

# The ePortfolio: Reflective Practice

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# CSWE Accreditation Standards Core Competencies (10+1)

<b>Professional Identity</b>	<b>Research Based Practice</b>
<b>Ethical Practice</b>	<b>Human Behavior</b>
<b>Critical Thinking</b>	<b>Policy Practice</b>
<b>Diversity in Practice</b>	<b>Practice Contexts</b>
<b>Human Rights and Social Justice</b>	<b>Engage, Assess, Intervene, Evaluate</b>

**And Collaborative Teamwork**

# Social Work Fieldwork Practicum

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- ❑ Year long field practicum required in the bachelors and masters programs.
- ❑ Approximately 175 students per year in fieldwork placements.
- ❑ Placements in approximately 150 agencies in eight counties in Virginia and the District of Columbia.

# Portfolios for Reflective Learning

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- ❑ Integrates theory, practice, systems thinking, and meaning making.
- ❑ Documents academic progress throughout the field practicum.
- ❑ Demonstrates growth as a professional.
- ❑ Foundation for a reflective professional practice.

## **Additional benefit:**

- ❑ Accreditation

# Artifacts Support Professional Development

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- Social Histories
- Case Study
- Prior coursework assignments
- Work completed in agency without identifying information (HIPAA)
- Grant Proposals
- Resource Manuals
- Evaluation of work with individuals, group
- Community Project Description
- Feedback from Supervisors
- Organizational Analysis
- Policies
- Social Histories
- Team Meeting summaries
- Evaluating Your Own Practice (Scientific Methodology)
- Process Recordings
- Group Process recordings
- Completed intakes
- Research projects
- Sample community marketing materials
- Videos on relevant topics



Source: Pixabay



Source: Pixabay

# PBWorks

The screenshot shows the 'FrontPage' of a PBWorks workspace titled 'Teaching Thoughtful Learners'. The page is in 'EDIT' mode. It features a central graphic of a stick figure with a lightbulb idea, followed by a welcome message and instructions for adding a BrainPop widget. A 'Wiki Etiquette' link is provided at the bottom. The right sidebar contains a search bar, tags, a plagiarism checker, a workspace access request form, a navigator showing a tree view of pages, and a sidebar with a table of contents.

Teaching Thoughtful Learners

Wiki Pages & Files

Search this workspace

VIEW EDIT

## FrontPage

last edited by sgrimes@... 5 years, 3 months ago

Page history

Tags: [template](#)

Check for plagiarism

To join this workspace, [request access](#).

Already have an account? [Log in!](#)

Navigator

- Thinking about Thinking
- Comprehension Strategies
  - FrontPage
  - La Bamba

Pages Files options

SideBar

TABLE OF CONTENTS

- [Introduction](#)
- [Making Connections](#)
- [Asking Questions](#)
- [Visualizing](#)
- [Predicting and Inferring](#)
- [Determining Importance](#)

If you would like to add this BrainPop widget to your wiki, simply copy the code below, navigate to your wiki, click on Edit and then, Insert. Select html/java, paste the code in, allow java script, click next and finally, insert plugin. Save the page and the widget will appear.

```
<!--BEGIN BRAINPOP PARTNER CODE --> <script language="JavaScript" src="http://www.brainpop.com/partners/brainpop_partners.js" type="text/javascript"> </script> <script type="text/javascript">get_partner_container(998, 320, 320, 1, 'en');</script> <!--END BRAINPOP PARTNER CODE-->
```

### Teaching Thoughtful Learners

Welcome to the *Teaching Thoughtful Learners* wiki. Please create pages, share ideas, invite other students and staff to use the wiki, and enjoy these resources. We are looking forward to seeing you collaborate and build a website to make your thinking visible. You may also want to visit the [Library Lessons Groupsite](#) to view lesson plans and access resources.

Remember that just as there are ways you act and don't act in class, there are appropriate manners for participating in a wiki. The one "manner" that sums it up the best is known as the Golden Rule: "Do unto others as you would have them do unto you."

Click on the Wiki Etiquette link for more pointers so that our wiki can be a great one!

[WikiEtiquette](#)

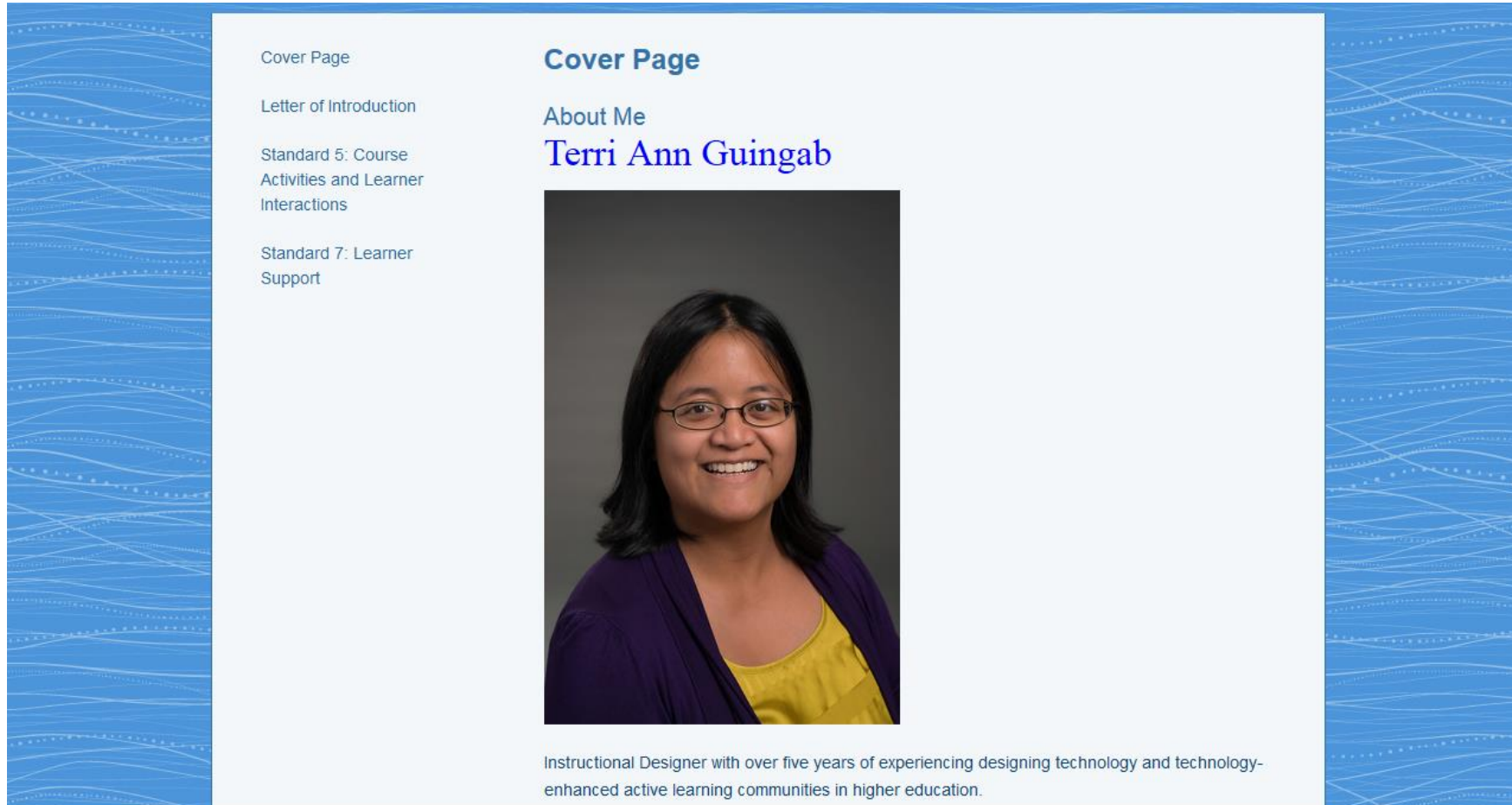


# PB Works Strengths and Weaknesses

Strengths	Weaknesses
Easy to use interface.	Intended to be a Wiki, not a Portfolio.
Fine control over access settings.	Significant administrative work required to set student privacy and security settings.
Educators edition available through George Mason University.	Inactive PBWorks accounts are removed after a period of time, though content can be archived.
Allows students to share and comment.	Restricted design choices.
Online format allows faculty to check in on student progress.	Linking to artifacts and other pages is cumbersome.
	No automated table of contents.
	40 GB size limit.

# Blackboard Portfolio

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The screenshot shows a Blackboard portfolio page with a blue header and a light blue background. On the left, there is a vertical navigation menu with the following items: "Cover Page", "Letter of Introduction", "Standard 5: Course Activities and Learner Interactions", and "Standard 7: Learner Support". The main content area is titled "Cover Page" and "About Me". Below the title is a portrait of Terri Ann Guingab, a woman with dark hair and glasses, wearing a purple cardigan over a yellow top. Below the portrait is a short bio: "Instructional Designer with over five years of experiencing designing technology and technology-enhanced active learning communities in higher education."

Cover Page

Letter of Introduction


Standard 5: Course Activities and Learner Interactions

Standard 7: Learner Support

## Cover Page

### About Me

## Terri Ann Guingab



Instructional Designer with over five years of experiencing designing technology and technology-enhanced active learning communities in higher education.

# Blackboard Portfolio Strengths and Weaknesses

Strengths	Weaknesses
Native portfolio tool.	Cannot embed Kaltura video in the Portfolio.
No apparent size limit (yet).	Restricted design choices.
Blackboard integration allows students to attach artifacts from Blackboard courses to the portfolio.	As with Blackboard, can time out after period of perceived inactivity.
Can be exported to HTML and uploaded to personal web hosting.	Submissions are a snapshot in time.
Automated table of contents.	
Easy to use interface.	
Students may share and comment on portfolios.	
May generate an external URL for visitors to review.	
Online format allows periodic faculty check-ins	

# Tips for Success

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- ❑ Include in your instructions a brief introduction to reflective learning, connecting the objectives of the assignment to the benefits of a reflective process.
- ❑ Set clear and relevant expectations for content, organization, design, and use of multimedia elements.
- ❑ Provide a clear rubric, a sample portfolio, and clear instructions including a step by step screencast on how to perform common tasks in portfolios.

# Rubric: Reflective Writing

Criteria	Beginning	Emerging	Competent	Excellent
<b>NARRATE</b>	Describe an event, experience or artifact using facts and feelings; provides relevant details	Describes an event, experience or artifact clearly relevant terms; provides relevant details.	Describes an event, experience or artifact with clear and precise terms; provides selective details and facts.	Relates your practice or experience to your understanding of learning or social work theories.
<b>ANALYZE</b>	Able to identify the strengths and weaknesses of an event, experience or artifact; connects artifact or experience to standards.	Gives insights into decision making; demonstrates awareness of social work issues; connects experience to prior knowledge, coursework and standards.	Able to analyze an event, experience or artifact, analyzes artifact and/or experience with insight; connects coursework, field experience, theory, and standards.	Demonstrates your ability to link coursework to your practice experience at an exceptional level.
<b>SYNTHESIZE/JUDGE</b>	Able to clearly explain the quality of an experience, event, or artifact; gives insights and states reason for judgment.	Able to state what learning has occurred as a result of producing artifact.	Relates what was learned from artifact or experience to standards, theory, coursework and practice; indicates how artifact could be improved.	Demonstrates insight with examples as to how student learning has taken place or how you can build on this experience.
<b>GOAL SETTING</b>	Able to identify area(s) for future development and improvement.	Uses peer and faculty, field instructor input to plan future goals; able to plan both short and long term goals and identify strategies needed to meet goals.	Able to assess growth over time and state future goals for becoming a professional social worker.	Demonstrate your ability to project future goals (short and long).
<b>CRITICAL ASSESSMENT</b>	Demonstrates very little ability to reflect personal opinion and feeling and more impersonality.	Demonstrates some ability to highlight personal opinions and feelings.	Demonstrates personal insight and critical awareness of strengths and areas for growth competence.	Ability to demonstrate critical personal insight and awareness of competence and skill development.

# Rubric: ePortfolio

Ratings	Exemplary 9-10	Proficient 7-8	Partially Proficient 5-6	No Demonstration 4 –below
<b>Technology Mechanics</b>	Hyperlinks work, links clearly labeled.	Most hyperlinks work, links labeled, easy to navigate.	3-4 links don't work, links not clear.	Major navigation problems, links don't work, not clear.
<b>Selected Artifacts</b>	All artifacts chosen are clearly related to the competency and provide evidence of demonstration of the competency.	Most of the artifacts are clearly related to the competency and provide evidence of demonstration of competency.	Few artifacts are clearly related to the competency and provide evidence of demonstration of competency.	Artifacts are not related to the competency. Difficult to understand rationale for inclusion.
<b>Reflections</b>	Reflections clearly describe evidence and relevance of the artifacts to the competency and link to professional development.	Most of the reflection describes how artifact provides evidence of the competency and professional development.	A little part of the reflection describes how the artifact provides evidence of the competency and professional development.	Reflection does not describe how the artifact provides evidence of the competency and professional development.
<b>Creativity and Multimedia</b>	All of the multimedia helps to create interest and enhance the document including use of clip art and graphics.	Most of the multimedia reflect and enhances the document including clip art and graphics.	A little of the portfolio reflects multimedia and somewhat enhances the document.	The multimedia distracts from the content.
<b>Organization and Captions</b>	Each artifact is clearly labeled and is easy to follow. Fonts and headings are appropriate. Easily read.	Most of the captions and organizational layout are good. Fonts and headings are somewhat clear but not always easily read.	A small amount of captions are present and the organizational layout is average. Fonts and headings are not clear and not easily read.	No captions are clearly identified. Poorly organized.

# Questions?

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