

LINC 58A: E-PORTFOLIOS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 223.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Create an e-portfolio for either student or teacher use.
- Determine the artifacts that should be included for authentic assessment for the students.
- Evaluate the purposes and different internet technologies of e-portfolios.

Description

Course demonstrates how to build an e-portfolio as an authentic assessment tool. Electronic portfolios can be used for student work as well as for teacher professional development. Reflective practice that deepens learning will be presented. Student e-portfolios will be examined and analyzed. Computer tools that enable students to create powerful e-portfolios will be examined.

Course Objectives

The student will be able to:

- Evaluate the purposes and different internet technologies of e-portfolios.
- Determine the artifacts that should be included for authentic assessment for the students.
- Create an e-portfolio for either student or teacher use.
- Analyze the learning made visible through the e-portfolio.

Course Content

- Evaluate the purposes of e-portfolios
 - Overview of authentic assessment
 - Peer review
 - Journals
 - Rubrics and checklists
 - Portfolio assessment
- Evaluate different e-portfolio technologies

- Web
 - Multimedia
- Determine the artifacts that should be included for authentic assessment for the students
 - Definition of artifacts
 - Resources
 - Content selection
 - Reflective practice
 - Create an ongoing e-portfolio
 - Select the appropriate e-portfolio platform
 - Collect and organize content
 - Build the pages and navigation of the e-portfolio system
 - Test the e-portfolio functionality
 - Analyze the learning made visible through the e-portfolio
 - Sample portfolios
 - Rubric assessment of portfolios
 - Reflection on relevance
 - Portfolio assessment

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
- When taught via the internet: Students must have current email accounts and/or ongoing access to internet capable computers or tablets.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- Developing an integrated student-centered e-portfolio
- Presentation of the project to peers
- Making constructive contributions to class discussions

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

- Lecture presentations delivered in student-centered learning style
- Facilitated discussions of readings or video presentations
- Student presentations in small group and whole class meetings

Representative Text(s) and Other Materials

McTighe, Jay. Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment. 2020.

Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be

delivered via the course learning management system, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Each week requires the student to read and analyze selected websites or student projects related to that week's topic
- b. Each week's topic requires a written response to a prompt that is turned in to the instructor for review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product
- c. Each week's topic requires the student to participate in a weekly discussion prompt based on that week's readings and assignment. Students are to respond to other students' responses offering support, suggestions, alternative ideas, and resources

Discipline(s)

Instructional Design/Technology