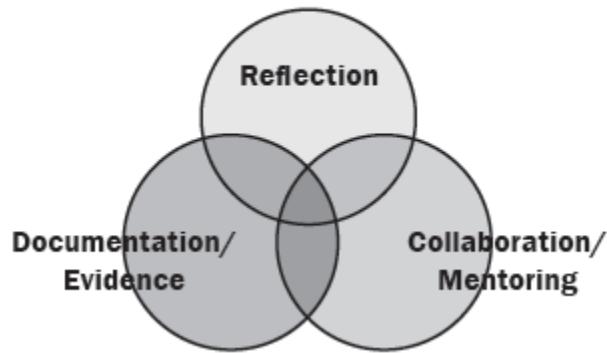


What is a learning portfolio?

A learning portfolio is an assessment and reflection tool used to comprehensively illustrate student learning through a collection of student work samples and some form of student reflection. It includes reflection, documentation or evidence of student learning, and collaborative discussion or mentoring (Zubizaretta, 2008).

Figure 1 • The Learning Portfolio Model.



The learning portfolio can be a hard copy, a website, or an electronic portfolio (E-portfolio).

There are two primary kinds of learning portfolios:

Product portfolios are summative assessments in which students select the best versions of their work in a course to showcase their learning. They are a “renewable” form of assessment because your students can use them later to show future employers their specific capabilities and experiences in the subject, a feature which is particularly appealing to professional schools (e.g., business, journalism, architecture and education).

Process portfolios document a student's growth across the semester. You can require students to turn them in several times during a semester, review updated contents, and return them to the student. The process portfolio can become a place where you have private, written "conversation" with students about their work and its progress.

Why are learning portfolios important?

Portfolios offer a deep and developmental look at student learning in which students themselves play an active role.

Portfolios capture deep learning across time.

Portfolios reconnect process and product and allow for a valuable integration of the course experience.

Portfolios can support collaboration, reflection, and discussion and help students connect more meaningfully with you, the content, and one another.

Portfolios are a renewable form of assessment that will allow them to *show* their work to potential employers.

Portfolios put responsibility for learning on the learner. By requiring your students to decide what exactly to include in their portfolios (within assigned requirements), each student must by necessity take ownership of his or her learning.

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]<https://facultyinnovate.utexas.edu/learning/metacognition/learning-portfolio>

How do create a learning portfolio?

As with other created response checks for learning, you want to be clear about what you expect students to include in the portfolio, what its purpose is, and how it will be assessed. As you develop your portfolio, ask the following:

Purpose: What is the purpose(s) of the portfolio?

Audience: Who is the audience for the portfolio?

Content: What samples of student work will be included?

Process: What processes (e.g., selection of work to be included, reflection on work, conferencing) will students engage in during portfolio development?

Management: How will I and my students manage time and materials?

Communication: How and when will the portfolio be shared with their audiences?

How do I evaluate a learning portfolio?

From simplest to most involved, here are a few ways you can evaluate portfolios:

Checklist: This format simply records the presence of required materials. It provides no feedback to students, and so is most appropriate when students have already received feedback on the components.

Rubric for the entire portfolio or each component: You can compose a rubric for each part of the portfolio and/or a comprehensive rubric for the portfolio itself. For more information on rubrics see [LINK TO RUBRICS PAGE]

Where can I learn more?

Michigan State University has a rich collection of resources, including samples, at

<http://fod.msu.edu/printpdf/392>



Jon Mueller offers practical advice and examples at
<http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm>

John Zubizarreta defines and describes the components of a learning portfolio: reflection, documentation/evidence, and collaboration/mentoring.
http://www.sspplus.info/files/IDEA_Paper_44.pdf