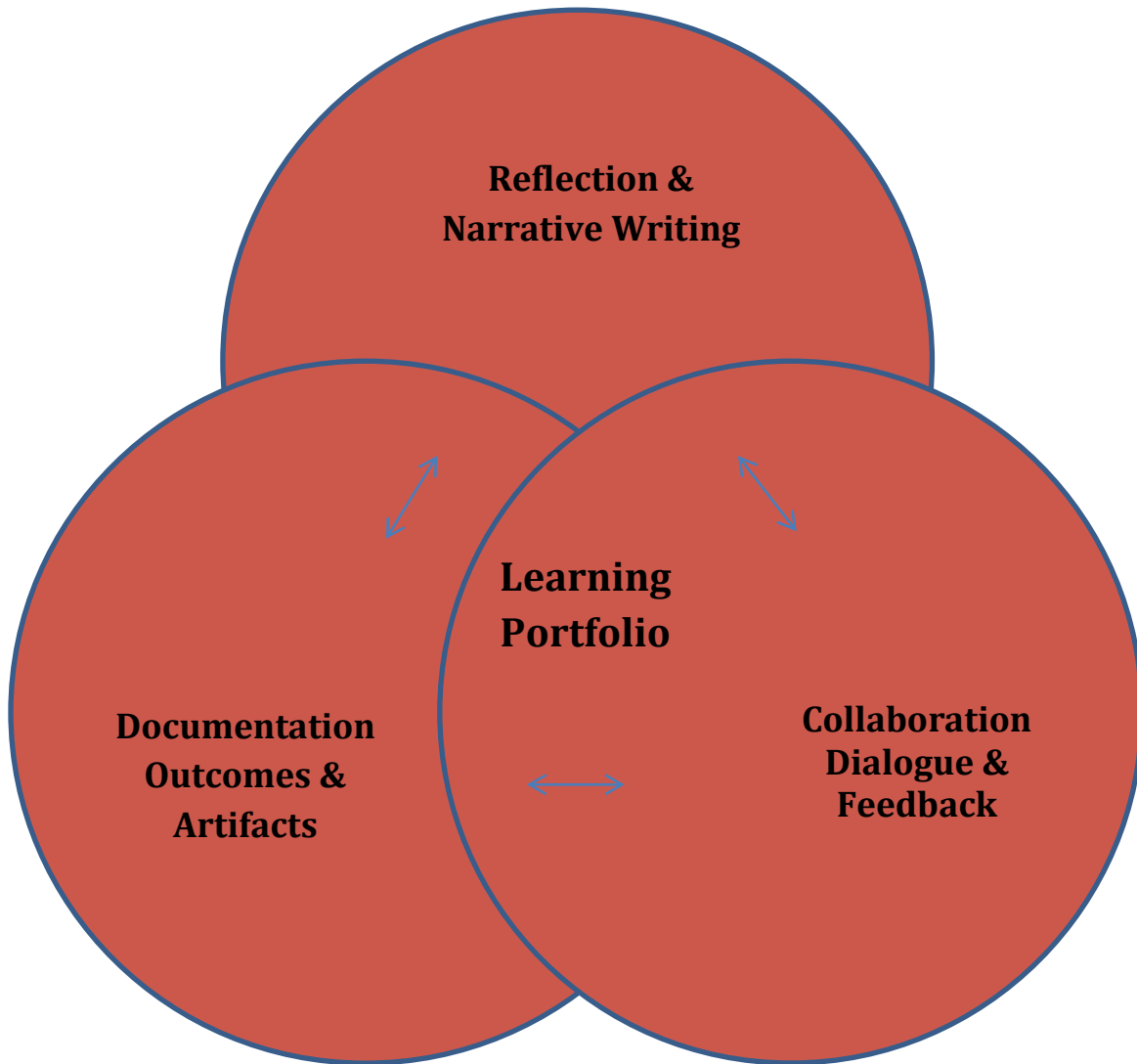*Learning to empower lives through occupation*
EASTERN KENTUCKY UNIVERSITY
Department of Occupational Therapy

# Occupational Science
# Student Learning Portfolio Manual

**Reflection &
Narrative Writing**

**Learning
Portfolio**

**Documentation
Outcomes &
Artifacts**

**Collaboration
Dialogue &
Feedback**

Reflection + Collaboration + Documentation =
Learning through Portfolio Creation

# Occupational Science Student Learning Portfolio Manual

# Table of Contents

*Learning to Empower Lives through Occupation*
EASTERN KENTUCKY UNIVERSITY
<u>Student Learning Portfolio</u>

<u>Overview</u>

Each student creates and develops, over time, a unique portfolio that connects his or her learning experiences to the ten occupational science program outcomes. Students engage in productive tasks and disciplined inquiry to demonstrate these outcomes with opportunities for self-reflection, self-assessment and public presentation (Cumming & Maxwell, 1999). McDonald' s 2012 study concluded that portfolio assessment empowers students and provides them with self-respect.

Authentic assessment, the meaningful application of knowledge and skills, is evident in coursework and the developmental process of producing an individual learning portfolio. Portfolio creation and other forms of authentic assessment contribute to self-discovery and foster integration and synthesis of each student's learning (Jarvinen & Kohonen, 1995). Students transition from learning portfolios in the Occupational Science program to professional portfolios in the Occupational Therapy program.

Learning is organized by five curricular themes that flow from the beginning of the Bachelor of Science (B.S.) in occupational science through the Master of Science (M.S.) in occupational therapy.  These themes are: occupation, reasoning, diversity, communication, and professional identity. The focus of learning in the occupational science program is an understanding of the complexity of occupation. This understanding develops in the following sequence within the Bachelor of Science curriculum: self as an occupational being in context, the meaning of occupation for diverse individuals, occupation across the lifespan, patterns of occupation at the population level, conditions and barriers influencing occupational potential and occupational justice, and the design and adaptation of occupations to support health, wellbeing and quality of life.

The Three Interconnected Elements of a Learning Portfolio

Documentation

An evolving self-assessment narrative is at the heart of the portfolio. It is the written synthesis of a student's progress toward and accomplishment of the program outcomes. Program outcomes, arising from the curriculum themes, are statements of knowledge, skills and attitudes to be accomplished by each student by graduation.  One way accomplishment of these outcomes is measured is via a portfolio. Progress toward outcomes may arise from learning experiences such as class assignments, assessments, projects, and activities; work experiences; campus and community activities; and other life experiences. Selected, linked artifacts showcase and illustrate each student's narrative.

Reflection

Reflection is the integrating concept of the Occupational Therapy Department curricula model at Eastern Kentucky University. Reflection ties together all of the other elements and themes of the occupational science and occupational therapy programs. Reflection is also one of three essential elements of the student learning portfolio process. Reflection is ongoing, careful thinking to understand the meaning and significance of events and actions. It involves reordering ideas and making connections among them while acknowledging multiple interpretations (Dewey, 1910).

Reflection is an iterative process, which means that, to gain depth, it matters to go back and reflect on multiple occasions about the significance of events and actions over time. Reflection is also developmental from simple, descriptive thought to complex, critical reflection (Hatton and Smith, 1995).  The three types of reflection that students use and develop in their learning portfolios are descriptive, dialogic, and critical reflection.

The following table describes the development of types of reflection according to Hatton and Smith (1995):

| | |
|---|---|
| **Descriptive** | Students describe an event and provide reasons for actions and events beginning to recognize multiple points of view and different ways of doing things. There is no depth about what these different perspectives mean to them. |
| **Dialogic** | Students begin to step back from events and actions and enter into a conversation with themselves about experiences using judgment, developing alternative explanations, and an awareness of other ways they or others could have behaved. Such reflection is analytical or/and integrative of factors and perspectives and may recognize inconsistencies in attempting to provide rationales and critique. |
| **Critical** | Students use multiple perspectives to interpret actions and events linking what they have learned within broader sociocultural, historical and political contexts. |

Collaboration

Dialogue with others, to share ideas and give feedback, is a core aspect of reflection and critical thinking. The portfolio process uses the "critical friends" model first developed in teacher education programs (Bambino, 2002; Swaffield, 2008).  Critical friend pairs or teams help each other make connections, discover insights, learn strategies for requesting and receiving feedback, find ways to express their thoughts, and study and explore concepts (Hatton and Smith, 1995). A study by Hoel and Haugalokken (2004) shows that peer interactions like these in the process of creating student portfolios has a positive impact on learning.

Critical friends seek to help each other find their "voice". Through this kind of collaboration, each student creates a unique portfolio. Students develop valuable active listening skills listening closely to themselves and to others as each expresses thoughts. This encourages the capacity to engage in a way that encourages talking with, questioning, even confronting and challenging others using supportive language. A safe environment within which openness and trust develop is created.

Students are also able to distance themselves from their own actions, ideas and beliefs, holding them up for scrutiny, in the company of peers with whom they are willing to take risks. The critical friends collaboration model creates an opportunity for giving voice to one's own thinking while at the same time hearing and being heard in a sympathetic but constructively critical way.

## Department of Occupational Therapy Policy and Procedure Form

Subject: Portfolio Process of the Occupational Science Program

Policy: __X__                                   Procedure: __X__

Prepared By: BSOS Subcommittee          University Reference: N/A

Effective Date: August, 2011

Preamble:

The Department of Occupational Therapy recognizes the need for professionals who possess critical reasoning and value lifelong learning. We believe that learners construct knowledge and direct their learning as they attempt to understand their experiences and interactions.  Supportive, collaborative relationships between students, faculty and community partners are acknowledged as the basis for learning and reflecting, serving community needs and creating new knowledge. One element of this process is authentic assessment and portfolio creation.

Authentic assessment begins with relevant and valued discipline learning outcomes. Students primarily achieve learning outcomes through active learning experiences embedded in the teaching and learning process. Authentic assessment elicits complex, situated performance affording multiple modes of feedback and measures of performance from a variety of sources as students perform in naturally occurring environments. A portfolio is a reflective narrative and collection of student work that provides evidence of achievement of learning outcomes over time. Portfolio creation is one source that measures attainment of learning outcomes and provides students with feedback on their personal and professional educational journey.

Policy:

Students enrolled in the Occupational Science program (BSOS) and OTS 499 will complete a student learning portfolio. The student learning portfolio is developed and submitted electronically using the Blackboard Online Learning portfolio feature.

Procedure:

1.      The electronic portfolio *(e-portfolio)* is due to the course instructor 2 weeks before the last day of instruction by all students in the BSOS program and OTS 499 (transition students).  Students will be notified of the specific due date each semester by the end of the first week of classes.

2.    A learning *e-portfolio* will be created by BSOS and transition students following a standard format (see attached).

3.    A learning *e-portfolio* will be assessed and evaluated using a standard assessment rubric (see attached).

4.    Instructors of OTS 301, OTS 302, OTS 401 and OTS 499 courses, which include a formative portfolio, are expected to provide students with opportunities to develop their knowledge and understanding of the program outcomes and of how learning experiences connect to these outcomes.

5.    Students will collaborate with the instructor, peers and others in the development of their portfolios. Students will be given timely written and oral feedback by instructors. Students are required to solicit feedback from peers and others.

6.    Students will submit the Self-Assessment Narrative to both their *e-portfolio* and a Safe Assignment in their course Blackboard site on the *e-portfolio* due date.

7.    Instructors will provide students with a scored portfolio rubric prior to the end of the semester in which it has been submitted.

8.    A hard copy of all Portfolio Assessment Rubrics will be retained by the course instructor and forwarded to the BSOS Program Coordinator at the end of the semester.  The BSOS Program Coordinator will distribute all previous Portfolio Assessment Rubrics to integrative seminar instructors prior to the first day of instruction in the following semester.

9.    Students are expected to include all past Portfolio Assessment Rubrics in their *e-portfolios.*

10.   The summative portfolio is an assessment of each student's achievement of the occupational science curriculum outcomes in OTS 402. If the course instructor determines the summative portfolio score to be less than satisfactory (< 70), two faculty assessor*s* who teach in the BSOS Program will independently evaluate the portfolio.  At least two of the three assessors must agree that the portfolio is unsatisfactory.  If the portfolio is unsatisfactory, the student receives a failing grade in OTS 402 and cannot progress in the Occupational Therapy Graduate Program until the whole course is successfully repeated.


Administrative Memo: _____    Approved by OT Faculty: __2-23-2011

# EKU Occupational Science Curriculum Themes and Outcomes

| | |
|---|---|
| Occupation | 1. Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness<br><br>2. Analyze the dynamics of context and occupation across the lifespan |
| Reasoning | 3. Analyze your use of varied types of reasoning<br><br>4. Demonstrate the purpose and methods of inquiry and research |
| Diversity | 5. Explore your dimensions of diversity<br><br>6. Reflect on how diversity influences occupational opportunity and social participation |
| Communication | 7. Communicate using the ideas and language of occupational science<br><br>8. Demonstrate observation and interview skills |
| Professional Identity | 9. Demonstrate knowledge of societal health concerns and approaches<br><br>10. Evaluate your actions as a student, advocate, educator, leader and researcher |

Occupational Science Learning Portfolio

<u>Outcome #1</u>

Self-Assessment Narrative Development Worksheet

<u>Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness</u>

Occupation and its complexity are at the heart of occupational science. Review and reflect on what you have learned in classes about the concepts and ideas of occupational science. This knowledge can be applied in the following ways: enhancing understanding of yourself as an occupational being, deepening understanding of others as occupational beings, and using these understandings to promote your health and wellness and that of the people and communities around you. Concepts to consider include but are not limited to: the meaning of everyday occupation, the self-directed nature of occupational experience, cultural repertoires of activities, patterns of habits, routines and rituals, your personal values, the connections of occupation to relationship with others, to personal identity, to becoming, and to occupational justice. Apply the language of occupational science as you learn it in the program.

<u>1. Concisely describe one learning experience relevant to this outcome.</u>

<u>2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.</u>

Occupational Science Learning Portfolio

Outcome #2

Self-Assessment Narrative Development Worksheet

Analyze the dynamics of context and occupation across the lifespan

Throughout their lives humans act as occupational beings creating meaning through doing. Our daily occupations influence and are influenced by the multiple and overlapping contexts in which they occur. Context presents opportunities and resources as well as demands and constraints on occupational behavior. Describe how varied contexts influence you as an occupational being. Consider critical life events or rites of passage and analyze the interplay of context and occupation in your life thus far.  What experiences have you had and what skills are you developing in the observation, description and analysis of the occupations of others in varied contexts? How do contextual factors influence participation across the lifespan?  Analyze how place and space, objects, time, and socio-cultural dimensions influence the occupations of self, others, and the community.  Explore the role that context plays in health and wellbeing. What do you know of occupational justice and injustice from a community and a global perspective?

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

<u>Outcome #3</u>

Self-Assessment Narrative Development Worksheet

<u>Analyze your use of varied types of reasoning</u>

Excellence in reasoning is required to meet the challenges presented in an emerging discipline like occupational science, in any profession, and in our lives as citizens. Creative and critical thinking underlie all types of reasoning which include, but are not limited to, scientific, procedural, narrative, interactive, pragmatic and ethical reasoning. Development of reasoning skill occurs through a reflective process as you, for example, explore and apply research evidence to assignments, interact with individuals and groups to learn the occupational nature of humans across the lifespan, and analyze the interplay of context and occupation. Explain how you use reasoning to understand how health conditions influence occupational opportunity and occupational performance. Describe how you use reasoning to design teaching and learning experiences, to develop competence in following protocols and procedures, to design occupational experiences for individuals, groups and populations, and to engage in activity, task and context analysis. As you learn about and build upon multiple types of reasoning, describe your understanding of these and how you use them in your student role. Explore the development of your moral competence, that is, your ability to define ethical problems, consider alternative courses of action, and take action to seek resolution.

<u>1. Concisely describe one learning experience relevant to this outcome.</u>

<u>2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.</u>

Occupational Science Learning Portfolio

Outcome #4

Self-Assessment Narrative Development Worksheet

Demonstrate the purpose and methods of inquiry and research

The essential aspects of becoming an evidence-based practitioner are knowledge of why research matters and the knowledge and skills to be both a perceptive consumer of research and a contributing producer of research. Why is research done? What methods do researchers use to achieve these purposes? Explore your developing knowledge and ability to ask researchable questions and determine the best methods to answer questions. Describe your current ability to locate and evaluate sources of information (oral, print, and electronic). Provide examples of how you have used research to inform your change and intervention decisions and actions.

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

Outcome #5

Self-Assessment Narrative Development Worksheet

Explore your dimensions of diversity

Cultural competence is recognizing and understanding each other's uniqueness and moving to and beyond acceptance and tolerance to embracing and celebrating the rich dimensions of diversity that each of us express. The core of cultural competence is an evolving awareness of one's own dimensions of diversity. Primary dimensions, such as age, gender, race, ethnicity, and sexual orientation, cannot be changed.  Secondary dimensions, such as income, religion, marital or parental status, health conditions and impairments, skills, education, and experience of place, may be changed.  Understanding and appreciating diversity is a foundation for communication skills, enhances collaboration, advocacy and respect for others. Explore your dimensions of diversity, reflecting on the presence of these dimensions within yourself as well as how your socio-cultural beliefs and personal values influence your interactions and occupational experiences.

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

<u>Outcome #6</u>

Self-Assessment Narrative Development Worksheet

<u>Reflect on how diversity influences occupational opportunity and social participation.</u>

Developing the ability to continually be aware of and seek to understand how diversity effects people's participation in life is essential to a health and human service provider's professional identity and is necessary for effective client and family centered practice. Understanding and appreciating diversity facilitates communication skills and enhances collaboration and respect for others.  Describe the primary and secondary characteristics of how human diversity influences opportunities to participate in occupations within multiple contexts across the lifespan.  Evaluate your cultural competence.  What do you know about cultural similarities and differences? What societal beliefs support prejudice and discrimination, stigmatization and marginalization?  Write about what you have learned about how diverse people adapt to occupational differences and experiences.   Describe pragmatic and research-based strategies and recommendations for collaboratively addressing issues affecting diverse individuals' and communities' health and well-being. Reflect on the ways that dimensions of diversity influence opportunities for participation in occupations from the Appalachian region to the global community.

<u>1. Concisely describe one learning experience relevant to this outcome.</u>

<u>2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.</u>

Occupational Science Learning Portfolio

Outcome #7

Self-Assessment Narrative Development Worksheet

Communicate using the ideas and language of occupational science

Communication skills are essential for self-expression and for collaborating with diverse individuals including peers, faculty, work colleagues, and community members. Describe your experiences and skills in verbal and non-verbal, written, and electronic communication in both informal (for example, classroom and group discussions) and formal (for example, research papers and presentations) contexts.  Analyze how you have used the ideas and language of occupational science in your various projects, papers, classroom activities and community experiences, citing examples in your narrative. How are you developing as an active listener who is aware of and sensitive to the communication styles of diverse others? Consider theoretical constructs of group dynamics and your communication skills in the assessment of your ability to engage in collaborative partnerships and teamwork.

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

Outcome #8

Self-Assessment Narrative Development Worksheet

Demonstrate observation and interview skills

The ability to observe and interview others is essential to understand the dynamic nature of occupational beings and the complexity of everyday occupation. Describe and analyze yourself as an observer along the range of unstructured and structured inquiry (for example, from observing people engaged in occupations to completing an observational checklist like the ADA Checklist for Barrier Removal). Assess your skills as an interviewer. What are your strengths and areas of improvement in interviewing others?  Discuss the opportunities you have had to observe and interview individuals, groups and communities through a variety of in-class and out-of-class experiences. Through these experiences, describe what observation and interview skills you have developed and what skills need further development or refinement.

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

Outcome #9

Self-Assessment Narrative Development Worksheet

Demonstrate knowledge of societal health concerns and approaches

As developing health professionals, you need to understand not only your discipline's and profession's history and unique knowledge, but also the broader and evolving contexts of society. Serving clients and adapting to change rests on these understandings. Express what you know of the history and ideas of occupational science and occupational therapy. Reflect on what you are learning about contemporary health conditions and the effect of occupational injustice on human health and well-being. Describe what knowledge you have gained in regard to models of health care, health care systems and their organization, and health care financing? Describe what you know of health policy concerns such as health disparities. Explore various approaches to meeting societal health challenges (i.e., public health initiatives and political advocacy). Consider what else you know that helps you understand the "big picture."

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

Occupational Science Learning Portfolio

Outcome #10

Self-Assessment Narrative Development Worksheet

Evaluate your actions as a student, advocate, educator, leader and researcher

Reflect on your experiences in each of the roles that will form the fabric of your professional identity. Describe the knowledge you have gained that supports each of the above roles. Assess what you do well and not well as you develop skills in these roles. What has worked, and what hasn't worked for you as you have the lived experience of these roles? Identify how you can further develop knowledge and skills and seek out new opportunities for role performance.  Explore your development of professional behaviors in these roles such as personal responsibility and accountability, integrity, respect and continuous regard for others, commitment to teaching and learning, self-regulation, involvement in student organizations and community service, and dedication to excellence.

1. Concisely describe one learning experience relevant to this outcome.

2. Using the guiding statement and dialogic or critical reflection to shape your ideas, write about how engaging in this learning experience led you toward meeting the outcome.

## Occupational Science Program E-Portfolio Template

To develop your portfolio each semester, carefully review and integrate this outline template, the course-appropriate portfolio scoring rubric, and other provided portfolio materials.

| Menu Bar | Description |
|---|---|
| Introduction Page | Include the title Occupational Science Portfolio, your first and last name, and a professionally appropriate photograph depicting a valued occupation. |
| Self-Assessment Narrative | Refer to the appropriate portfolio scoring rubric (beginning, developing, expanding, or accomplished) as determined by course.<br><br>Recommended length:<br>OTS-301:  5-7 pages<br>OTS-302:  8-10 pages<br>OTS-401/499:  11-15 pages<br>OTS-402:  16-20 pages |
| Appendix A:<br>Artifacts | Link artifacts that showcase learning related to the program outcomes.<br><br>These may include all forms of learning assessment and/or illustration, i.e., papers, exams, assignment scoring rubrics, assignments, presentations, websites, photographs and others. |
| Appendix B:<br>Portfolio Narratives & Rubrics | All past portfolio narratives are posted.<br><br>All portfolio rubrics are posted as they are scored. Use Permissions in your Content Collection to share your scoring rubrics with only instructors to insure the confidentiality of your grades. |
| Comments | Document dialogue with student peers, instructor, and others in and out of class. Brief summaries of dialogue with dates and timeframes are recorded as they occur.<br><br>Receive and respond to feedback comments from student peers in OTS 301 and 302; from student peers and others in OTS 401/499 and 402.<br><br>Keep the comments log up to date through each semester. |

<u>Setting up your Learning Portfolio on Blackboard</u>

You will create an e-Portfolio using Blackboard (Bb).  Bb's Portfolio feature is much like a physical binder in which you can create tabs (like section dividers) and place a variety of different content types, including text, Word documents, videos, pictures and audio files.  Once you create your portfolio, you will continue to add documents and other artifacts to it in order to support your self-assessment narrative.

<u>Setting Up Your Portfolio</u>

1. Log into Bb and choose the "My Content" tab.
2. Upload your documents under "My Content" by choosing "Upload File."  You may also upload documents into your portfolio as you create content on your portfolio.    You may choose to organize your files in "My Content" using folders, in which case you would choose "Create Folder."
3. Next go to the "Portfolios" link on your left and choose "My Portfolios."
4. Click on "Add Basic Portfolio."
5. Under Title, put your name and what the portfolio is.  It is best if you have your last name followed by a description of the document.   For example, "Smith OS Portfolio."
6. Under Description, give a brief intro to what this document is.  For example, "Learning portfolio created in the Bachelor of Science in Occupational Science program."
7. Choose different options for the "Portfolio Menu Style" and make sure the portfolio is marked "Available."  Click on "Submit."
8. At the Menu, hit the down arrows next to the portfolio name and choose "Build."  If you want to edit the name and appearance of the portfolio, you would choose "Edit" under the down arrows.
9. When the Edit menu pops up, choose "Create Item" and then "Blank Item" for each menu item.  Your first menu item is "Introduction" after which you will click on "Submit."  Within the text box, you may type a description of yourself (must be professional), a small picture (also professional) or other content that you would like to use to introduce yourself.  Images and videos must first be submitted to the Content Collection before adding them here.
10. Repeat the previous step until you have all of the following tabs:
    a. Introduction Page
    b. Self-Assessment Narrative
    c. Artifacts
    d. Collaboration/Comments
    e. Past Narratives and Rubrics

## Uploading Documents to Your Portfolio

The easiest way to add documents to your portfolio is to add them to the Content Collection first.  However, sometimes it is useful to add documents as you are working within the portfolio's "Build" mode.  Here are the directions for adding documents as you go.  Note that you will still be adding the document to your Content Collection, but you are adding it in a different way.

1. In the "My Portfolios" menu, click on the down arrows and choose "Build."
2. Under the section of your portfolio that you want to add the document to, click the down arrow and choose "Edit."  For example, if you are adding a picture to your introduction, click on the down arrows next to "Introduction" and choose "Edit."
3. A text box will appear with a number of small icons.  Please note that if you do not see these icons, make sure that the "Visual Editor" is set to "on."  If it is set to "off," click on it and it should turn it on.  You will need the add-in program Java in order to make the Visual Editor work, so if you still cannot make this work, install the newest version of Java by going to http://www.java.com/en/.
4. In the text box, choose the paper clip icon to insert a file.  If you are inserting picture, click the Photo icon that says "Attach Image" when you hover over it.  Then click on "Submit."  If you make changes to this file, you need to delete the old one and follow the above steps to add the new one.  You cannot edit attached documents directly in Bb. Find the file on your computer by hitting "Browse" and then choose "Submit."
5. To add content under each of the tabs, either type it in, cut and paste from a Word Document, or attach using the icons within the text box.
6. Be sure to remember to hit "Submit" often.  Note that sometimes there are "hidden" submit buttons that you will have to scroll right or down to find.  Don't just close a window without checking if there is a hidden "Submit" button since your changes will not be saved.

<u>Sharing Your Portfolio</u>

Each semester, it will be important that you share your portfolio with your course instructor, your critical friends, and others from whom you are asking comments. Follow these steps to share your portfolio.

1. In Blackboard under "My Content," choose the "My Portfolios" tab on the left.
2. Click on the down arrows next to your portfolio's name and choose "Share."
3. Click on the "Share with" down arrows, after which you will be asked if you want to share with different types of users.  The two you will choose between are "users" for those with an EKU ID and "External Users" for those who do not.
4. For "Users" with an EKU ID, you will type in the individual's ID in the "Username" box. EKU faculty have usernames that are the last name followed by the first initial.  For example, Judy Smith would have the username smithj.  Do not choose the username that begins with a 0 since this is the student log in username for your instructor and is not the instructor's normal username.
5. If you do not know the username, click "Browse," and you may search by Username, First Name, or Last Name.
6. Once you have found the username you are looking for, click on "Submit" at the bottom of the page.  This is one of those "hidden" submit buttons that you will have to find by scrolling down to the bottom of the page.
7. Write a short message informing the person you are sharing the portfolio with him or her if you would like, and hit submit.

<u>Using My Content Permissions</u>

When you upload documents to your portfolio, you have the option of making certain content available, unavailable or only available to certain people.  For student privacy reasons, please follow the steps below to make your previous semester scoring rubrics available only to your course instructors.

1. Log into Blackboard and choose "My Content."
2. On the page that says "Directions," again choose "My Content."
3. Notice the items in your Content Collection have the name of the file, the date last edited, permissions, versions and comments.
4. Under the column "Permissions," note that there is a symbol for each document, which reflects the permission status.  The palm facing out is the "Not Shared" signifier.  The hand with palm up facing to the right is the "Shared" signifier.  If you hover over the symbols, it will tell you if it is shared or not shared.

5. If an item is "Not Shared," the way to make it "Shared" is to click on the hand icon.  You will be given options such as "Select Specific Users," "Select Specific Users by Place," "Select Roles," and "Permit Anyone."
   a. For most files: Use "Permit Anyone" for all content EXCEPT your portfolio scoring rubrics which are private.  Remember that only someone with whom you have shared your portfolio may view these items even if you choose "Permit Anyone."  This will make it easier for you in the long run to have different instructors and commenters view your portfolio items.  Under "Permit Anyone," you will be asked to set permissions, which you will set to "Read," and click on "Submit."
   b. For the portfolio scoring rubric files: Choose "Select Specific Users," and provide the username of your course instructor. Under "Set Permissions," choose "Read" and click on Submit.  You will need to add in a new course instructor each semester.  This selective permission ensures your rights to student privacy for graded materials.


## Technical Support and Other Resources

For Blackboard Support contact Charles Woolum at [Charles.woolum@eku.edu](mailto:Charles.woolum@eku.edu)

Portfolio video tutorial videos are available:

Setting Up Your Portfolio:

http://www.youtube.com/watch?v=zxwFQQnNQ7c&feature=plcp

Adding & Modifying Content in Your Portfolio:

http://www.youtube.com/watch?v=xi56QkLth_8&feature=plcp

Feedback to & from Others:

http://www.youtube.com/watch?v=BTsYnvhOG_c&feature=plcp

Setting Permissions to View Content in Your Portfolio:

http://www.youtube.com/watch?v=G-rdTj0vWLc&feature=youtube_gdata

Student Name_____ Assessor_____ Date of Portfolio Assessment_____

Eastern Kentucky University
Bachelor of Science in Occupational Science

**Student Learning Portfolio Assessment Rubrics & Rubrics Summary**

| Beginning – OTS 301 | Developing – OTS 302 | Expanding- OTS 401/499 | Accomplished- OTS 402 |
|---|---|---|---|
| Progress on 6 outcomes 1,4,5,7,8 & 10 | Progress on 8 outcomes 1, 2,3,4,5,7,8 & 10 | Progress on all 10 outcomes | Achievement of all outcomes |
| Descriptive, dialogic, or critical reflection | Dialogic or critical reflection | Dialogic or critical reflection | Dialogic or critical reflection |
| Supportive, critical collaboration with student peers | Supportive, critical collaboration with student peers | Supportive, critical collaboration with peers & others | Supportive, critical collaboration with peers & others |
| Professional presentation | Professional presentation | Professional presentation | Professional presentation |
| Mastery of e-portfolio technique | | | |
| Creation of Introduction Page | | | |
| Appendix A: Artifacts that showcase progress toward outcomes | Appendix A: Artifacts showcase progress toward outcomes | Appendix A: Artifacts showcase progress toward outcomes | Appendix A: Artifacts showcase achievement of outcomes |
| | Appendix B: 301 narrative and rubric | Appendix B: 301 & 302 narratives and rubrics if OTS 401 student | Appendix B:  Past narratives and rubrics - OTS 301, 302 & 401 (OS) or OTS 499 (Transition) |

Student Name_____ Assessor_____ Date of Portfolio Assessment_____

| OTS 301 Criteria - Beginning Portfolio | Points | Assessor Comments | Total Score_____/100 |
|---|---|---|---|
| I. Narrative demonstrates progress toward 6 outcomes: 1, 4, 5, 7, 8 & 10 | /48 | | |
| II. Narrative writing displays reflection that is descriptive, dialogic, or critical | /10 | | |
| III. Supportive, critical collaboration with student peers | /10 | | |
| IV. Mastery of the basic set-up & techniques of e-portfolio creation & the use of the content collection in Blackboard | / 8 | | |
| V. Introduction Page is created with student name, professional photograph depicting a valued occupation of the student, and is titled Occupational Science Portfolio | / 6 | | |
| VI. Professionally presented with header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA citations & references | /10 | | |
| VII. Appendix A: Selected artifacts showcase progress toward outcomes | / 8 | | |

Student Name_____ Assessor_____ Date of Portfolio Assessment_____

| OTS 302 Criteria – Developing Portfolio | Points | Assessor Comments          Total Score_____/100 |
|---|---|---|
| I.   Narrative demonstrates progress toward 8 outcomes: 1, 2, 3, 4, 5, 7, 8 & 10 | /64 | |
| II.   Narrative writing displays reflection that is dialogic or critical | /10 | |
| III.   Supportive, critical collaboration with student peers | /10 | |
| IV.   Professionally presented with header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA citations & references | / 8 | |
| V.   Appendix A: Selected artifacts showcase progress toward outcomes | / 8 | |
| VI.   Appendix B: Includes narrative and assessment rubric from OTS 301 (Required) | 0 | |

Student Name_____ Assessor_____ Date of Portfolio Assessment_____

| OTS 401/499 Criteria – Expanding Portfolio | Points | Assessor Comments          Total Score_____/100 |
|---|---|---|
| I.   Narrative demonstrates progress toward all 10 outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10 | /70 | |
| II.  Narrative writing displays reflection that is dialogic or critical | /10 | |
| III. Supportive, critical collaboration with student peers & others | /10 | |
| IV.  Professionally presented with header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA citations & references | / 4 | |
| V.   Appendix A: Selected artifacts showcase progress toward outcomes | / 6 | |
| VI.  Appendix B: 301 & 302 narratives and rubrics if an OTS 401 student (Required) | 0 | |

Student Name_____ Assessor_____ Date of Portfolio Assessment_____

| OTS 402 Criteria - Accomplished Portfolio | Points | Comments | Total Score_____/100 |
|---|---|---|---|
| I. Narrative demonstrates achievement of all 10 outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10 | /70 | | |
| II. Narrative writing displays reflection that is dialogic or critical | /10 | | |
| III. Supportive, critical collaboration with student peers & others | /10 | | |
| IV. Professional presentation | / 4 | | |
| V. Appendix A: Selected spring semester artifacts showcase achievement of outcomes | / 6 | | |
| VI. Appendix B: OTS 301, 302 & 401 or OTS 499 narratives and rubrics (Required) | 0 | | |

Occupational Science Learning Portfolio
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