



**Launching program portfolios**

Thursday, January 31

How far along are you in developing portfolios for your program?



Wait, where am I?  
What's a portfolio?

Get out of the way,  
Jennifer. I can teach  
this session.

How far along are you in developing portfolios for your program?



We know portfolios can be useful. But we don't know where to start.

We sort of know what we want, and when we want to do it. We need a hand setting it up.

Our portfolios are underway; we're making minor tweaks.

What are we providing today?

4

What are they?

How do they serve student learning? Our assessment objectives?

How do we start?

5

## What are they?

Collections of evidence of learning (artifacts)

Demonstrations of students' skills, competencies, attitudes,  
and ways of thinking

Media for self-expression

- may include text, electronic files, images, multimedia, blogs, etc.
- can be maintained dynamically over time,
- can be both an end-product, and a learning process in itself, and
- may be accessed by varied parties.

6

## What are they?

**A storage space in a digital archive**

(e.g., Google Notebook, YouTube, Picasa, GoogleDocs, WordPress, Pinterest)

**A workspace, focusing on the learning process**

(e.g., WordPress, micro-blogs, online mind maps, crowdsourced wiki)

**A showcase, focusing on the end product**

(e.g., Google Sites, WordPress, WIX, ePortfolio by Chalk & Wire)

7

How do they serve  
student learning? Our  
assessment objectives?

Formative assessment:

Reflection and feedback promote learning, possibly even  
create new knowledge

Summative assessment:

Aggregation of evidence enables program-level and  
institution-level assessment

8

How do they serve  
student learning? Our  
assessment objectives?

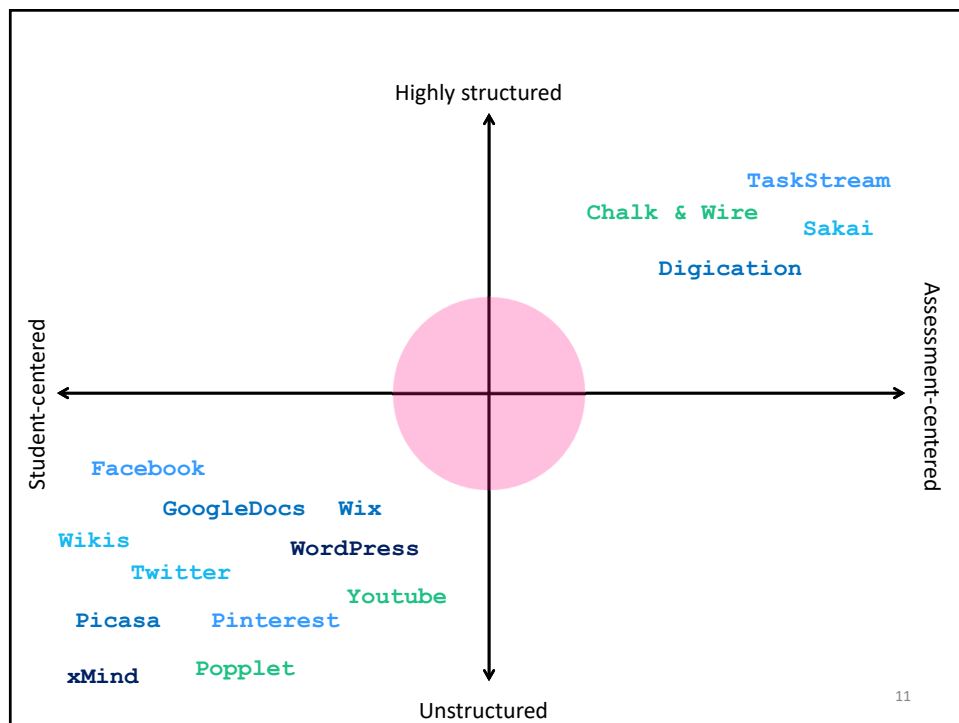
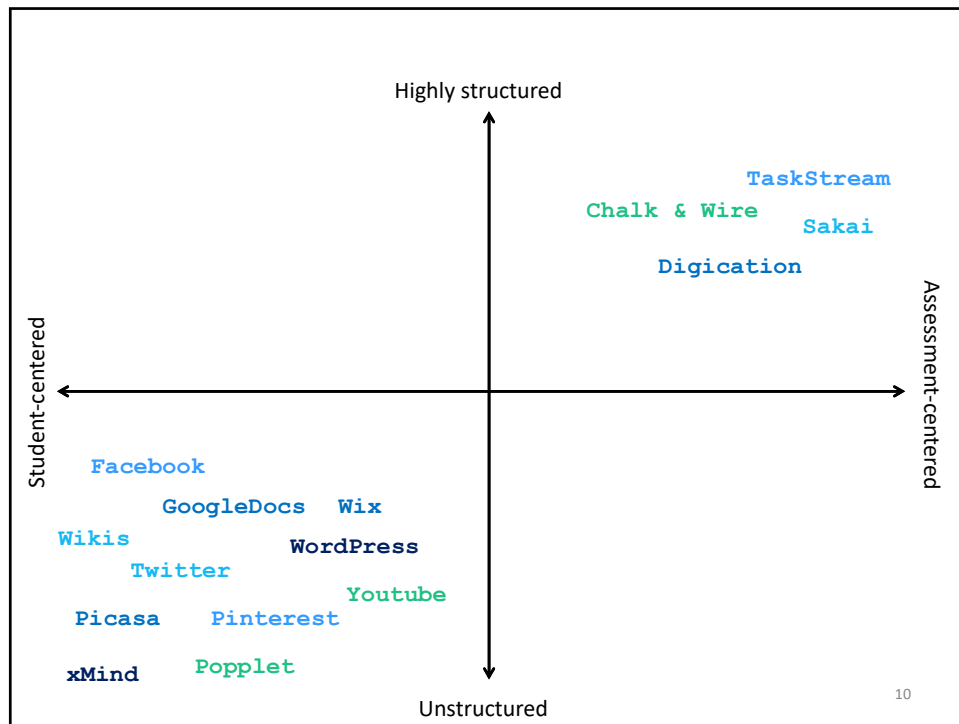
Enable reflection among both students and facilitators.

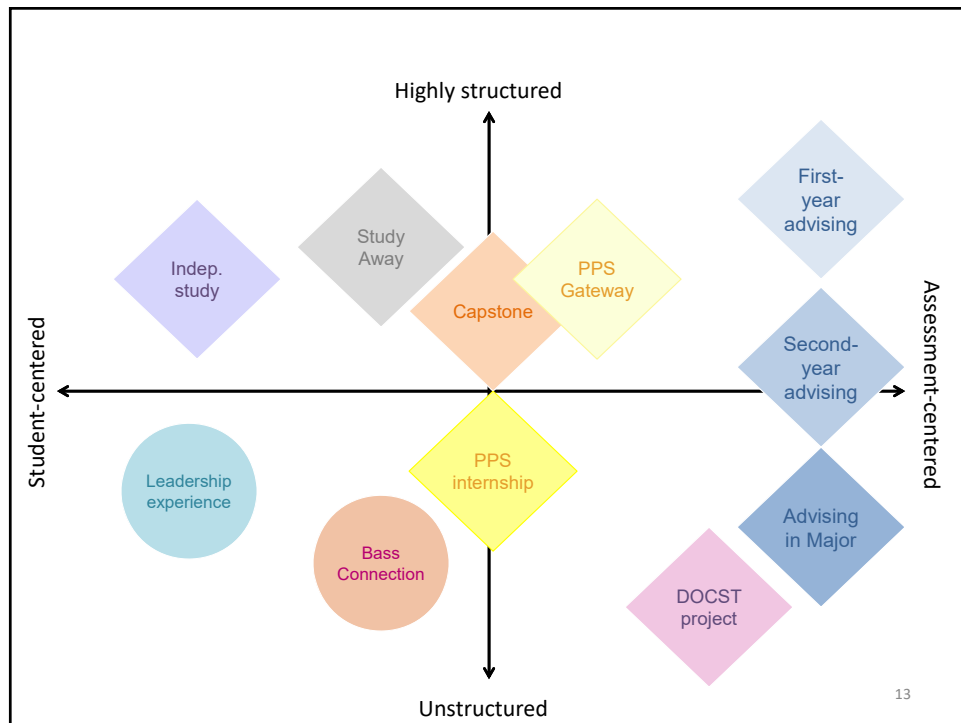
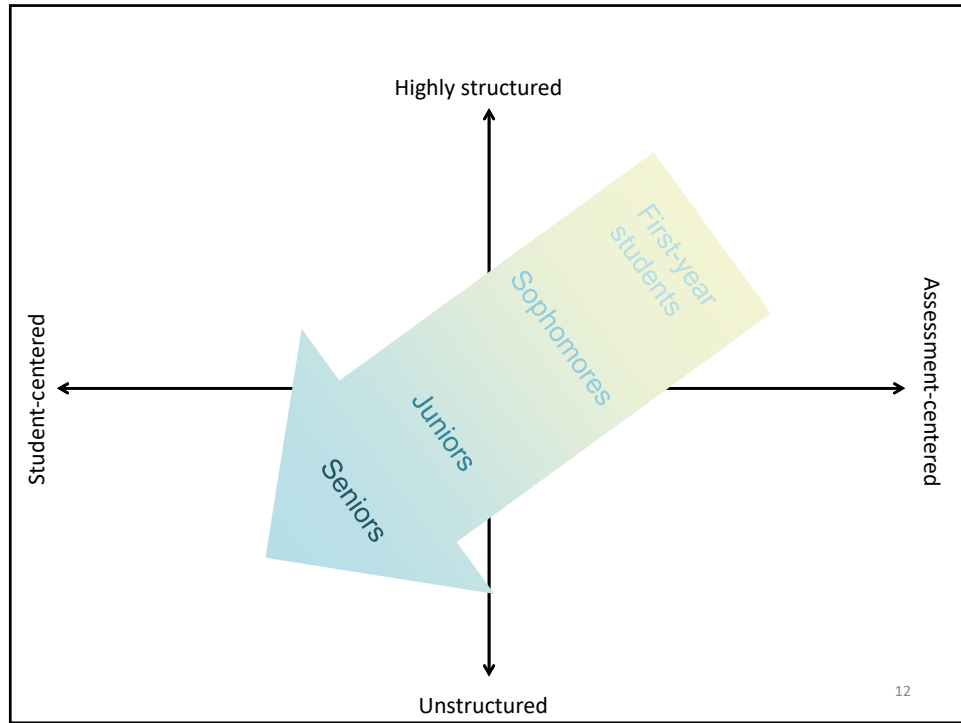
Provide information and insights that can't be obtained  
elsewhere.

Are more than the sum of their parts. The interaction  
between pieces of evidence is essential.

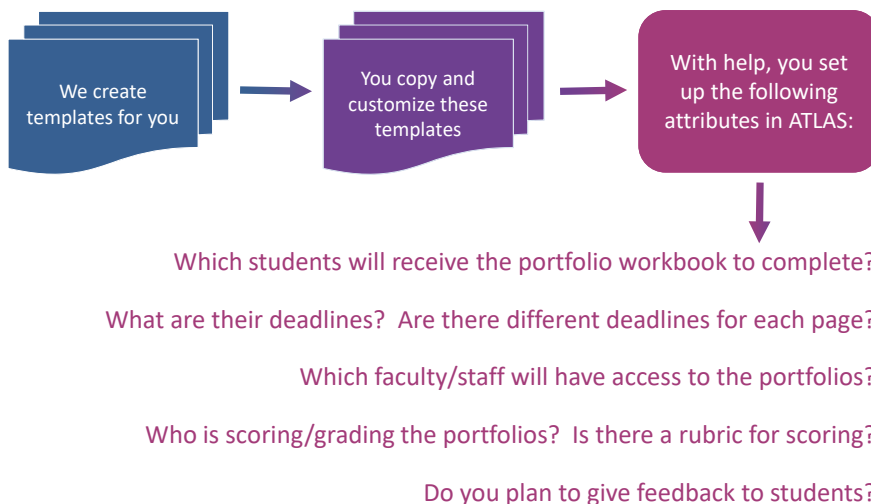
Creating the portfolio generates unique knowledge  
about learning (metacognition).

9





## How do we start?



14

### Resources

The workbooks and templates others give you, or which you create and give to others

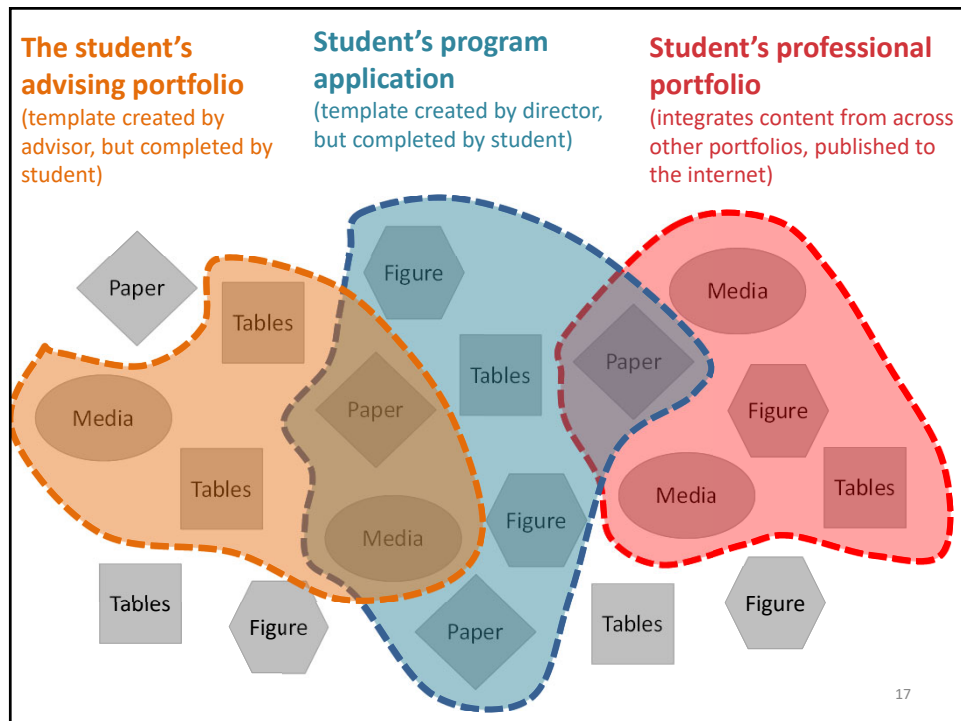
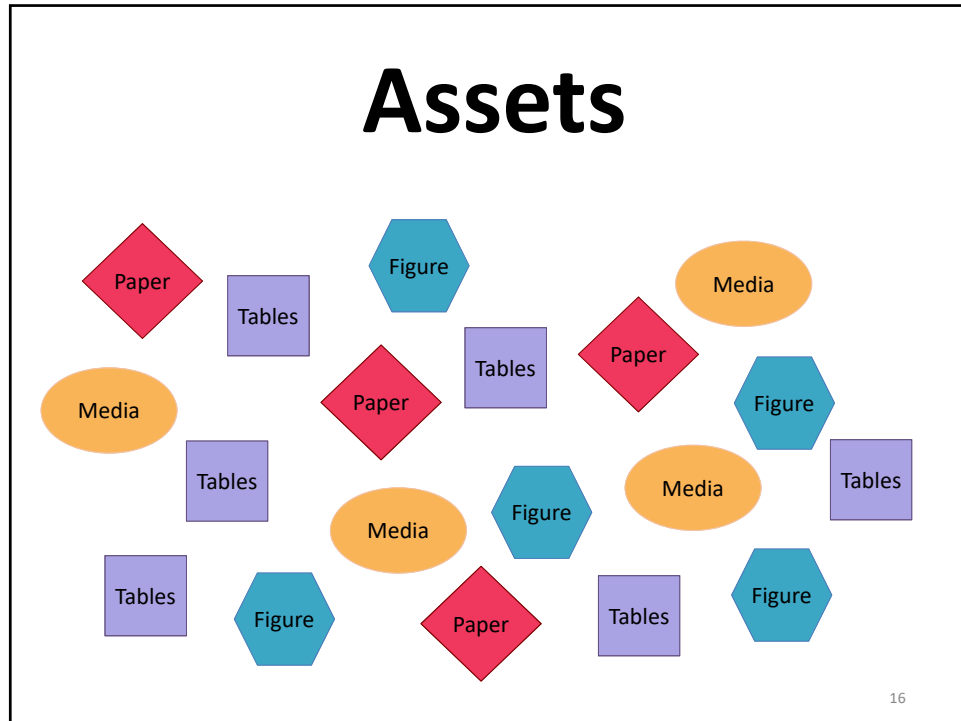
- Major portfolio, to distribute to students

### Assets

The things you upload to develop content, or your completed version of a workbook assigned to you

- Photographs
- Blog text
- Audio files
- Manuscripts, reports, PDFs
- Your responses to a template in Pebble+
- Anything you bring into Pebble+ from outside, or
- A page you develop from within Pebble+

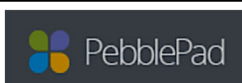
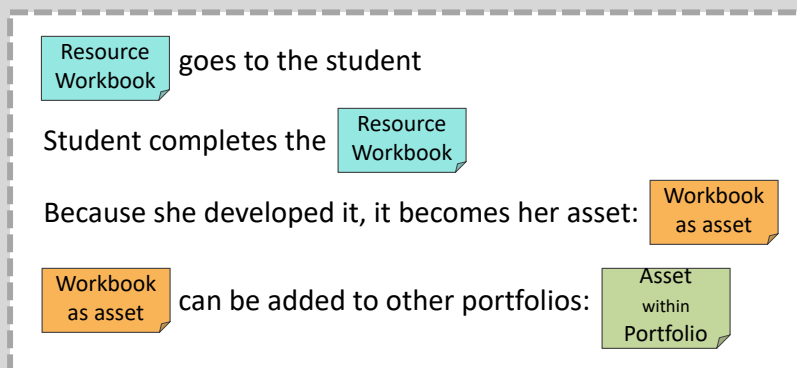
15





Remember that workbooks are **resources**: created by you, for distribution to students.

When the student completes the workbook, it becomes her **asset**. And the asset then is available for integration into other portfolios.



**Pebble+ is the creative space for making things:** for your own use, or to distribute to students and colleagues.

- Build templates and combined into a workbook
- Build pages and combine them into a portfolio
- Build collections by automatically aggregating materials bearing a particular tag
- Keep a blog, maybe adding it to a portfolio
- Keep an activity log, to record training activities
- And more



**This is the engine behind workbooks.** If you create something to distribute to students, you will have to use ATLAS in addition to Pebble+.

- Define your space
- Set assignments & deadlines
- Define membership in your group (e.g., your advisees)
- Access submitted portfolios
- Provide feedback

## How do we start?

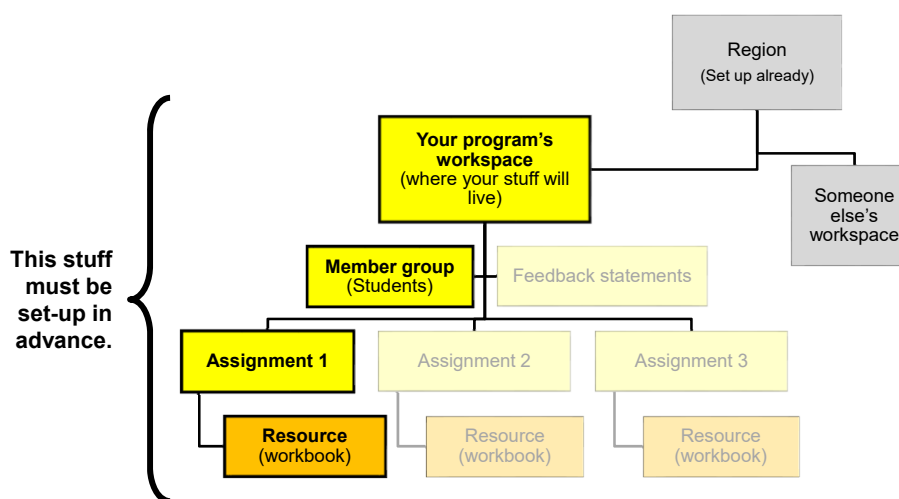
<https://assessment.trinity.duke.edu/pebblepad-portfolio-quick-start-templates>

assessment   Course Evaluations   ePortfolio   Survey Support Services	
PebblePad Portfolio Quick Start Templates	
Pebblepad Portfolio Templates	
Please visit <a href="#">Portfolios at Duke</a> for information on creating a portfolio to help record and share learning, skills, and experiences. As a supplement to the resources available through <a href="#">Portfolios at Duke</a> the Office of Assessment has created several templates to help with the adoption of portfolios into Trinity College's departments, programs and courses.	
Template Type	Template Description
Chronological Student Development Template - General	This example of a <i>Student Development</i> portfolio workbook is <i>organized by term</i> . Each page in the portfolio represents a different term of student enrollment. The questions vary by page, but overall the questions in their entirety represent learning outcomes for this sample problem. By themselves, the questions might look disconnected, but this grid <a href="#">[available here]</a> illustrates the intersections of Student Learning Outcomes for the example program, the questions asked of students. The idea is to ask similar questions about specific learning areas, first, early in the major and, second, late in the major.
Chronological Student	This example of a student development portfolio is organized by term, similar to the general chronological student development template. Again, each page in the portfolio

20

### This is the engine behind workbooks.

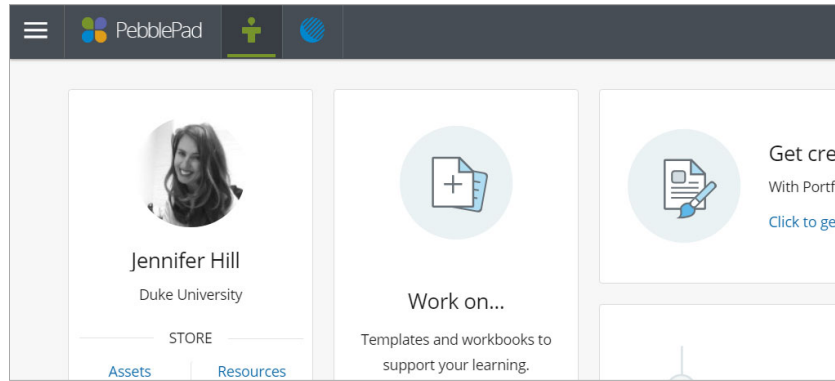
If you create a workbook to distribute to students, you will set access, due dates, and feedback in ATLAS.



21

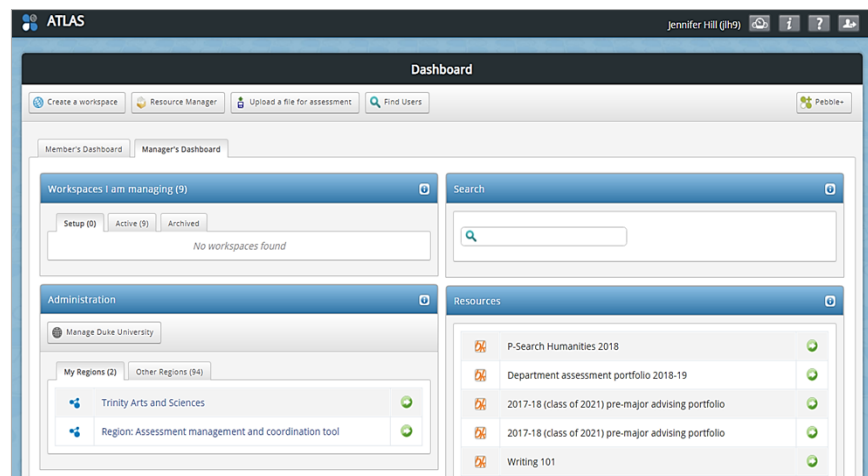
## Atlas access

<https://pebblepad.com/atlas/duke>



22

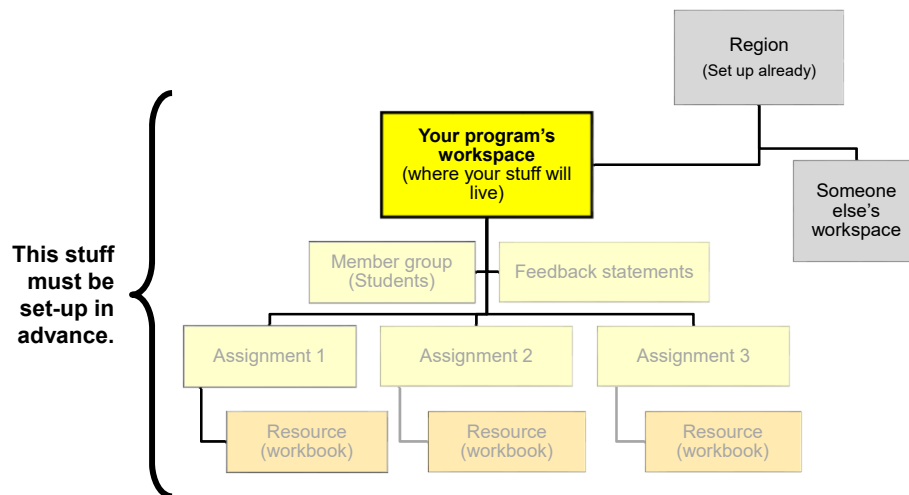
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23

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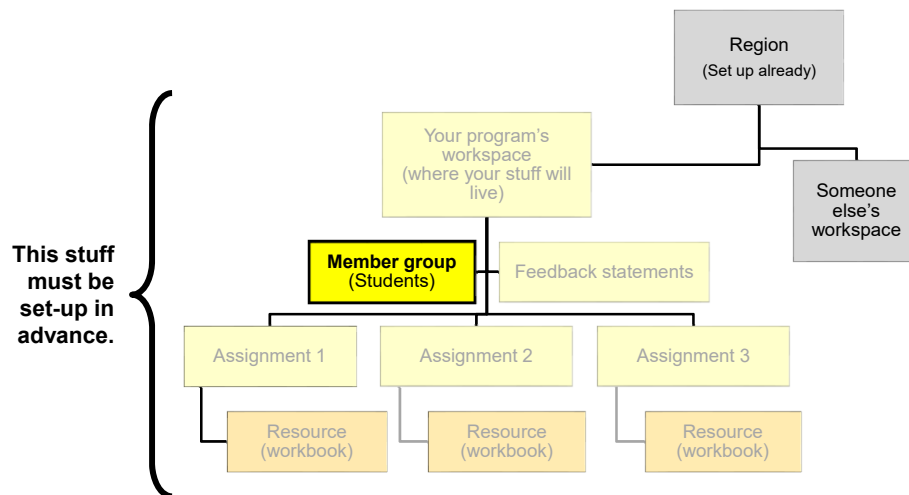
24

<https://pebblepad.com/atlas/duke>

25

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26

Click on the workspace, then go to *Management*. Finally, select *Members*.

Department assessment portfolio 2018-19

Submissions Resource **Management** Settings About Assignments Members Managers Externals Sets Feedback Logs

Management - Members

Create a new member group Synchronise a new member group

Members are typically those users whose work is submitted to, and managed on, a workspace. Members have more restrictive permission

User

Add a member Add a batch of members Remove members

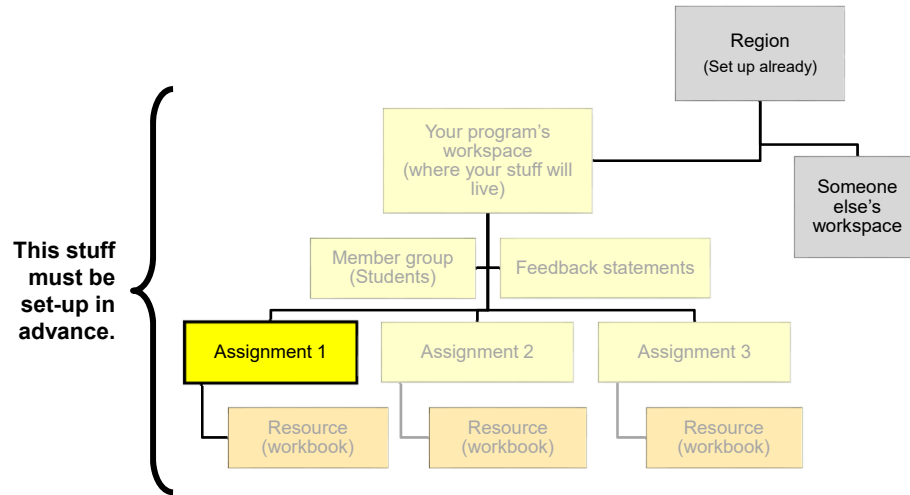
filter existing members

	Display Name	Username	Email
<input type="checkbox"/>	Abigaille Bates	acb117	abigaille.bates@duke.edu
<input type="checkbox"/>	Adrienne Brandon	adb20	adrienne.brandon@duke.edu
<input type="checkbox"/>	Alessandra Dinin	ad350	alessandra.dinin@duke.edu
<input type="checkbox"/>	Alexander Glass	ag131	alex.glass@duke.edu
<input type="checkbox"/>	Alfreda Marshall	am350	am350@duke.edu

27

### This is the engine behind workbooks.

If you create a workbook to distribute to students, you will set access, due dates, and feedback in ATLAS.



28

Stay in *Management*. Then select *Assignments*.

Management - Assignments

Create an assignment

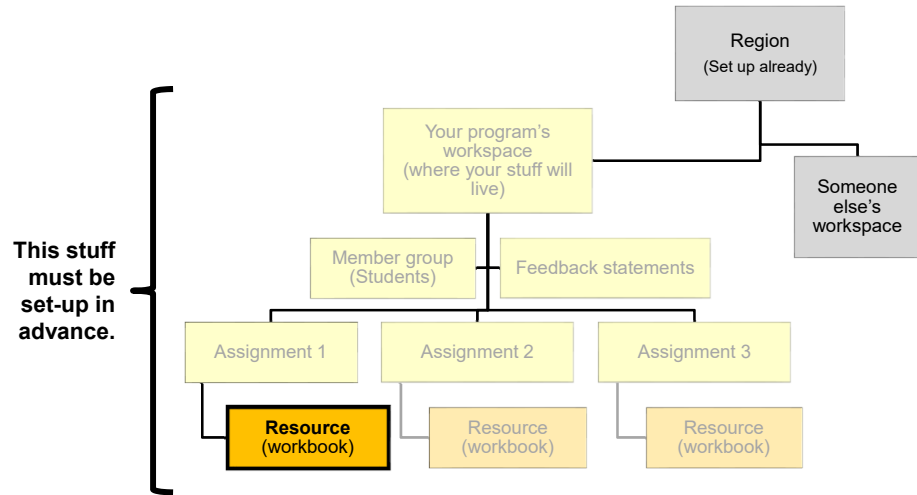
Assignments are used to manage deadlines for submitted work. Assignments also allow multiple items of submitted work to be organised. Assignments are not required if assessed.

Title	Work can be submitted any time after	Work cannot be submitted after	Late submission date	Work already submitted can be modified until	Actions
2018-19 assessment portfolio Submissions: 16   Status: <span>Playing</span>	10th Jul 2018 01:00	Not set	Not set	Not set	

29

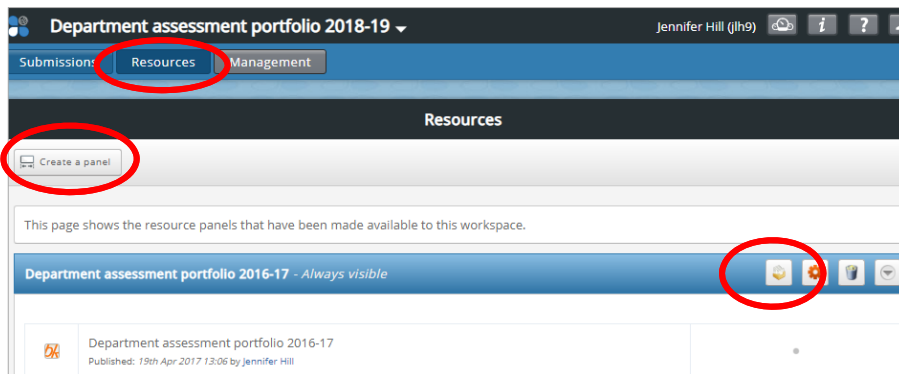
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30

Move to Resources. Then *Create a Panel*. Then *Add a Resource*.



31

Move to Resources. Then *Create a Panel*. Then *Add a Resource*.

Back Upload a new file Add a link

This page allows you to add a new resource or browse existing resources to add to the panel

My ATLAS resources My Assets My Template **My Workbooks** Other ATLAS resources

Q

Type	Title	Created	Actions
	P-Search Humanities 2018	31st Jul 2018 09:18	Select item
	Department assessment portfolio 2018-19	10th Jul 2018 12:29	Select item

32