TEACHING WITH ePORTFOLIOS: SUPPLEMENT 4

What is Reflection in an ePortfolio? How do I know if it's Good?

Reflective Writing refers to the ePortfolio's introductory essay, which should include extended self-assessment supported by examples/evidence drawn from the various artifacts in the portfolio. It also refers to contextual introductions (which may or may not employ self-assessment) to individual artifacts, sections, or pages.

The reflective writing also provides a forum for you to explain stylistic or genre-based choices or to analyze or frame artifacts in markedly different stages of development (for instance, a U of M admissions essay or a multimedia piece for which the time required for substantive revision would be prohibitive, etc.).

Good reflection contains the following: Context, self-assessment, and evidence.

Context: Reflection that meets expectations in terms of context has an introductory essay and reflections accompanying individual artifacts or sections that provide appropriate context for the work presented and clearly convey how the artifacts employ the conventions of specific genres and media.

Self-assessment: Reflection that meets expectations in terms of self-assessment is ample, well placed throughout the ePortfolio, and provides a sense of your development (in this course or program); the introductory essay and reflections accompanying individual artifacts or sections articulate and analyze your strengths and challenges, including explicit discussion of how you developed strategies for new rhetorical situations.

Evidence: Reflection that meets expectations in terms of evidence Introductory essay articulates writing development over time, citing and analyzing specific examples from the portfolio as supporting evidence; reflection accompanying individual artifacts or sections identifies and analyzes their strengths and challenges, using specific examples.