PROPOSAL
The Evolution of a "Home Grown" E-Portfolio
As an Assessment Tool

In an era when "authentic assessment" of learning is expected within virtually every discipline and department in academe, a professor of Health and Exercise Science and the Instructional Technologist for the Education Division at Gustavus Adolphus College collaborated to plan, create, and deliver a course designed for majors in Health Education and Physical Education. HES 237, Information Literacy in Health and Physical Education, has been a required course for Health and Physical Education majors seeking teaching licensure for over ten years at Gustavus. Given the need to assess student learning in meaningful ways, and as a consequence of significant changes in discipline-specific competencies for accreditation, this course was designed to focus on enhancing information literacy. The ability of pre-service educators to access, utilize, interpret, and evaluate sources of information to facilitate teaching and learning is an important goal of the course. Students are asked to investigate health education and physical education software, learn how to use presentation software and other educational applications, develop web authoring skills, and develop the knowledge and skills necessary to effectively integrate technology into lesson planning and teaching.

Within this course, an e-portfolio assignment was developed as the central learning and assessment tool. The e-portfolio was later adopted by the college's Education Department for use with all students pursuing K-12 teaching licensure. Templates related to each area of competence established by NCATE and the Minnesota Board of Teaching were created for dual use within this course and a similar course taught within the Education Department. As the course continued to evolve, the instructors became increasingly concerned about ensuring that the e-portfolio was easily accessible and portable for students who were completing student teaching assignments, and for graduates. GoLive, the web-authoring program originally used within HES 237 to create the e-portfolio, had its limitations in that it was difficult to learn and only available to students on campus. New, more intuitive web applications such as Google Sites became available, and the decision was made to transition the e-portfolio project to this more flexible and portable web-authoring tool. This transition allows current students and recent graduates the ability to revise and maintain their portfolios throughout their professional careers.

At this session the instructors will facilitate a discussion with participants as we explore the advantages and challenges of the e-portfolio as it evolved over 10 years at one private liberal arts college. This e-portfolio assignment is an essential assessment tool for evaluating the specific course objectives outlined here, and for determining student mastery of discipline-specific and NCATE competencies for teacher preparation.

Specific Course Objectives
Each student will…

- Be able to define "information literacy" and describe its importance to teaching and learning.

- Know historically significant events related to technology and their relevance in educational settings.

- Reflect on the role of computer-based technologies in constructivist teaching/learning.

- Evaluate electronic information sources and analyze their impact on health-related decision making.

- Practice using personal/professional productivity tools such as word processing, PowerPoint, and electronic grade book programs such as Easy Grade Pro.

- Develop a web-based newsletter designed for a specific audience that focuses on a current adolescent health-related topic.

- Develop an electronic portfolio that includes examples of health education and physical education projects designed to showcase knowledge and skills related to competencies identified by NASPE, AAHE, NCATE, and the Minnesota Board of Teaching.

- Explore current software available for teachers, including software that is discipline-specific within health and physical education, and learn how to use the software to enhance teaching and learning.

- Learn to use computer-based technology to enhance teaching and learning by developing technology-rich lesson plans for middle and high school age students.

- In collaboration with an assigned partner, develop a web quest for a topic related to health education or physical education using the guidelines included in the syllabus.

- Consider ethical and security issues related to use of computers and the Internet.

For more information about the course in general, please visit the course website:
http://www.gustavus.edu/oncampus/academics/hes/courses/hes237/index.cfm

For a look at a sample e-portfolio, please visit this link:
http://homepages.gac.edu/~smadsen/