

TUTORIAL

IDEAS FOR INCORPORATING EPORTFOLIO IN YOUR COURSE

Seven best practices for using ePortfolio at Pace.

- Instructors can create their own ePortfolios to help their students better understand their professional accomplishments and background
- Instructors can create a **group** for their course (see tutorial: “How to Create a Group” on www.pace.edu/eportfolio)
 - Can be used to have students submit assignments
 - Instructors can post certain course materials for students in the group to view. Students can post in the forums within the group in a time-stamped post to comment on the material.
 - *Examples: Dr. Anstendig’s ENG 201 group; Dr. Poe’s “Capstone Seminar: Literature Between Worlds” group*
- On the **Introduction** page, students can post the goals they hope to achieve by the end of the course and/or semester. They can also post the skills they have developed.
- Students can use the **Overall Reflection** box of the **Introduction** page to emphasize what they have learned during the course. This box can also be used for a midterm and/or final reflection statement.
- By using the feedback option on the bottom of a student’s view, instructors can give students feedback and/or a grade, and other students can offer peer responses. The feedback can be public or private.
- Use the **journals** feature to have students reflect on readings, videos, and other forms of course material
 - students can title a journal after a particular course, book, or assignment and use each entry to build on their thoughts
- ePortfolios can be a forum for projects
 - Students can post videos, images and blogs in addition to the traditional paper/presentation
 - *Example: Dr. Poe’s Cultural Literacy Project*