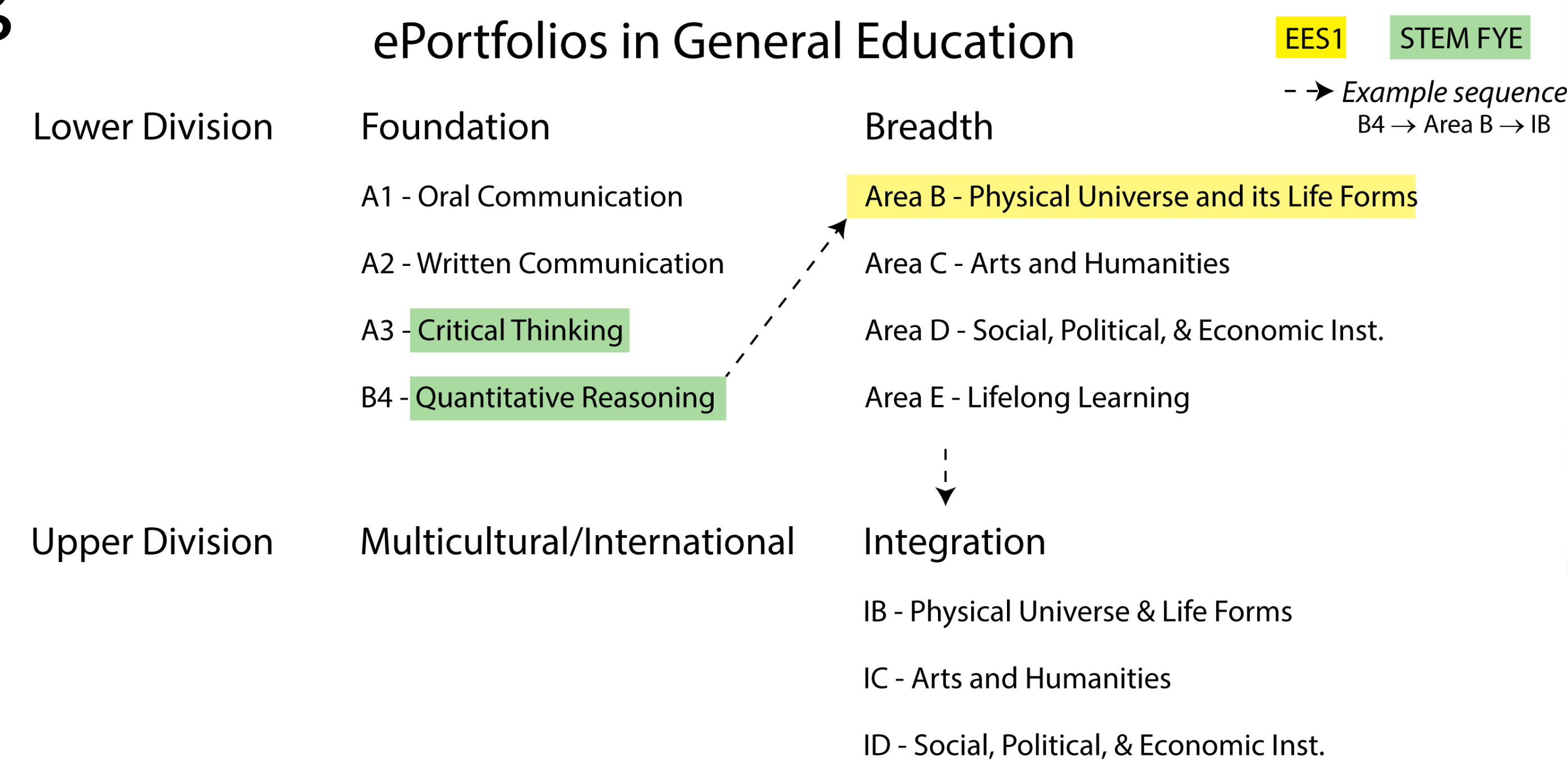
First assignment of "About Me" pages allowed me, for the first time, to put faces to the names of ~120 students.

Students engaged with course materials in a novel way. Instead of another paper they have a "My Space" like product that encompasses a wider range of content delivery (i.e., artifacts).

Grading was easier than I thought, allowing for a variety of feedback and evaluations: self, peer, and teacher.

I can see students building upon their foundational work by continuing to build upon their ePortfolios from previous classes. With more faculty on board, we can strategically craft assignments that challenge students to connect ideas between disciplines and classes (i.e., higher level of Bloom's Taxonomy and Critical Thinking).

## Huge Potential for Documenting Progress in GE and Majors

### ePortfolios in General Education

| | | | EES1 | STEM FYE |
|---|---|---|---|---|
| | | | – → Example sequence | |
| | | | B4 → Area B → IB | |

| Lower Division | Foundation | Breadth |
|---|---|---|
| | A1 - Oral Communication | Area B - Physical Universe and its Life Forms |
| | A2 - Written Communication | Area C - Arts and Humanities |
| | A3 - Critical Thinking | Area D - Social, Political, & Economic Inst. |
| | B4 - Quantitative Reasoning | Area E - Lifelong Learning |
| Upper Division | Multicultural/International | Integration |
| | | IB - Physical Universe & Life Forms |
| | | IC - Arts and Humanities |
| | | ID - Social, Political, & Economic Inst. |

Example of how ePortfolios can be interwoven into GE classes. Since writing in GE requires that these classes contain substantial writing assignments (except for B4), ePortfolio can be used as a "glue" that connects (and allows higher level assessment) of learning through a sequence of courses. For example, EES1's prerequisite of B4 can be used to create an ePortfolio assignment, where students in EES1 are asked to relate how their B4 class to what they are learning in EES1. This can then be followed up with a similar assignment in their IB class, which can be used to assess student progress and how our classes can be used to build upon one another. Additionally, since the writing in the lower and upper division GE courses are supposed to be ITERATIVE, such a sequencing automatically builds in iteration while also allowing for student reflection.

### Geology Major

| | Readily Implemented |
|---|---|
| | *Foreseeable Implementation |

| Requirements | | Electives |
|---|---|---|
| Lower Division | Upper Division | Pick Two: |
| EES 1 - Intro Geology | EES 100 - Analytical Methods | EES 105 - Geomorphology |
| EES 2 - Historical Geology | EES 101 - Petrology | EES 110 - Invertebrate Paleontology |
| EES 12- Mineralogy | EES 102 - Sedimentology | EES 122 - Stratigraphy |
| EES 30 - *Intro Field | EES 104 - Scientific Writing | |
| | EES 106 - Structure | Pick One: |
| | EES 107 - *Advanced Field | EES 114 - Engineering Geology |
| | EES 178 - Geostatistics | EES 117 - Hydrogeology |
| | | EES 118 - Applied Geophysics |
| | EES 199 - Undergraduate Thesis | EES 124 - Geochemistry |

Example showing how ePortfolio can be used to track student growth through sequenced major classes. Following EES1, students can build their ePortfolios with accomplishments from higher level classes. Examples include portfolio building with maps they make from EES30 and 170, Intro and Advanced Field. They can also include resumes and undergraduate proposals from EES104, which then often segues into work they will be doing for their senior thesis, EES199. Additionally, class projects and curricula that are already linked in Stratigraphy and Hydrogeology (EES 122 & 117) and Sedimentology and Geochemistry (EES 102 & 124) allows ready implementation of ePortfolios to track student progress and how students make sub-disciplinary connections across different major classes.

## Traditional Writing   ePortfolio



WWW.PHDCOMICS.COM

## Enables Coursework and Learning to be More Creative, Visual, and Inter-connected

http://www.fresnostate.edu/academics/eportfolio/

Allows iterative reflection and learning that interconnects GE and major courses.

Finished EES1 ePortfolio includes:
- "About Me"
- "My Major and EES1"
- "Me and Water"
- "New Questions"