



Adapted from *The Course Portfolio*, Pat Hutchings, Editor, 1998, Association for Higher Education, available in the CELT Library.

1. ***Formulate an organizing principle: Connects the elements of the portfolio and helps you choose from among your documents***
Example 1: How you use course themes to make a course accessible to young students
Example 2: How and when do students make the transition from focusing on doing and tradition to abstract thinking and critical questioning?
2. ***Document the course design: Syllabus plus commentary about why the course is the way it is***
3. ***Document what actually happens as the course unfolds***
 - Videotaped class sessions
 - Peer observations of class
 - Handouts
 - Audiotapes of conferences with students
 - Emails, listserv and threaded discussions
 - Reports from student group work
 - Copies of lecture notes
 - Overheads
 - Exams and quizzes
 - Readings
 - Study guides
4. ***Document student learning: Portfolio without evidence of student learning is not useful***
 - Should you include the best work of the best students, follow one student's progress, choose from a spectrum of student performance? Show all the students' responses to one exercise?
 - Selection criteria depend on the discipline, on the purpose of the course and what you are trying to illustrate about it.
 - Look at a variety of course portfolios to see how others dealt with selecting and organizing student evidence.
5. ***Tie the elements together with your reflections throughout and as a final essay***
6. ***Get external reviewers to comment on your portfolio and include their comments***

Resources

- Peer Review of Teaching Project: Making Visible the Intellectual Work of Teaching
<http://www.unl.edu/peerrev/exampleList.html>
- Visible Knowledge Project. Web-based poster sessions of course portfolios undertaken by participants. http://cndls.georgetown.edu/lumen/vkp/profiles/dsp_posters.cfm .
- Peer Review Handbook
<http://www.ipfw.edu/celt/insite/PDFs/PRHandbkBeyondPrefaceUpdated1-24-07.pdf>