UHM LIS Program ePortfolio Guidelines

This ePortfolio Guidelines will help you understand the process and core concept of authoring an effective ePortfolio and provide useful tips to maximize the potential of your ePortfolio. A good ePortfolio should demonstrate your academic progress, critical thinking, problem solving skills, and the reflective stance that you would apply to your professional practice. Your ePortfolio should help you develop your own specialization and define you as a future information professional. An ePortfolio will also serve as a repository of your course projects, creative expressions, a record of your learning, and evidence of your professional development while in the Program and possibly beyond, during your career.

There are various ways possible to organize the content of your ePortfolio, but the following outline lists the basic components and key points every ePortfolio must include. (See details of ePortfolio: Overview http://www.hawaii.edu/lis/resources/eportfolio/)

ePORTFOLIO CONTENT

1. INTRODUCTION

Summarize your path to and through the LIS Program. As a starting point, this section will contextualize your artifacts and accompanying reflective essays that you will develop throughout your course work. This section will set the tone of your approach to the ePortfolio and also is an indicator of your preparedness for the 'real world.' So, over the course of the degree program, you should keep polishing the text of this section to achieve the level, 'pleasure to read.'

Format: Approximately 2 double-spaced pages or 500 words

2. ARTIFACTS

The primary artifact:
The primary artifact is a product coming from individual major course assignment designated as ePortfolio-eligible by the course instructor. You may choose one artifact as evidence for one SLO. In other words, the same artifact should not be used for more than one SLO. Look for this icon in all UHM LIS Program syllabi.

Exceptions: One primary artifact may be derived from a non-coursework experience.

(1)	These may include internships (LIS 690), practica (LIS 696), independent study projects (LIS 699), or significant work with student, professional and/or community organizations. Consult your academic advisor and the seminar instructor to set up this option and receive their approval, although this approval itself does not guarantee the project will suffice as an appropriate artifact.

(2)	Artifacts for SLO 5 & SLO 6 may be drawn from ePortfolio-eligible group assignments. You will be expected to reflect on your role in the group effort and process as part of your reflective essay.

Note: Select courses to make sure that you have at least one ePortfolio assignment for each of the six SLOs. Ideally, you will have several eligible assignments for each SLO, so choose the assignment that best demonstrates both your excellence in the particular SLO and your growth as a reflective professional.

The secondary artifact:
The secondary artifact is optional. You may submit one secondary artifact to highlight your learning on a particular SLO from multiple angles in your reflective essay. This secondary artifact does not necessarily need to come from a designated ePortfolio assignment. You could choose this from courses you took or extracurricular activities. Unlike with primary artifacts, you don't need to seek approval from your advisor or the seminar instructor for inclusion.

Types of artifacts: An artifact could be a paper from class, an audio/video file, an image, or digital product (e.g. website, digital exhibit, or LibGuide).

Format: On the top of each page, provide 1) SLO number, 2) course number, title, 3) artifact name, 4) link to the assignment description, and 5) link(s) to the primary/secondary artifacts. For example:

> **SLO1 Services:** Design, provide, and assess information services
> **Course:** LIS 601 - Introduction to Reference and Information Services
> **Artifact:** Final Query Exam - Question #2
> **Assignment Description:** http://www.hawaii.edu/lis/content/syllabi/601_irvin_fa18.pdf
> **Hyperlink(s)** for the primary/secondary artifact

3. REFLECTIVE ESSAYS

Each artifact should be accompanied by a critical, reflective essay.

Format: Approximately 3-4 double spaced pages, or 1,000 words. Provide a brief explanation of the assignment(s) to contextualize your essay.

Justification: This is one of the most important elements in the process of compiling your ePortfolio. Discuss:

(1) How you understand the SLO. Explain the core concept with your own words. This should not merely repeat the Program's definition of the SLO.
(2) Why you believe the artifact(s) demonstrates your mastery. This should not merely copy the description or expectations of the class assignment. Make it personal and unique about your specific learning and thinking in a way that distinguishes your work from others who had the same core course assignment.
(3) What you learned from the experience in terms of the SLO. This should highlight specific aspects of the artifact(s) related to the SLO learning.
(4) How this SLO learning will help you as a professional.

As your learning progresses in the Program, you will continue to develop critical reflection on professional skills, knowledge, experience, and philosophy, so your reflective essays should be constantly revised even after courses are completed. This is a circular process to reflect, re-evaluate, revise, and craft your essay to the level that you demonstrate ultimate understanding and

application of SLOs until you are ready to submit your final ePortfolio. These essays should collectively compose some themes that matter to you as an information professional.

4. CONCLUSION

Summarize and synthesize the six reflective essays and explain how you plan to apply what you have learned to a specific information environment, problem, or community of interest. Briefly also discuss your aspiration(s) and future goals as a soon-to-be information professional. This wraps up your academic journey and sends a message to faculty, peer students, and future employers, so be inspirational!

Format: Approximately 2 double-spaced pages or 500 words

5. FINAL CHECKPOINTS

Before you submit your ePortfolio to a review committee, ask yourself (and peer students who review your ePortfolio), whether your ePortfolio:

- As a whole, provides a good narrative about your learning journey as a future information professional.
- Delivers a cohesive narrative about your interests and expertise that you prepared yourself for the information environment you will enter.
- Distinguishes you from other recent graduates.
- Portrays you as a competent and engaged information professional.
- Gives a reader the feeling of contentment like one gets from reading a good book.
- Is aesthetically pleasing and encourages a reader to keep turning 'pages.'
- Is appealing enough for a future employer to invite you to a job interview.

About the Program's SLOs

The Program's six SLOs are defined with concise statements and presented as overarching concepts, but each of the statements actually consists of multiple facets of the competencies. Those statements are purposefully designed so as to encourage each student to critically analyze a competency, disassemble the concept, and re-assemble it in a way that it

becomes the best tool to for you to logically explain your unique learning. It doesn't mean, however, you can interpret SLOs recklessly; instead, demonstrating your own understanding of SLOs should be based on the integration of course work, exploration of professional literature, and experience. This critical-thinking process is the expectation and criteria for ePortfolio committee members to evaluate your essays.

The following indicators are examples, and not intended to be exhaustive but some of the salient elements involved in the SLOs. They might help you produce reflective essays and also vet if an extracurricular activity could be a viable option for an ePortfolio entry.

SLO	Competency	Indicators
SLO 1 Services: Design, provide, and assess information services	● Reference Services ● Information Resources ● Instruction	● Develop, manage, and assess information services for specific users and communities ● Create and assess instructional and outreach resources ● Demonstrate the ability to advocate effectively for information services

SLO 2 Professions: Apply history and ethics to develop a professional LIS identity	- Professional Philosophy - Professional Ethics - History of the Information Professions	- Apply LIS theory and principles to diverse information contexts - Demonstrate understanding of the historical context of information services and systems - Develop and apply critical thinking skills in preparation for professional practice - Craft and articulate a professional identity
SLO 3 Resources: Create, organize, manage and discover information resources	- Resource Organization - Preservation - Collection Management - Resource Discovery	- Demonstrate understanding of the processes by which information is created, evaluated, and disseminated - Organize, create, archive and manage collections of information resources following professional standards - Search, retrieve, evaluate and synthesize information from a variety of systems and sources - Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 4 Technologies: Evaluate and apply information technologies	● Information Technology	● Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness, social impact and adherence to professional standards ● Integrate emerging technologies into professional practice ● Apply current research findings to professional practice
SLO 5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities	● Cultural Competency ● Community Engagement ● Diverse Communities ● Indigenous Knowledge	● Communicate and collaborate with diverse colleagues, information seekers and community stakeholders ● Demonstrate understanding of the social, cultural, political, and economic context of information services and systems ● Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

SLO 6 Management: Demonstrate skills necessary to manage and work effectively within information organizations	● Library Management, Archive Management ● Organization Management	● Understand and apply basic theories and principles of administration for effective management of various information institutions ● Understand administrative aspects of various information organizations ● Conduct system level of planning, assessment ● Apply skills related to leadership, public relations and advocacy ● Understand how information organizations are funded, and how to create basic budgets ● Understand basic HR laws and how to evaluate and motivate personnel