**ePortfolio Intro Video Transcript**

**Slide One:** I’m David Hubert, Professor of Political Science at SLCC. I’m not one who goes in for a lot of formality, so I want to speak plainly to you about ePortfolios. Frankly, I’d like to convince you that ePortfolios are good for you.

**Slide Two:** SLCC is the first public institution of higher education in Utah to require student ePortfolios, but by so doing we have joined hundreds of other colleges and universities around the country. In some schools, the ePortfolio is anchored in General Education (like it is in ours), in others the ePortfolio is a requirement of the major, or introduced in First Year or Honors Seminars.

**Slide Three:** We like our ePortfolio program because the College doesn’t provide you with an already set-up ePortfolio. You create your ePortfolio using Web 2.0 platforms. You own it. You hide it from search engines and then make it available to your professors. As long as you follow the SLCC ePortfolio outline, you can make it look the way you want it to look. It is your professional, educational website.

**Slide Four:** When you start your ePortfolio, create a Home or Welcome page. Tell people what kind of site this is, and relate a little about yourself. Nothing too detailed, but make a positive impression on your professors and possibly on scholarship committees in the future. You can put your photo in the portfolio, like Matthew did here, or you can choose not to.

**Slide Five:** You’ll have a page called Coursework. The first section on this page should be for all of your General Education courses. Divide it up by semesters. You can also add a section for your major (if you have one) and a section for elective courses. Divide those sections up by semesters as well. In the Gen Ed section, for each semester put a subheading for the Gen Ed requirement you are satisfying and the course you took to satisfy it. Then you’ll transform each of those subheadings into a link to a course page in your portfolio that holds the assignments and reflection you did for that course.

**Slide Six:** Here’s an example of a course page. You can upload your assignments as just about any kind of file, but notice that this student has uploaded his assignments as pdf files. I like that because they open up fast right in his ePortfolio. If you’re using GoogleSites, just embed the assignments you created in GoogleDocs into the appropriate course pages in your ePortfolio. Drop by one of the ePortfolio Labs and we’ll show you some innovative ways to showcase your assignments. Notice also that you can see the beginning of the student’s reflection. Each instructor will ask you to reflect on your work, and this is important, as I’ll describe in a bit.

**Slide Seven:** Your ePortfolio will also have a page called Goals and Outcomes. On the top of this page you’ll put your personal goals. This student has divided hers into short term and long term goals, but you can do it how you like. I do like how she’s started to show which of her short term goals she has achieved.

**Slide Eight:** On the lower part of the Goals and Outcomes page you will put SLCC’s Learning Outcomes. Did you know that the College has a set of learning outcomes it wants all students to meet? Well, it does. Once you start getting course pages done with your super work on them, we’d like you to create links like this student has done. He’s pointing the viewer to the assignments he’s created that pertain to each learning outcome. In my opinion, a college-educated person ought to be able to demonstrate how he meets the kinds of learning outcomes that the broader community values and that his future education demands.

**Slide Nine:** Your ePortfolio will also have an Outside the Classroom page. This is a great page for you to put things like: Service learning; volunteer work; internships, clubs, sports, study abroad trips, work experience, church missions, hobbies, or how you are balancing work and school.

**Slide Ten**: When college students ask me why they have to create an ePortfolio, it reminds me of when I was a junior high student asking my teachers why we had to learn to multiply fractions or how to write a strong paragraph. My teachers simply said, “It’s good for you.” I’ll go a little further and say that the research on education shows that collecting your academic work in a portfolio, reflecting on it, and making connections is educationally very powerful. In other words, it’s good for you. Having built my own educational and professional ePortfolios, I’m convinced the research is correct.

**Slide Eleven:** Let’s get specific here. Our ePortfolio system is designed to help you get the most out of General Education. Too many students see Gen Ed as a list of unrelated courses they have to “get out of the way.” Don’t think like that. Use the ePortfolio to see how your Gen Ed courses connect to build a foundation for your future learning and life.

**Slide Twelve:** Of course the ePortfolio is a great way to document your learning. You want to finish your education with more than a degree, transcript and GPA. A full ePortfolio shows exactly what you can do as a result of your education. How you write, what you think, the skills and knowledge you’ve built up.

**Slide Thirteen:** I know from personal experience that creating an educational ePortfolio allows you to put your personal stamp on your learning. Get creative and claim an education rather than just having one given to you. Combine your work with your thoughts about that work, images, audio files, and video into a composite picture that is uniquely yours.

**Slide Fourteen:** We’re all able to email, share photos of water skiing squirrels, and social network. The ePortfolio requirement asks us to use Web 2.0 technology for something professional and productive. Imagine that.

**Slide Fifteen:** Reflection is key to the effectiveness of ePortfolios. Your instructors will ask you to reflect on your work. Take it seriously. Go beyond just saying what you learned or how you feel. Really probe your thought processes, your assumptions, and the connections you can make.

**Slide Sixteen:** Let’s talk a little more about why making connections is important.

**Slide Seventeen:** Imagine the kinds of things the average student does. In isolation, they have no structure, no strength as a foundation for future learning. But imagine if the student makes an explicit connection between her Math skills and her Biology lab. Between her public speaking course and a presentation she made in a different course. Between what she learned in her composition course and the quality of her writing in other courses.

**Slide Eighteen:** Pretty soon, this student would build a matrix of explicit connections. Making these kinds of connections is automatic in a sense. Your brain works this way. But research has discovered that explicitly making the connections—by writing or speaking about them—makes them stronger and longer lasting. Trust me, it’s good for you.

**Slide Nineteen:** Do your professors a favor and don’t bug them for help in setting up your ePortfolio. Go to the ePortfolio page on SLCC’s website and click on the “Info for Students” tab. Read the ePortfolio Handbook for students. Choose a platform and watch the online tutorials that are mentioned in the Handbook. They will step you through the process so you can set up the ePortfolio on your computer at home. If you’d like a more hands-on experience, sign up for a free ePortfolio workshop or drop into one of the ePortfolio Labs mentioned in the Handbook. If you have questions, email eportfolio@slcc.edu.

**Slide Twenty:** Well, I wish you luck with your ePortfolio. The more you put into it, the more you’ll get out of it. And remember, it’s good for you.