LEARNING PORTFOLIO
CENTER FOR EXPERIENTIAL LEARNING

GUIDEBOOK EXPLAINING
WHAT IS A LEARNING FOLIO,
HOW TO BUILD IT,
& HOW TO USE IT.
The purpose of a learning portfolio is to help students integrate learning and make meaning of their experiences. Learning portfolios have previously been referred to as ePortfolios at Loyola. The name changed in Fall of 2016 to emphasize our focus on student learning.

What are Learning Portfolios?
The learning portfolio (ePortfolio) is a digital collection of student work, reflections and educational experiences assembled in a structured, online format customized by the student.

Learning portfolios are a PROCESS and a PRODUCT.

PROCESS because...
- Catalyst for integrative learning.
- Contributes to holistic development: personal, academic, and career development.
- Encourages active reflection and meaning-making within academic disciplines and on the university as a whole.
- Facilitates integration of topics and themes across disciplines and over time.

PRODUCT because...
- Provides a forum to sharing work with others.
- Provide a resource for demonstrating skills, abilities, and experiences.
- Electronically documents student learning over-time.

Learning Portfolios are used by:

Students:
- to use as an academic hub for course work (i.e. digital repository of documents).
- as a tool to connect learning across disciplines.
- to establish habits of lifelong learning through reflection on experiences.
- to make meaning of experiences inside and outside of the classroom.

Faculty:
- for a more long-term record of course-work submitted by students.
- as a tool to assess student-learning compared to set course outcomes.
- to analyze growth and development of students overtime.
- as a tool to document student-learning achievement over time.
- as organizational tool for class assignments and readings.


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Learning Portfolios

Learning Portfolio Components

Once you have identified the purpose of how your portfolio will be used, the type of learning portfolio (ePortfolio), and who will view it you can start to think about what to include.

The components of a learning portfolio are the learning artifacts, reflections to curate artifacts, and web-based platform used to build the portfolio.

Learning Artifacts

Learning artifacts are documents or media files are electronic evidence of learning. Used thoughtfully, artifacts can demonstrate skills, abilities, experiences, or competency. It also is a way to reflect who you are personally, professionally, and academically.

Creativity is also invited and encouraged when selecting artifacts. This is because one of the advantages of building an electronic portfolio is the ability to use different forms of multimedia to demonstrate learning.

In general, learning portfolio artifacts can include:

- Writing samples (research papers/essays)
- Observations by mentors and peers
- Reflective thinking and writing
- Blog entries or a full blog
- Web links
- Photos/slideshows
- Videos

Visit the TUTORIALS page at luc.edu/eportfolio to learn more about Multimedia resources.

Critical Reflection

Another important aspect of a learning portfolio is reflection. For each learning artifact selected it is important to curate those items by reflecting on your experiences. Critical reflection goes beyond explaining what the experiences was by talking about why the experience was important, making connections between experiences, and articulating new learning you took away from the experience.

Platforms

Loyola University Chicago adopted a enterprise learning portfolio (ePortfolio) system called LAT (Learning Achievement Tools) from TaskStream. Some of Taskstreams functionalities include assessing student learning outcomes and keeping an online record of student learning artifacts through Direct Response Folios (DRFs) and web folio pages.

Loyola University Chicago has contracted with TaskStream to be the university’s official electronic portfolio (ePortfolio) vendor.
Learning Portfolios
The basics explained: Types of ePortfolios

Comprehensive Portfolio
Purpose: used for the owner’s reference, way to store work in a central space, and a tool for personal holistic reflection. Students are encouraged to integrate course concepts and connect co-curricular and curricular experiences to learn.

Contents: includes work from personal, professional, and academic experiences.

Learning Portfolio
Purpose: used to store and share assignments for evaluation and to receive instructor feedback. Students can keep track of growth and development throughout the semester or course.

Contents: includes a collection of academic assignments from a specific course (or courses), evaluations, and instructor feedback.

Assessment Portfolio
Purpose: used to evaluate competencies as defined by a program’s standards and/or outcomes.

Contents: includes a collection of demonstrated competencies and skills gained throughout a series of academic requirements in well-defined areas.

Professional/Showcase Portfolio
Purpose: used to share skills, competencies, or experiences with professional colleagues or prospective employers in the interview or hiring process.

Contents: includes a collection of professional skills, competencies, or experiences.

Integrative Portfolio
Purpose: used to demonstrate and assess multiple dimensions of student learning (curricular and co-curricular); used as a starting place for building a professional/showcase portfolio.

Contents: includes a collection of coursework across curricular and co-curricular experiences (i.e. Capstone Portfolio).


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**Critical Reflection** often goes beyond articulating your experience or talking about your feelings in relation to your experience. It's takes reflection one step further by critiquing the experience through analysis and describing a new learning connection as a result of the experience.

**DESCRIBE**
First it is important to orient the reader. Sometimes your audience does not have context to the experience/class you are reflecting on. This is why it is a good idea to start by describing your experience.

*Sentence starter examples:*
- This class was about....
- In this class we learned about...
- The internship I had with “x” was....
- Some of the tasks I performed at my internship/job was ....
- My responsibilities at the service-learning site consisted of...

**ANALYZE**
The second part of your reflection is an analysis of your experience. This is critiquing the experience/class by noting the positive and/or negative aspects, comparing similarities or differences to other experiences/classes, etc.

*Sentence starter examples:*
- The class challenged me to think about “x” in a new way by...
- The experience at my internship site was different than other experiences I had because...
- The service-learning experience with “x” compared to some of the other experiences I engaged with by...

**CONNECT**
The last part of the reflection is to make connections between what you learned and what you previously thought about “x” prior to the experience/class. This is the section of the reflection where you explain why the experience/class was important to your learning.

*Sentence starter examples:*
- This internship/class/service-learning site/experience influenced how I think about “x” because...
- Something I never thought about before my internship/class/service-learning site/experience was...
- As a result of my internship/class/service-learning site/experience I now...


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How to “Level-Up” your portfolio

Below explains the criteria differentiating a good portfolio from a great portfolio. Use as a guide while you are crafting your own learning portfolio.

INCLUSION OF REFLECTIONS
All the reflection prompts are included. There is some explanation that accompanies them. There are some audio/visual representations throughout the portfolio.

USE OF MULTIMEDIA
The multimedia contributes to understanding concepts, ideas and relationships, and enhances the written material and create interest.

CITATIONS
Most images, media or text elements created by others are cited with accurate, properly formatted citations.

NAVIGATION
It is sometimes unclear how to locate an artifact or move to related pages or a different section. Some of the external links do not connect to the appropriate website or file.

LAYOUT AND READABILITY
The portfolio is generally easy to read. Fonts and styles are generally used consistently throughout the portfolio. Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.

WRITING & PROOFREADING
The writing is often free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication and minor editing is required.

INCLUSION OF REFLECTIONS
The portfolio does not include all the reflection prompts, and/or there is narrative explanation missing from the portfolio components. Missing audio/visual representations on most pages/tabs.

USE OF MULTIMEDIA
The multimedia does not contribute to understanding concepts, ideas and relationships. The inappropriately use of multimedia detracts from the content.

CITATIONS
None of the images, media or text created by others are cited with accurate, properly formatted citations.

NAVIGATION
It is difficult to locate artifacts and move to related pages or a different section. Many of the external links do not connect to the appropriate website or file.

LAYOUT AND READABILITY
The portfolio is difficult to read due to inappropriate use of fonts and styles. Many formatting tools are under or over-utilized and decrease the readers’ accessibility to the content. Color of background, fonts, and links decreases the readability of the text. Is distracting and used inconsistently throughout the portfolio.

WRITING & PROOFREADING
There are numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication and requires major editing and revision.

Adapted from: Green, P. (2016, November). ELPS 430 Final ePortfolio Rubric. Chicago, IL, USA.

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How to start building your learning portfolio using webfolios on Taskstream

You can start building your learning portfolio using the webfolio feature on Taskstream.

1) To access, first go to luc.edu/eportfolio.

2) Next, click “Taskstream Login” to enter the portal page. *Note, you must login either through the luc.edu website or using the direct link eportfolio.luc.edu.

3) Then, enter your UNIV username and password.

4) After entering the site, in the upper left side on the navigation bar, click build “Folios & Webpages”

5) At the “Folios & Webpages” page click the text box next to “New Folio/ Webpage Title” and enter in a name for your learning folio. *Remember, you can always go back and change it later if you wish.

6) Then, select a theme for your learning portfolio.

7) Now you are ready to enter content for your learning portfolio! Under the “Edit Content” section, start recording learning artifacts and reflections on your classes, co-curricular, and extra-curricular experiences.

We encourage students to keep their learning portfolios up-to-date over the course of their time at Loyola. You can always go back to add or change elements of your folio page. You can share it with others via the “Publish/Share” option on the webfolio toolbar (*see screenshot above).

Need more help building your learning portfolio? Check out our tutorial page on the eportfolio website! There are great resources on how to use Taskstream as well as how to add other multimedia.