

ePortfolio Guidelines for the UHM LIS Program (Updated 25 February 2024)

All non-thesis (Plan B) students must create and present an ePortfolio to demonstrate understanding and application of the six program Student Learning Outcomes (SLOs). For the ePortfolio, you compile a group of artifacts from course assignments (including practica and internships) and professional experiences and compose corresponding SLO reflective essays. Thesis (Plan A) students are also advised to compile and upload the six artifacts in the event they make midpoint decisions to switch to Plan B.

You begin working on the ePortfolio in the First Semester Seminar and continue to develop it throughout the program. You will complete it and receive an evaluation for it in LIS 691: Masters' Seminar. To track your artifacts and keep your advisor apprised, please make a copy of the tracker and share it with your advisor. In practice, students sometimes decide to change artifacts while taking the LIS 691 seminar. You may do this with your advisor's approval. Link to the tracker: https://docs.google.com/document/d/1cMy4ms_Qr4YblnFMcNLjRuH1kJ4uIRMERQV-wil1ZA4/edit?usp=sharing

All artifacts must be complete before you begin your final semester.

The guidelines include the following major components:

- [Required Content](#)
- [Technical Format](#)
- [Development Timeline](#)
- [Role & Responsibility of LIS Faculty Advisor](#)
- [Faculty Evaluation of the ePortfolio](#)
- [Public Presentation](#)

Required Content

Introduction [Approximately 500 words]

Set the tone of your ePortfolio by introducing your professional goals and aspirations. Provide context for your artifacts and set the tone of your approach to the ePortfolio. Paint your personal story. Like the introduction to a book, this helps your reader understand how you approach your choice of artifacts and courses that reflect self-discovery and changes.

Resume

Compose a brief, organized account of your professional objectives, education, related work experiences, professional affiliations, and leadership qualifications. You may redact any information that you deem private and confidential (e.g., home address).

Artifacts

For each of the six SLOs, select one or two artifacts. An artifact could be a paper, an audio/video file, an image, digital product (e.g., website, digital exhibit, or LibGuide), or group project (in which case, you must specify your individual contribution). You may provide evidence from any course or LIS experience (i.e., practicum, internship, extramural project) to demonstrate mastery of any SLO. The artifact may be

the culminating assignment or a string of shorter assignments in a course. You must work closely with your faculty advisor to ensure that the artifacts you select are appropriate for your ePortfolio.

Each LIS course has a primary SLO, which is identified in the course syllabus, as well as assignments corresponding to this primary SLO (e.g. LIS 601 is SLO1 Services). However, you may identify and justify using those assignments for another SLO. To do this, discuss your plans with the respective course instructor and your faculty advisor.

The same artifact must not be used for more than one SLO. You must **not** alter an artifact after completing a course (e.g., typos).

Required format for an artifact: 1) SLO number, 2) course number, title, instructor and semester 3) artifact name, 4) link to the assignment description, and 5) link to the artifact. For example:

SLO6 Management: *Demonstrate skills necessary to manage and work effectively within information organizations*

Course: LIS 650 – *Management of Libraries & Information Centers (Wertheimer, Spring 2024)*

Artifact: *Leadership/Management Applied-Service Learning Project (LMA-SLP)*

Assignment Description: *[provide a link to the assignment described in course syllabus]*

Link(s) for the artifact

Reflective Essays [Approximately 1000 words each]

[Guiding Questions for ePortfolio Essays](#)

Write a critical, reflective essay based on your chosen 1-2 artifacts to demonstrate mastery of each SLO, for a total of six essays. These are the most important elements in your ePortfolio, as they are the parts evaluated for Pass/Revise by faculty committees. Refer to the [Guiding Questions for ePortfolio Essays](#) for more information on what to include in your essays.

Conclusion [Approximately 500 words]

Discuss your steps towards achieving your aspirations and future goals as an emerging information professional. Explain how you plan to apply what you have learned to a specific information environment, problem, or community of interest.

Statement Regarding Students' Intellectual Property Rights and Privacy

You are the sole owner of the intellectual property of your ePortfolio. You will be required to make a working draft of your ePortfolio accessible to your faculty advisor throughout your coursework. You must protect confidential information in your reflective essays and artifacts by either: 1) limiting access in UH Google Drive to LIS faculty and staff, 2) requiring a password and/or 3) redacting the information. At a minimum, confidential information includes other students' names and photos. Depending on the nature of the artifact, it might include names of employers, supervisors, or institutions. Consult with your course instructor or faculty advisor if you are unsure.

Technical Format

You must meet minimum format and technical quality standards before submitting your ePortfolio for final evaluation. The instructor of the LIS 691 seminar provides an acceptable/not acceptable determination on the following technical criteria:

- Completeness: Includes all required components for the ePortfolio.
- Legibility: Fonts and type size vary appropriately for headings, sub-headings, and text.
- Accessibility: Easy navigability. Use of headings, subheadings, and paragraphs for easy scanning. All links working.
- Layout: Color of background, fonts, etc. enhance readability and aesthetic quality.

Development Timeline

Entering semester: You participate in the First Semester Seminar involving presentations by LIS faculty, staff, students, and practicing information professionals. The intent is to introduce you to components of the program, acquaint you with our LIS faculty, and learn more about the various LIS professions from our guest librarians, archivists, and administrators. You will also be introduced to the suggested ePortfolio platforms that include Weebly and WordPress and begin designing and populating your ePortfolio.

Subsequent pre-graduation semesters: Keep track of your artifacts by using your tracker https://docs.google.com/document/d/1cMy4ms_Qr4YblnFMcNLjRuH1kJ4uIRMERQV-wil1ZA4/edit?usp=sharing. Begin your reflective essays and continue to polish them. Always review the Guiding Questions for ePortfolio Essays to ensure that your coursework, artifacts, and reflections support your interests and meet program standards. Discuss your evolving ePortfolio with your advisor during each advising session. Though you will not be enrolling in the LIS 691 seminar during these middle semesters, you are encouraged to attend a voluntary workshop that will be offered each semester for students requesting assistance with specific elements of the ePortfolio.

All artifacts must be complete before you begin your final semester. Summer graduates must follow the timeline for spring graduates.

Exiting semester: You will finalize your ePortfolio for faculty committee evaluation. You will also provide advice in a presentation to the first-semester students, engage in career preparation activities, and deliver a public presentation based on your experiences in the program. **Important:** Your ePortfolio must be completed and submitted for review by the middle of your exiting semester to provide adequate time for the evaluation.

Role and Responsibility of LIS Faculty Advisor

While your faculty advisor works closely with you, the responsibility ultimately lies with you to do the following:

- Share your ePortfolio URL with your advisor. Please do this before the advising session for your second semester. This will provide your advisor with access to the site and the ability to discuss its development with you.
- Continue to review your evolving ePortfolio with your advisor during fall and spring course advising to best determine ongoing coursework that will be meaningful and relevant to your chosen professional interest/pathway.
- Be sure that your faculty advisor supports the readiness of your ePortfolio for faculty committee review. Advisors can only do so if they are kept apprised of your progress and any complications or concerns regarding the ePortfolio.

Faculty Evaluation of the ePortfolio

Your ePortfolio will be evaluated by a two-member committee of faculty. For each SLO, the reflective essay is evaluated following the [Guiding Questions for ePortfolio Essays](#). Your faculty committee will not be re-evaluating the content of your artifacts but referring to them as supporting evidence of proficiency as they review your essays. While the introduction and conclusion are not evaluated directly, they contextualize and personalize your artifacts and reflections.

The two faculty evaluators will issue one overall recommendation of either Pass or Revise for the entire ePortfolio as well as one composite set of comments. Notes for revisions will focus on improving specific SLO reflections, and only specified essays will need to be revised. You will have one chance to revise and resubmit the specified essay(s) within two weeks of notification. The same two faculty evaluators will review the revised essay(s).

Public Presentation

In the LIS 691 seminar, you will deliver an eight to ten-minute public presentation to classmates, faculty, and members of the profession. This is your chance to demonstrate mastery of LIS skills and to celebrate your achievements in the program. The presentation is not scored; however, the audience will be invited to provide you with supportive and critical feedback on your performance. You will also respond to impromptu questions from the audience. An example of the public presentation prompt is: As an LIS professional, who will you help, how will you help them, and how do we know you can do it?