

INFO 289 e-Portfolio: Critical information

Welcome to the e-Portfolio, and congratulations for getting to this point in your MLIS program. The e-Portfolio faculty advisors look forward to working with you, and want you to have a positive, rewarding, and successful e-Portfolio experience.

The faculty will do their part but will also expect that you read everything **very carefully**, pay attention to **details**; and especially follow **each part** of the rubrics.

Getting Started

Perhaps the toughest part of a big project like this one is getting started. So here are a few easy steps to get you going.

1. Read:

- This document is intended to *supplement* the e-Portfolio handbook, not be a replacement for it.
- The [e-Portfolio Handbook](#)
 - The handbook provides you with a comprehensive explanation of all the parts of this process.
- Each item in the [e-Portfolio blog](#)
 - The blog addresses a series of questions that students typically have.
- Any supplementary material your e-portfolio advisor requires you to read.

2. e-Portfolio Platform

If you are using Canvas for your interface please read the information about how to use Canvas for the e-Portfolio

If you are using a different interface (WordPress, Google Sites, Wix, Weebly, etc.,) start building your site. However, don't spend too much time tinkering with your site design. The site just has to work; it doesn't need to be a web design masterpiece. We only provide support for Canvas.

Competency Essays

Once you have completed the above tasks, you are ready to dig into the content.

To begin, study:

- The [competency statements](#)
- The [competency rubrics](#)

Your first section of each competency essay will be an explication of the competency statement itself, so it is important that you study each one systematically and thoroughly, taking notes that you can later turn into your competency essays.

Be sure you examine and address each phrase or clause of the competency statements in your essays. See [example e-Ports](#) (passwords: sjsuslis; jobpathways)

Read carefully the document entitled: [Hints, reminders, and clarifications for writing specific competency essays](#)

For each of the 14 Core Competencies, you will write an essay with the following three sections:

- ***Section 1: Introduction***

There is a 500-word minimum and the recommended length is 500-750 words. There is no maximum unless explicitly stated by your faculty advisor.

Each of your competency introductions should have two parts:

1. What do you *understand* the competency to mean?
2. *Define* it and *explain* why it is important to you as a professional and to the profession as a whole.

For most competencies you will be expected to include some quotes or references from professional and scholarly literature pertinent to that topic. These references likely will be drawn from the reading you did in your courses and should not require additional research on your part.

There is a minimum of three references required for each competency essay.

Be sure that you cover all major concepts, components, and/or perspectives to a reasonable depth and be specific enough to show that you clearly understand all parts of the competency.

Imagine that you are explaining these competencies to a friend who is intelligent but not an LIS person, so you will need to be clear and give thorough explanations. For example, if you use a specialized term like “RDA” you need to explain what RDA is since it is not common knowledge.

- **Section 2: Evidence**

There is a 500-word minimum for your evidence section. Typically, students write 1-3 paragraphs per piece of evidence, so the recommended length of this section is also 500-750 words. There is no maximum unless explicitly stated by your faculty advisor.

There is a **required minimum of three pieces of evidence per competency essay.** Faculty advisors are looking for at least 3-4 pieces of evidence per competency.

There are also **two main components to your evidence section for each competency:**

1. Discuss what coursework/work experience prepared you for understanding and being able to perform the competency.
2. For each of your three or more artifacts, provide both a *description* and a *justification*:
 - A. Your *description* will explain the artifact itself clearly.
 - B. Your *justification* is the part that clearly explains how each of your artifacts connects to the competency and supports your accomplishment of that competency.

In your *justifications* you need to show specifically how the artifact demonstrates that you are competent in this area. Please note:

- Describing your pieces of evidence without explaining specifically WHY you selected them and HOW they justify that you are competent in this area will not be satisfactory.
- For example, you might have a topic sentence at the beginning of one of your evidence paragraphs as follows, “My first piece of evidence to show my mastery of competency B is my internship report for LIBR 294 (comp-b_internship.doc).” Then describe the relevant content of the artifact, and then make a clear and convincing argument regarding how this artifact proves that you are competent in this area
- For group projects, please be sure you explain what your role/responsibility within the group was. *You need to be clear which parts of a particular piece of evidence were your responsibility.*

The e-portfolio is designed to be an integrative and a culminating exercise, so try to use as many different types of evidence as you can. Try to draw broadly from all the courses you have taken (or are taking). One piece of evidence may be applicable to more than one competency; however, try not to use it more than twice, and be sure that you present the evidence differently for each of the competencies.

Keep in mind that evidence can be class assignments, skills gained from an internship, academic work from a previous degree, it can be a work product from a current or previous job, it can be something from a volunteer or recreational group of which you are a member (e.g., you developed and maintain the website for your running club), or it can be an original

piece of work that you do to satisfy one of the competencies. Work products should not be more than two years old and should include proof that the work was completed by you. For more information view examples in the [ePortfolio Handbook](#).

- **Section 3: Conclusion**

The minimum length is one paragraph (three to five sentences). There is no **maximum** unless explicitly stated by your faculty advisor.

Your conclusion paragraph should specifically answer two questions:

1. How might you *apply* this competency to your future career?
2. What specific professional resource(s) *will you use* to remain current going forward?

Citation Style

When writing your competency essays, your introduction, and your conclusion, please check with your faculty advisor if they want you to use a specific citation style (APA, MLA, Chicago, or another established style) and use this one style consistently. The default iSchool citation style is APA format.

If some of your pieces of evidence are not in this citation style, you do **not** need to go back and reformat; you just need to be consistent in the new material you are creating specifically for the e-Portfolio.

Submission procedures

Will be provided by your faculty advisor.

Rubrics and feedback

e-Portfolio advisors will use the [289 e-Portfolio rubrics](#) to guide their assessment of your competency essays. Be sure you review the rubric for each of your competency essays to be sure you have met the criteria listed. The rubrics cover content criteria, specific to each competency, as well as universal criteria for the quality of writing.

Remember this is a Credit/No Credit project, so if your work is acceptable, comments will be brief: Your faculty advisor will indicate that you passed each competency in their Canvas gradebook (e.g., Complete or a Pass or a Checkmark or a Credit for that competency).

If your work needs revision:

- Faculty advisors will be very specific in letting you know what you need to do to make your submission acceptable.
- Do **not** resubmit until you have addressed the feedback from the faculty advisor.
- Once you receive a pass on a competency, you do not need to do any more work on it or submit it again.

Deadline

The final deadline or freeze date for submitting material is specified in the 289 syllabus. No more work may be submitted or done after the final deadline.

- Because there is no flexibility in this deadline, you need to set a personal deadline of a week before this date so if anything happens at the last minute, you'll have time to handle any emergency and submit the e-Portfolio on time.
- Keep in mind that if you want faculty to review your work, you will need to get it to them a week before the final deadline so that they have time to review it and you have time to revise if need be.
- Since there are 14 core competencies it is recommended that you try and complete two competencies per week to complete the portfolio in a timely and measured fashion. This allows your faculty advisor more time to provide meaningful feedback to you and for you to have time to respond.