

“Reflecting on Reflections:” Curating ePortfolios for Integrative Learning and Identity Development in a General Education Senior Capstone

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By embedding an ePortfolio process in a general education core that culminates with a senior capstone course, Thomas Jefferson University has created an opportunity for students to use their completed ePortfolios as archives of primary sources that they can curate to produce narratives about their intellectual development. The result was a capstone course with a level of integrative meta-reflection that allows students to select, rearrange, and narrate the contents of their ePortfolios as they reviewed and redefined their identities as learners, citizens, and future professionals.

Academic departments and institutions employ ePortfolios for a variety of purposes, ranging from assessment to integrative learning to job applications, with the ePortfolio serving both as the means to an end (intentional and reflective learning) and as an end in itself (a collection of student work for assessment purposes). But what if a student’s completed ePortfolio was the starting point for a new cycle of reflection and integrative learning? Thomas Jefferson University has developed an ePortfolio process embedded in its general education core that culminates with a senior capstone course. Building this final reflective moment into the curriculum creates the opportunity for students to use their completed ePortfolios as archives of primary sources that they can curate to produce narratives about their intellectual development. The result is a capstone course with a level of integrative meta-reflection that allows students to select and rearrange the contents of their ePortfolios as they review and redefine their identities as learners, citizens, and future professionals.

ePortfolios at Jefferson

The Hallmarks Program for General Education was launched with the incoming class of 2014, after two years of cross-campus discussions and innovative design thinking exercises involving faculty, staff, and students. The aim of our general education reform was twofold: (1) to expand the parameters of general education to include learning experiences in the majors and the co-curriculum; and (2) to heighten campus-wide awareness and fulfillment of general education learning goals. With the encouragement of the Provost’s Office to devote sustained attention to this reform process, and the engagement of large segments of the campus community in the development of the new curriculum, our faculty approved the revised general education program by a 70% vote (Schrand, 2016).

In its fourth year, the new initiative has been a comprehensive approach to general education centered

on an ePortfolio requirement and eight shared learning goals that are addressed not only in the core curriculum but also in the majors and co-curriculum (see Table 1). For students at Jefferson, assembling a general education ePortfolio was an ongoing, iterative experience that spans the three to five years of their undergraduate education. As students collected and archived samples of their academic work and documented their co-curricular experiences, they were presenting the artifacts as evidence of their progress towards the university’s eight general education learning goals, making their case by writing reflective essays for each item that explained the context and discussed their work’s connection to the selected goal (Schrand, 2016).

Instructors supported and reviewed this process of ePortfolio assembly and reflective writing in a sequence of required general education courses called “touchstones.” With one touchstone course in each year of the four-year core curriculum, students had multiple opportunities to update and advance their ePortfolios and to have them evaluated by a faculty member in the liberal arts. From the first touchstone course on, students practiced and improved their reflective skills, adding more artifacts to their ePortfolios each time and receiving formative feedback from instructors who used a shared set of writing prompts and a common rubric for assessing the reflective essays across the four touchstone courses. Instructors also assessed the completion of the ePortfolio, giving students insight into how they are developing the ePortfolio over time. This curricular architecture culminated in the senior year with a touchstone course called the Capstone Folio Workshop, which served as the capstone for the core curriculum and as a final review of the ePortfolio process.

With this approach to tracking general education learning goals through an ePortfolio system, our students systematically developed an archive of primary sources for building narratives about their education and their evolving identities. The earlier touchstone courses laid the groundwork for this culminating experience by introducing students to reflection through writing,

Table 1
Hallmarks Learning Goals

Learning goal	Definition
Curiosity (rigorous inquiry)	Create strategies for expanding knowledge through reflection and research.
Confidence (critical reasoning)	Challenge concepts, practices and experts with reasoning and evidence.
Contextual understanding (clear communication)	Develop and share insights using appropriate means of expression.
Global perspectives	Navigate diverse environments and complex issues by managing multiple systems of knowledge and behavior.
Empathy (social insight)	Consider multiple perspectives in order to relate to others and strengthen communities.
Collaboration (strategic teamwork)	Achieve goals by integrating skills and knowledge in a team setting.
Initiative (Intellectual Risk-taking)	Take creative and intellectual risks when exploring ideas and real-world problems.
Ethical reflection	Affirm an ethical compass to guide personal, civic and professional life.

supporting students in the reflective process, and providing moments of accountability that kept them on track in terms of assembling all of the required artifacts. When they arrived in the capstone course, they had a rich collection of evidence of their learning, not only from their general education requirements but also from the courses in their majors and their co-curricular experiences.

Reflection and Integrative Learning

This accumulation of artifacts and the design of our curriculum and ePortfolio process set the stage for a meaningful advancement of integrative and reflective learning in the senior year. Reflection, according to Yancey (2009), is a gateway to deep learning, and she emphasized the importance of academic structures that encourage this type of meaning making. Yancey (2009) defined reflection as the product of “reiterative processes” (p. 14) and asserted that the compilation of a robust ePortfolio creates the preconditions for students to revisit and reinterpret their educational milestones with new knowledge and insights. Both Yancey (2009) and Nguyen (2013) cited the social nature of ePortfolio building as one of the features that accounts for its impact. Nguyen (2013) presented the ePortfolio as a site where “students may continually re-articulate their ideas of self to others” (p. 135), while Yancey (2015), like Dewey (Rodgers, 2002), disputed the notion that reflection is “an individual process,” arguing instead that it requires “the context of others for the making of meaning” (Yancey, 2015, p. 189), a context that is established in curricular ecosystems that include ePortfolios.

Researchers also put forth ePortfolios as a site of identity building for students. Rowley and Munday (2014) described how the reflective work of assembling an ePortfolio can help students develop “a sense of self,” which they considered “the most valuable outcome of an ePortfolio” (p. 79). This conforms to Yancey’s (2009) assertion that the kind of reflective thought inspired by ePortfolio compilation “fosters the identity of a learner” (p. 14). For Reynolds and Patton (2014), identity development is the highest stage of the integrative learning that ePortfolios can inspire. Nguyen (2013) perceived ePortfolio work as creating “a sharable narrative of identity” in which students “viewed their past in new ways and expanded on the imagined future” (p. 141). Buyarski et al. (2015) linked the ePortfolio process to self-authorship, describing it as “an inherently social process” (p. 286). The identity formation effect of ePortfolio practices seems, in these accounts, to be connected to the narrative impulse prompted by collecting artifacts and explaining their context.

In addition, ePortfolios have been frequently promoted as a means towards achieving integrative learning (Peet et al., 2011; Reynolds & Patton, 2014). According to Reynolds and Patton (2014), an ePortfolio program should include four distinct elements in order to deliver truly integrative learning: artifacts of learning, reflections on those artifacts, evidence of students making connections between the different artifacts, and efforts to connect the ePortfolio contents and the student’s own identity. As we revised our general education curriculum to include an ePortfolio

component, we realized that we had explicitly addressed the first two elements, but were only implicitly addressing the last two. Given the importance of curricular scaffolding to support the complex task of integrating knowledge (Kinzie, 2013), we turned to our general education capstone course as a likely space to create such support. Having addressed at least the first two conditions for integrative learning in the early stages of our curriculum design, we saw the capstone as a chance to reach the second two: as the students' ePortfolios neared completion, could further cycles of reflection within the capstone help them to make connections between their different artifacts, and allow them to find the connection between themselves and the contents of their ePortfolios that would promote identity development?

The ePortfolio Senior Capstone

The first task of the senior capstone at Jefferson was to assist students in completing their ePortfolios, both by selecting artifacts and writing the reflective essays that accompany them. These class sessions were run partly as an interactive studio, with instructors going from student to student to help them think through how their work over the past years meets the eight learning goals. As their ePortfolios near completion, the students proceed to reviewing their materials, which has led them to the third step towards integrative learning identified by Reynolds and Patton (2014): building connections between different items in the ePortfolio.

To guide students in the reflective work of connection-making, the capstone course used assignments that invited them to "curate" selected items from their ePortfolios. Just like a museum curator, they decided how to frame, label, and organize relevant items from their ePortfolio. This initial curatorial assignment, known as the "disciplinary snapshot," asked students to reflect on their lives as thinkers and learners. In a short paper, they considered why they had chosen their major, what was interesting or important to them about it, and how five artifacts from their folio reflect their identities as professionals. This assignment asked them to develop connections between their artifacts (both in their major classes and in their general education classes) and to consider how the knowledge, skills, and values they developed as a professional would be helpful to them in the future (see Appendix A). Thus, they began to conceptualize their folio as formative of their identity as a practitioner of their discipline, in particular how their learning helped them to make sense of the world. By asking students to consider how they plan to use their disciplinary knowledge in the future, we explicitly required them to link their major to real world problems that they were

interested in solving once they left the university, encouraging reflection on their "imagined future" (Nguyen, 2013, p. 145).

The second curatorial assignment was aligned with the academic content of the course: citizenship. Using a variety of readings and texts, the course built towards the second assignment as the class examined citizenship at different scales: local, national, professional, university, and global. For example, watching a film like *Salam Neighbor* (Khattab, Darwaza, Ingrassi, & Temple, 2016) encouraged students to consider not only their ideas about refugees who have fled violence in Syria but also what it means to be a global citizen in a world where refugees are not treated as neighbors. How might our general education learning goals, such as empathy, ethical reflection, rigorous inquiry, and global perspectives, be important to how students understand the history of refugees and countries' willingness or unwillingness to help them? Likewise, using citizenship as a lens to discuss a reading that interprets residents' responses to the Love Canal crisis of the 1970s and connects it with anti-refugee rhetoric towards "boat people" (Cuban, Vietnamese, Laotian, and Cambodian refugees) helped students to think about the role of health, the environment, and racism in definitions of citizenship (Thomson, 2016). We could then discuss the competing discourses of citizenship: Does global citizenship outweigh local citizenship or vice versa? What did we learn about definitions of US national citizenship during that time period? How important are citizenship rights versus citizenship responsibilities?

As they confronted these topics and questions, students began to expand their ideas of their place in the world through the lens of citizenship; they also started to reconsider their university education in activist terms as they reflected on how their education has served them and how they could use and develop that education to engage with the world. Our eight learning goals cropped up again and again as we engaged with these texts and, as a class, developed our understanding of the connections between them when applied to citizenship. Indeed, reviewing our eight learning goals in class alongside a reading from the National Council for the Social Studies suggested that all of these goals could be aligned with the requirements of active citizenship (National Council for the Social Sciences, n.d.).

This academic content brought the class to a second assignment that required them to curate their ePortfolio materials, this time to tell a story about their citizenship journey (see Appendix B). The assignment stipulated the selection of five artifacts, requiring that at least one artifact be from the general education core, at least one from their major; we also encouraged them, if possible, to choose one from their co-curricular activities. Students presented their curated folio to the whole class (which provided the social context for their identity formation),

explaining how they now understand the various locations of citizenship and how they see themselves in relation to these enhanced understandings of citizenship. This allowed them to develop their own model of citizenship based on their experiences during their college years. Some students even suggested that it enabled them to create their own “personal brand” and define which aspects of their college career they wanted to stress as they left the university.

An initial review of student work from the second curatorial assignment indicated that students were beginning to articulate connections between their artifacts and that citizenship has been a useful site from which to define different aspects of their identities. For instance, a Fashion Design student created a connection between citizenship and the learning goal of empathy early in his script for his final curation project:

I feel that my citizenship has started very broad, with a basic understanding of cultures, but over time, I have been able to be an active participant regarding empathy, and understanding the value of empathy when it comes to citizenship.

He then explained how empathy went “hand in hand” with two of the other learning goals, “critical reasoning, and contextual understanding,” as he considered a paper that he had written in a course in his major about pollution and waste in the fashion industry:

I thought about how it seemed that the areas they put plants . . . are lower income areas. Additionally, when companies outsource, we are basically paying people less and polluting that countr[y’s] water source. It just seems so wrong. One little way I felt like I could help was during my Problem Solving class. In this class, we were to create 4 garments in total from recycled and repurposed materials. If more people did this, I think all the waste saved and being reused would make some type of impact globally, even if it is small.

An Industrial Design student was able to see a co-curricular activity she wrote about in her folio as evidence of her developing identity as an engaged professional:

When it comes to professional citizenship, there are many issues within industrial design, but one I can particularly empathize with is sexism . . . For my Confidence learning goal, I chose an artifact that depicted sexism, and potential ways to overcome it. I went and spoke to a group of girls about overcoming sexism, and to not let any negative outlooks or opinions deter them from doing what they wanted to do... The artifact challenged me to become an activist, and showed me that I can take

part in changing such a huge issue. Another characteristic of an effective citizen is participat[ing] in civic and community life. After understanding and learning about cultures of other countries [and] past events . . . I was now able to actually help my community physically. This was my first step in understand[ing] what it means to be a citizen at a hands-on level, and the result was rewarding. I hoped to educate these young girls... and prepare them to change the future of citizenship.

Here we see the student narrating the ways in which she combined the idea of citizenship with her own activism for social justice. In the class discussion after her presentation, she revealed that her career plans had changed as a result of the class: she no longer wanted to focus on designing luxury handbags but was seeking a way to make a more tangible and positive difference in the world through her design work.

Another Industrial Design student was more explicit about the development of his professional self as a result of consideration of the Ethics learning goal:

Ethical Reflection for a designer means to understand the broader impact of each decision you make. As a global and professional citizen, designers have a responsibility to the health of the environments we live in, and therefore the health of other citizens as well. I chose to use my Design 4 Lighting Project from sophomore year to showcase my growth as designer that understands how material choice affects the carbon footprint of every single product.

A Community and Trauma Counseling student illustrated how the concept of identity intersected with the various ideas of citizenship we discussed in class to illustrate how her journey of self-discovery needed to be ongoing:

This concept of citizenship is something [that] shifted greatly this semester as the readings provided deeper understanding and context to the issues surrounding citizenship. I think that a person’s understanding of citizenship is something that should change and grow throughout their life . . . Moving forward, after this class I would like to continue this journey through citizenship, particularly in regards to professional citizenship . . . I think it is important to continue to study citizenship, and challenge my beliefs in order to grow, [especially] as I begin a career in mental health counseling.

In their presentations, these students identified themselves as agents who had the ability to act on the world. As this initial analysis has shown, reflective

curatorial assignments in the capstone helped them take ownership of the ideas of citizenship and civic engagement and thus prepared them to become democratically engaged and to think ethically about their future role as professionals.

Curating and Narrating to Define Identities

Thanks to the reflective opportunities that the capstone course provided as students completed their collection of artifacts, our ePortfolio process featured two important recursive dynamics that elicited deepened reflection and metacognition. The first was that students were required to present at least two artifacts for each general education learning goal: one from their work in the core curriculum and another from relevant work in their majors. This forced them to revisit and reconsider the learning goal at two different points in their education from two different disciplinary contexts. The second recursion came in the senior capstone, when the students returned to their archived artifacts and reviewed them to find primary sources that could anchor a narrative about their personal development. This revisiting of the learning goals and then of their earlier artifacts and reflective essays created space for deep learning and self-definition, as prescribed by Yancey (2009): “[r]eflection comes in . . . reiterative processes; building in reiteration explicitly builds in time, which in turn fosters the identity of a learner” (p. 14). This identity-building activity, what Rowley and Munday (2014) referred to as the development of an “ideal self” as a professional practitioner” (p. 84), drew explicitly from classes in their major, co-curricular activities, and the core general education curriculum, and allowed for integration of learning across what are often seen by students as separate categories. Our program for general education explicitly and ambitiously highlighted how general education skills were developed across all parts of a Jefferson student’s education. Because the resulting ePortfolios contained artifacts from the majors and the co-curriculum, our general education capstone allowed students to think beyond their general education class experiences and to identify moments within other experiences that connected to the larger learning goals.

In the case of the capstone course, the identity of a learner was addressed directly in the curation assignments that used the ePortfolio as an archive of primary sources documenting the student’s journey. The requirement to forge coherent narratives from these materials provided an opportunity lacking in most curricula for students to think explicitly about the arc of their educational development. As Nguyen (2013) observed for ePortfolios as a whole, curation assignments allow students to “re-articulate their ideas of self to others, bringing about new understandings and ethical

intentions” (p. 135). When compelled to look back purposefully on their previous experiences to note and identify the key moments and gradual advances in their learning and skill building, students were able to transform “discordance in life to concordance in narrative” (Nguyen, 2013, p. 141) as they observed or created patterns within their past experiences.

Unlike the ePortfolio programs reviewed by Landis, Scott, and Kahn (2015), our Hallmarks Program intentionally highlighted reflection as a metacognitive exercise from the start. Like these other programs, we have been surprised by the limitations in our students’ abilities to think reflectively and have taken significant steps to support their development in this area (Morreale, Van Zile-Tamsen, Emerson, & Herzog, 2017). To reinforce best practices and to ensure consistency across the sequenced touchstone courses, we have revised our writing prompts for the reflective essays and deepened the questions we ask students to answer in their reflections. All instructors use the same set of writing prompts to help students structure their reflective essays, along with a corresponding rubric for evaluating the essays.

As our seniors completed their ePortfolios and turned to the task of curating and connecting their contents, they began to identify the patterns and key moments that had shaped their university education. Our two reflective, meaning-making assignments established a context within which students could begin to clarify and articulate their identities. Taking into account Kinzie’s (2013) argument that integrative experiences should not be reserved for the capstone course because integrating one’s learning is such a complex task, these assignments built upon previous work on the process of reflecting (as a Graphic Design student said, with some frustration, “You are asking us to reflect on our reflections!”). With its senior capstone, our general education program provided the curricular space and accumulated artifacts that made this final integrative move possible.

As of now, we are still in the early stages of delivering our integrative ePortfolio capstone, and we continue to think about how to use the student artifacts during class activities to make the connections between our eight learning goals more explicit in relation to the items in their ePortfolios (and hence, to their prior learning). Our experiences so far suggest the need to continue to find ways to encourage sometimes-reluctant students to find intrinsic value in deeper and more meaningful levels of reflection and connection. With the capstone theme of citizenship, we frame identity not just as an individual path but also as the connection between an individual and their place in the world, inviting our students to see themselves as active agents who have the skills and knowledge to make a difference in the world, both as professionals and as citizens.

Viewing the New General Education Curriculum From the Senior Capstone

Rolling out this ambitious new approach to general education presented a series of challenges and setbacks as well as successes, and it has been gratifying and enlightening to reach the senior year with the initial cohort of students. Following faculty approval of the new program in the late fall of 2013, the implementation was pushed ahead for the next academic year, which negatively affected the curricular experience of the first students. There were significant gaps in terms of faculty development around the new program and consistent messaging about its structure and rationale. We also encountered problems with the configuration of the ePortfolio platform, which delayed student access to the system and provoked some frustration and alienation among both students and faculty. As the rollout progressed, we have been able to address some of these issues so that subsequent cohorts have advanced more smoothly through the process.

Given the novelty and scope of the new curriculum, we initiated systematic assessment from the end of the first academic year. Our annual assessment process recruited two faculty members from each of the university's colleges, creating a team that spent three days reading and scoring a representative sample of student ePortfolios, focusing on their entries for two of the eight learning goals each year, for a four-year cycle. In the first year of assessment, our team could review only the ePortfolios of first-year students, and we have been tracking this cohort each year as the most senior class in the program. By reporting our annual findings to the first university faculty meeting each year, we were able to draw faculty attention to issues of common concern and raise awareness of both the contents of the curriculum and our students' levels of achievement in relation to the learning goals.

The entry of this initial cohort into the general education capstone course was a fascinating and sometimes humbling opportunity to test the abstract aims of the program against students' lived experience and actual results. In too many cases, students arrived in the senior capstone with ePortfolios that were lagging far behind the expected state of completion, and some students still showed confusion or skepticism about the purpose of assembling an ePortfolio and reflecting on its contents. Identifying the appropriate content and activities for the capstone also proved difficult, with some students complaining about more academic work in addition to the work of assembling missing artifacts and writing or improving their reflective essays. In response to student feedback, the capstone is now being revised to free up more time for working on the ePortfolio during class time while still developing an academic understanding of the

relationship between the learning goals and citizenship. We are also orienting reflective work towards post-graduation planning and helping students to fine-tune their professional personae in preparation for job applications and interviews.

The view from the capstone revealed and highlighted shortcomings in earlier levels of the curriculum, which could be discouraging but provided insights that were not available earlier in the implementation process. These findings inspired a variety of initiatives, from faculty workshops devoted to specific learning goals, such as collaboration, to the development of a detailed and common rubric for assessing reflective essays, which was distributed to all instructors in the touchstone courses as well as the faculty at large (see Appendix C). Faculty at other institutions who are embarking on a revision of their general education program should consider doing more of this groundwork in advance of implementation. In addition to achieving initial approval of the program by the faculty (Schrand, 2016), orienting all faculty members to the structure and rationale of the program, developing shared expectations through common assignments and rubrics, and fully developing and field-testing the ePortfolio application are all steps that could be built into the pre-implementation timeline to encourage student buy-in and confidence in the curriculum and the ePortfolio process.

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Appendix A
Disciplinary Snapshot Assignment Instructions

Hallmarks Capstone 499, Fall 2017

Assignment 1: DISCIPLINARY SNAPSHOT

Worth 10% of final grade; 4-6 pages

DRAFT DUE: Tuesday 9/5 (bring computer to class, with draft)

FINAL DUE: Thursday 9/14

Bring a hard copy to class, and upload the final assignment to BB using the SafeAssign link (to check your paraphrasing).

Assignment Learning Outcomes

- Organize and explain your artifacts to illustrate how you integrated skills and knowledge from multiple academic and professional disciplines to address real-world challenges during your university studies.
- Review and assess previous coursework and co-curricular activities and compile relevant artifacts and writing reflective essays to demonstrate your fulfillment of the Hallmarks learning goals.

Overview

In this assignment, I'd like you to reflect on your life as a thinker and learner. Throughout this semester I will be asking you to represent the viewpoints of your discipline and its relationship to citizenship. This essay is an opportunity for you to reflect on why you chose your major, talk about what you learned in college, help others understand why you find your discipline a compelling framework for understanding the world, and explore the degree to which your major/profession is congruent (or not) with the way you make sense of the world.

You must refer to one course reading AND 5 artifacts from your Folio (two from the Hallmarks core, two from your major, and one co-curricular). You cannot copy and paste reflections you wrote for the folio. Instead, you need to draw new connections among the five artifacts that support your snapshot. You should paraphrase the ideas from readings (and your artifacts and reflections), and cite according to MLA standards, as discussed in class. **No quoting, please!**

You cannot possibly write about everything you learned in college in 4-6 pages, so please stress the following:

- Why you chose your area(s) of study
- What is it exactly that interests you about your discipline (be sure to be as specific as possible and include specific concepts, topics, methods, or perspectives of interest)
- The five pivotal moments in college that have shaped you as a professional. Which Hallmarks courses are most important to you? How do the artifacts reflect your identity as a professional? What do you wish you had learned more about in college?
- Your values, skills, and strengths (and if relevant, weaknesses)
- How you plan to use your new disciplinary knowledge and skills in your future, especially in your future career plans or goals
- What real-world problems are you interested in solving? How will your major assist you?

You may find that you have difficulty selecting what to write. Some of you may not want to disclose certain things about your lives, while others may dwell on events or activities that may not necessarily be looked upon favorably by others. **Remember, this is not an exercise in confessional writing.** Your goal is to help **other people understand** what disciplinary perspectives guide the way you make sense of the world and how you came to adopt those perspectives.

Additional Guidelines

- Assume a general reader who does not know you personally
- This essay will be made public, so do not disclose anything illegal or anything of which you are ashamed

- Do not dwell on the negative. If you find yourself wanting to discuss some major negative event, such as an accident or illness, try to emphasize what you learned from the experience rather than the disappointments or shortcomings it may have caused
- See syllabus for formatting instructions! (Name on cover sheet only, MLA citation standards, 12-point font, etc.)

How you structure this disciplinary snapshot is up to you. There is no one right way to go about it. You might write it as a personal narrative. You might write it as a reflection on your goals in your profession or more broadly in your life. You might write in first person (so, you can use “I” in this paper!) You might write it in third person, as if you’re profiling someone else. The adventurous among you may find a way to make it work in second person. You may decide to write in one smooth linear narrative, in a chronological but fragmented style, or in a way that jumps around in time and space. It’s up to you. Have some fun with it!

Disciplinary Understanding (by Veronica Boix-Mansilla, SSRC, Harvard Interdisciplinary Studies Project in Liberal Education http://webshares.northseattle.edu/IS/readings/what_is_interdisciplinary_learn.htm)

“Individuals demonstrate disciplinary understanding when they can use knowledge and modes of thinking developed by expert communities (e.g., in history, biology, mathematics, visual arts) in order to create products, raise questions, solve problems, and offer explanations of the world around them in ways that echo expert practices in the domain. Four dimensions are embodied in disciplinary understanding:

Knowledge: Ability to use key elements, concepts, relationships, theories, and schools of thought in the discipline.

Methods: Ability to engage in modes of inquiry that characterize the discipline, research methods, evidence, creation.

Purpose: An understanding of the goals that drive disciplinary inquiry and the ways in which knowledge can be used.

Forms: Ability to use the languages and forms of communication typical of the discipline (essays, artworks, scientific reports)”

Appendix B
Curating Citizenship Assignment Instructions

Curating Citizenship, Hallmarks Capstone Folio 499

Fall 2017

**Due dates: 11/30: Powerpoint in class and via email
12/11: Paper due via SafeAssign and email by 12 noon.**

Assignment Learning Outcomes

- Review and assess previous coursework and co-curricular activities and compile relevant artifacts and written reflective essays to demonstrate your fulfillment of the Hallmarks learning goals.
- Organize and explain your artifacts to illustrate how you integrated skills and knowledge from multiple academic and professional disciplines to address real-world challenges during your university studies.
- Define the rights and obligations of citizens in local, national, professional, and global communities.

Curating Your Folio

At museums, curators select which artworks to exhibit, and they decide how to juxtapose different images so that they flow. Curators also situate the images within an appropriate context, explain their import to viewers, and create thematic links that organize the art, but still provide fresh perspectives on it.

You are going to become curators of your e-portfolio for this assignment. You will *curate* your portfolio to highlight five artifacts that illustrate EITHER your development as a citizen OR your enhanced understanding of citizenship. You may choose to emphasize any or all of the following: your own local community-based citizenship; your professional citizenship; your university citizenship; your global citizenship.

Of the five artifacts you choose, at least one must be from your major and at least one artifact must be from the Hallmarks Core. Other than that, you may choose which artifacts are most relevant to you as you decide how to tell your story about your understanding of citizenship.

You should integrate at least three of our class readings on citizenship into your analysis, and also two additional external sources that add to your definition of citizenship. Pay attention to the description of curators' work above, as you decide how to use the artifacts from your folio to tell your story. Consider how your learning outcomes and your folios work together with the readings and each other to build an analysis of citizenship.

Some helpful hints:

- What are some aspects of active, engaged citizenship that have emerged during our readings and discussions?
- How do you see some of the learning outcomes in Hallmarks as related to aspects of citizenship? Look back at readings for help with this, and read the Hallmarks bullet points.
- Do you see any connections between different learning goals as you reflect on citizenship?
- As you review your assignments from high school or your first or second year of college, do you see a development over time in the ways that you understood various outcomes, and perhaps, therefore, various aspects of citizenship?
- Consider the obligations of citizenship, as well as the rights of citizenship.

Two items are due for this project:

1. In class on the assigned days, you will present no more than five PowerPoint slides (including your works cited) as your curated citizenship exhibit. You may use images from your e-portfolio, or you may choose new images that sum up your artifacts and their relationship to citizenship. Text on your slides should be minimal, but any text you provide should explain how the artifacts relate to the development of your citizenship or your enhanced understanding of citizenship. You may narrate the PowerPoint in person, but

you may also record a voice-over to ensure that you are succinct and intentional—and so that you can “capture” the presentation for future reference (or for your folios!)

During your presentation, students will write answers to questions about your presentation, so that you receive their feedback.

2. On 12/11 at 12 noon, a 2-3 page paper will be due that explains the choices you made in your presentation to explain your citizenship journey or your enhanced understanding of citizenship. You can draw on your curation of the artifacts, reflections, and readings you used for your presentation. You can also use the feedback you received and the time between the two due dates to refine your ideas. (See final page for more details.)

Grading Criteria for PowerPoint Presentation and Script:

- Are the slides legible and designed for the audience to grasp the main point quickly and easily?
- Do you avoid “reading off” the slides in your presentation?
- Do you use ideas from three class readings and two external readings thoughtfully and carefully to develop an understanding of citizenship?
- Do you clearly use the idea of citizenship as the theme to curate the artifacts?
- Is your analysis of the meaning of citizenship thorough and clear on the slides and in your script?
- Do you cite sources (including all images) appropriately, using MLA citation style?

Curating Citizenship, Hallmarks Capstone Folio 499

Paper Instructions

12/11: Paper due via SafeAssign and email by 12 noon.

This part of the final assignment is a 2-3 page paper that explains the choices you made in your presentation to explain your citizenship journey or your enhanced understanding of citizenship. You should use the feedback you received in class and the time between the two due dates to refine your ideas for the paper.

You can draw on your curation of the artifacts, reflections, and readings you used for your presentation. However, be careful not to repeat the script of your presentation. I have a good memory and take good notes, and so I will recognize your presentation! Also, don’t use your reflections from your artifacts verbatim, since they won’t make much sense out of context—and I will also recognize those (as will SafeAssign)!

There are five required parts to this paper (not necessarily in this order):

1. An explanation of how the presentation came together as you began to think about citizenship in relation to your folio.
2. Your sense of what worked, and what did not work in your presentation. What would you do differently if you had to do it again?
3. Reflection on your script and your citizenship journey, including general reflections on what it means to develop an understanding of citizenship.
4. Responses to the questions, comments and feedback in class from your peers and your professor.
5. MLA works cited page (and in-text citations).

Grading Criteria for the Paper:

- Student’s ability to move beyond the presentation script and the reflections and descriptions of artifacts in the folio to reflect on the presentation as a whole.
- Student’s ability to analyze what worked and what did not work, and what he/she would do differently if asked to do it again.
- Student’s reflections on the script and the citizenship journey, including general reflections on what it means to develop an understanding of citizenship.
- Student’s responses to questions, comments, and feedback in class.
- Quality of works cited page, in-text citations, and grammar.

Appendix C Hallmarks Reflections

Hallmarks Folio reflections are 250-300 word mini-essays that help readers—professors, Philadelphia University community members, your future self—understand the context and value of your artifact in terms of your achievement of the learning goals associated with the outcome. Tell your story of your learning experience—what you did, what and how you learned, and how this was valuable to you in terms of progressing towards the learning outcome and towards your professional and personal goals.

Reflection Essay Requirements

Your essay should cover the following points: the questions below are meant to help you consider what to include:

- **Identify your artifact:** What type of artifact is this: what course is it from, and what is the Hallmarks learning goal to which it connects? Who was the audience, and what was the instructor's purpose in assigning the artifact?
- **Assess your learning and progress:** In what ways did the experience of producing your artifact help you achieve the Hallmarks goal? What were the challenges you found in addressing this goal?
- **Reevaluate the learning goal:** How did the experience of producing the artifact challenge or support your understanding of the Hallmarks goal?
- **Connect your new learning:** How might this artifact (and the learning experience associated with it) connect to your prior learning (in other classes or assignments, professional experiences, other Hallmarks goals) and/or to your future personal or professional goals?
- **Communicate clearly:** Does your essay communicate its points clearly, concisely, and correctly?

Task

To complete your reflections well, you should:

- Consult the Hallmarks website (<http://www.philau.edu/hallmarks>) for a detailed description of the goal.
- Think about the project by reviewing the assignment (if possible) and your own work.
- Brainstorm or freewrite about the instructor's purpose for the assignment that produced the artifact and what you learned.
- Draft and revise to complete your task in about 300 words.