

## TUTORIAL

# IDEAS FOR INCORPORATING ePORTFOLIO IN YOUR COURSE

Seven best practices for using ePortfolio at Pace.

<http://www.help.pace.edu> PLV: 914 773 3338 NYC: 212 346 1583

- 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](http://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 **blog** feature to have students reflect on readings, videos, and other forms of course material
  - students can title a blog 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*