ePortfolio Performance Support Systems

Constructing, Presenting, and Assessing Portfolios

Edited by
Katherine V. Wills
and Rich Rice

Eportfolio Performance Support Systems Constructing Presenting And Assessing Portfolios Perspectives On Writing

Kathleen Blake Yancey

Eportfolio Performance Support Systems Constructing Presenting And Assessing Portfolios Perspectives On Writing:

ePortfolio Performance Support Systems Katherine V. Wills,Rich Rice,2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios **Foundational Practices of Online Writing Instruction** Beth L. Hewett,Kevin Eric DePew,2015-04-15 Foundational Practices in Online Writing Instruction addresses administrators and instructors questions for developing online writing programs and courses Written by experts in the field this book uniquely attends to issues of inclusive and accessible online writing instruction in technology enhanced settings as well as teaching with mobile technologies and multimodal compositions **Yoga Minds, Writing Bodies** Christy I. Wenger,2015-05-01 This book argues for the inclusion of Eastern influenced contemplative education in writing studies as a means of exploring the active engagement writers maintain with their bodies throughout the composing process It explores how this engagement can be navigated by integrating yoga and mediation into the instruction and practice of writing Very Like a Whale Edward M. White,Norbert Elliot,Irvin Peckham,2015-03-04 Written for those who design redesign and assess writing programs Very Like a Whale is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory Very Like a Whale will be of practical use to new and seasoned writing program administrators alike as well as to any educator involved with the accreditation process

Thinking Globally, Composing Locally Rich Rice,Kirk St.Amant,2018-05-01 Thinking Globally Composing Locally explores how writing and its pedagogy should adapt to the ever expanding environment of international online communication Communication to a global audience presents a number of new challenges writers seeking to connect with individuals from many different cultures must rethink their concept of audience They must also prepare to address friction that may arise from cross cultural rhetorical situations variation in available technology and in access between interlocutors and disparate legal environments The volume offers a pedagogical framework that addresses three interconnected and overarching objectives using online media to contact audiences from other cultures to share ideas presenting ideas in a manner that

invites audiences from other cultures to recognize understand and convey or act upon them and composing ideas to connect with global audiences to engage in ongoing and meaningful exchanges via online media Chapters explore a diverse range of pedagogical techniques including digital notebooks designed to create a space for active dialogic and multicultural inquiry experience mapping to identify communication disruption points in international customer service and online forums used in global distance education Thinking Globally Composing Locally will prove an invaluable resource for instructors seeking to address the many exigencies of online writing situations in global environments Contributors Suzanne Blum Malley Katherine Bridgman Maury Elizabeth Brown Kaitlin Clinnin Cynthia Davidson Susan Delagrange Scott Lloyd Dewitt Amber Engelson Kay Halasek Lavinia Hirsu Daniel Hocutt Vassiliki Kourbani Tika Lamsal Liz Lane Ben Lauren J C Lee Ben McCorkle Jen Michaels Minh Tam Nguyen Beau S Pihlaja Ma Pilar Milagros Cynthia L Selfe Heather Turner Don Unger Josephine Walwema Critical Expressivism Tara Roeder,Roseanne Gatto,2015-04-15 Critical Expressivism is an ambitious attempt to re appropriate intelletual territory that has more often been charted by its detractors than by its proponents Indeed as Peter Elbow observes in his contribution to this volume As far as I can tell the term expressivist was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit The editors and contributors to this collection invite readers to join them in a new conversation one informed by a belief that the term expressivism continues to have a vitally important function in our field *Beyond Dichotomy* Steven J. Corbett,2015-03-15 This book offers multi method case studies of course based tutoring and one to one tutorials in developmental first year writing courses at two universities The author makes an argument for more peer to peer learning situations for developmental writers and more detailed studies of what goes on in these peer centered environments *A Theory of Literate Action* Charles Bazerman,2013-12-28 A Theory of Literate Action makes a significant contribution to the field and enriches and deepens our perspectives on writing by drawing together such varied and wide ranging approaches from social theory and the social sciences from psychology to phenomenology to pragmatics and demonstrating their relevance to writing studies **A Rhetoric of Literate Action** Charles Bazerman,2013-09-12 Undertaken by one of the most learned and visionary scholars in the field this work has a comprehensive and culminating quality to it tracking major lines of insight into writing as a human practice and articulating the author s intellectual progress as a theorist and researcher across a career **ePortfolio as Curriculum** Kathleen Blake Yancey,2023-07-03 At a moment when the ePortfolio has been recognized as a high impact practice as a unique site for hosting student integrative learning and as a powerful genre for assessment this book provides faculty staff and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium In short this book both illustrates and provides guidance on how to support the development of students ePortfolio literacy The ePortfolio curricular models provided in ePortfolio as Curriculum include both those integrated within existing disciplinary courses and those

offered through credit bearing stand alone courses In taking up questions focused on what students need to know and do in becoming informed effective ePortfolio makers the contributors to this volume from the standpoint of their course outcomes and institutional contexts present various approaches to developing an ePortfolio curriculum Individually and collectively the chapters explain ways to engage students in understanding the potential purposes structures audiences and designs of ePortfolios in developing the reflective practices for contextualizing and informing the selection and curation of artifacts and in creating appropriate focus and coherence Synthesizing insights from the previous chapters the concluding chapter identifies six consistent features of an ePortfolio curriculum that support the development of students ePortfolio literacy In addition Kathleen Blake Yancey identifies and defines seven common ePortfolio curricular dimensions that contribute to students ePortfolio literacy among them student agency digital identity and campus and global citizenship Not least she describes new practices emerging from ePortfolio curricula including new ePortfolio specific genres new metaphors used to characterize ePortfolios and their practices and new issues that the ePortfolio curriculum raises The E-portfolio Paradigm Nicole A. Buzzetto-More,2010 **Portfolio and Performance Assessment** Roger C. Farr,Bruce Tone,1994

Eportfolios for Lifelong Learning and Assessment Darren Cambridge,2010-10-07 This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use drawing on work in philosophy sociology higher and adult education and elearning research It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios It surveys the state of the art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum assessment and technology This resource is written for scholars support staff instructional technologists academic administrators and policy makers

Writing Portfolios in the Classroom Robert Calfee,Pamela Perfumo,2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today

s researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher **Electronic Portfolios 2.0** Darren Cambridge,Kathleen Blake Yancey,Barbara Cambridge,2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system

Portfolios in the Writing Classroom Kathleen Blake Yancey,1992 This collection of 10 essays argues that portfolios in the writing classroom are worth exploring and that such exploration opens up new opportunities new ways to learn to write to think about teaching writing to understand students teachers and curricula and to describe and report on what is found The collection makes this argument by sharing the stories of teachers in various situations teachers alone teachers as team members and teachers concerned with administration as well as learning Three key points are made that portfolios should be designed locally by teachers and students that they require periodic review and that through such reviews more can be learned about writing and its teaching The articles and authors are as follows 1 Introduction Writing Portfolios Changes and Challenges Catharine Lucas 2 Teacher s Stories Notes toward a Portfolio Pedagogy Kathleen Blake Yancey 3 Increasing Student Autonomy through Portfolios Sue Ellen Gold 4 Portfolio Practice in the Middle School One Teacher s Story James E Newkirk 5 Portfolios Process for Students and Teachers Catherine D Aoust 6 Looking into Portfolios Sandra Murphy and Mary Ann Smith 7 Portfolio Reflections in Middle and Secondary School Classrooms Roberta Camp 8 Writing Portfolios in Secondary Schools David Kneeshaw 9 Portfolio Practice and Assessment for Collegiate Basic Writers Irwin Weiser and 10 Portfolios in the Writing Classroom A Final Reflection Kathleen Blake Yancey A 39 item annotated bibliography of resources on portfolios for teaching and assessment concludes the volume SR **Developing Portfolios for Learning and**

Assessment Val Klenowski,2002 Drawing on the author s own experience of using and researching student portfolios this book analyses the implications for the development of the portfolio for assessment **Assessing the Portfolio** Liz Hamp-Lyons,William Condon,1999 This volume deals with the subject of portfolio based writing assessment It explores the theory behind using portfolios in writing a programme as well as information about what portfolios are what advantages they hold for assessment purposes and what effects they can have on a writing programme *Situating Portfolios* Kathleen Yancey,1997-02 Situating Portfolios is both reflective and forward looking practice oriented but well grounded in theory Kathleen Yancey and Irwin Weiser bring together thirty one writing teachers from diverse levels of instruction institutional settings and regions to create an inviting volume on current practice in portfolio writing assessment The contributors here reflect on the explosion in portfolio practice over the last decade why it happened what comes next discuss portfolios in hypertext the web and other electronic spaces report on current and new contexts from emergent literacy to faculty development in which portfolios now appear and consider emerging trends and issues that are involving portfolios in teacher assessment faculty development and graduate student experience An energetic volume Situating Portfolios gathers a wide range of experience and thinking into one stimulating discussion It s a book that will be of interest to writing teachers and teacher educators at all levels Portfolios Pat Belanoff,Marcia Dickson,1991 This book the first to focus exclusively on portfolio assessment is practical theoretical and broad in scope offering places to start rather than claiming to be definitive The articles all by teachers with considerable experience in using portfolio grading are free of jargon making sound composition and assessment theory available to every reader regardless of the level of writing taught

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