

USING EPORTFOLIO BEYOND THE CLASSROOM

Serves: K-12 Instructors and Course Designers



Captivate your students' attention with engaging activities while ensuring they understand the core concepts of your lessons. Combine ePortfolio and mobile devices to let students explore the world outside their classroom and share their findings in a fun and creative way with their peers in the classroom.

Benefits:

- Motivates students to apply course concepts and gain practical life skills
- Accommodate students of different learning styles
- Encourages continual improvement of work over time
- Monitor students' abilities and tailor lessons to their needs
- Enable more discussion between students

WHAT YOU WILL NEED



Requires your institution to have ePortfolio 3.5.1 or higher

Note: Many of the features described in this recipe are present in earlier versions of ePortfolio, but you may not be able to complete all tasks in this recipe with older versions.

Role permissions that allow instructors to access ePortfolio

Desire2Learn CampusGo application

SECTIONS IN THIS RECIPE



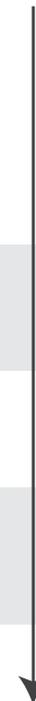
Create and capture artifacts

Use reflections

Organize presentations

Provide feedback

Try new ideas with ePortfolio



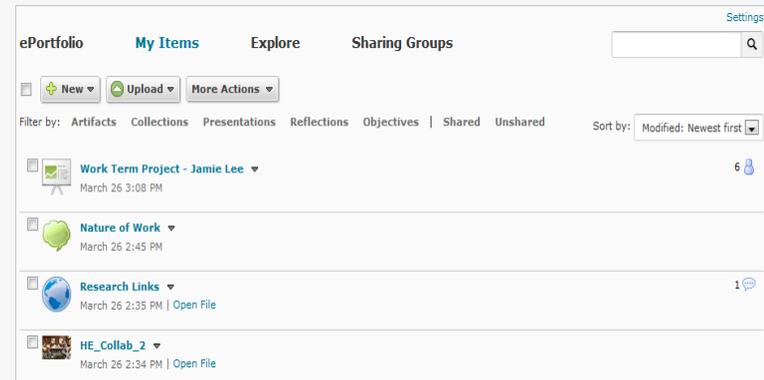
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CREATE AND CAPTURE ARTIFACTS

Use ePortfolio to store artifacts needed as a part of course materials or activities.

Upload texts, photographs, and multimedia clips from your desktop or use your mobile device to add recently captured files onto your My Items page. You can also create HTML files, URL links or audio files as artifacts.



Uploading via the My Items page

Case: If students are participating in a scavenger hunt, of historic locations, here are a few examples of what artifacts may be:

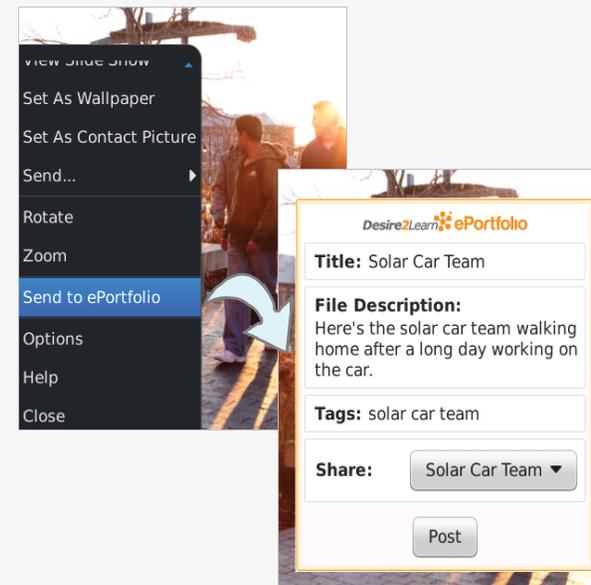
(1) Computer based

- Instructions
- Background information on landmarks
- Online links or scanned versions of the route map

(2) Mobile based

- Photos of key places
- Audio narration of their feelings
- Video of the team at the finish line

Note: If students need to record things via personal mobile devices, remember to provide them with alternative means to attain visuals such as using drawings or scanning pictures.



Uploading via the CampusGo application

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USE REFLECTIONS

Integrate written reflections as a component of learning activities to encourage critical thinking about concepts. Design activities that allow students to either place reflections as an independent artifact or associate them with collections and presentations in their ePortfolios.

Challenge students to reflect on their progress. Students may

- Develop personal goals
- Record challenges, successes and milestones
- Make connection between class material and artifacts
- Discuss personal views on other students' portfolios

Edit Reflection

First reflection ▾
April 16 3:35 PM

Reflection Details

TITLE *
First reflection

REFLECTION

The birds that we saw on our field trip was extremely cool! I saw a live parrot for the first time and was able to really analyze their features. I've learned that they have giant talons and sharp beaks, which, is supposed to help them attain food in difficult places. I was able to compare the models we saw in class to the real one and spotted a few similarities in the wing span and head size.

ASSOCIATED ITEMS
Add
What are associated items?

Tags
NEW TAGS
 Add Tag
What are tags?

TAGS

Comments
 Allow others to add/view comments if they have sufficient permission

Presentations featuring this reflection
Display this reflection in a presentation to make it part of a showcase of your work.
Add to Presentation
There are no presentations displaying this reflection

Done Save Cancel

Choose what type of item to associate this reflection with

- An Artifact
- A Collection
- A Presentation
- Learning Objective

Cancel

ASSOCIATED ITEMS
Add
Birds ✖
What are associated items?

Tip: Reflections are especially effective in helping students absorb key messages for activities involving movement, multiple steps or complex topics as they provides time for students to think about concepts.

For example, during the scavenger hunt, students can be asked to write about the teamwork skills they needed in the hunting process or the architectural significance of the landmarks they captured earlier.

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ORGANIZE PRESENTATIONS

Users can personalize presentations by selecting designs from a variety of themes, layouts and colors to illustrate information.

Encourage your students to consider the placement of text and media to have certain effects on the reader.

For example, students can use presentations to organize a storyboard and a script about their scavenger hunt.

PROVIDE FEEDBACK

Have students provide feedback to each other at multiple critical stages of a project to help students enrich their final product.

Use the following to provide informal feedback:

- Commenting on work by peers and instructors
- Guided peer reviews through rubrics
- Replies to their reflections

Tip: Students can access and reply to feedback anytime through their mobile devices when they're outside the classroom.

You can also assess their work formally. Refer to the recipe *Using ePortfolio for Formative Assessment* for more ideas on how to do this.

The screenshot shows a presentation slide with a dark header containing the title "Ecology Field Trip Findings" and a green leaf graphic. Below the header, there are two columns. The left column has a "My Research" section with a "My Reflections" link. The right column has a "My Research" section with an "Artifact 1 - Parrots!" title. The artifact text describes finding parrots in a field and includes a photograph of five colorful parrots perched on a branch. Below the photo, there is a "Comments on this artifact" section with a "View all comments" link. At the bottom, there is an "Artifact 2 - Creepy Cat!" title and a "Check out this link the cat!" link with a small cat icon.

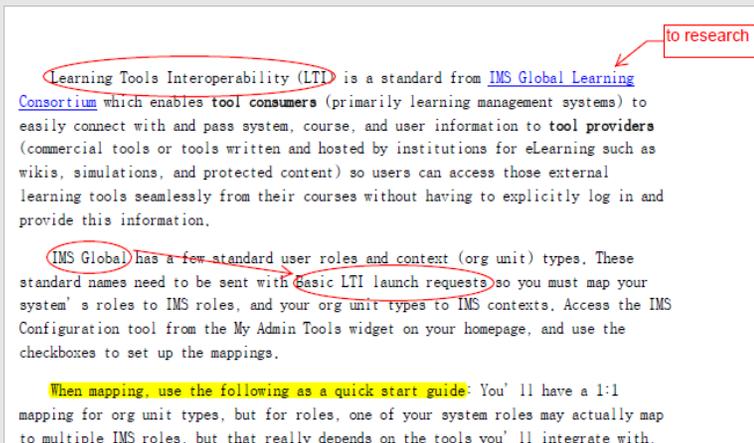
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TRY NEW IDEAS WITH ePORTFOLIO

Integrate ePortfolio both inside and outside the classroom in different ways. In combination with the functions available through mobile devices, you can transform the year into an engaging learning experience for both yourself and your students.

- Ask students to show you their interests and accomplishments through a presentation that best represents them.
- Help students develop their research skills by encouraging them to document their thought process.
- Track the progress of projects such as the building of mouse-trap cars or how students approach math problems.
- Capture speaking samples through a period of time to compare a student's development over time.
- Support expedition-based learning by asking students to gather artifacts on field trips and outings.



For example, a student circled key research concepts and physically drew connections. This helps instructors see how students are approaching assignments and can then give in-depth feedback about the research process.

