

PORTFOLIOS

Where we are right now

OUTLINE

- Introduction
- Why portfolios?
- What is a portfolio?
- How will we do portfolios?
- Who is involved?
- Things still to discern and work on



INTRODUCTION

- Charged by the PRCR to do this
- Committed to ongoing learning and learning community

WHY?

- We want to become a learning community
- There are benefits to portfolios



E-PORTFOLIOS

- Foster active learning
- Motivate students
- Are instruments of feedback
- Are instruments of discussion on student performance
- Are accessible
- Can store multiple media
- Are easy to upgrade
- Allow cross-referencing of student work



OTHER EXAMPLES

- Scholarly literature
- Seminaries and Divinity Schools

WHAT IS A PORTFOLIO?

- A google site
- A place to reflect and to build a story about student learning and accomplishments
- Formative and summative (structured accompaniment and progress review)
- Competencies grow out of program outcomes, help students to track and shape their degree journey

HOW WILL THIS WORK?

- Students will begin a portfolio in the Learning Leader One course
- Students will reflect each year on their degree program outcomes in brief written statements, using artifacts to document their progress
- Faculty will provide one assignment in each course that could be used as an artifact
- Students will review their portfolio with a cohort mentor, through individual meetings and/or cohort reflection/retreat processes as part of Learning Leader Two (course credit for this will be granted in the final semester of a program)
- In late April or early May each year (at the 10, 17, and/or 25 credit mark points depending on your degree program) student portfolios will be reviewed by a seminary review team made up of the student's cohort mentor, another faculty member, a staff person; and perhaps an alum, contextual ed person, or student peer

REVIEW PROCESS

- The portfolio review process will have two elements to it
- One element gives students structured support for their formation (theological, faith, character, interpersonal)
- One element gives the seminary a structured process for program assessment
- The student review is done primarily with a student's cohort mentor, as well as in the cohort group
- The seminary program review is done once a year through review teams

WHO WILL DO THIS?

- Every student in every degree program will have a portfolio
- Four faculty roles: LL teacher, cohort mentor, review team member, candidacy mentor
- Staff and community members can serve on review teams

THINGS TO DISCERN

- How do we help the community learn these processes?
- Specific timelines (credit markers, candidacy, etc.)
- Candidacy integration
- Clergy/alumni connections
- Community/congregation contextuality
- What else?



MORE INFORMATION

<http://meh.religioused.org/web/PortfolioSupport.html>