Taskstream: Web-based Tools for Outcome Assessment

Introduction
Since receiving a PT3 in 2000 faculty at Sacramento State University have been using the Taskstream tools in their courses. In this poster session we will show how the tools have been used. We will also showcase the process faculty and students have been involved in as we have designed and implemented this e-portfolio system. We will address the issues that have arisen and the structures we have out in place to support the faculty and students.

Theoretical Base
What is an electronic portfolio? The National Learning Infrastructure Initiative (NLII, 2003) defines an electronic portfolio as: “A collection of authentic and diverse evidence, drawn from a larger archive representing what a person or organization has learned over time on which the person or organization has reflected and designed for presentation to one or more audiences for a particular rhetorical purpose.”

According to NLII’s definition, an electronic portfolio should not be viewed narrowly as electronic version of traditional paper-based portfolio, but a collaborative community of practice for the student, faculty and the whole institution. Similarly, Shulman (1998) identifies the benefits of portfolio (electronic or traditional) as “….portfolios encourage the reconnection between process and product” (p. 36) and “….portfolios institutionalize norms of collaboration, reflection and discussion” (p. 36).

In addition, The Maryland State Department of Education (Maryland’s PT3, 2002) has developed a criteria checklist for effective implementation of electronic portfolio and two components related to the idea of community are:
- Culture: Create Community of Practice that maximizes faculty, student and institutional participation.
- Community: Establish outreach programs that provides continuum of professional development opportunities (faculty, candidates, graduates and partners of professional development schools).

The common concepts associated with electronic portfolio in current implementations are: assessment, accreditation, reflection, student resumes and career tracking (Batson, 2002).

CSUS Context
At CSUS we have attempted to build a community of practice with our e-portfolio system, using Taskstream tools to facilitate this process. The technology has helped greatly with the process, and we have learned the structures that need to be in place for this process to be successful.
References