

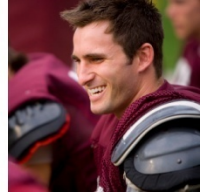
# Integrating eportfolios into University Culture: Cultivating a McMaster Model

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**MIETL** McMaster Institute for Innovation and Excellence in Teaching and Learning

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# Outline

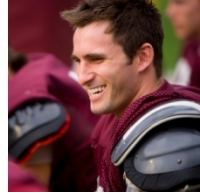
**Question:** As eportfolio moves from the individual learner to the institution, what does change look like?

- a brief history
- what's happening?
- Pilot: **Humanities 2LP3**



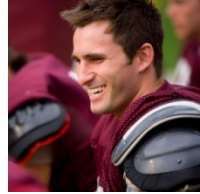
# A Brief History of Learning Portfolios

- A response to President Patrick Deane's University wide initiative: **“Forward With Integrity”** (2012)
- **Goal:** document curricular, co-curricular and community learning & the relationship between
- help students answer **“What am I learning at McMaster?”** and **“Why am I learning it?”**



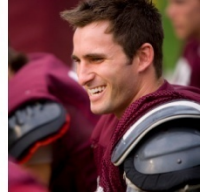
# Our Goals

- an LP for each student
- a **thoughtful** way to engage students, document & reflect on whole learning experience
- promote more **personalized & deeper learning**
- integration of curricular, co-curricular, personal & professional experiences; **encourage life-long learning**



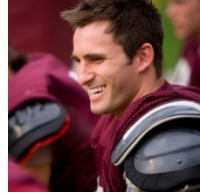
## What's happening?

- *increasing use by faculty:*
- **Courses** –instructors from all Faculties using LP's in courses
- **Programs** – LP's in year one through to graduation
- **Faculties** – year 1 mandatory Foundations courses implement & prepare students for LP use



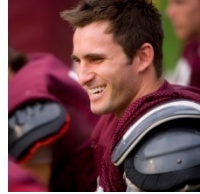
# What's happening?

- **Student Mentorship**
- year 3 & 4 leadership/mentorship courses (Faculty)
- mentor year 1 to create & use LP
  
- **Partnerships with SSC & MSU**
- LP's integrated into existing programming (e.g. service learning, exchange students)
- encourage independent use; one-to-one consultation & support
  
- **CoP**
- faculty & staff share experiences & ideas



## What's happening?

- **LP Fellows Program**
- **FWI & MIIETL:** 6 fellowships/year, 1 per Faculty, for 3 years
  
- **LP Bootcamp**
  - annual 1 day interactive workshop
  - faculty plan & develop LP use
  - Year 1 – 28; Year 2 – 45; Year 3 - 80



## What's happening?

- **LP Showcase**
  - share progress; inspire others
  - attended by President & Provost
  - guest speaker; faculty & student panels; Q & A
  - students present their LP journey
- **Research**
  - disciplinary & multidisciplinary projects
  - university-wide impact study; qualitative; quantitative; mixed method; course based; program based





## What's happening now?

### Humanities 2LP3: Explorations in Learning: Design, Engage, Achieve

- links university research & 2013 task force recommendations:
- *“Course with credit given in the final year of study, which lasts for the duration of the student’s time at McMaster.” “...formation of a faculty curriculum development team to collectively develop best practices, establish a consistent approach and assessment rubric.”*
- **Pilot**; 2 sections; 30 cap; teams of 5 w/ 1 mentor
- 2 terms; 2 hours/week

## Explore Hamilton: Learn through Discovery



Level 2 students from all Faculties are invited to participate in a unique new learning experience, ***Humanities 2LP3: Explorations in Learning: Design, Engage, Achieve***. This course will help students develop critical skills for life-long learning, while providing an opportunity to explore the Hamilton community.

- Explore Hamilton through geographical fieldwork, analyze critical case studies, and be a part of discussions with Hamilton's own experts.
- Generate ideas, set goals, engage in critical Inquiry and assess their own progress.
- Acquire skills for self-directed, reflective and life-long learning.
- Use the Learning Portfolio to help them define and document their learning.

This 3-unit course builds on McMaster's Level 1 Foundations courses to enhance students' skills in critical inquiry\* It is open to all Level 2 students at McMaster University.

This course is overseen by the Faculty of Humanities in cooperation with the McMaster Institute for Excellence in Teaching and Learning. The course instructor is Dr. Catherine Swanson.

**SPACE IS LIMITED! REGISTER TODAY FOR HUMANITIES 2LP3.**

*\*Once the course is full, students can be placed on a waiting list by contacting*

*Julia at [conderj@mcmaster.ca](mailto:conderj@mcmaster.ca).*



## Humanities 2LP3

**Folio Approach:** reflective practice for purpose of making meaning out of one's learning experiences

- use LP to:
- define & document learning journey
- generate ideas, set goals, critical Inquiry, assess progress

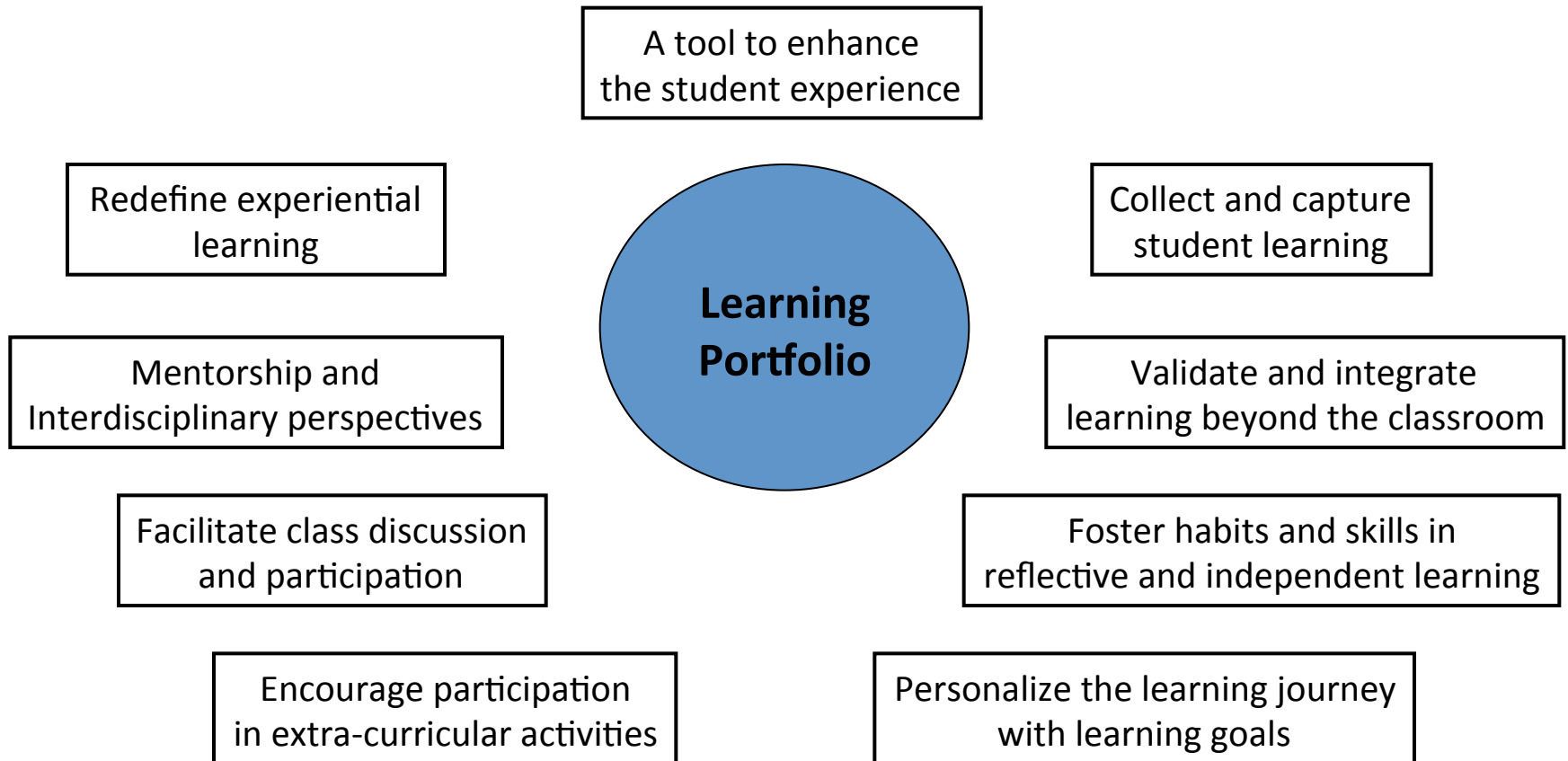


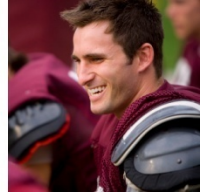
## Key to Folio Approach

- 1. **Reflecting** on: evidence, reasons for choices & what was learned
- 2. Measure learning & **development over time**
- 3. Students **active participants** in their learning
- 4. Learning takes place in the **process** of constructing a LP, rather than only the end product



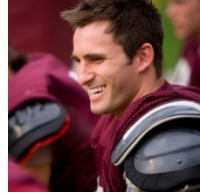
# Learning Portfolio in 2LP3





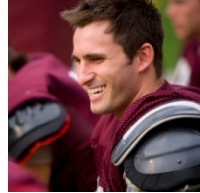
## Humanities 2LP3

- **Process** = interplay of 3 elements:
- reflection, evidence & collaboration (mentoring).
- use writing, critical thinking, learning & creativity skills
- facilitates recording, assessing, improving & evaluating learning



## Humanities 2LP3

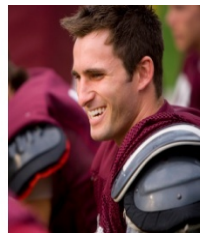
- **narrative section** (writing, multi-media)
- reflect critically on questions of **what, when, why** and **how** learning occurred
- **reflection** = guide students to think about how specific acts of learning contribute to a more coherent, interrelated process of learning
- (e.g. seminar or lab course, writing assignment, research project, community engagement, program of study, extra-curricular experiences)



## Humanities 2LP3

- **Method of Assessment:**
  - 1. Participation in class and peer teams – 20%
  - 2. Individual Learning Portfolio – (goals, reflection) – 30%
  - 3. Completion of questionnaires & self-assessments – 5%
  - 4. Team writing project – 25%
    - Chapter topic & bibliography – 5%
    - Chapter Outline – 5%
  - 5. Team Presentation – 10%





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