exitPortfolio

MIDDLE TENNESSEE STATE UNIVERSITY

Library Science
Middle Tennessee State University

College of Education
Womack Educational Leadership Department

The exitPortfolio

The MLS Program exitPortfolio

Explanation and Rationale

ePortfolios are an established method of assessment in higher education and are valuable tools for facilitating integrated learning. The exitPortfolio in the MLS program is the culminating project that shows students' comprehensive attainment of competencies over the course of the program and takes the place of a comprehensive exam or thesis. Although students are required to include certain content in their exitPortfolios, students are not limited to that content and are encouraged to add content that is meaningful to their learning experience while in the MLS program. ePortfolios can contain documents, video, audio, graphics, presentations, and other types of coursework. exitPortfolios will be created by each student, regardless of his/her status, during the first semester of their enrollment, and it will be evaluated every semester during the course of the program. Early in their last semester of study, students must submit the Final Submission Form (see Appendix D) so that the exitPortfolio can go through the final evaluation process.

ALA Competencies Related to Course Goals

During the coursework of the MLS program students will attain all the competencies that the American Library Association (ALA) considers Core Competencies of Librarianship. These competencies are shown in Appendix A and are taken from http://www.ala.org/educationcareers/careers/corecomp/corecompetences.

Platform

The MLS program uses the D2L Brightspace learning platform for the exitPortfolio. Each student has access to the ePortfolio module which can be found at the top of the home page and in each course in D2L.

Required Content

The exitPortfolio must contain the elements outlined below. ExitPortfolios that do not meet standards will not pass the exitPortfolio assessment at the end of the coursework. If that happens, the student will have to delay graduation and take LIBS 6999.

Key assessments

These artifacts are required. *

- A Reference Libguide from LIBS 6015
- A Budget Assignment from LIBS 6900, 6105, or 6100
- A Selection Assignment from LIBS 6010/6115, 6100 or 6105
- Research Questions, Problem Statement, and Literature Review from LIBS 6060
- The Role of the Library from LIBS 6000
- A Censorship Assignment from any class (6000, 6311, etc.)

*If a course, such as LIBS 6060, was not required for the student's plan of work then that key assessment is exempt.

Choice Assessments
Include three or more additional assignments of your choice that help complete the ALA Competencies Chart and show off your best work. Book Talks from 6310 or 6311 or other multimedia assignments are a good choice, but it is up to you! Showcase your strengths in the area you plan to work in.

Reflections
Every Key & Choice assessment (artifact) used should have an accompanying reflection using the reflection guidelines in Appendix C.

ALA Competencies Related to Course Goals
This table found in Appendix A should have its own page in the exitPortfolio. It can be copied and pasted there. After the completion of each course, the competencies attained should be noted in the table. Assignments often meet more than one competency and the choice of assignments to include in the exitPortfolio may also map to more than one competency. Assignments do not have to be uploaded to the table.

Philosophy of Librarianship
Write a Philosophy of Librarianship. This is an assignment in LIBS 6550. The Core Values of Librarianship assignment from LIBS6000 is a good starting point.

Behavior Management Philosophy
Write a Behavior Management Philosophy. This is an assignment in LIBS 6900.

Resume
Upload a current resume or link to your LinkedIn profile.

Further Professional Growth (Journal Entries)
Journal entries that show progression of thoughts, experiences, hopes, realizations, etc., throughout the program should be entered on this page in date order. There should be at least three journal entries, one each from the beginning, middle, and the end of the student's time in the program.

fieldPortfolios
The two fieldPortfolios from students' enrollment in their two field experiences (LIBS 6550) should be linked to the exitPortfolio.

References
The sources of documents used in the creation of the exitPortfolio as well as sources of graphics or photos used in the exitPortfolio should be included on this page using proper APA format.

Courses
List the courses you have taken during this program. Include the name and number of the course.

Professional Affiliations
List any professional affiliations you have to professional library associations such as ALA, TLA, TASL, etc.

How to Create your exitPortfolio
Students will create their exitPortfolio in LIBS 6000 or in another beginning core course. Specific instructions will be given in class and the professor will answer questions if help is needed.

Style

Each exitPortfolio will be unique. Students should make it their own to reflect their personality and style. Since the exitPortfolio is the place to showcase the student's learning, every effort should be made create a professional looking ePortfolio and to adhere to good website design.

- Double check for errors in spelling, grammar, punctuation, etc.
- Use colors that work together and are not hard to look at
- Use text that is not too big or too small. Do not use all caps.
- The use of pictures and graphics should add to the content, not distract, and should all be labeled.
- Make sure all links work properly.
- Use a consistent naming convention for artifacts and files that include the course number and name of assignment. Example: LIBS 6000 Role of the Library.
- Make sure navigation of the site is clear and simple

Table of Contents/Menu Bar

The first item to set up is the Table of Contents or Menu Bar which will be the framework for the exitPortfolio and can run along the top (preferred) or on the side of the main page.

Every exitPortfolio should include the following pages or links where relevant (e.g., the student's fieldPortfolios). They can be set up in the beginning and content added as coursework is completed during the student's progression through his/her courses.

- About Me
- Key Assessments
- Choice Assessments
- ALA Competencies
- Philosophies of Librarianship and Behavior Management
- Further Professional Growth (Journal Entries)
- Resume
- fieldPortfolios
- Courses
- Professional Affiliations
- References

Student Example

An example of a completed exitPortfolio is found here.

Help

Specific help on how to build the exitPortfolio in D2L can be found in several places.

- Your Google Workbook has a Help page.
- Walker Library ePortfolio help https://library.mtsu.edu/eportfoliobasics
- How to Set Up ePortfolio https://www.youtube.com/watch?v=YG6fVgHlJAw
- How to Add Artifacts https://www.youtube.com/watch?time_continue=1&v=_u4-otsztkI

Sharing and Privacy

ePortfolios in D2L cannot be viewed by anyone but the student until they are shared. exitPortfolios must be shared with faculty, the ePortfolio advisor, Professor Holly Hebert, and the Program Coordinator, Dr.

Lambert, as well as with fellow students when peer review is required. Students should consider carefully any personal information they share in their exitPortfolio.

Peer Evaluation

In several classes, there will be an opportunity for peer review of exitPortfolios. This allows students to see and learn from what others are building and also to share their own work and to help fellow students when the situation arises. Students are encouraged to take full advantage of this opportunity and to offer and receive constructive criticism.

Assessment

During the first semester, students will be given the URL to their specific Google Spreadsheet Workbook. Students should save the URL as it will be needed throughout the program every time the exitPortfolio is assessed. exitPortfolios will be evaluated once a semester. A rubric will be filled out by the student and a faculty member each time, showing a progression of learning and attainment. Students should read the comments left by the professor in the rubric and make the necessary changes required.

Final Submission

In their final semester, students should submit the Final Submission Form (see the Appendix D) Fall Semester by September 15 / Spring Semester by February 15 / Summer Semester by June 15. In the 4th week of the last semester, the student should request a meeting with the exitPortfolio advisor to ask questions about the completion of the exitPortfolio. Submit the finished exitPortfolio in the 7th week of the last semester of enrollment (fall and spring only; by July 1 in summer). The exitPortfolio completion form should be sent to Dr. Lambert and Professor Hebert. The committee evaluates the exitPortfolio individually with the rubric, adds comments, and then conferences to decide upon the evaluation, given in the 9th week of the semester.

Students who receive a less than Proficient (3) on any criteria item in the exitPortfolio rubric upon final evaluation must make revisions that respond to the written feedback and resubmit no later than the 11th week of the semester. Graduate Studies will not accept graduation information after that date. If the student's exitPortfolio does not pass, they must delay graduation and enroll in LIBS 6999 for one credit and continue to work on the exitPortfolio. They will submit the exitPortfolio again using the same submission process.

Appeals of the rating may be made to the program coordinator.

Appendix A: ALA COMPETENCIES table.

Foundations of the Profession

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
1A. The ethics, values, and foundational principles of the library profession.	
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).	
1C. The history of libraries and librarianship.	
1D. The history of human communication and its impact on libraries.	
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.	
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.	
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.	
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.	
1I. The techniques used to analyze complex problems and create appropriate solutions.	
1J. Effective communication techniques (verbal and written).	
1K. Certification and/or licensure requirements of specialized areas of the profession	

Information and Resources

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.	
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.	
2C. Concepts, issues, and methods related to the management of various collections.	
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.	

Organization of Recorded Knowledge and Information

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
3A. The principles involved in the organization and representation of recorded knowledge and information.	
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.	
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.	

Technological Knowledge and Skills

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.	
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.	
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	

Reference and User Services

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.	
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.	
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.	
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.	
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.	

Research

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
6A. The fundamentals of quantitative and qualitative research methods.	
6B. The central research findings and research literature of the field.	
6C. The principles and methods used to assess the actual and potential value of new research.	

Continuing Education and Lifelong Learning

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.	
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.	
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.	

Administration and Management

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
8A. The principles of planning and budgeting in libraries and other information agencies.	
8B. The principles of effective personnel practices and human resource development.	
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.	
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.	
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.	

Appendix B: Competencies in Course Order

6000	1A	The ethics, values and foundational principles of the library and information profession.
6000 / 6311	1B	The role of the library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
6000	1C	The history of libraries and librarianship.
6000	1D	The history of human communication and its impact on libraries.
6000	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6000	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
6000	1G	The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the American with Disabilities Act), and intellectual property.
6000	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6000	1I	The techniques used to analyze complex problems and create appropriate solutions.
6000	1J	The importance of effective communication techniques (verbal and written).
6000	7B	The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
6000	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6010	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6010	1I	The techniques used to analyze complex problems and create appropriate solutions.
6010	1J	The importance of effective communication techniques (verbal and written).
6010	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	**2C**	Concepts, issues, and methods related to the management of various collections.
6010	**2D**	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6010	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.

6010	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6010	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6010	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6010	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6010	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6010	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6010	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6010	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6015	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6015	1I	The techniques used to analyze complex problems and create appropriate solutions.
6015	1J	The importance of effective communication techniques (verbal and written).
6015	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6015	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6015	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6015	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6015	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6015	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

6015	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6020	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6020	1I	The techniques used to analyze complex problems and create appropriate solutions.
6020	1J	The importance of effective communication techniques (verbal and written).
6020	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6020	3A	The principles involved in the organization and representation of recorded knowledge and information.
6020	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6020	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6020	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6020	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6060	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6060	1I	The techniques used to analyze complex problems and create appropriate solutions.
6060	1J	The importance of effective communication techniques (verbal and written).
6060	6A	The fundamentals of quantitative and qualitative research methods.
6060	6B	The central research findings and research literature of the field.
6060	6C	The principles and methods used to assess the actual and potential value of new research.
6060	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

6060	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6100	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6100	1I	The techniques used to analyze complex problems and create appropriate solutions.
6100	1J	The importance of effective communication techniques (verbal and written).
6100	2C	Concepts, issues, and methods related to the management of various collections.
6100	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6100	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6100	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6100	8A	The principles of planning and budgeting in libraries and other information centers.
6100	8B	The principles of effective personnel practices and human resource development.
6100	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6100	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6310	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6310	1I	The techniques used to analyze complex problems and create appropriate solutions.
6310	1J	The importance of effective communication techniques (verbal and written).
6310	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6310	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6310	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.

6310	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6320	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6320	1I	The techniques used to analyze complex problems and create appropriate solutions.
6320	1J	The importance of effective communication techniques (verbal and written).
6320	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.
6320	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6320	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6320	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6320	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6320	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6320	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6330	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6330	1I	The techniques used to analyze complex problems and create appropriate solutions.
6330	1J	The importance of effective communication techniques (verbal and written).
6330	2C	Concepts, issues, and methods related to the management of various collections.
6330	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6330	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

6330	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6340	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6340	1I	The techniques used to analyze complex problems and create appropriate solutions.
6340	1J	The importance of effective communication techniques (verbal and written).
6340	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6340	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6340	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6340	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6340	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6550	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6550	1I	The techniques used to analyze complex problems and create appropriate solutions.
6550	1J	The importance of effective communication techniques (verbal and written).
6550	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6550	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6550	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6550	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6550	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6550	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6900	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6900	1I	The techniques used to analyze complex problems and create appropriate solutions.
6900	1J	The importance of effective communication techniques (verbal and written).

6900	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6900	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6900	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6900	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6900	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6900	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6900	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6900	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.

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REFLECTION QUESTIONS

Every item that is added must be accompanied by a reflective statement.

Choose one question from each section to answer (4 questions for **EACH** artifact)

BACKWARD-LOOKING:

1. Have you done a similar kind of work in the past (earlier in the year or in a previous grade; in school or out of school)?
2. In what ways have you gotten better at this kind of work? In what ways do you think you need to improve?
3. Does this work tell a story?

INWARD-LOOKING:

1. How do you feel about this piece of work? What parts of it do you particularly like? Dislike? Why? What did/do you enjoy about this piece or work?
2. What does this piece reveal about you as a learner?
3. What did you learn about yourself as you worked on this piece?
4. Find another piece of work that you did at the beginning of the year to compare with this. What changes can you see? How did those changes come about? What does that tell you about yourself and how you learn?

OUTWARD-LOOKING:

1. If you were the evaluator, what comments would you make about this piece? What grade would you give it? Why?
2. What the one thing you particularly want people to notice when they look at your work?
3. In what ways did your work meet the standards for this assignment? In what ways did it not meet those standards?
4. If someone else were looking at the piece, what might they learn about who you are?

FORWARD-LOOKING:

1. As you look at this piece, what's one thing that you would like to try to improve upon?

Appendix D: Final Submission Form

I have finished with my coursework and I respectfully request to submit my finished exitPortfolio

in the 7th week of my final semester.

Name: _____ M#_____

Address: _____

Phone #: _____

E-mail at MTSU: _____

URL of exitPortfolio: _____

Signature of Committee Chair:

_____

Date: _____

Student Signature:

_____

Date: _____

<u>Along with this form, please submit a copy of</u>

<u>your transcript with MLS courses highlighted</u>.

I have read and understood the (check all that apply)

- ☐ **The exitPortfolio Handbook**

- ☐ **The Library Science Handbook Graduating page**

- ☐ **If I am seeking school licensure, the Teacher Licensing page and the Praxis page from this Handbook.**

Download, fill in, save, and send to Program Coordinator by the end of the applicable month for each semester: Fall by September 15 / Spring by February 15 / Summer by May 31

User's Guide for creating and maintaining

your exitPortfolio

Using D2L for Your ePortfolio

D2L EPORTFOLIO USER INTERFACE OVERVIEW
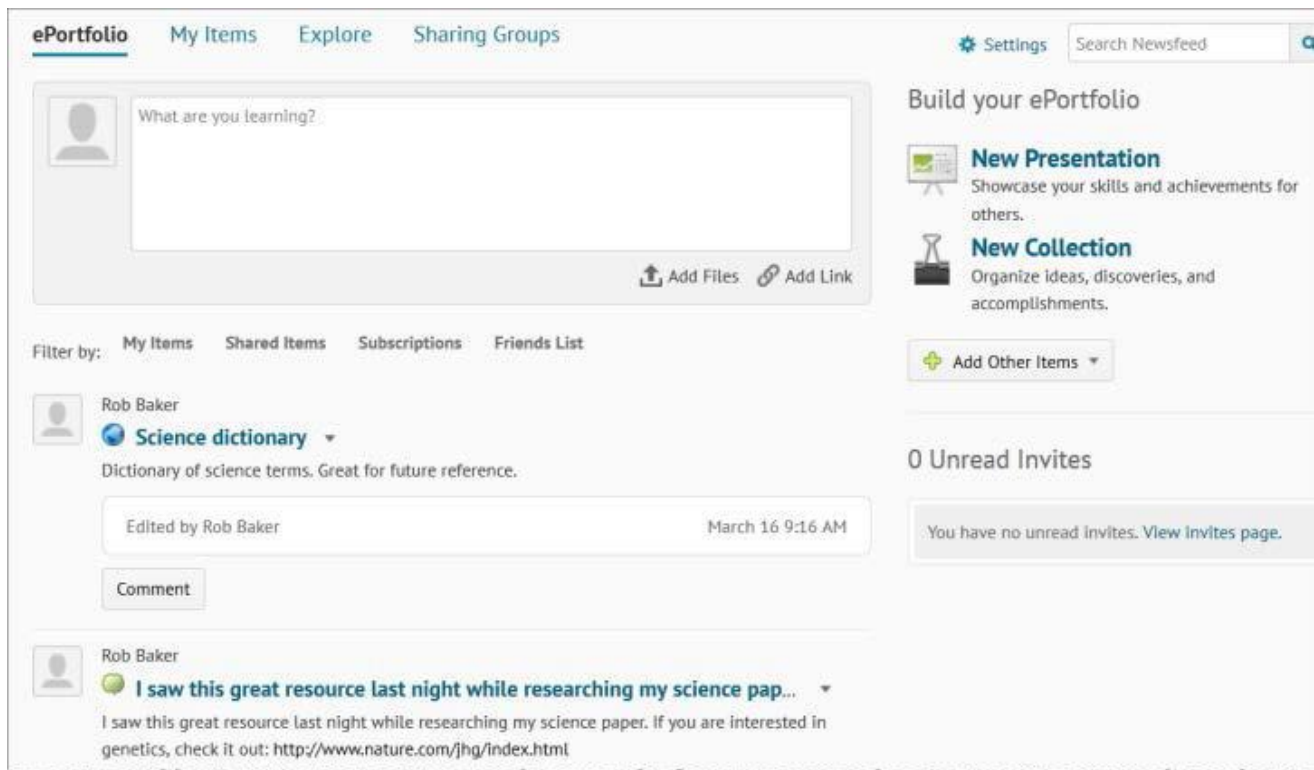
Figure 1 D2L ePortfolio Dashboard page

D2L ePortfolio is divided into 4 main pages: The Dashboard, the My Items page, the Explore page, and the

Sharing   Groups page.

Page	Description
D2L ePortfolio Dashboard	**The Dashboard is the main landing page for D2L ePortfolio. On the Dashboard page, you can add new content to your D2L ePortfolio, review recent activity on your items and items shared with you, and check invites from your peers.**
	The "What are you learning?" panel prompts you to record brief thoughts about a current learning experience which you can expand upon at a later date. You can also add file artifacts or a link artifact to your D2L ePortfolio or associate them with your brief reflection. When you post an item, it automatically shares with the default sharing group you specify in your D2L ePortfolio settings.
	The Announcements feed consolidates recent activity on your items and items shared with you. Your items appear in this area if they have been recently edited, commented on, or assessed. If you contribute a comment, an edit, or an assessment to another user's item, that item also appears in the Announcements feed and you can see contributions others are making to it. Filters at the top of the Announcements feed enable you to search and view specific sets of content: recent activity by ownership, people and items you've subscribed to, and items from
	The Unread Invites panel displays your recent invites, including the author of the invite, the message content, and the associated D2L ePortfolio item.
My Items	The My Items page consolidates all of your artifacts, reflections, presentations, collections, and learning objectives into a single view, enabling you to view, search, and manage all of your content from one location. On the My Items page you can: - Add D2L ePortfolio content using the New Presentation, New Collection, and Add buttons. - Bulk add items to a presentation or collection or bulk associate items with learning objectives using the More Actions button. - Perform common actions on your D2L ePortfolio items, such as view, preview (image and HTML file artifacts only), edit, copy (presentations only), delete, and share. Your D2L ePortfolio items display in a list that you can sort and filter.
Explore	The Explore page consolidates items others have shared publicly or privately with you into one view. Shared D2L ePortfolio items display in a list that you can sort and filter. On the Explore page you can: - Browse items. - Depending on your sharing permissions, view and leave comments and assessments and edit others' items. A feedback activity icon appears beside items when there is comment and assessment activity. - Click on a user's name to view all content shared from that user. - Subscribe to an item or a user.
Sharing Groups	The Sharing Groups page displays all sharing groups to which you are a member. Use a sharing group to apply and save permissions for different users and groups of users. This allows you to attach the sharing group to new and existing items rather than specifying permissions for each item you create.

D2L EPORTFOLIO SETTINGS

Settings allow you to change display options and preferences for your D2L ePortfolio.

Setting	Description
Display Options	
Default list size	Select the number of items to display in your Announcements feed, My Items, and Explore lists.
Number of activities on Announcements feed items	Select the maximum number of events you want to display for each Announcements feed item.
My Modifications	Select whether to include activity you make on your own items in your Announcements feed.
Number of unread invites on dashboard	Select how many unread invites appear on your dashboard.
Item Defaults	
Item feedback	Select whether you want to allow comments or assessments by default when creating items. Note: These settings enable commenting and assessments; you still need to set permissions around who can add comments or assessments.
Default presentation theme	This area displays the current default theme for the organization. If you have permission, you can click the Manage Themes link to make edits to presentation themes and their styles. Your edits will be visible to all other users in your organization.
RSS Updates	
Feedback RSS	Notifies you when edits, comments, or assessments are made on one of your portfolio items by another user. To use RSS feeds, you must subscribe to an external RSS reader.
Ignore List	
Ask for confirmation before ignoring items from users	Select if you want to see a confirmation dialog asking if you want to ignore items from a user.

Ask for confirmation before restoring items from users	Select if you want to see a confirmation dialog asking if you want to restore items from a user.
Invite RSS	Notifies you when you receive an invite to view another user's item. To use RSS feeds, you must subscribe to an external RSS reader.
Sharing Settings	
Invite Delivery Method	Select Email Invitation if you want to receive an email when others invite you to view items from their D2L ePortfolio. A copy of the invite always appears on your Invites page.
Default Sharing Group	Select a default sharing group to apply to all new items in your D2L ePortfolio that meet your filter criteria. Use this option if you consistently share new items with the same group of users.

ADD A NEW PRESENTATION

Presentations let you compile D2L ePortfolio items into a web project to showcase your achievements. Your presentations can have multiple pages. Presentations provide a polished, professional medium to demonstrate your learning and accomplishments.

A banner appears at the top of every page in a presentation. The presentation title usually appears in the banner, much like a header in a book. You can include additional text in the banner as a description. The theme of the presentation controls the style of the banner, including the background and fonts used.

Themes are default style templates that give your presentations a consistent look and feel. Themes are comprised of styles which control one aspect of the design. For example, there are separate styles that control the look of titles, links, dates, and images.

- Your organization provides presentation themes, but you may be able to change some or all aspects of a theme.
- On the navbar, click ePortfolio.
- On the My Items page, click New Presentation.
- In the Properties tab, enter your presentation details. Click Save.
- In the Content/Layout tab, do any of the following:
- To add pages to your presentation, in the Pages panel, click New page icon. Enter your page details. Click **Save**.

- To add content to your presentation, in a Content Area panel, click Add Component. Locate your component, select it, and click Add.
- In the Banner tab, enter your banner details.
- In the Theme tab, do any of the following:
- To edit your current theme, in the Current Theme area, click the Edit Styles icon. Make your changes. Click Save.
- To select a new theme for your presentation, in the Available Themes area, click Select > Set Theme.

Edit a presentation layout

1. On the navbar, click 🗂️**ePortfolio**.

- On the **My Items** page, from the context menu of the presentation you want to edit, click Edit ✏️ 🔽
- In the Content/Layout tab, do any of the following:
  - To edit where the page navigation appears, click Edit Presentation Navigation. Select your navigation option. Click Save.
  - To edit where content areas appear on a page, click Edit Page Layout. Select your layout option.
  - Click Save.
  - To move an item in a content area, from the item's context menu, click Move [Up/Down/To].
  - To remove an item in a content area, from the item's context menu, click Remove from Layout. To edit how an item appears in a content area, from the item's context menu, click Edit Display Options. Make your changes. Click Save.

D2L EPORTFOLIO COLLECTIONS

Create a new collection

- Collections are groups of artifacts, reflections, presentations, and learning objectives. An item can belong to multiple collections at the same time. For example, you can add a short story you wrote to a collection called "Fiction" as well as a collection called "Creative Writing 101" and there will only be one copy of the story (artifact).
- On the navbar, click 🗂️**ePortfolio**.
- On the **My Items** page, click **New Collection**.
- Enter your collection details.
- Click **Save**.
- In the **Items in Collection** area, click **Add to Collection**.
- Click **Artifacts, Presentations, Reflections, or Learning Objectives**.
- Select the check box for every item you want to add. Click **Add**.
- Click **Save and Close**.

About assessment settings

- Enabling comments on an artifact, collection, reflection, presentation, or learning objective allows users who are viewing the item to leave feedback. Use this feature to collaborate with peers so they may comment on your work, provide constructive criticism, or point out additional resources.
- Enabling assessments for an artifact, collection, reflection, presentation, or learning objective allows users with the appropriate permissions to evaluate the item using a rubric. You must select which rubric you want used when you are being evaluated from the list provided by your organization.
- When others comment on and assess an item in your D2L ePortfolio, their feedback becomes a part of the item. You can see it below the item's details when viewing the item or through the feeds and widgets on your dashboard.

You can enable comments and assessments for all items by default or enable them individually on an item by item basis.

About editing and commenting on D2L ePortfolio items

In order to leave comments, assessments, or annotations on an item in a user's D2L ePortfolio, you must have the appropriate permissions. You can receive permissions to comment on, assess, or edit a user's work in one of two ways:

- The user gives you the appropriate permissions
- You set up a forced sharing group for users in a particular course that gives you the appropriate permissions

Encouraging users to give you permission to comment on and assess portfolio items that relate to course work is an excellent way to provide users with informal, intermittent feedback.

Submit D2L ePortfolio items to an Assignments folder

You can submit your D2L ePortfolio items to an Assignments folder in D2L Learning Environment for formal assessment. When you submit an item to a course Assignments folder, a copy of the item goes to the Assignments tool. Future changes to the item in D2L ePortfolio do not transfer to the Assignments copy.

If you submit a reflection or artifact to an Assignments folder, Quicklinks to associated items will also be included in the submission. For instance, a submitted artifact will include links to associated reflections. A submitted reflection will include Quicklinks to artifacts it is associated with.

If your item has comments and assessments on it but you don't want to include them with your Assignments submission, you must edit your item so that the **Allow others to add/view comments if they have sufficient permission** and **Allow others to add/view assessments if they have sufficient permission** check boxes are clear before you submit. This does not remove previous comments and assessments from the item itself. After you make your submission, you can select the check boxes to re-enable comments and assessments.

- On the navbar, click Assignments.
- Click the folder you want to make a submission to.
- In the Submit Files area, click Add a File.
- From the tool panel, click ePortfolio.
- Select the toggle for the item you want to add. Click Select Item.
- Click Submit > Done.

SHARING YOUR EXITPORTFOLIO

Create a sharing group

- On the navbar, click ▣ D2L ePortfolio.
- From the tool navigation, click Sharing Groups > New Sharing Group.
- Enter your sharing group details.
- Click Add Users.
- Do one of the following:
- To add individual users to the sharing group, in the Users tab, click on the users you want to add.
- To add course offerings to the sharing group, in the Courses tab, click on the course offerings you want to add.
- In the Assign Permissions area, select the permissions you want the sharing group to have.
- Click Add > Save and Close.

Sharing permissions

In order to use the comments and assessments permissions, you must make sure the comments and assessments check boxes are enabled for the item and that a rubric for assessing items has been attached to the item. These check boxes are selected by default, but it is possible to clear them (if you want to temporarily remove the ability to comment on or assess an item), and you can change the default setting so they are not selected on new items.

Permission	Description	Available For:
View	Allows selected users to see your D2L ePortfolio item on the Explore page	Anyone
See comments from others	Allows selected users to see the comments other users have left on your D2L ePortfolio item	Internal users External user with personal invite
Add comments	Allows selected users to add comments on your D2L ePortfolio item	Internal users External user with personal invite
See assessments from others	Allows selected users to see rubric assessments other users have left on your D2L ePortfolio item	Internal users External user with personal invite Note: Not available for
Add assessments	Allows selected users to evaluate	Internal users
	your D2L ePortfolio item using a rubric, provided you have added a rubric to the item	External user with personal invite Note: Not available for reflections
Edit	Allows selected users to make changes to your D2L ePortfolio item, which you can track using the item's Change Log.	Internal users

About sharing D2L ePortfolio items

You can share your D2L ePortfolio items internally and externally.

Use permissions to share D2L ePortfolio items internally with other users. You can set up separate permissions options for each artifact, collection, reflection, presentation, and learning objective in your D2L ePortfolio so you can pick and choose what content you share with others. You can send invitations to internal users when you share an item with them. Sending an invitation gives you the opportunity to leave them a message about why you are sharing the item and what you'd like them to do with it. If you send an invite to a sharing group that includes all users at your organization or all users in a particular course or department, all of the users in the group will receive the invite.

You can also share D2L ePortfolio presentations externally with friends, parents, or potential employers in the following two ways:

- You can make the presentation publicly available to anyone through a URL. When you share a presentation this way people can only view the presentation. They cannot add comments, add assessments, or make edits to the presentation.
- You can send a personal invite to view your presentation via an email and the recipient can follow the attached link to view the presentation. The recipient must set up a username and password, and then they can see and add comments or assessments based on the permissions you gave them. External users cannot edit presentations.

Send an invitation to a user

- On the navbar, click 💼 **ePortfo**lio.
- On the My Items page, from the context menu of the item you want to share, click 🔑 Share.
- In the Sharing List area, select the check box for every user you want to send an invitation to. If you do not see the user you want to invite in the list, click Add Users and Groups and add the user to the list.
- Click Send Invite.
- Enter your invitation details.
- Click Send > Close.

Share a presentation with specific external users

When you add an external user to your presentation using their email address, they will receive an email with a link inviting them to set up a username and password to view the presentation. The invite expires after three days (or another amount of time set by your organization).

- ξ   On the navbar, click 💼 ePortfolio.
- ξ   On the My Items page, from the context menu of the item you want to share, click 🔑 Share.
- ξ   Click Add Users and Groups.
- ⍰   In the Add External User by Email Address area, enter the email address for the user you want to add. Click Add.

- In the Assign Permissions area, select the permissions you want the users to have.
  - Click Share > Close.

Remove sharing permissions from an item

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the item from which you want to remove permissions, click Share.
- In the Sharing List area, do one of the following:
- To remove a user or course offering from the item, click the Remove Permissions.
- To modify a user's permissions for the item, click the Edit Permissions icon. Select or clear permissions for the user.
- Click Close.

EXITPORTFOLIO CONTENT

About creating quicklinks to D2L ePortfolio items

- You can create quicklinks to D2L ePortfolio content in the same way as other quicklinks. However, the person following the link must have that item shared with them.
- If you include a quicklink to a D2L ePortfolio item in a form, reflection, artifact, or presentation, the referenced item does not inherit permissions from the item containing the link. This means that individuals viewing an item via the quicklink must also have direct permission to view the referenced item and follow the link; otherwise, they receive an error message letting them know they do not have permission to view the item.

Import D2L ePortfolio items

You can only import D2L ePortfolio packages into your D2L ePortfolio. If you have other items you want to add to your

D2L ePortfolio, you must add them individually.

- ξ   On the navbar, click ePortfolio.
- ξ   On the My Items page, from the More Actions button, click   Go to Import / Export page.
- ξ   Click Import.
- ⍰   Click Browse. Locate the package you want to import. Click Open.
- ⍰   Click Next > Import.

Export items in your D2L ePortfolio

- ⍰   On the navbar, click ePortfolio.
- ⍰   On the My Items page, from the More Actions button, click   Go to Import / Export page.
- ⍰   Do one of the following:
- ⍰   To export all items, click Export > All Items.

- To export specific items, click Export > Selected Items. Click Add Items, then select the items you want to export. Click Add.
- Click Export.
- Click the View progress of the export package link.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.

What property changes occur when I export D2L ePortfolio items?

Property	Notes
Access Log for presentations	Does not include
Assessments	Does not include
Change Log for Edit permission	Does not include
Comments	Includes comments; does not retain commenter's name
Contents of a collection	Includes items within a collection only if you export the items at the same time
Forms	Includes form artifacts; does not include the form that the artifact is based on System fields do not maintain their values; the system generates these values based on the user that imports the form Does not maintain rubrics embedded in a form
Items associated with a reflection	Includes associated items only if you export the items at the same time
Items in a presentation	Includes items within a presentation only if you export the items at the same time
Permissions	See [item] only
Presentation layout	Navigation settings, page settings, page names, and text areas remain the same Maintains profile settings, but displays information corresponding to the user who imports the presentation
Presentation theme	Does not include presentation theme; presentations revert to the default system theme on import
Reflections associated with an artifact	Includes associated reflections only if you export the reflections at the same time
Rubrics associated with an item	Does not include
Tag lists for a collection (dynamic collections)	Does not retain tag lists; all collections become static on export

Export a presentation in HTML format

If you have the appropriate permissions, you can export presentations to HTML format directly from a presentation's context menu.

Exporting your presentation to HTML format enables you to keep a copy of your presentation in a viewable format external to the system. This is useful if you change institutions and you don't want to lose your work. Once you export your presentation to HTML, you can host it externally on your own website or save it on your computer to view offline.

You cannot import an HTML presentation back into D2L ePortfolio.

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the presentation you want to export, click Export.
- Select Export HTML version of presentation. To include links to pages within the system, select the All system links check box. Links to pages within the system require users to log in to the system and have the appropriate permissions.
- Click Next.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.