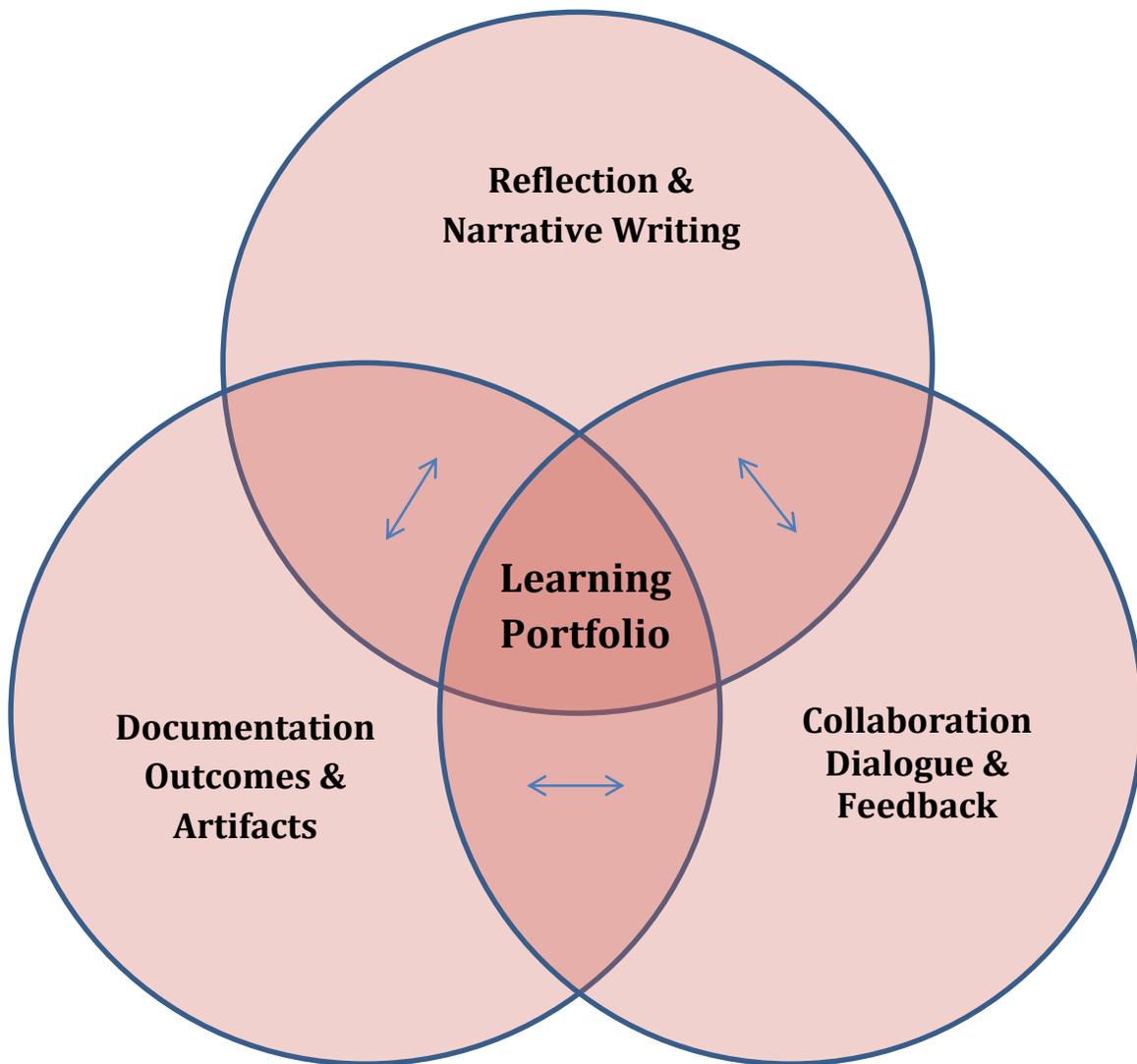


Learning to empower lives through occupation
EASTERN KENTUCKY UNIVERSITY
Department of Occupational Therapy

Occupational Science/Transition Student Learning Portfolio Manual



2014

Reflection + Collaboration + Documentation =
Learning through Portfolio Creation

Occupational Science Student Learning Portfolio Manual

Table of Contents

Portfolio Overview & Elements	3-6
Occupational Science Program Themes & Student Outcomes	7
E-Portfolio Template	8-9
Summary of Portfolio Scoring Rubrics	10
Beginning Portfolio Scoring Rubric (OTS 301)	11
Developing Portfolio Scoring Rubric (OTS 302)	12
Expanding Portfolio Scoring Rubric (OTS 401)	13
Expanding Portfolio Scoring Rubric (OTS 499)	14
Accomplished Portfolio Scoring Rubric (OTS 402)	15
References	16
Appendix A: Portfolio Development Rubrics	17-18
Appendix B: E-Portfolio Technical Competencies & Checklist	19-25
Appendix C: Guiding Statements for Program Outcomes	26-28
Appendix D: Learning Experiences Worksheets	29-38

Learning to Empower Lives through Occupation
EASTERN KENTUCKY UNIVERSITY
Student Learning Portfolio

Overview

Each student creates and develops, over time, a unique portfolio that connects his or her learning experiences to the ten occupational science program outcomes. Students engage in productive tasks and disciplined inquiry to demonstrate these outcomes with opportunities for self-reflection, self-assessment and public presentation (Cumming & Maxwell, 1999). McDonald's 2012 study concluded that portfolio assessment empowers students and provides them with self-respect.

Authentic assessment, the meaningful application of knowledge and skills, is evident in coursework and the developmental process of producing an individual learning portfolio. Portfolio creation and other forms of authentic assessment contribute to self-discovery and foster integration and synthesis of each student's learning (Jarvinen & Kohonen, 1995). Students transition from learning portfolios in the Occupational Science Program to professional portfolios in the Occupational Therapy Program.

Learning is organized by five curricular themes that flow from the beginning of the Bachelor of Science (B.S.) in occupational science through the Master of Science (M.S.) in occupational therapy. These themes are: occupation, reasoning, diversity, communication, and professional identity. The focus of learning in the occupational science program is an understanding of the complexity of occupation. This understanding develops in the following sequence within the Bachelor of Science curriculum: self as an occupational being in context, the meaning of occupation for diverse individuals, occupation across the lifespan, patterns of occupation at the population level, conditions and barriers influencing occupational potential and occupational justice, and the design and adaptation of occupations to support health, wellbeing and quality of life.

The Three Interconnected Elements of a Learning Portfolio

Documentation

An evolving self-assessment narrative is at the heart of the portfolio. It is the written synthesis of a student's progress toward and accomplishment of the program outcomes. Program outcomes, arising from the curriculum themes, are statements of knowledge, skills and attitudes to be accomplished by each student by graduation. One way accomplishment of these outcomes is measured is via a portfolio. Progress toward outcomes may arise from learning experiences such as class assignments, assessments, projects, and activities; work experiences; campus and community activities; and other life experiences. Selected, linked artifacts showcase and illustrate each student's narrative.

Reflection

Reflection is the integrating concept of the Occupational Therapy Department curricula model at Eastern Kentucky University. Reflection ties together all of the other elements and themes of the Occupational Science and Occupational Therapy Programs. Reflection is also one of three essential elements of the student learning portfolio process. Reflection is ongoing, careful thinking to understand the meaning and significance of events and actions. It involves reordering ideas and making connections among them while acknowledging multiple interpretations (Dewey, 1910).

Reflection is an iterative process, which means that, to gain depth, it matters to go back and reflect on multiple occasions about the significance of events and actions over time. Reflection is also developmental from simple, descriptive thought to complex, critical reflection (Hatton & Smith, 1995).

The three types of reflection that students use and develop in their learning portfolios are descriptive, dialogic, and critical reflection. Although descriptive, dialogic and critical reflection are seen as developmental in sequence, it is essential to provide opportunity to develop all three from the beginning as students grapple with distinguishing between them. Students need opportunities to see higher levels of reflection emerging in themselves and their peers.

The following table describes the types of reflection students develop through the portfolio process:

<p><i>Descriptive</i></p>	<p>Students describe an event and provide reasons for actions and events beginning to recognize multiple points of view and different ways of doing things. There is little depth about what these different perspectives mean to them.</p>
<p><i>Dialogic</i></p>	<p>Students step back from events and actions and enter into a conversation with themselves about experiences using judgment, developing alternative explanations, and an awareness of other ways they or others could have behaved or felt. Such reflection is analytical or/and integrative of factors and perspectives and may recognize inconsistencies in attempting to provide rationales and critique.</p>
<p><i>Critical</i></p>	<p>Critical reflection is a process attached to looking at one's own assumptions requiring a level of self-awareness generally more difficult because of the unquestioning acceptance of many unconsciously-held beliefs and assumptions, particularly those supported by social institutions and structures like family, school, community and the media.</p> <p>The questioning of assumptions, the "taken for granted," particularly those that reflect relationships of power within social and political contexts, is the key between critical reflection and other forms of reflection. Students use multiple perspectives to interpret actions and events linking what they have learned within broader sociocultural, historical and political contexts.</p>

Collaboration

Dialogue with others, to share ideas and give feedback, is a core aspect of reflection and critical thinking. The portfolio process uses the "critical friends" model first developed in teacher education programs (Bambino, 2002; Swaffield, 2008). Critical friend pairs or teams help each other make connections, discover insights, learn strategies for requesting and receiving feedback, find ways to express their thoughts, and study and explore concepts (Hatton & Smith, 1995). A study by Hoel and Haugalokken (2004) shows that peer interactions like these in the process of creating student portfolios has a positive impact on learning.

Critical friends seek to help each other find their "voice." Through this kind of collaboration, each student creates a unique portfolio. Students develop valuable active listening skills by listening closely to themselves and to others as each expresses thoughts. This develops the capacity to engage in a way that encourages talking with, questioning, even confronting and challenging others, using supportive language. A safe environment is created within which openness and trust develop. College is the time for students to open up to new ways of knowing the world. This is an emotional as well as cognitive experience so being challenged while being supported by peers and instructors is essential.

Students are also able to distance themselves from their own actions, ideas and beliefs, holding them up for scrutiny, in the company of peers with whom they are willing to take risks. The critical friends collaboration model creates an opportunity for giving voice to one's own thinking while at the same time hearing and being heard in a sympathetic but constructively critical way.

Empirical research by Hatton and Smith (1995) identified that students need to verbally process, not just write, in order to develop reflective abilities. Hence the importance of the critical friend model with dialogue and time, in and out of class, to talk things over.

Feedback can be ineffective or even harmful. So it matters to give helpful feedback, which according to Michaelsen and Schultheiss (1989) is:

- descriptive, not evaluative,
- specific, not general,
- expressed in terms relevant to the self-perceived needs of the receiver,
- timely, and in context,
- desired by the receiver, not imposed upon him or her, and
- usable; concerned with behavior over which the receiver has control.

EKU Occupational Science Curriculum Themes and Outcomes

Occupation	<ol style="list-style-type: none"> 1. Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness 2. Analyze the dynamics of context and occupation across the lifespan
Reasoning	<ol style="list-style-type: none"> 3. Demonstrate the use of varied types of reasoning required of health professionals 4. Understand the purpose and demonstrate the methods of scholarly inquiry
Diversity	<ol style="list-style-type: none"> 5. Explore your dimensions of diversity 6. Understand how diversity influences occupational opportunity and participation of individuals, populations and organizations
Communication	<ol style="list-style-type: none"> 7. Communicate using the ideas and language of occupational science 8. Demonstrate observation and interview skills
Professional Identity	<ol style="list-style-type: none"> 9. Demonstrate knowledge of societal health concerns and approaches 10. Evaluate your actions as a student, advocate, educator, leader and researcher

Occupational Science Program E-Portfolio Template

To develop your portfolio each semester, carefully review and integrate this outline template, the course-appropriate portfolio scoring rubric, and other provided portfolio materials.

Menu Bar	Description
Introduction Page	<p>Include the title Occupational Science Portfolio, your first and last name, and a professionally appropriate photograph depicting you engaged in a valued occupation.</p>
Self-Assessment Narrative	<p>Refer to the appropriate portfolio rubric in this manual (beginning, developing, expanding, or accomplished) as determined by course.</p> <p>Recommended length: OTS-301: 5-7 pages OTS-302: 8-10 pages OTS-401/499: 11-15 pages OTS-402: 16-20 pages</p> <p>Begin your narrative with a paragraph that introduces you and expresses how you came to be in the OS or Transition program and what your current professional goals are. Update each semester as needed.</p> <p>To write to each outcome, as required in a given semester, proceed with the process of considering relevant learning experiences, selecting an experience, concisely describing that experience and then writing a reflection.</p> <p>Using the guiding statement, critical friends collaboration, concept mapping, and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you to make progress toward the outcome or to meet the outcome.</p> <p>End your narrative with a brief concluding paragraph that expresses your thoughts on your portfolio process for the current semester. Update each semester.</p>
Appendix A: Artifacts	<p>Link artifacts that showcase learning related to the program outcomes.</p> <p>These may include all forms of learning assessment and/or illustration, i.e., papers, exams, assignment scoring rubrics, assignments, presentations, websites, photographs and others. See e-portfolio competencies for how to title and link artifacts. Whenever possible use your own work products as artifacts to showcase your accomplishments.</p> <p>Cite artifacts in narrative in APA style – example: (see Appendix A, Artifact 5)</p>

<p>Appendix B: Portfolio Narratives</p>	<p>Previous portfolio narratives are posted as identified on the course-relevant scoring rubric. These are required to have subsequent portfolios accepted and scored. In addition to posting prior narratives in Appendix B, each semester the narrative must be submitted both to your e-portfolio <u>and to Safe Assignment</u> in the relevant course Blackboard site.</p>
<p>Comments</p>	<p>Solicit and respond to feedback from student peers and others as required by the rubrics.</p> <p>For each entry, use the appropriate comment title of Feedback Request, Feedback, and Feedback Response to clarify the type of entry. In order to receive feedback comments from others give them access to your portfolio with the Share feature. When requesting feedback, write a specific request in your Comments feature and then send an email to the person from whom you are requesting feedback. They then know to go to your portfolio to read your request, review relevant materials, and post a feedback comment. Then read the feedback and write your response to it.</p> <p>There is limited space in each Comment so you or your reviewer may create multiple subsequent comments if needed. You may also send review materials as email attachments if that works best.</p>

Eastern Kentucky University Bachelor of Science in Occupational Science
Student Learning Portfolio Assessment Rubrics & Rubrics Summary

<p>BEGINNING – OTS 301</p> <p>Progress on 6 outcomes</p> <p>Descriptive, dialogic, or critical reflection</p> <p>Supportive, critical collaboration with student peers</p> <p>Professional presentation</p> <p>Mastery of e-portfolio technique</p> <p>Creation of Introduction Page</p> <p>Appendix A: Artifacts showcase progress toward outcomes</p>	<p>DEVELOPING – OTS 302</p> <p>Progress on 6 outcomes</p> <p>Dialogic or critical reflection</p> <p>Supportive, critical collaboration with student peers</p> <p>Professional presentation</p> <p>Appendix A: Artifacts showcase progress toward outcomes</p> <p>Appendix B: Beginning Narrative</p>	<p>EXPANDING – OTS 401</p> <p>Progress on 7 outcomes</p> <p>Dialogic or critical reflection</p> <p>Supportive, critical collaboration with peers & others</p> <p>Professional presentation</p> <p>Appendix A: Artifacts showcase progress toward outcomes</p> <p>Appendix B: Beginning & Developing Narratives</p>	<p>EXPANDING – OTS 499</p> <p>Progress on 10 outcomes</p> <p>Dialogic or critical reflection</p> <p>Supportive, critical collaboration with peers & others</p> <p>Professional presentation</p> <p>Mastery of e-portfolio technique</p> <p>Creation of Introduction Page</p> <p>Appendix A: Artifacts showcase progress toward outcomes</p>	<p>ACCOMPLISHED – OTS 402</p> <p>Achievement of 10 outcomes</p> <p>Dialogic or critical reflection</p> <p>Supportive, critical collaboration with peers & others</p> <p>Professional presentation</p> <p>Appendix A: Artifacts showcase achievement of outcomes</p> <p>Appendix B: All past Narratives</p>
---	--	--	---	--

Student Name _____ Assessor _____ Date _____

OTS 301 Criteria - Beginning Portfolio	Points	Assessor Comments	Total Score _____/100
I. Narrative demonstrates progress toward 6 outcomes: 1, 4, 5, 7, 8 & 10	/48		
II. Narrative writing displays reflection that is descriptive, dialogic, or critical	/10		
III. Supportive, critical collaboration with student peers in critical friends sessions and the student's e-portfolio Comments feature	/10		
IV. Mastery of the basic set-up & techniques of e-portfolio creation & the use of the content collection in Blackboard	/ 8		
V. Introduction Page is created with student name, professional photograph depicting a valued occupation of the student, and is titled Occupational Science Portfolio	/ 6		
VI. Professionally presented with header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA citations & references	/10		
VII. Appendix A: Selected artifacts showcase progress toward outcomes	/ 8		

Student Name _____ Assessor _____ Date _____

<u>OTS 302</u> Criteria – Developing Portfolio	Points	Assessor Comments	Total Score _____/100
I. Narrative demonstrates progress toward 6 outcomes: new outcomes 2 and 3, and an additional reflection for outcomes 1, 7, 8 and 10	/72		
II. Narrative writing displays reflection that is dialogic or critical	/10		
III. Supportive, critical collaboration with student peers in critical friends sessions and the student’s e-portfolio Comments feature	/10		
IV. Appendix A: Selected artifacts showcase progress toward outcomes	/ 8		
V. Appendix B: Includes Beginning Narrative from OTS 301 (Required)	0		

Student Name _____ Assessor _____ Date _____

OTS 401 Criteria – Expanding Portfolio	Points	Assessor Comments	Total Score_____/100
I. Narrative demonstrates progress towards 7 outcomes: new outcomes 6 and 9, and an additional reflection for an outcome from each of the five themes	/70		
II. Narrative writing displays reflection that is dialogic or critical	/10		
III. Supportive, critical collaboration with student peers & others	/10		
IV. Appendix A: Selected artifacts showcase progress toward outcomes	/ 10		
V. Appendix B: Beginning and Developing Narratives (Required)	0		

Student Name _____ Assessor _____ Date _____

<u>OTS 499</u> Criteria – Expanding Portfolio	Points	Assessor Comments	Total Score_____/100
Narrative demonstrates progress toward all 10 outcomes.	/70		
I. Narrative writing displays reflection that is dialogic or critical	/10		
II. Supportive, critical collaboration with student peers & others in critical friends sessions and the student’s e-portfolio Comments feature	/10		
III. Professionally presented with header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA citations & references (& E-Portfolio Competencies for OTS 499)	/ 4		
IV. Appendix A: Selected artifacts showcase progress toward outcomes	/ 6		

Student Name _____ Assessor _____ Date _____

<u>OTS 402</u> Criteria - Accomplished Portfolio	Points	Comments	Total Score_____/100
I. Narrative demonstrates accomplishment of all 10 outcomes including at least one additional learning experience reflection for each outcome	/70		
II. Narrative writing displays reflection that is dialogic or critical	/10		
III. Supportive, critical collaboration with student peers & others in critical friends sessions and the student's e-portfolio Comments feature	/10		
IV. Professional presentation	/ 4		
V. Appendix A: Selected artifacts showcase achievement of outcomes	/ 6		
VI. Appendix B: Expanding Narrative (Required)	0		

Occupational Science Learning Portfolio
References

- Anderson, J. R., Reder, L. M., & Simon, H. A. (1996). Situated learning and education. *Educational Researcher*, 25, 5-11.
- Bambino, D. (2002, March). Critical friends. *Educational Leadership*, 25-27.
- Boud, D., & Walker, D. (1998). Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education*, 23, 191-207.
- Cimer, S. O. (2011). The effect of portfolios on students' learning: Student teachers' views. *European Journal of Teacher Education*, 34, 161-176. doi: 10.1080/0260747042000309466
- Cumming, J. J., & Maxwell, G. S. (1999). Contextualizing authentic assessment. *Assessment in Education*, 6, 177-94.
- Dewey, J. (1910). *How we think*. Boston, MA: D. C. Heath & Co.
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49.
- Hoel, T., & Haugalokken, O.K. (2004). Response groups as learning resources when working with portfolios. *Journal of Education of Teaching*, 30, 225-241.
- Jarvinen, A & Kohonen, V. (1995). Promoting professional development in higher education through portfolio assessment. *Assessment and Evaluation in Higher Education*, 20, 25-36.
- Johnson, E. B. (2002). *Contextual teaching and learning*. Thousand Oaks, CA: Corwin Press, Inc.
- Lauvas, P., Havnes, A., & Raaheim, A. (2000). Why this inertia in the development of better assessment methods? *Quality in Higher Education*, 6, 91-100. doi: 10.1080/13538320050001090
- Mann, K., Gordon, J., & MacLeod, A. (2009) Reflection and reflective practice in health professions education: A systemic review. *Advances in Health Science Education*, 14, 595-621. doi: 10.1007/s10459-007-9090-2
- McDonald, B. (2012). Portfolio assessment: Direct from the classroom. *Assessment & Evaluation In Higher Education*, 37(3), 335-347. Doi: 10.1080/02602938.2010.534763
- Michelson, E. (1996). Beyond Galileo's telescope: Situated knowledge and the assessment of experiential learning. *Adult Education Quarterly*, 46, 185-196.
- Michelson, L.K. & Schultheiss, E.E. (1989). Making feedback helpful. *Journal of Management Education*, 13, 109-113.
- Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College Teaching*, 50, 34-39.
- Schmitz, J. A. (1994). *Student assessment as learning at Alverno College*. Alverno College Institute.
- Swaffield, S. (2008). Critical friendship, dialogue and learning in the context of Leadership for Learning. *School Leadership and Management*, 28, 323-336.
- Swanson, D. B., Norman, G. R., & Linn, R. L. (1995). Performance-based assessment: Lessons from the health professions. *Educational Researcher*, 5-35.
- Wiggins, G., & McTighe, S. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zubizarreta, J., & Millis, B.J. (2009). *The learning portfolio: Reflective practice for improving student learning* (2nd ed.). San Francisco: Jossey-Bass.

APPENDIX A-1 OS/Transition Portfolio Development
Critical Friends Collaboration Session

Name _____ Total Points _____ /100

Criteria	Points	Comments
Engages with peers and instructor throughout the session both giving and receiving ideas and critique about portfolio development	/20	
Creates expansive lists of outcome-relevant learning experiences both in and out of the OS or Transition program	/20	
Provides written evidence of attempts to draft and craft descriptions of learning experiences that are approaching clarity, conciseness and accuracy	/20	
Provides written evidence of attempts to draft and craft reflections of learning experiences that are approaching specific focus on an outcome and the use of dialogic and/or critical reflection	/20	
Writes a session reflection that details with accuracy what you gave to and received from critical friends during the session (last ten minutes of the session)	/20	

Criteria	Pts	Comments
Prior to his or her individual portfolio meeting, using email, the student has requested feedback from at least one critical friend for at least one outcome reflection. Then the student both receives substantive feedback from the critical friend(s) and responds to this feedback in a relevant and productive way in the Comments feature of his or her own e-portfolio.	/10	
Student arrived on time with a hard copy of draft of the self-assessment narrative, the accurate posting of at least two new relevant artifacts in his or her electronic portfolio, and an Introduction Page updated as needed or desired.	/10	
Student had appropriately used the Portfolio Manual including, but not exclusively, the appropriate scoring rubric, the template page, and the technical instructions.	/10	
Student had prepared a polished draft of the self-assessment narrative that included: 1) an introduction paragraph updated as needed 2) self-assessment reflections of progress toward program outcomes needed for this course (see course-specific portfolio scoring rubric) including changes based on the rubric feedback if indicated and new experiences as required and 3) an conclusion paragraph as indicated.	/40	
Draft narrative was outcome-focused and used clear, concise and accurate descriptions of learning experiences. Student used primarily dialogic reflection to link learning experiences to outcomes	/20	
Student engaged constructively throughout the meeting giving and receiving. Student provided rationales for writing choices, spoke knowledgeably about types of reflection and other portfolio techniques and concepts, and was prepared with questions and concerns	/10	

APPENDIX B-1 Portfolio Technical Competency Checklist

DUE DATE: _____

STUDENT NAME _____

This assignment is designed to insure you have the basic technical skills to create your electronic portfolio in the My Content area of Blackboard. It is a Pass/Fail score with the Pass score given if all items are successfully demonstrated. A Pass score on the Competency Checklist is required to complete all requirements for OTS 301 and pass the course.

All competency items on the checklist must be successfully demonstrated to either the course instructor or the graduate assistant prior to the due date. Once an item has been demonstrated, the instructor or assistant will initial the item to verify its completion. Turn in the checklist once all the items have been initialed.

COMPETENCY	Completed	Instructor/ GA Initials
1. Create a Basic Portfolio		
2. Name my portfolio "Last Name OS or Transition Portfolio"		
3. Create portfolio menu bar tabs using wording from e-portfolio template with no errors		
4. Share my portfolio with my Instructor, the Graduate Assistant, and critical friend peers		
5. Upload files into My Content using an appropriate folder system		
6. Use Permissions in My Content to manage access to your portfolio folder		
7. Link a file from My Content into my portfolio's Self-Assessment Narrative section		
8. Copy and paste some Word text into the Self-Assessment section of my portfolio		
9. Upload a document file from My Content into Artifacts numbering the artifact and naming it by learning experience not by outcome		
10. Link a <u>scanned</u> document from My Content into Artifacts numbering and naming the artifact by learning experience not by outcome		
11. Link a website, video, or audio file into Artifacts		
12. Create Introduction Page with correct wording from e-portfolio template with no errors and appropriate font size and color		
13. Post a photograph on the Introduction Page that is appropriately sized and aligned		
14. Document at least one dialogue collaboration from a peer into your Comments		

APPENDIX B-2 E-Portfolio Technical Competency Checklist Instructions

1. Create a Basic Portfolio

Log in to Bb-My Content on bar-My Content Tab-Users –username-My Portfolios-Create Basic Portfolio Tab-Title and description

2. Name my portfolio “Last Name OS or Transition Portfolio”

On title line –your last name OS Portfolio in description box – type in OS

Skip learning objectives box

Go to Style keep default button style which is text

Choose a background color (pick one for now, you can change later to match your photograph and introduction page text)

Use arrowed menu, look at a dark different color and when satisfied click on Apply

Keep text color white for now and probably always –always use light text and dark backgrounds on computer/projector screens (easiest to see by human eye -opposite of printed text which is best as black text on white paper)

Note the default is to have the portfolio available – leave it that way. Also default is to share with others- leave it that way

You are now ready to hit submit- and your portfolio is created.

3. Create portfolio menu bar tabs using wording from e-portfolio template with no error

You should now see your portfolio listed under My Portfolios.

Click on the title and it will open in a read-only mode (no editing allowed except for adding comments). That’s how others will read and comment on your portfolio in the future and how you will check on how it is being seen by others.

X out of it up on your menu bar above it and then open the arrowed menu beside the title of your portfolio.

Click on Edit. This is how you will go back in and change your background color and your text color later as you design your introduction page.

Click on Cancel for now and go back to the arrowed menu and scroll down to Build and click on Build.

Click on the Create Item button-leave the template as Blank Page and hit Submit.

In the Menu Item Name box type in the first menu item: Introduction Page. Hit submit.

Go through this process three more times to create your menu items of Self Assessment Narrative, Appendix A: Artifacts, and Appendix B: Narratives. A Comments menu item is already in your portfolio’s setup so you do not need to add that menu item.

Open your portfolio as someone else would by clicking on its name and check and see if your menu items are all there and worded and spelled correctly. If not click out of the read only portfolio, go to the drop-down menu and hit Build and then go to the drop-down menu of whichever item is inaccurate and hit Edit to change.

4. Share my portfolio with my Instructors, Graduate Assistants, critical friends and others

Now you will share your portfolio with the people who will read and make comments about it this semester – your instructor, the course graduate assistant and your class teammates.

Click on the down arrows next to your portfolio's name and scroll down to Share.

Click on the Share With button, after which you will be asked if you want to share with different types of users. The two you will choose between are Users for those with an ECU ID and External Users for those who do not have an ECU ID.

For your first portfolio you will be sharing only with those with an ECU ID so hit Users on the drop-down menu.

Type in the individual's ID in the Username box.

ECU faculty usernames are last name first initial.

So type in _____

Do not check the box Send Email this semester to any of the people you are sharing with but this may be appropriate or requested of you in future semesters. Hit Submit for the instructor.

ECU student usernames are first name_last name and often also identifying number.

So hit Share With again and type into Username box _____ and hit submit for the graduate assistant.

Repeat this process for each of your class teammates. Check with them to be sure you have the correct usernames.

If you do not know a username in the future, click Browse beside the Username box and you may search by Username, First Name, or Last Name. Click on Search, check the box beside the correct searched username and then scroll to the bottom of the page and hit submit. Look to see that all people you are to share with are listed before you leave the Share feature.

5. Upload files into My Content using a single portfolio folder

Go to My Content on the Bb Tabs, then Click on the My Content button.

You should see My Content: your Username

Click on Create Folder button. Name your folder "OS Portfolio Materials" and hit Submit.

This is where you will store all materials for your portfolio.

Once the folder is created, you can upload files into the folder by opening the folder and hitting the Upload Files button.

You should be able to browse to your files and link.

For today, create a Word file on this computer's desktop to practice with. Name it Practice File so it won't confuse you later.

Once created, use the Upload File button to put the practice file into your created portfolio folder in MyContent.

Scroll down to check Enable Versioning.

Do not check any other options and hit Submit.

You may create subfolders within your main portfolio folder with titles like Artifacts or Narratives if you wish but do not make additional portfolio folders as this will cause problems in the transfer and accessibility of materials within your actual e-portfolio.

6. Use Permissions in My Content to manage access to your portfolio content
Click on the Permissions icon to the right of your portfolio folder in MyContent.
Click on Permit Anyone on the gray bar. The default is read only so just hit Submit then OK on the Manage Permissions page.
Now anyone in or out of the OS/Transition program that you share your portfolio with can access all your portfolio content

7. Link a file from My Content into my portfolio's Self-Assessment Narrative section

Go to your My Portfolio menu and click on Build, Click on Edit on the menu beside Self Assessment Narrative. Use the Editing Box and click on the Link File icon. Click on Browse Content Collection and browse to your username, the folder your created and the file your created. Check in the box beside this file and hit Submit. You will get a box that is named Insert Content Link. Hit submit and you will get another box that is named Add Content Link. Hit Submit again. You should then see the link on your Self-Assessment Narrative page. Be sure to scroll to the bottom of the page and hit Submit again. This process requires you to hit Submit four different times!
Click on your portfolio, then click on the self-assessment narrative to check if your link is there. If so, click on it to see if it opens.

8. Copy and paste some Word text into the Self-Assessment section of my portfolio

Go to your Word practice document and use the keypad to Control or Command C and V to copy and paste text onto your Self-Assessment Narrative page directly in your portfolio

9. Upload a document file from My Content into Artifacts numbering the artifact and naming it by a description of the learning experience.

Use the process learned through putting a file into the Self-Assessment section (Item #6) to put a file into the Artifacts section. Once it is there and before you scroll down and hit submit, put your cursor in the link and rename it by numbering it and naming it by the learning experience associated with the artifact (delete any unnecessary link text).

10. Link a scanned document from My Content into Artifacts numbering and naming the artifact by learning experience not by outcome

Use the process learned through putting a file into the Self-Assessment section (Item #6) to put a scanned file into the Artifacts section. Once it is there and before you scroll down and hit submit, put your cursor in the link and rename it by numbering it and naming it by a brief description of the learning experience associated with the artifact deleting any unnecessary text (i.e., Artifact #7: Summer Camp Counselor - Brochure). Scanners are available in a number of ECU student computer labs. Check the IT website for more information.

11. Link a website, video, or audio file into Artifacts

Edit your Artifacts page and click the icon that says "Attach file." It looks like a piece of paper with a paper clip attached to it and is located on the bottom left row of icons. Click "Source URL" and type in the full address to the website. For example if you are adding YouTube you must type it out completely <http://www.youtube.com>. The http:// must be included. Hit submit. For "Name of file link" it will have the name of the link typed in there already. Click in that box and rename it by numbering it and naming by a brief description of the learning experience associated with the artifact. Hit submit. Hit submit again.

12. Design Introduction Page with correct wording from the e-portfolio template with no errors.

The text reads Occupational Science Portfolio and your first and last name. Use the editing box to add and move text, change font type, font size, and font color to design a page which meshes well with the color of your menu bar and the colors and size of your valued occupation photograph.

13. Post a photograph on the Introduction Page that is appropriately sized and aligned

Click in the edit box where you would like the image to be placed. Use the Image icon in the editing box to insert a photograph. Once it is inserted, click on the "Align Center" button, which is located on the top right of icons.

14. Respond to at least 1 collaboration comment you have successfully solicited from a team peer into Comments

To complete Item #14, write an introduction paragraph for your portfolio narrative, post your paragraph in your portfolio's Comments section with a specific written request for feedback, then ask one of your team members to read and comment on your paragraph in your Comments section. An email request is the most effective. After your team member has posted their comment, read it, consider it, and post a response comment in your portfolio Comments section.

Once you have responded to their feedback in your portfolio, you are ready to act on their feedback as you think best for your work and you are ready to have Item #14 initialed.

Resource Article: An article entitled "Making Feedback Helpful" is available under Resources on the BSOS Portfolio Bb course site to which you have access. Review this article before both seeking feedback for your work and providing feedback on others work.

Sample Comments: Attached to these instruction you will find a sample to guide your process. Remember this is just an example and your paragraph, request, and solicited feedback may be quite different as each student is unique.

1. Write an introduction paragraph for your self-assessment narrative. This first paragraph to your narrative, before you begin writing about your progress toward accomplishing the OS program outcomes, introduces you and expresses why you are studying occupational science. Limit yourself to one paragraph.
2. Paste your paragraph in your own portfolio's Comments section using the Create Comment feature. Within the same comment, request what feedback you would like on your paragraph. Think about what you need to know to make it a relevant, concise, clear, and well written.
3. Ask one of your team members to give you this feedback. Asking them via email is helpful so that they have a written request from you. In the email, ask them to reply letting you know if and by when they will provide feedback comments in your portfolio. In addition to the email request, you may also ask them in person.
4. Provide thoughtful comments to your team members and thoughtful responses to their feedback in a timely manner.
5. Act on the feedback you have received as you think best and have Item #14 initialed by one of the instructors or the graduate assistant. They will need to read your portfolio comments section before initialing this item.
6. To receive feedback comments from others you must first share your portfolio with them using the Share feature (See Item #4).
7. Solicit and respond to feedback comments from students in OTS 301 & 302; from student and others in OTS 401/499 & 402.

Sample Portfolio Feedback Comments: Westfall OS Portfolio

Feedback Request: Please read my introduction paragraph and give me feedback. Have I clearly expressed why OS matters to me and why I love teaching in this program? Do I have any writing errors that you notice? What suggestions do you have for my paragraph? As a person who has been an occupational therapist for many years it has been an honor to teach in the occupational science program at ECU. It has given me the opportunity to deepen my own knowledge of occupation that is the heart of soul of my profession. I also have to honor to help prepare future occupational therapists. I hope each student can develop a strong understanding of occupation and its power to help others participate in satisfying lives.

Feedback: Julia, I like how your sentences are clear and concise and express your feelings about the profession. If anything I might suggest you add just a brief descriptive phrase about human occupation. I'm sure you'll get more detailed in your section on Occupation, but for now it might help to clarify what this term means to you. I think I noticed two errors in grammar - the first is in your 2nd sentence, should read "heart and soul," second is in your 3rd sentence, should read "the honor." Overall you are off to a great start. Amy

Feedback Response: Thanks Amy for taking the time to give me feedback. I really appreciate it. I can't believe I made two grammar errors as I thought I carefully read through my paragraph but that is one reason that having others review your work is helpful. As far as the content of what I wrote, I have thought about what you suggested about adding my understanding of what occupation is and I think I will get at that by writing more about what I understand occupational science to be. Thanks again - your comments were really helpful.

APPENDIX C: Guiding Statements for Occupational Science Program Outcomes

Outcome #1 Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness

Occupation and its complexity are at the heart of occupational science. Review and reflect on what you have learned in classes about the concepts and ideas of occupational science. This knowledge can be applied in the following ways: enhancing understanding of yourself as an occupational being, deepening understanding of others as occupational beings, and using these understandings to promote your health and wellness and that of the people and communities around you. Concepts to consider include but are not limited to: the meaning of everyday occupation, the self-directed nature of occupational experience, cultural repertoires of activities, patterns of habits, routines and rituals, your personal values, the connections of occupation to relationship with others, to personal identity, to becoming, and to occupational justice. Apply the language of occupational science as you learn it in the program.

Outcome #2 Analyze the dynamics of context and occupation across the lifespan

Throughout their lives humans act as occupational beings creating meaning through doing. Our daily occupations influence and are influenced by the multiple and overlapping contexts in which they occur. Context presents opportunities and resources as well as demands and constraints on occupational behavior. Describe how varied contexts influence you as an occupational being. Consider critical life events or rites of passage and analyze the interplay of context and occupation in your life thus far. What experiences have you had and what skills are you developing in the observation, description and analysis of the occupations of others in varied contexts? How do contextual factors influence participation across the lifespan? Analyze how place and space, objects, time, and socio-cultural dimensions influence the occupations of self, others, and the community. Explore the role that context plays in health and wellbeing. What do you know of occupational justice and injustice from a community and a global perspective?

Outcome #3 Demonstrate the use of varied types of reasoning required of health professionals

Excellence in reasoning meets the challenges presented in the emerging discipline of occupational science, in any profession, and in our lives as citizens. Creative and critical thinking underlie all types of reasoning. These include, but are not limited to, scientific, procedural, narrative, interactive, pragmatic and ethical reasoning. Development of reasoning skill occurs through a reflective process as you, for example, explore and apply research evidence to assignments, interact with individuals and groups to learn the occupational nature of humans across the lifespan, and analyze the interplay of context and occupation. As you learn about and build upon multiple types of reasoning, reflect on how you use reasoning to: understand the interplay of occupational opportunity, health and occupational performance, design teaching and learning experiences, develop competence in following protocols and procedures, design occupational experiences for individuals, groups and populations, engage in activity, task and context analysis. Explore the development of your moral competence, that is, your ability to define ethical problems, consider alternative courses of action, and take action to seek resolution.

Outcome #4 Understand the purpose and demonstrate the methods of scholarly inquiry

The essential aspects of becoming an evidence-based practitioner are knowledge of why research matters and the knowledge and skills to be both a perceptive consumer of research and a contributing producer of research. Why is research done? What methods do researchers use to achieve these purposes? Explore your developing knowledge and ability to ask researchable questions and determine the best methods to answer questions. Describe your current ability to locate and evaluate sources of information (oral, print, and electronic). Provide examples of how you have used research to inform your change and intervention decisions and actions.

Outcome #5 Explore your dimensions of diversity

Cultural competence is recognizing and understanding each other's uniqueness and moving to and beyond acceptance and tolerance to embracing and celebrating the rich dimensions of diversity that each of us express. The core of cultural competence is an evolving awareness of one's own dimensions of diversity. Primary dimensions, such as age, gender, race, ethnicity, and sexual orientation, cannot be changed. Secondary dimensions, such as income, religion, marital or parental status, health conditions and impairments, skills, education, and experience of place, may be changed. Understanding and appreciating diversity is a foundation for communication skills, enhances collaboration, advocacy and respect for others. Explore your dimensions of diversity, reflecting on the presence of these dimensions within yourself as well as how your socio-cultural beliefs and personal values influence your interactions and occupational experiences.

Outcome #6 Understand how diversity influences occupational opportunity and participation of individuals, populations and organizations

Developing the ability to continually be aware of and seek to understand how diversity effects people's participation in life is essential to a health and human service provider's professional identity and is necessary for effective client and family centered practice. Understanding and appreciating diversity facilitates communication skills and enhances collaboration and respect for others. Describe the primary and secondary characteristics of how human diversity influences opportunities to participate in occupations within multiple contexts across the lifespan. Evaluate your cultural competence. What do you know about cultural similarities and differences? What societal beliefs support prejudice and discrimination, stigmatization and marginalization? Write about what you have learned about how diverse people adapt to occupational differences and experiences. Describe pragmatic and research-based strategies and recommendations for collaboratively addressing issues affecting diverse individuals' and communities' health and well-being. Reflect on the ways that dimensions of diversity influence opportunities for participation in occupations from the Appalachian region to the global community.

Outcome #7 Communicate using the ideas and language of occupational science

Communication skills are essential for self-expression and for collaborating with diverse individuals including peers, faculty, work colleagues, and community members. Describe your experiences and skills in verbal and non-verbal, written, and electronic communication in both informal (for example, classroom and group discussions) and formal (for example, research papers and presentations) contexts. Analyze how you have used the ideas and language of occupational science in your various projects, papers, classroom activities and community experiences, citing examples in your narrative. How are you developing as an active listener who is aware of and sensitive to the communication styles of diverse others? Consider theoretical constructs of group dynamics and your communication skills in the assessment of your ability to engage in collaborative partnerships and teamwork.

Outcome #8 Demonstrate observation and interview skills

The ability to observe and interview others is essential to understand the dynamic nature of occupational beings and the complexity of everyday occupation. Describe and analyze yourself as an observer along the range of unstructured and structured inquiry (for example, from observing people engaged in occupations to completing an observational checklist like the ADA Checklist for Barrier Removal). Assess your skills as an interviewer. What are your strengths and areas of improvement in interviewing others? Discuss the opportunities you have had to observe and interview individuals, groups and communities through a variety of in-class and out-of-class experiences. Through these experiences, describe what observation and interview skills you have developed and what skills need further development or refinement.

Outcome #9 Demonstrate knowledge of societal health concerns and approaches

As developing health professionals, you need to understand not only your discipline's and profession's history and unique knowledge, but also the broader and evolving contexts of society. Serving clients and adapting to change rests on these understandings. Express what you know of the history and ideas of occupational science and occupational therapy. Reflect on what you are learning about contemporary health conditions and the effect of occupational injustice on human health and well-being. Describe what knowledge you have gained in regard to models of health care, health care systems and their organization, and health care financing? Describe what you know of health policy concerns such as health disparities. Explore various approaches to meeting societal health challenges (i.e., public health initiatives and political advocacy). Consider what else you know that helps you understand the "big picture."

Outcome #10 Evaluate your actions as a student, advocate, educator, leader and researcher

Reflect on your experiences in each of the roles that will form the fabric of your professional identity. Describe the knowledge you have gained that supports each of the above roles. Assess what you do well and not well as you develop skills in these roles. What has worked, and what hasn't worked for you as you have the lived experience of these roles? Identify how you can further develop knowledge and skills and seek out new opportunities for role performance. Explore your development of professional behaviors in these roles such as personal responsibility and accountability, integrity, respect and continuous regard for others, commitment to teaching and learning, self-regulation, involvement in student organizations and community service, and dedication to excellence.

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 1

Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 2

Analyze the dynamics of context and occupation across the lifespan

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 3

Demonstrate the use of varied types of reasoning required of health professionals

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 4

Understand the purpose and demonstrate the methods of scholarly inquiry

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 5

Explore your dimensions of diversity

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 6

Understand how diversity influences occupational opportunity and participation of individuals, populations and organizations

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 7

Communicate using the ideas and language of occupational science

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 8

Demonstrate observation and interview skills

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 9

Demonstrate knowledge of societal health concerns and approaches

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet

Outcome # 10

Evaluate your actions as a student, advocate, educator, leader and researcher

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome: