Guidelines to the Honors E-Portfolio

All Honors Program students are required to submit, before graduation, an interdisciplinary portfolio as a record of accomplishments in Honors focusing on research, service/leadership, and global citizenship. The materials in the portfolio are considered evidence of learning and Honors educational outcomes.

The portfolio offers a great opportunity for students to tell their story and share it with faculty, peers, and employers. By creating and working on a portfolio, it guides and enables students to figure out how all the different parts of their college experience fit together. The portfolio not only gives students an opportunity for them to showcase what they have learned but also how they have met the Honors Program's three areas of learning that represent the goals of Honors curriculum.

The completed e-portfolios will be shared with the Chairs of the Honors Program, the Honors Program Advisory Committee and with any Honors College faculty the student has that semester.

What is a portfolio?

The e-portfolio is a web-based collection that documents skills, knowledge, and abilities they have gained through all their experiences in college. It may consist of selective collection of papers, activities, projects, images, and reflections focused on representing the students' growth in learning. It covers coursework (Honors or non-Honors courses) as well as co-curricular experiences. Students are highly encouraged to use their creativity in designing their own portfolio to represent their talents, skills, and the most transformational experiences of their own education.

Why portfolio?

Creating a portfolio engages and challenges students to take ownership and responsibility for their own developments as lifetime learners. It gives students a platform to figure out what they want to do with their lives. Portfolios invite creative, real-time reflection, as well as to connect educational experiences inside and outside of college classrooms. Yes, it is nice to see many A's on a transcript, but it does not really tell students much about what they have learned. The portfolio is a thorough student's reflections of their knowledge and skills. It allows others especially employers to know what is important to you and what you want to accomplish in life.

How to begin?

As you start and continue on your transformational academic journey at ASU-Beebe, please keep these two important habits in mind to help you developing your portfolio.

1. **Gather artifacts**. Please remember to collect the product or work from inside and outside of classes. In this case, an artifact is a piece of evidence that represents your learning at ASU-Beebe (e.g. pdf of written documents; videos, audios, PPT presentations, notes, etc.). Artifacts are tangible pieces of evidence.

2. **Annotate**. Annotation is the most important component of your portfolio. Your annotations are your reflective statements of your important experiences at ASU-Beebe at your personal, academic or experiential level. You can begin perhaps by asking a simple question: "What did I learn from …?" or "How did my thinking change?"

Portfolio layout

The portfolio is consisted of a number of main headings listed below. Each heading link will provide more information and suggested prompts. Please keep in mind that the questions and prompts only serve as a guide to building a portfolio. Students can also revise or add to the prompts. Over the course of the student's academic journey at ASUBeebe, the content pages will be developed each semester. Student's portfolio will eventually be publishable and transferable for the student to use after he or she leaves ASU-Beebe.

Welcome

This first page is what anyone will see when they open your portfolio, so you want to make a good first impression. Think about your audience and what they will need to know. What would others want to see and what makes your portfolio interesting? This page should be inviting and informative enough and could be viewed similar to a table of contents for your portfolio.

This page should at least include your first and last name, but could also include meaningful quotations or images that describe who you are. Please make sure to properly cite any quotations, images or videos you use.

About Me

Most people find it difficult to write about themselves. Utilize this page to allow readers to get to know who you are. Some information should be kept general – you do not want just anybody to have access to your phone number, address, or other important personal

information. But you might want to include information about things, people, or events that have been motivational to you. Useful steps to follow might be to introduce yourself, aim for a friendly tone, include professional experience, applicable awards and accolades, a few personal details, include a picture of yourself, and proofread. Some possible things to cover:

- Why did you decide to attend ASU-Beebe and what do you hope to achieve while at the University?
- What skills and talents are you proud of and hoping to develop better?
- What does it take to be a successful student and beyond ASU-Beebe?
- Who inspires you? What about them inspires you? How have your life been shaped by them?
- Is there a poem, song, event, or a book that has changed your life? If so, in what way has it changed your thinking?

Goals

This part focuses on the direction you are heading. What do you want your audience to know about what you hope to accomplish in your life? Mention your major and more importantly why you chose it and where you see yourself in five year.

How about your short-term and long-term educational goals? How do those educational goals relate to your career goals? You may not have clear answer to some of these things and that is perfectly alright. Afterall, this is a working site and you can always go back and revising it. Your answers probably will change from year to year as you learn more about yourself. Think about including your reflections on those changes.

Research

Research skills are crucial not only for graduate schools but also for employability. It is critical that students acquire a great appreciation for the research process responsible for generating the new knowledge and discovery that will shape their future careers. Research helps us to understand the conundrums of life and society and has the power to change the status quo.

Research can take many forms and reaches across various disciplines, but it starts with identifying a question, idea, theory, problem, or hypothesis. Your research should expand knowledge, improve understanding, and contribute to a community of scholars. Some examples of development in the research competency may include research paper, class presentation, working with a faculty member on a special project, a professional presentation.

Service/Leadership

Leadership inspires others to a higher calling and level of performance because of their relationships with others. During your time at ASU-Beebe, you will engage with specific

groups of people, organizations and communities. When you choose you be a part of a community where you will actively participate, you are taking on the leadership role as an ambassador of ASU-Beebe. The world needs more productive, honorable, service oriented citizens, community leaders, and achievers.

Leadership qualities are important. As a leader, you will engage in a relational process involving developing goals, creating a shared vision, and inspiring others towards achievement. Your awareness of personal strengths and potential growth will be increased as you develop the skills necessary to collaborate effectively with people. You will seek opportunities to serve and improve society as you lead with integrity.

Some examples of development in the service/leadership competency might include leadership or active participation in student organization, group project, community organization, special project, community service, initiative, and Student Government Association.

Global Citizenship

In an increasingly interconnected and globalized society, it is important to engage with people from a variety of backgrounds, experiences, and viewpoints. Demonstrating openness and respect toward various ways of life and systems of governance is an essential part of preparing for life beyond the classroom.

Several examples of development in the global experiences' competency might include second language acquisition, field trips, global projects, class assignments, speaker events, or a variety of curricular and co-curricular activities that broaden your exposure to global cultural contexts.

Resources

Useful tips

- Archive early and often
- Be creative
- Don't procrastinate: annotate!
- Think about sharing your story
- Personalize

Portfolio-building websites

Wix - http://www.wix.com
Weebly - http://www.weebly.com
Portfoliopen - http://www.portfoliopen.com
Cargo - http://cargocollective.com
Wordpress - http://wordpress.org

Flickr - http://www.flickr.com
Indexhibit - http://www.indexhibit.org
Vimeo - http://vimeo.com
Deviantart - http://www.deviantart.com
Behance - http://www.behance.net
Carbonmade - http://carbonmade.com
Big Black Bag - http://www.bigblackbag.com
Blue Host - http://www.bluehost.com
SmugMug - http://www.smugmug.com

Portfolio Samples (Please note examples below are mainly for layout samples only)

University of Washington
- https://hopejdorris.wixsite.com/uwhonorsportfolio
- https://tdk2801.wixsite.com/website/about-4
- https://emilygklein.wixsite.com/uwportfolio
- https://yanyukai1998.wixsite.com/yukaiyan

Minnesota State University of Mankato ~ https://ashlinyoung.wixsite.com/website

Salt Lake Community College ~ https://slcc.digication.com/joshua-reeder/about_me

Auburn University ~ https://parkerwade11.wixsite.com/home

Weber State University ~ https://abbigalewilliams.wordpress.com/

University of Waterloo ~ https://app.pebblepad.ca/spa/#/public/WdczhRR8h69mjfWd8RybmRHhsh?historyId=x0Z5LFgpjx&pageId=WdczhRR8h69mWWy53cyxm45dph

Tennessee Tech University~ https://megandiem.wixsite.com/website

Biola University ~ https://stephenjjoffer.wixsite.com/website