# e-Portfolio Student Handbook
**LIBR 289 (e-Portfolio)**

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>2</td>
</tr>
<tr>
<td>Enrollment</td>
<td>2</td>
</tr>
<tr>
<td>Graduation Forms and Completion Letters</td>
<td>3</td>
</tr>
<tr>
<td>Due Date</td>
<td>3</td>
</tr>
<tr>
<td>e-Portfolio Advisor</td>
<td>4</td>
</tr>
<tr>
<td>Standards and Grading</td>
<td>4</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td></td>
</tr>
<tr>
<td>Incomplete e-Portfolio and Disqualification</td>
<td></td>
</tr>
<tr>
<td>Withdrawal / Late Drop</td>
<td></td>
</tr>
<tr>
<td>Academic Integrity / Accommodation of Disabilities</td>
<td></td>
</tr>
<tr>
<td>Content and Process</td>
<td>7</td>
</tr>
<tr>
<td>Organizing and Presenting</td>
<td></td>
</tr>
<tr>
<td>Required Content</td>
<td></td>
</tr>
<tr>
<td>Developing an e-Portfolio</td>
<td></td>
</tr>
<tr>
<td>Examples of Evidentiary Items</td>
<td></td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>Privacy / Confidentiality</td>
<td>13</td>
</tr>
<tr>
<td>Technical Resources</td>
<td>14</td>
</tr>
<tr>
<td>e-Portfolio Software</td>
<td></td>
</tr>
<tr>
<td>Amazon and Senna Servers</td>
<td></td>
</tr>
<tr>
<td>Elluminate/Collaborate Recordings</td>
<td></td>
</tr>
<tr>
<td>InMagic Databases</td>
<td></td>
</tr>
<tr>
<td>e-Portfolio Maintenance</td>
<td>16</td>
</tr>
<tr>
<td>More e-Portfolio Help</td>
<td>16</td>
</tr>
<tr>
<td>e-Portfolio Blog</td>
<td></td>
</tr>
<tr>
<td>e-Portfolio Examples</td>
<td></td>
</tr>
<tr>
<td>e-Portfolio FAQs</td>
<td></td>
</tr>
</tbody>
</table>
289 e-Portfolio Handbook

LIBR 289: Advanced Topics in Library and Information Science (e-Portfolio)

Student Handbook

The Electronic Portfolio (e-Portfolio) option is one of two ways (see also Thesis) in which a student may satisfy the University's requirements for a culminating experience. The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all program learning outcomes (core competencies) for the degree before graduation. For a list of the core competencies, see: Core Competencies. Students selecting the e-Portfolio option as opposed to the thesis option should register for LIBR 289: Advanced Topics in Library and Information Science. LIBR 289 is a 3-unit formal graduate course; students should thus expect to devote a minimum of 135 hours to developing and refining their e-Portfolios. The three credits for this course count toward the total of 42 (or 43) units required for the MLIS degree. Successful completion of the course will result in a Credit grade being given for LIBR 289.

LIBR 289 is administratively coordinated by the SLIS Associate Director, Dr. Linda Main. Responsibilities of the associate director as LIBR 289 Course Coordinator include assigning e-Portfolio advisers, maintaining the course handbook, serving as instructor of record, posting the grades assigned by e-Portfolio advisers, and managing the process of problem resolution, as needed.

Dr. Michelle Holschuh Simmons, a SLIS instructor, wrote a four-part series of articles explaining how e-portfolios have evolved as a culminating project option for students in the School’s MLIS program. The article series, titled "Using the Electronic Portfolio as a Capstone Project: The Rationale, Logistics and Reflections," was written in conjunction with SLIS lecturer Beth Wrenn-Estes and four SLIS alum, who shared portions of their own e-portfolios as examples in the articles. The articles can help current and future MLIS students better understand the e-portfolio, including its purpose and the creative options it offers for students to demonstrate their mastery of professional competencies and use of emerging technology.
Eligibility
Only students in good academic standing may take LIBR 289. To be in good standing:

- All Incompletes of record must be cleared prior to the start of the semester in which the student is enrolling in LIBR 289.
- The student must have a cumulative GPA of 3.00 or higher prior to enrolling in LIBR 289.
- The student must have an approved candidacy form on file before registering for Libr 289. For how to file the Candidacy Approval Form, see Graduation Application Process and Forms.

Enrollment
Timing
Students may enroll for LIBR 289 in the Fall semester if they plan to complete the degree in December. Students may enroll for LIBR 289 in the Spring semester if they plan to complete the degree in May, or if they will have no more than 3 units/one class remaining to take, which must be taken in the immediately following summer. If a student passes LIBR 289 in the Spring semester and successfully completes his/her one remaining course in the immediately following summer semester, the effective date of such student's graduation will be August. The student may participate in the SLIS Convocation the following May. LIBR 289 is offered in the Fall and Spring semesters only. It is not offered in Summer.

Prior Incomplete (I) or Report in Progress (RP) in LIBR 289
If you are completing an Incomplete grade from a prior semester for LIBR 289 (and you initially enrolled in Libr 289 prior to Fall 2013), you do not need to enroll on MySJSU again for the course. Contact your e-Portfolio advisor and continue working with him or her when the next LIBR 289 semester begins.

If you initially enrolled in Libr 289 in Fall 2013 or later and were awarded a report in progress grade you will have to enroll in the one unit UNV 290. The fee is $280. The Registrar's Office will contact you about enrollment.

Re-enrolling for LIBR 289 after a No Credit grade
Students who receive a grade of No Credit for LIBR 289 may re-enroll and pay for LIBR 289 one more time only. If a student receives a grade of No Credit twice in LIBR 289, that student will be disqualified from the MLIS program. If you received one previous No Credit grade in LIBR 289 and wish to re-take the course, then two weeks before classes start email Vicki Robison (SLIS Student Services Coordinator) stating whether you are a regular or a special session student and request a permission number for LIBR 289. After you receive your
permission number you may register for LIBR 289. You will not be able to register without a permission number.

**Enrolling Late in LIBR 289**

Please contact Vicki Robison, SLIS Student Services Coordinator, for a permission number. Make sure to state whether you are a regular or a special session student, your student ID number, and the reason for the late enrollment request. Late enrollment in LIBR 289 is not encouraged, since there are only 12 weeks in the semester to complete a satisfactory e-Portfolio publication before the deadline.

**Graduation Forms and Completion Letters**

It is the student's responsibility to submit all the required Graduation Forms by the specified deadlines, and to re-activate previously submitted forms if the planned date of graduation changes. Failure to do so can result in a student who satisfactorily completes all requirements for the MLIS degree not being allowed by University regulations to graduate in the expected semester. Check [Graduation Application Process and Forms](#) for deadlines and instructions.

Students are responsible for maintaining current mailing and email addresses in MySJSU. If you wish to receive your LIBR 289 completion letter (mailed at the close of the semester to those students who receive grades of Credit), please make sure your MySJSU information is correct.

**Due Date**

The e-Portfolio is due no later than 11:59 p.m. PST, on the third Monday in November and the third Monday in April. For Spring 2014, the e-Portfolio due date is Monday, April 21st, 2014, at 11:59 pm Pacific Time.

**e-Portfolio Advisor**

The e-Portfolio advisor is a different person than a student's Academic Advisor.

LIBR 289 students will be assigned e-Portfolio advisors by the LIBR 289 Course Coordinator after the close of the MySJSU Open Enrollment period and before the start of the semester.

Assignment of e-Portfolio advisors is random and will not be changed.
Login to D2L two or three days before the semester begins. You will find yourself enrolled in your ePortfolio advisors D2L site. The site itself will not open until the first day of the semester.

Eligible students needing to enroll in LIBR 289 after MySJSU registration has closed will be assigned their e-Portfolio advisor when they contact Vicki Robison, SLIS Student Services Coordinator to request a permission number.

The e-Portfolio advisor is responsible for reading and grading the student's final e-Portfolio submitted in LIBR 289. Feedback on student submissions for the e-Portfolio is provided by the student's e-Portfolio advisor. The e-Portfolio advisor will provide at least two review periods when drafts may be submitted for review prior to final submission.

It is important to remember that this is the culminating class where you are showing what you have learned; and also showing your ability to synthesize and present yourself and your knowledge. The e-Portfolio course differs from other instructor-led SLIS classes in that students must be self-directed in showing what they can do. The instructor is there to administer deadlines and provide reviews of content submitted.

Think of it as a job. You will all have different e-portfolio advisors and they may lay out different paths for you. So you need to work with your e-Portfolio advisor. Some will review your work on an ongoing basis; some will have set reading periods. This is no different from a professional work position where you have to adapt to your boss, whether you want to or not. In a work situation we all have to adapt to our managers. So, view the e-Portfolio that way.

**Standards and Grading**

The e-Portfolio will be assessed according to a standard checklist; see: "How should my e-Portfolio be organized and presented?"

The standards that are applied to the e-Portfolio components—the Introduction and Statement of Professional Philosophy, the 14 statements of competency and the evidence presented for meeting competencies, and the Summary and Conclusions—are either "deficient" or "satisfactory".

Deficient can mean that the discussion or evidence presented is poorly written, not relevant, or insufficiently demonstrates basic knowledge about a topic, principle, or competency.

Satisfactory means that the student's statement of competency and evidence demonstrates that he or she not only knows about the principle or topic in the competency, but also understands and can "do" something with it, such as apply it or put it into practice in an appropriate setting, or use it to plan for and create products or services.
"Know" and "can do" are the guiding elements in the judgment by which deficient-to-satisfactory is determined for the statements of competency and the evidence presented in the e-Portfolios. What we know is not sufficient; demonstrating what we can do with what we know is satisfactory.

See Competency Statement Rubrics (what specifically needs to be addressed for an ACCEPTABLE or SATISFACTORY statement of competency)

Grading

Credit

Successful completion of the course (all 14 required statements of competency and the evidence presented for meeting competencies plus the Introduction, Statement of Professional Philosophy, and Conclusions are turned in by the e-Portfolio due date, and all are graded as satisfactory) will result in a Credit grade for LIBR 289.

Report in Progress (RP)

A grade of RP will be given for the following circumstances:

- At least 10 of the 14 required statements of competency and the evidence presented for meeting competencies (note the Introduction, Statement of Professional Philosophy, and Conclusions are not statements of competency), are turned in by the e-Portfolio due date, and at least 10, but less than all 14 (if 14 turned in), are graded as satisfactory, or
- A request for Incomplete due to illness or family emergency, backed by documentation, is submitted by the student to their e-Portfolio advisor no later than 72 hours or more prior to the e-Portfolio due date.

No Credit

A grade of No Credit will be given for any situation not mentioned under RP above; for example, 9 or fewer submitted (satisfactory or unsatisfactory) statements of competency with accompanying evidence. If a grade of NC is entered a student will be placed on administrative probation.
Incomplete e-Portfolio and Disqualification

Disqualification from the MLIS Program and Right to Appeal

Students receiving an RP in LIBR 289 must successfully complete the missing or unsatisfactory work for a grade of Credit within the specified RP time period (2 years). Students who have an RP (report in progress) will be required to sign up for a 1 unit class called University Studies (UNVS) 290 each semester (after the initial semester of LIBR 289) until they complete the ePortfolio.

UNVS 290 is only available in Special Session. Regular Session students who have an RP will be switched to special session. The fee for UNVS 290 is $280.

Students with RP grades will be notified by the Registrar's office when they can enroll in UNVS 290. It will be after the last day to add for the semester. Even though they will not be enrolled in the class, students should begin to work with their ePortfolio advisors on the first day of the semester. Failure to complete the assigned work will result in an RP grade being converted to a No Credit "NC".

Students receiving a grade of No Credit twice in LIBR 289 will be disqualified from the MLIS program.

Students may appeal disqualification from the MLIS program under the SJSU Academic Senate Policy F-96-11 II-C. Please also read the Student Rights and Responsibilities section in the San José State University Catalog. The first step is to direct a letter to the School's Coordinator of Admissions and Academic Advising with a copy also sent to the Director of SLIS. The appeal letter must provide the facts to be taken into account in evaluating your request. The Coordinator of Admissions and Academic Advising will convene a faculty committee for review of the issues raised and make a recommendation to the Director who will advise the student of the School's decision.

Withdrawal / Late Drop

All SLIS and SJSU regulations for withdrawals and drops apply to LIBR 289. See Adding and Dropping Classes for information and deadlines.
Academic Integrity / Accommodation of Disabilities

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at www.sjsu.edu/studentconduct/Students/.

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, please contact the Accessible Education Center (AEC) as soon as possible, and the AEC will communicate with the LIBR 289 Course Coordinator, Dr. Linda Main. Presidential Directive 97-03 requires that students with disabilities register with the Accessible Education Center (AEC) to establish record of their disability.

No matter where students reside, they should contact the SJSU AEC to register. The AEC Web site: www.sjsu.edu/aec

Content and Process

What is an e-Portfolio?

The LIBR 289 e-Portfolio provides an opportunity for students to demonstrate competence in each of the core areas for professional librarians. See Core Competencies for details.

An e-Portfolio is an electronic presentation of the portfolio, which enables the student to incorporate multimedia files of different types into the portfolio, and demonstrate mastery of basic technological skills and the ability to organize information in an online environment. A portfolio showcases the discussion and collection of evidence you have selected and organized to demonstrate and display your knowledge, skills, abilities, accomplishments, and achievements over a period of time. It serves as evidence of the work you have done and can do, and accomplishes the following goals:

- The process of developing the portfolio enhances the learning process.
- The resulting portfolio demonstrates your understanding of professional competencies.
- Both faculty and students can measure individual and group progress toward learning objectives.
• Students can reflect on their MLIS experience to identify individual strengths and develop a professional growth plan.

Organizing and Presenting
How should my e-Portfolio be organized and presented?

Your e-Portfolio must demonstrate:

• an appropriate structure, with clearly labeled contents
• an appropriate design and layout with functional and clear navigation
• consistent and correct usage of whatever style (MLA, Turabian, APA, or Chicago) your e-Portfolio advisor requires for all citations and references used in any new writing (work product from earlier SLIS courses used as evidence may remain in the approved style required for that course)
• writing (spelling, punctuation, grammar) at the graduate level

Required Content
Your e-Portfolio should contain the following required components

1st component: Introduction

• a brief Introduction to the e-Portfolio (its organization and structure, the process you followed)

2nd component: Statement of Professional Philosophy

• A Statement of Professional Philosophy (approximately three to five pages)—thoughtful and articulate, with reference to experiences, learning, readings; your conception of librarianship as it relates to the specific type(s) of library or information organization(s) in which you intend to pursue a career; your professional goals, and the relationship of these goals to the items in your e-Portfolio. You should also discuss here your understanding of the final competency O: "contribute to the cultural, economic, educational and social well-being of our communities," and demonstrate (in your discussion) your mastery of this competency.

3rd-16th components: Areas of Competency

A Statement of Competency is required for each of the 14 SLIS Core Competencies (A - N). While each advisor may have different specifics they would prefer that you address, in general, consider the following as an example of a competency statement organization:
• Start with what you understand the competency to mean - briefly define the competency, and explain why it is important to you as a professional and to the profession as a whole.

• Briefly mention what coursework/work experience prepared you for understanding and being able to perform the competency.

• Now present and discuss each piece of evidence you selected - say why you selected this evidence and how it demonstrates your competency and the skills and knowledge you learned.

• Close by discussing how you are able (know how to, or can) apply or transfer your skills and knowledge in the future to different [work] situations or environments.

• You must include a minimum of one piece of evidence for each competency; however, submitting two or three pieces of evidence is preferred. The final decision rests with your e-Portfolio advisor whether more will be required. See Examples of Evidentiary Items for more specifics about evidence.

See Competency Statement Rubrics (what specifically needs to be addressed for an ACCEPTABLE or SATISFACTORY statement of competency).

17th component: Conclusion

• Conclusion: In your Conclusion Statement, include here your reflections on your MLIS program, a discussion of your strengths, and a professional growth plan (relating to the achievement of the professional goals outlined in your Statement of Professional Philosophy), plus any final comments and conclusions.

18th component: Affirmation

• Affirmation: Each e-Portfolio must close with a statement from the student affirming the following:

1. All introductory, reflective, and evidentiary work submitted is mine alone (except where indicated as a group or team project), and has been prepared solely by me.

2. I am protecting the privacy of the contents of my e-Portfolio by password protecting it or by sharing the URL only with my e-portfolio advisor.

3. Before making my e-portfolio public I will respect the privacy of others by removing mention in this e-Portfolio of information that could lead to the identity of individuals (team members in group projects, internship supervisors, interviewees, etc.) and institutions.
Developing an e-Portfolio

How do I develop my e-Portfolio?

1. Understand the purpose of your e-Portfolio. The e-Portfolio will be used to demonstrate your achievement and mastery of particular core competencies, so all the materials you select or develop, and all your discussion and reflections, should be relevant to demonstrating your mastery of these objectives.

2. Understand the criteria for evaluation. Be sure that you understand the standard established to determine whether your e-Portfolio, as a final product, meets its intended purpose. You need to understand the principles on which your e-Portfolio will be judged so that you can select work samples that meet the evaluation criteria. Follow the guidelines for the organization and presentation of the e-Portfolio, be concise, and consult with your e-Portfolio advisor. See Competency Statement Rubrics (what specifically needs to be addressed for an ACCEPTABLE or SATISFACTORY statement of competency).

3. Closely read and think carefully about each competency (see Statement of Core Competencies). Consider carefully what each part of a multi-part competency might mean. What does this competency mean to you? Do you understand and can you explain its importance within the field of librarianship and information science?

4. Think about the organization and presentation of your e-Portfolio. Review the D2L e-Portfolio tutorials. If not using D2L and the required template for your e-Portfolio, make sure to discuss your alternative with your e-Portfolio advisor and obtain approval.

5. Collect evidence of your achievements for potential inclusion in your e-Portfolio and add them to your D2L e-Portfolio Artifacts section. At this point, do not worry about making final decisions; this stage is like brainstorming—just collect as much material which might be relevant as you can. Essays, projects, any of your assignments, special projects completed at your workplace, or evidence (work produced) of knowledge acquired as a result of attending a conference or workshop in your area of study may be appropriate for consideration at this stage. At some point you may need to apply some of your knowledge and develop a new product to demonstrate mastery. Remember that evidence of competency and proficiency need not be limited solely to work done in this program. The issue is evidence of competence, not how or where you developed it. Simple completion of a course or regurgitation of information does not constitute evidence of mastery.
It is important to have as much evidence as possible before you as you begin the selection process so that you can be certain of choosing the work that best demonstrates your achievements. This is the work you want in your e-Portfolio. The e-Portfolio is not simply an amalgam of everything that you have done but a carefully selected collection or synthesis of your evidence.

6. Select the materials which will become part of your e-Portfolio. First, sort all the materials according to an appropriate organizational scheme. Use this handbook and examples as a guide, and assess each item, selecting those that best represent your skills and accomplishments in satisfaction of the program objectives, and which meet the evaluation criteria. Remember that you may be submitting work already assessed by someone else, e.g., a course instructor, but that a different faculty member, your e-Portfolio advisor, will be assessing the same work as a measure of particular competence, and may reach different conclusions due to a different context.

7. The Statements of Competency (where you present your understanding of the competency and your selected evidence, and make the case for your mastery of the competency) are the most important parts of the e-Portfolio.

8. Begin by working with those competencies that are most familiar to you and for which you feel you have good evidence. Finish one or two, and submit them to your e-Portfolio advisor at the earliest opportunity. Take advantage of the opportunity to get early feedback from your e-Portfolio advisor.

9. There are approximately 12 weeks of semester work time before the e-Portfolio deadline. Set up your own schedule, and write and submit your work in a timely manner so that you do not run out of time as the semester ends.

10. Evaluate your e-Portfolio as a whole and make adjustments as necessary. At this point it is important to put yourself in your e-Portfolio advisor's place. Try to take an objective look at your e-Portfolio; you might also have peers or colleagues provide a preliminary judgment of your e-Portfolio. A colleague can raise helpful questions for you, of clarity, completeness, and congruence with objectives. Assume that your e-Portfolio advisor knows nothing about you or your work: your e-Portfolio must speak to an independent audience without your background or experience.

Some questions to consider are:

- Do the items in my e-Portfolio work together to provide a comprehensive and coherent picture of my work and capabilities?
Do the items in my e-Portfolio demonstrate my personal and professional development?

Does my e-Portfolio meet the organizational and presentation evaluation criteria?

Does my e-Portfolio meet the contents criteria (see Your e-Portfolio Should Contain the Following)?

Does my e-Portfolio clearly demonstrate that I have met each of the program objectives and competencies by providing clear Statements of Competency and relevant work samples as evidence?

Examples of Evidentiary Items

The selection of the evidentiary items to include in your e-Portfolio will depend on the nature of the competency. Some examples of potential documents to include are given below. Be sure that each item you include in your final e-Portfolio represents your best work. If in doubt, consult your e-Portfolio advisor. Again, it must be clear from the Statement of Competency (in which you introduce and discuss the evidentiary items for a specific competency) exactly how and why the evidence relates to the specific area of competence. This list below is merely illustrative.

- essays, reports, research papers
- assignment evaluations, taking into consideration care for privacy of instructors and fellow students (for example the competency for effective communication may be addressed in part through an instructor's evaluation of a presentation)
- analytical papers (such as applying a program area to your work, e.g., assessing your library's organizational culture using course criteria, critiquing a library strategic plan to demonstrate knowledge of planning)
- critical notes
- article summaries and analyses
- professional publications
- database files
- Elluminate/Collaborate recordings
- video capture of an individual or group presentation; media files; PowerPoint slide presentations
• performance appraisals (for instance a written document commending your ability to work in teams, although not sufficient in and of itself, may add weight to other evidence of your collaborative skills)

• professional development (for example participation in and a discussion of your learning from an institute on effective teaching may be one part of the objective on staff development)

• project samples

• photos of library displays, events

Group Work
Relevant group or team work may be submitted as evidence of competency, but in your Statement of Competency, when you present and discuss the evidence, you must make it clear what your exact role was in the group project and what work was your individual responsibility.

Privacy / Confidentiality
You are required to keep your e-Portfolio password-protected or private and thus respect the privacy of students, institutions, and employers.

Following the Permissions directions for the D2L e-Portfolio protects the privacy of any content in that publication. Only the author and any person the author may send the e-Portfolio URL to (such as the e-Portfolio advisor) will have access to the content.

E-Portfolios that are built as external web sites or on blogs or on any platform other than a properly permitted SLIS D2L e-Portfolio are web searchable UNLESS they are password-protected. If you use a non D2L platform you must secure the content behind a password.

To summarize: as long as the e-Portfolio is in D2L and the proper permissions are on, the contents remain private and not web-searchable. IF the e-Portfolio is NOT in D2L and properly protected, then it needs to be password-protected.

A password-protected e-Portfolio or a "private" D2L e-Portfolio can be viewed by those individuals you choose to allow to view. There is no problem with sending the URL to your e-portfolio advisor. But if you choose, for example, to make the contents of your e-Portfolio available to certain individuals as part of your job search you will need to remove the names of students, institutions, and employers before doing so,
IMPORTANT: After you successfully complete Libr 289 if you wish to make your e-Portfolio public you must remove the names of students, institutions, and employers and make sure they are not identifiable in your e-Portfolio.

Technical Resources
These sections address e-Portfolio software, SLIS servers for web projects and multimedia, Elluminate/Collaborate recordings, and InMagic access.

- Software platforms to use to build the e-Portfolio
- Amazon and Senna Servers
- Elluminate/Collaborate Recordings
- InMagic Databases

e-Portfolio Software
Students may build and submit their e-Portfolio publications using either the SJSU SLIS-supported D2L e-Portfolio software and template, or choose another electronic medium approved by their e-Portfolio advisor. The School will only support the use of D2L software for the e-Portfolio. While a student may choose to use another medium for their e-Portfolio (with their e-Portfolio advisor's permission), the School cannot provide technical support for any medium other than D2L. Other media might be google docs, google sites, WordPress blogs, custom designed web sites. Do remember -if you do not use D2L be sure to password your site.

To learn how to use the D2L e-Portfolio to build your LIBR 289 e-Portfolio in the recommended template see these instructions and the detailed tutorials for using the D2L ePortfolio. These instructions are all you really need.

For D2L technical help, go to SLIS D2L Technical Support and fill out the form to contact Tech Help.

Amazon and Senna Servers
Students who wish to use Web projects developed, for example, in LIBR 240, 246, or 287, as sources of evidence should contact Gina Lee after the first day of classes for a usr289 account for the SLIS Web server Senna. No instruction will be given. It is assumed that you can use SSH and SFTP. Once access is provided you will set up your own directories with appropriate permissions and SFTP your files. If you do not know how to do this, do not ask for a usr289 account. Your user account will be locked but not redeployed upon completion of LIBR 289. This means that you can view your files for up to six months. You will not, however, be able to add to the files or change them after completion of LIBR 289. Please request accounts after the first day of the semester.
Students who wish to upload multimedia files should upload the files not to D2L but to the separate SLIS Web server Amazon, and then create D2L e-Portfolio artifacts that link to the multimedia files on Amazon. Please contact Gina Lee after the first day of classes to request an account on the Amazon server in order to upload multimedia files. Gina will handle distribution of both the Amazon and the Senna accounts.

**Elluminate/Collaborate Recordings**

If appropriate, students may wish to provide links to recordings of Collaborate sessions as evidence for their e-Portfolio. Please include time markers to identify the relevant portion of the recording. Focus on using the shortest segment that will present your content.

You should hopefully already have the link to the recording, which should have been provided to you by your instructor or your Collaborate Assistant during the semester in which you took the course. It is recommended that all students maintain a list or spreadsheet that tracks the information for all recordings that are candidates for ePortfolio evidence.

If you do not have the link to the recording, please contact Stanley Laufer and provide the date of the recording, the instructor's name, the course number (including the section), and (if known) the name of the original Collaborate session. **Important Note:** Please submit all requests for recording information at least 10 days before you require the information.

To identify the time marker in the recording where your portion begins, play the recording and note the time marker when your selected segment begins.

**Recording retention:**

As of Spring 2013, SLIS policy has changed, and in most cases SLIS will be retaining Elluminate and Collaborate recordings for 7 years.

The exception is for recordings of sessions held via D2L Online Rooms prior to Summer 2013. SLIS currently has no control over those, and we have no say regarding how long those recordings remain available. (For Online Rooms recordings made between July 2013 and May 2014, those recordings will be retained for 7 years).

If you are concerned about recordings of sessions held via D2L Online Rooms prior to Summer 2013, then please contact Stanley Laufer for further information regarding options that are available to you.

For all other Elluminate and Collaborate recordings, you will not need to submit any special requests, as the recordings will be automatically retained for 7 years.
InMagic Databases
If you wish to include examples of your work with InMagic Databases in your e-Portfolio, you may use screenshots. Another (and easier to read) option is to insert records, the data structure, or validation lists directly into the Word document that you are creating for the e-Portfolio.

If you need to download InMagic, you'll need the restricted readings password for the current semester. If you do not know the restricted readings password for the current semester, please contact your e-Portfolio advisor in order to obtain this information.

After downloading the installer, run the installer. Mid-way through the installation, you will be asked for a "serial number", and you should use the words "demo-version".

e-Portfolio Maintenance
The University is requiring SLIS to move to Canvas (and off D2L) effective summer 2014. So we will be unable to offer any access to D2L after May 2014. We will provide instructions as to how to export your content.

More e-Portfolio Help
These sections provide information about the LIBR 289 orientation blog, examples of a variety of satisfactory e-Portfolios, frequently asked questions (FAQs), and tips for success from prior students.

- e-Portfolio Blog
- E-Portfolio Examples
- FAQs

e-Portfolio Blog
After open registration closes, access to a password-protected blog site will be provided to all students enrolled in LIBR 289. The blog will be run by Dr. Main, the LIBR 289 coordinator. It will be an ongoing forum throughout the semester where LIBR 289 students can ask general questions of the 289 coordinator.

e-Portfolio Examples
The following link will take you to see some e-Portfolio examples selected from the many satisfactory e-Portfolios, and published with permission of the authors.
The passwords will be sent to Libr 289 students before the semester begins.

senna.sjsu.edu/eports

e-Portfolio FAQs

Introductory Questions

1. **How should I prepare throughout the MLIS program?** Plan from the outset. Keep your work, talk to your faculty advisor and instructors. Your advisor will contact his or her advisees each term; beyond that it is your responsibility to contact your advisor.

2. **Will there be a D2L class for the e-portfolio?** Each advisor maintains his or her own LIBR 289 D2L site each semester (Fall or Spring). You will be automatically added to your e-Portfolio advisor's D2L site.

3. **Is there a standard for e-Portfolio advisors responding to our emailed competency submissions or questions?** Yes – feedback will be provided within a maximum of five days, and your advisor will notify you if she or he won't be able to make that timeline due to travel or other circumstances.

4. **Will students be able to use the D2L grade book for keeping track of competencies completed?** That depends on your advisor and how he or she will be managing their LIBR 289 group.

General Questions

7. **What if my hard drive crashed and I lost all of my assignments?** If your paper or project was group work, you can ask your fellow students if they have an e-copy of the assignment. Otherwise, re-create. If you can re-write or re-do the paper/project, that's fine. If you can't, consider writing a narrative that shows what you know about the topic (describing isn't enough; you need to be able to show a depth of understanding, ability to apply, analysis, etc.). See answer to question #9 below.

8. **What if I didn't keep my assignments?** Re-create (see above).

9. **What if I've never taken a class that relates to a particular competency?** Be sure you understand what the competency means. Check your understanding with your advisor if you are unsure. Then think about what you know about that competency.

   Be sure not to focus only on classes — have you had experience as a volunteer, in a job, or otherwise that relates to it? Have you read books about it? You may need to do some research to learn more about that competency. Read the professional or scholarly literature (whichever is appropriate) — use the King Library databases as you would for a paper. Don't forget books! Some of these issues are addressed in textbooks.
Pull together what you already know with what you learned, and figure out how you can demonstrate what you now know. You don't necessarily need to do the equivalent of a 20-page paper or final project. You can write a narrative explaining your competency in this area. Summarizing the content of a book on the topic, or summarizing a number of articles about the topic is not satisfactory. Your paper or essay or project needs to show your own true insight and analysis on the topic, and how this demonstrates your competency.

10. **If over our time in the MLIS program I change my concepts and philosophies from learning, classes, and work, how do I demonstrate this change?** If you are submitting a paper from an early MLIS course as evidence for a competency, and your thinking or learning has now advanced, grown, or changed from when that paper was written, you should say so when you present and discuss that paper as evidence in your Statement of Competency. You do not need to re-write the paper — but to move forward from it in your narrative.

11. **What do advisors look for in a Statement of Competency?** Be sure to look at the competency rubrics. While each advisor may have different specifics they would prefer that you address, in general, consider including the following:

   o What you understand the competency to mean — define it and explain why it is important to you as a professional and to the profession as a whole.

   o What coursework/work experience prepared you for understanding and being able to perform the competency — how you chose the evidence you are presenting to demonstrate your preparation.

   o How each piece of evidence presented demonstrates your competency and the skills and knowledge you learned.

   o How you are able (know how to, or can) apply / transfer your skills and knowledge in the future to different [work] situations or environments.

12. **There are 15 core competencies listed on the SLIS Website. Are we supposed to cover only the first 14 with our Statements of Competency and Evidence?** Yes. See the LIBR 289 Handbook – competency O is addressed in the Statement of Professional Philosophy: "You should also discuss here your understanding of the final competency O and demonstrate (in your discussion) your mastery of this competency."

**Questions about Evidence**
13. **If I am submitting a paper or piece of work from an MLIS course as evidence, and there are typos or the style is not accurate – do I need to re-write the paper?** No, do not re-write papers that come from courses you have completed. If the errors are very noticeable, you may want to mention that in your Statement of Competency, but do not re-write the paper.

14. **How many pieces of evidence are required for each competency?** As many as are necessary to demonstrate competency, hopefully no more than four. In very rare cases one may be sufficient, however, in most competencies several pieces of evidence will be needed. When you feel that you have sufficient evidence, consult with your advisor to determine what the advisor requires.

15. **Can I submit one piece of evidence to demonstrate ability in two or more competencies?** Yes, but you must always make a good case for why that evidence is relevant for that particular competency, and how it demonstrates your mastery of that competency. In other words, explain what it taught you about each competency. The criteria for assessment (is this appropriate evidence here?) will be different for each. And your advisor probably will not wish to see the same piece of evidence appearing for more than 2 or 3 competencies – best to check this with your advisor.

16. **To what extent can I use my work experience?** Fully, as long as it is authentic evidence and provides documentation of competence. The e-Portfolio is based on competencies, not solely on what you have learned in the MLIS program. Using relevant work projects and products as evidence is appropriate.

17. **How can I use my practicum or internship experience?** Most advisors prefer that you don't turn in your entire LIBR 294 log as evidence. Instead – select appropriate and relevant sections of the log to submit as evidence for specific competencies. Do check to see what your advisor prefers.

18. **May I use group work as evidence?** It is definitely acceptable to use group work as long as you make it clear your exact role and what work was your individual responsibility. If you have questions about this, please check with your advisor.

19. **How can I use work done in DBTextworks/inMagic database software as evidence?** Please see the LIBR 289 Handbook for a discussion of this topic and for how to make screenshots or other easily viewed examples of your work.

20. **Will I be able to use past course discussion board postings as evidentiary items?** Ultimately what constitutes acceptable evidence depends on your advisor, but it seems reasonable to summarize your contribution to a D2L discussion and submit it as evidence if relevant. Therefore, you may wish to save particularly good discussions yourself, to submit for your e-Portfolio evidence later as text or Word files.

21. **Is there a recommended length for the 14 Statements of Competency?** Please consult your advisor. In general, the recommended length is the length it takes you to write a
good Statement of Competency – see Question #11 above for what advisors look for in a Statement of Competency.

Technical Questions

22. **Will I need to show proficiency in Elluminate/Collaborate for the e-portfolio?** No, but demonstrated competency at using Elluminate/Collaborate (or other e-learning applications) can be relevant evidence for a few of the competencies.

23. **What is meant by public/private in the D2L e-Portfolio?** Please refer to [Directions for Using D2L ePortfolio for LIBR 289](#). You must keep your work private (your advisor will have review access when you send a URL) throughout the e-Portfolio writing process.

24. **How long will my e-Portfolio be available on D2L?** See: [e-Portfolio Maintenance](#).

Questions about the Submission Process

25. **I am confused about the e-Portfolio deadline and the submission process.** Your advisor will inform you of how he or she prefers you to submit e-Portfolio work for review. Submitting work for your advisor's review before the deadline is optional, not mandatory, but it is definitely in your benefit to submit as much work as you can to your advisor in a timely fashion so that you may revise based on the advisor's feedback. Once the deadline for the e-Portfolio has passed, you may not submit new work or revise existing work.

26. **Who reviews and grades my e-Portfolio and when?** Your e-Portfolio advisor reviews and grades your e-Portfolio. Your Statements of Competency and other e-Portfolio components are reviewed and graded by your e-Portfolio advisor throughout the semester (according to the advisor's specified timelines for review). When your e-Portfolio advisor notifies you that a competency is satisfactory - that one is done. When all of the competencies and other components are approved by your e-Portfolio advisor, you have satisfactorily completed the e-Portfolio. It is possible to finish your e-Portfolio BEFORE the deadline for that semester, and to know that early. Your e-Portfolio advisor, however, will not be formally submitting your grades until the end of the semester.