iSCHOOL E-PORTFOLIO WORKSHEETS

PURPOSE: The purpose of these worksheets is to help you identify and build the parts of your e-portfolio on paper. It provides good and bad examples and thinking exercises related to specific program level learning outcomes. Write your ideas on the worksheet as you work through the grid starting on page 3.

WHY PORTFOLIO? The iSchool uses the portfolio for assessment, but how can it help you? Preparing the portfolio should help you prepare for writing cover letters and answering interview questions. In preparing your portfolio, you will review your accomplishments and your learning achievements in light of goals highly valued by the people who will be hiring you. Further, you will develop language describing your accomplishments and learning that you can reuse in letters and interviews. As explained by some 2015 grads, preparing the portfolio provides “a valuable way to synthesize my experience in the program” and helps students in “developing a concise understanding of [their] proficiencies in the profession:” and that this “helped prep me for job interviews” and “which [was] increasingly helpful in my job search.”

1. JUSTIFICATION STATEMENTS

Every Program Level Learning Outcome (1a-4d) needs to have a separate justification statement.

The Justification Statement is 3-5 sentences long. It explains HOW or WHY the artifact demonstrates the Program Level Learning Outcome.

- A good justification statement will discuss one and only one Learning Outcome. The statement will explain how you achieved a Learning Outcome through various activities while at iSchool and as represented by the artifact. It will justify claims about Learning Outcomes by describing experiences you had and pointing to particular aspects of the artifact.
- A poor justification statement merely describes the artifact, or merely repeats the Program Level Learning Outcome. It may make claims about achieving Learning Outcomes without pointing to any evidence (described experience or artifacts). It may attempt to combine multiple Learning Outcomes into one statement.

Each Program Level Learning Outcome referenced will require a separate Justification Statement. Do not combine Justification Statements. Label them clearly.

EXAMPLE JUSTIFICATION STATEMENTS

Program level learning outcome 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.

“This assignment required me to clearly and effectively synthesize theoretical and historical concepts from course reading, discussion and extensive individual research. Writing this paper gave me the occasion to consider and explore the relationships between major figures in the art world and their influence on the communication behaviors of the wider public.” (sentence 2 describes how PLO was achieved)
BAD EXAMPLE: “In my final paper for LIS XXX, I applied key concepts with respect to the relationship between power, knowledge, and information”

This is a bad example because (a) it does not clearly identify which program level learning outcome it is talking about (b) it does not explain how the paper demonstrates learning outcome 1a. (c) It does not point out what section of the paper demonstrates 1a.

Program level learning outcome 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.

“This artifact demonstrates my ability to examine print culture through a global lens. For the literature review portion of this essay, I conducted research into the economic and literary histories of Argentina in particular and Latin America in general, and I explored how the socioeconomic and political realities of the Global South produced the conditions for the cartonera publishing movement to emerge. This artifact also demonstrates my ability to apply global contexts to local situations, as the coda to my essay explores the limitations and possibilities of “translating” the cartonera movement back to Madison.”

Program level learning outcome 3a. Students organize and describe print and digital information resources.

“I utilized the RDA toolkit to write a detailed explanation of cataloging a banjo (or other similar musical instrument) for a library collection in MARC. This project demonstrates the competencies I developed as part of this course and my ability to navigate professional cataloging resources effectively. “

For more examples, click on the links to portfolios from students who have graduated from the iSchool: http://portfolio.slis.wisc.edu/ and login to gain access to examples.

2. FINDING ARTIFACTS THAT DEMONSTRATE PROGRAM LEVEL LEARNING OUTCOMES
   Each justification statement must have an associated artifact.

There are two types of artifacts you can use:

1. Digital object – a document, audio file, video file, image. Example: paper from class. Artifacts can be produced by individuals or teams.


Where do artifacts come from? Class, practica, work, clubs, volunteer activities, other professional activities.
3. PLANNING GRID

Use the following grid to review the program level learning outcomes, brainstorm artifacts you have created, and draft justification statements related to each artifact and the program level learning outcomes.

<table>
<thead>
<tr>
<th>Program Level Learning Outcomes</th>
<th>Justification Statement for each Program Level Learning Outcome.</th>
<th>Tips and examples cont.</th>
<th>Example assignments from SLIS classes related to each learning outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers the question “How does an artifact provide evidence of the achievement of the learning outcome?”</td>
<td>Any given artifact may be associated with more than one Program Level Learning Outcome. Five or more artifacts are required.</td>
<td>THIS LIST IS NOT EXHAUSTIVE and content in courses varies by instructor. Check your course syllabi to see which classes/assignments you have completed related to each program level learning outcome. Every iSchool courses syllabi should contain this information. If you have lost your syllabi, call the iSchool library to access a copy.</td>
</tr>
<tr>
<td>1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.</td>
<td>Example: In the attached artifact I demonstrate my ability to analyze the relationships between power and knowledge by analyzing the difference between the knowledge claims made by the powerful party x and the less powerful party y. Party x’s knowledge claim received more attention in the media due to…. Party y’s knowledge claim…</td>
<td>1a tip – What projects have you done that address: differences in who has access to information and why? Differences in what types of information get produced and why? Variations in the quality of information available to different communities? Variations in group perception of the value of different types of information or knowledge? The impact of any of the above on a group, community or society?</td>
<td>Examples: 500 Code &amp; Power: power assignments 601 Journal review exercise (Senchyne) 602 Comparison of licensed databases (Assignment III) (Smith) 603 exercise on types of knowledge claims 654 participant observation memo (Besant) 768 DH analytics – Diversity and DH assignment</td>
</tr>
<tr>
<td>1b. Students apply key concepts with respect to theories and</td>
<td>1b. Tip: This cannot focus on your personal literacies. Suggested focus areas include digital literacies, ability to evaluate information quality, financial/health information literacies. Suggested focus areas for theories of reading: how does reading create community? Community variance in valuation of reading as an activity, variance in types of reading</td>
<td></td>
<td>Examples: 601 Broadband paper 630 Teen Workshop, Media Collection 639 Critique of Tutorial, Teaching Module</td>
</tr>
<tr>
<td>2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.</td>
<td>2a Tip: Think of exercises where you have evaluated or analyzed policy or ethics related issues. Local and organizational policies count! “Debate” can mean debate with yourself in a pro/con comparison or debate within a class project. 2a tip: discussion of “organizational policies” (e.g., HR policies, collection development) count only if you have a significant discussion of ethical issues related to the policy.</td>
<td>Examples: 601 Broadband paper 602 In class exercises on problematic vocabularies (Masemann, Smith); OI system review (Masemann, Smith, Shapiro) 603 research ethics discussion 645 Intellectual Freedom: assignments 658 issue brief 661 final paper 668 Horror story analysis</td>
<td></td>
</tr>
<tr>
<td>2b. Students apply core ethical principles to professional practice.</td>
<td>2b Tip: this cannot refer to your use of proper citation practices. Example using the “personal reflection essay” approach: In my time at THE iSchool I experienced several opportunities to apply core ethical principles to professional practice. One example I will always remember was my experience working at the Cheeseville Library reference desk. A patron approached the desk and complained about another patron being disruptive… Thinking about (insert ethical principle)… I decided to…. The end result was…… Other staff at the library described how…. The experience made me realize how difficult it can be know the correct thing to do given competing values. (The personal reflection should be ½ page in length)</td>
<td>Examples: 601 Broadband paper 616 review paper? 640: Libguide assignment 646 Accessibility exercises 658 issue brief? 661 final paper 732 HR skills planning and evaluation</td>
<td></td>
</tr>
<tr>
<td>3a. Students organize and describe print and digital information resources.</td>
<td>3a Tip: this should focus on organizing or describing information resources for other people (not yourself).</td>
<td>Examples: 602 Assignment 2 (Masemann) 632 weekly assignments 635 weekly assignments 646 navigation/org scheme for website 651 final assignment 751 final project 875 processing plan</td>
<td></td>
</tr>
</tbody>
</table>
| 3b. Students select and evaluate print and digital information resources for use by others. | 3b Tip: this should focus on selecting and evaluating information resources for other people (not yourself). | Examples:  
602 Evaluation of databases (Smith Assignment IV)  
631 choose your own adventure  
635 selection and recommendation assignments  
655 assignments 1-4  
818 Appraisal: assignments  
875 processing paper? |
|---|---|---|
| 3c. Students analyze information needs of diverse individuals and communities. | **Tip:** How can you show competencies with ethnic-socio-economic diversities as these are important to the field?  
Example: In my time at THE iSchool I increased my cultural competencies working with diverse populations by volunteering with the __________ group. My experience is reflected in the attached artifact/report __________. In developing the report, I analyzed __________ and compared __________. In doing so I came to better understand __________. | Examples:  
601 Broadband paper  
639 critique of tutorial, teaching assignment, scoring rubric  
646 accessibility analysis  
655 assignment 2? (can fulfill depending on students’ choice of communities)  
772 program design (when diversity is addressed)  
Multicultural literature? |
| 3d. Students understand and use appropriate information technologies. | 3d Tip: Demonstrating competencies with technologies beyond standard productivity and presentation software is more valuable. | Examples:  
Tier T classes  
644 teach a tech topic?  
751 final assignment  
632 weekly assignments  
646 handcoding and final group project  
500 Code & Power: code exercises  
XXX DH analytics How did they make that?, Homeworks 1-6, final project |
| 4a. Students evaluate, problem solve and think | Example: In the attached team artifact demonstrates my ability to work in teams to accomplish goals. I was team leader for this project and faced challenges ensuring full participation by all team members. While I don’t think I completely succeeded in ensuring equal participation, I learned that | Examples:  
601 Broadband paper  
603 Knowledge claims  
661 Paper |
<table>
<thead>
<tr>
<th>Students demonstrate good oral and written communication skills.</th>
<th>Students typically submit papers as artifacts showing evidence of 4b. We’d love to see more presentations. You can include them via Jing video links.</th>
<th>Examples: Any class paper, Any class oral presentation, Presentation at conference/workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>4c. Students participate in extracurricular activities in the field.</td>
<td>Tip: Descriptions of involvement in relevant professional associations, conferences, meetups, etc. 620 or 820 practicum experiences do not count as extracurricular because they are for credit. A paid internship that was not for credit does count. A paid job should be used only as a last resort.</td>
<td>Examples: Student club membership, professional conference attendance or participation, webinar participation, community organization membership/participation, volunteer experience. Paid work should only be used as a last resort. Practicum should only be used as a last resort</td>
</tr>
<tr>
<td>4d. Students demonstrate innovation and skills necessary for leadership.</td>
<td>Pro tip: Talk about things you learned about yourself and others, even identifying areas where you need to grow in the future. Example: As part of my experience working with the _____ student organization, I organized the group’s trip to ___________. This involved _________ and ________ leadership skills. See the attached artifact/group final report.</td>
<td>Examples: 450/601 Op Ed, 640 DH Toolkit Grant, 652 Theory of Change assignment, 712 Field Project, 772 Grant assignment, 853 final report, schema profile presentation, 855 Leadership assignments, 861 Project leaders and project plans, 710/603 interview exercise, Other: Group leadership, student</td>
</tr>
<tr>
<td>organization leadership, organizing/coordinating group, community or professional activities, practicum experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>