Assignments and Reflections:

A significant feature of an e-portfolio is that it allows students to display and reflect on educational projects and activities in a website that they manage and share with others. It will even let them store video, audio, and multimedia files. Course assignments and learning experiences (artifacts), as well as student reflections are all intended to demonstrate the student’s achievement of learning outcomes and self-reflective learning abilities.

Faculty can assist students with this endeavor by suggesting assignment inclusions with corresponding reflection prompts. Consult the information provided below and consider how your existing course assignments or outside-of-class learning experiences help your students show evidence of learning in their e-portfolios.

Ideas for e-portfolio artifact assignments include:

**Process Assignments** – Students can upload assignments in various stages of development such as essay drafts, presentation components, project steps, etc. Students can be asked to comment on their learning and development at each step as well as what they learned by completing the assignment.

**Signature Assignments** – Students can upload one or two examples of their best work that is typical of the course or program. Students can write about how the assignment connects to their academic or career goals, course learning outcomes, and development as learners.

**Capstone Project/Final Cumulative Assignment** – Students can upload the culminating course assignment and write about how it connects to the learning outcomes of the course or program, their development as learners, and any connection to their academic or career goals.

**Pre and Post Assessments** – Students can complete a course assessment at the beginning and at the end of the course and write about the comparison between the two, what they learned, and the connection between this course and other courses they have completed.

Ideas for e-portfolio reflections include:

Reflections constitute metacognition and are ways for students to think about their thinking and learning process. Reflections help students “own” their learning through considering the assignment or experience in an academic and/or
personal context. Students should take this aspect of the e-portfolio process seriously. You can assist students with this by assigning reflective writing prompts to accompany each artifact you suggest they include in their e- portfolios.

Reflections typically should range from one to four paragraphs. The basic structure for an artifact’s reflection starts with the student stating the assignment, as given by the professor, then providing an interpretation of the assignment’s expectations, and finally reflecting about how well he/she met the assignment’s expectations and professor’s standards. Consider questions like these:

**Summative Reflection**
- In what ways have you improved as a writer/artist/scientist/etc.? What brought about those improvements? Include an artifact(s) that contains specific experiences, readings, assignments, or discussions in this course that supports your point.
- What did you learn by creating this artifact? Be specific.
- What was your biggest accomplishment in the course? How did this artifact and other course elements help you reach it? Be specific.
- What job skills did you master in this course? How are they reflected in this artifact(s)? Be specific.

**Process Reflection**
- What challenges did you face in completing the assignment? How did you address/troubleshoot them?
- Describe the aims and strategies that led to the completion of this artifact. How did your thinking about it evolve over time (point to specific experiences while working on the assignment)? How did the assignment evolve (or not evolve) with your thinking (again, point to specific experiences) about it? What went according to plan and what surprises did you encounter? What still needs work?
- What were your successes and difficulties in completing this artifact?
- What risks did you take in the assignment/course? Be specific.
- Outline the steps you took to complete the assignment, and explain your thinking at each step.
- Describe your learning process throughout this course and what it felt like at different stages until you mastered certain skills. Discuss the skills you are still developing.

**Evaluative Reflection**
- What are the strengths and weaknesses of your signature assignment? Explain while making specific references to your work.
- Discuss your best work for the course and explain why it’s your best. Be specific.
- Discuss each piece of work for the course and touch on the strengths of each. Be specific.
- How does what you learned through completing this artifact connect to the learning outcomes of this course?
• How might you improve on this artifact in the future?
• How do(es) the artifact(s) illustrate your growth/change/progression in this class?

**Interpretive Reflection**

• Paint a textual landscape of your learning throughout the semester. What learning and skills would you use as “landmarks” within this landscape? Why?
• Write a very short personal narrative (story) about the time you spent creating the signature assignment for this course. Include musing, scene setting, and dialogue. Include both your perspective as you created the assignment and your perspective once the assignment was submitted.
• How does what you learned through completing this artifact connect to your outside the classroom experiences? Be specific.
• Why did you pick this assignment to put in your e-portfolio? What does it demonstrate about your learning? [Assumes that the instructor has given students a choice of assignments to include in the e-portfolio]
• How does this artifact connect with the real world?

A capstone project and post assessment reflections can also be used by students to arrive at answers to questions from a program or inter-disciplinary level. The e-portfolio contains an outcomes tab that directs students to include such artifacts and reflections in relationship to the Instructional Program Learning Outcomes (IPLOs). Typically general education courses and courses required for a major contribute to this level of learning for students. For these artifacts you may ask students to respond to questions like these:

**Reflection on Learning**

• Make connections between what you studied in this course with what you’ve learned in other courses at LBCC or before in relationship to the (identified learning outcome). Make specific references to your work in this class and in the other courses. How did what you learn in the other courses enhance what you learned in here, and vice versa?
• What does your work on the identified artifact illustrate about you as a learner of (identified IPLO)? Be specific.
• Take a look at the Instructional Program Learning Outcomes. Note that no specific course helps you move toward achieving all of those learning outcomes. Making specific references to your work in this course, describe how you have progressed toward achieving an identified learning outcome.
• How does your performance on this artifact demonstrate achievement of--or progress toward--LBCC’s college wide learning outcomes?
• Each required major course will help you make progress in achieving many of those learning outcomes as are relevant to the course. Making specific references to your work in this course, tell me how you have progressed toward achieving the identified learning outcomes.
• Reflect on how you thought about (identified IPLO) before you took this course.
and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why? Include the assignments/activities/readings that were influential in this process. How will you approach (identified IPLO) differently in the future?
• What aspect of the identified artifact made you want to learn more about the (identified IPLO)? Why?
• How does this artifact (or the whole course) connect with what you learned in another course? Be specific.
• Reflect on what you have learned about (identified IPLO) in relationship to your major. Include a representative artifact from your program or certificate that illustrates this relationship.
• Outline a chronology of significant learning events during this semester. Why do these events stand out for you in relationship to the (identified IPLO)? How did they help you develop further as a student learner?
• How did participation in this service-learning partnership (internship, group project, etc.) help you better understand how the main concepts in this course apply to your life and the (identified IPLO)?
• What impact did the assignment have on you or your understanding of the college’s learning outcomes? Did it challenge any of your assumptions?

The reflection process in the e-portfolio is not a place for students to evaluate their courses or their instructors. The regular student evaluations of instructors and courses are a much better venue for students to express those impressions. Reflections in the e-portfolio are a place for students to critically think about their learning and focus on self-investigation.