

OGL 498 Pro-Seminar I Assignment #2

Developing an Academic and Professional Electronic Portfolio

(**NOTE:** These instructions have a lot of links – and links are always changing, so if you find some invalid ones, please feel free to let me know in the *Hallway Conversations* discussion area on the course website. Thank you!)

Objectives for this assignment:

- Develop (or employ) technical skills and technology-based tools, including website design and publishing, in support of the development of an academic and professional e-portfolio.
- Demonstrate project management, design, and creativity skills through the development of your e-portfolio.
- Identify and illustrate your professional skills and competencies, in light of key skills associated with the contemporary workplace.
- Describe and illustrate key knowledge and skills (gained through the Organizational Leadership Program), including the presentation of artifacts and reflective writing.
- Develop a deeper understanding of learning theory, and how key knowledge and skills can be effectively showcased in an online environment.
- Demonstrate a variety of communication skills and best practices with respect to electronic portfolio development.

Deliverable: For the purposes of Assignment #2, you will be providing me with an active web link to your Electronic Portfolio website. In developing your e-portfolio, you will follow the basic guidelines that I offer here in the assignment instructions. There is a fair amount of latitude for personal expression and creativity, and there are also specific content items and artifacts that you will want to include in your e-portfolio as outlined in this document.

Background:

One central element of OGL 498 (throughout both *Pro-Seminar I* and *Pro-Seminar II*) will be the development of an academic and professional Electronic Portfolio (EP).

In today's digital age, the use of electronic portfolios is becoming standard practice for academics, students, and professionals alike. Electronic portfolios typically include information such as your professional background, education, career goals, and the

identification of some of your key skills and accomplishments (along with various “artifacts” that demonstrate your proficiency in key skill areas). Much of this information is similar to what you might have developed for a professional networking site (such as linkedin.com). However, beyond what one might create for a networking site, EP’s generally go a little deeper in terms of the presentation of your specific skills and knowledge – and you have more control over the structure and presentation of your material, which of course is one advantage of having your own professional website.

Beyond an approach to organize your professional image online, EP’s generally also have a “learning portfolio” element. This aspect of an EP can take on many different forms depending on your goals (or the assignment requirements)! In a learning portfolio, it’s common to have things such as: A reflective element (such as a personal e-journal or blog); extensive details on your academic learning (or training and development / other learning experiences); learning tools and various learning assessment outcomes; other kinds of reflective content or personal developmental data, as applicable.

From a student’s perspective, e-portfolios can serve as dynamic, developmental spaces for representing your academic accomplishments and your professional “self” on the internet. They can also serve as a tool to help you enhance your technological competence and expand the repertoire of technology-based skills and tools under your command.

In future assignments, as you progress through your pro-seminar experience (in both *Pro-Seminar I* and *Pro-seminar II*) you will have opportunities to add to, and refine, your EP. In fact, you are already underway! The learning connections and organization of key knowledge and skills that you accomplished with *Assignment #1* will serve as both a starting point and roadmap as you consider the organizational and even technological aspects of your EP website.

Electronic Portfolio / Website Design & Development Considerations:

There are a number of considerations and decisions you’ll need to make as you go about creating your EP. First, you’re basically creating a website (which, not so many years ago, would have required a significant amount of technical expertise)! Even if you consider your technology skills to be lacking, fear not! While your level of “technological savvy” may influence the decisions you’ll be making for the initial development of your EP, you’ll be successful in getting your EP launched, regardless of your technical skill level!

Although many of the criteria for this project are carefully described, there is a great deal of latitude in terms of execution; where your EP will be hosted, what your EP website will look like; navigation options; organization of content; media / multi-media options; among other things.

Creativity is as important as careful execution. Work carefully toward the goal of creating an engaging and meaningful EP. Your EP website should be a masterful effort of design and creativity – and a powerful tool for your own learning and development – as well as a platform for academic and professional presentation.

Since I'm not giving you an "exact formula" for how your final product will look and operate, you might want to do some "benchmarking" as you begin to consider some of the key elements that you want to shine through in your EP...

Getting Started!

First things first. Before considering the parameters of this project, take some time to learn a little about the concept of EP's, and take a look at some examples of EP's that students have created. Do a little informal, online research on "electronic portfolios." You may be surprised at the number of links / resources that pop up! In addition to that, following is some information to help you get started.

<http://teachonline.asu.edu/2013/05/the-e-portfolio-revolution/> - A brief introduction to the nature and purpose of e-portfolios.

<http://portfolio.psu.edu/best-practices-students/> and
<http://portfolio.psu.edu/gallery/>

- These sites include an introduction to e-portfolios as well as some videos that illustrate some of the key aspects of EP's.

To get your "creative juices flowing," here are some examples of e-portfolios from ASU students. While the nature and structure of these examples aren't necessarily the exact form that your EP will take (based on assignment criteria and your own goals), I think these are some good examples to check out as you go about benchmarking and coming up with some creative ideas for your own EP project!

Academic e-portfolio examples (from ASU students):

https://asu.digication.com/courtney_blackmer/Welcome/published

https://asu.digication.com/sam_kaserer/Welcome/published

Academic course-based e-portfolio example:

https://bu.digication.com/winniehsieh_portfolio/Welcome/published

Some additional e-portfolio examples:

<http://lucaslovegrove.wordpress.com/> - This one has a particularly interesting "Artifacts and Reflections" content area.

OGL 498 Assignment #2 Specific E-Portfolio Examples

OK, now that you got a sense of e-portfolios in a general sense, here are a few *examples of e-portfolios from former ASU Organizational Leadership Students who really did a great job with this particular assignment.* As you read through the assignment instructions, refer back to these particular e-portfolios to get a sense of what's important to include, as well as how you might visually organize your e-portfolio. And if you have any questions, let me know!

<http://tarmstrong82.weebly.com/>

<http://chelsjohnson.weebly.com>

<http://tanyalwest.weebly.com/>

https://asu.digication.com/maggie_randolphogl_498/education/?&

<http://jhartshorn.weebly.com/>

Completing Assignment #2

Now that you have done a little background research, the best first step might be to consider your long term goals with respect to this opportunity. Consider your website development experience; consider your own unique vision and interest with respect to creating and maintaining your own presence on the web (for personal or professional reasons beyond the scope of this course); consider motivation level and the amount of time and effort you will be able to put into your e-portfolio development project.

Taking your own individual circumstances into consideration, the best first step is probably to decide on a hosting platform. Generally, this is the online space where you will design, develop, and publish your EP website.

EP Hosting: There are a couple of obvious first choices, especially if you have limited technology experience (or little interest in developing that experience) – and depending on your long term vision for your EP: ASU’s e-portfolio development platform and Google Sites.

ASU provides an e-portfolio platform (digication.com) that is fairly simple and straightforward.

As an ASU student, you can access this site here:

<http://asu.digication.com/> - You may have to log in with your ASURite ID and create an account. It looks like a very user-friendly interface, and a number of faculty have started using it in various courses. To see if it’s something you’re interested in using, you may just want to log in and play with it a bit.

<http://sites.google.com/> - This well-supported and user-friendly website development system has the advantage of being part of the Google suite of products. If you’re developing a basic website, its user interface is good, and many students (without a lot of technological expertise) have used it for similar kinds of projects. Again, maybe the best idea is to have a sense of what you want to create, then go in, create a site and play with it for a while. See if it’s for you.

Beyond those, there are many other options. Some are free, and others may charge a fee for certain services. Beyond your own experiences and Google searches, here are some additional sources of information regarding possible hosting platform choices:

<http://blogging.org/blog/top-25-free-hosting-companies/> – Deciding on a hosting platform for your website will also be an important decision that you will consider this week. This site is one of many that list some of the top free hosting companies.

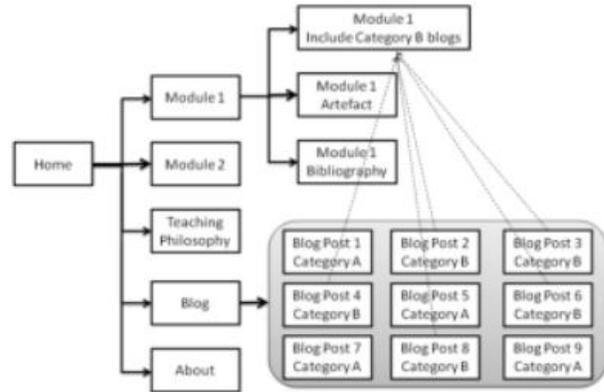
Other sites that I have heard good things about (especially in the education realm for similar kinds of projects) are:

<http://www.jimdo.com/>

<http://www.weebly.com/> (This is where I host my website – I like them a lot!)

<http://us.webnode.com/>

Site Design Considerations: Once you have decided on a hosting platform, you can start designing your site. First, you'll probably want to consider the overall structure of your site. Here are some things to consider in terms of content areas (pages) that you will want to include in your EP:



- An **"About Me"** navigation tab: You've seen this kind of tab on websites before. This is an opportunity to talk a little about yourself, your background, your general interests, you goals, etc. You may also want to include some pictures, graphics, perhaps some favorite links, videos, etc. Be creative!

- A tab (or tabs) for **Pro-Seminar I** and **Pro-Seminar II**. It will be helpful to have

Suggested Layout for E-Portfolio
Personal Background – About Me
Pro-Seminar I Reframing Organizations (Beneath this heading you can create some sub-tabs for various Pro-Seminar I artifacts – assignments, discussion topic responses, etc.)
Pro-Seminar II Career / Life Management (Beneath this heading you can create some sub-tabs for various Pro-Seminar II content items and artifacts – next semester.)
Professional Skills & Knowledge (Including Key Artifacts) (Beneath this heading you can create sub-tabs for "Highlighting Your Professional Skills" content items – see below.)
Organizational Leadership / Key Learnings Associated with Academic Coursework (Including Key Artifacts) (Beneath this heading you can create sub-tabs for "Reflecting on your Education" content items – see below.)
Professional Goals (We will be revisiting the <i>Professional Goals</i> section of your EP in <i>OGL 498 Pro-Seminar II.</i>)
Resume / C.V. / Personal Blog / Etc. (some other optional possibilities)

access to some of your work from Pro-Seminar I and Pro-Seminar II for the purposes of EP development. Go ahead and create a tab for each course.

- A **"Professional Skills & Knowledge"** navigation tab. Under this heading, you will have a series of pages (maybe one page for each skill you want to showcase), and you will also include some specific "artifacts" that speak to the key skills and knowledge you chose to highlight. This is also where I want you to put in some significant effort in terms of creative and critical thinking! For more information on highlighting your skills, see the next section - "Highlighting Your Professional Skills."

- An “**Organizational Leadership / Key Learnings Associated with Academic Coursework**” content area. This is your space to include information about your degree efforts in the Organizational Leadership program! For more information on highlighting your skills, see the section, “*Reflecting On Your Education*” below.
- A “**Professional Goals**” navigation tab. Go ahead and create a “Professional Goals” navigation tab. You might include some information about your goals and ambitions, or maybe even some visuals, and other ways to represent your goals. If you don’t know what to include here, don’t worry too much about it. In Pro-Seminar II, you’ll be developing a Career Plan for inclusion here. For now, perhaps you can your current resume or some current career objectives.

(We will be revisiting the *Professional Goals* section of your EP in *OGL 498 Pro-Seminar II*.)

- Feel free to add other navigation tabs as applicable to your own interests, professional accomplishments, your current resume, goals, certifications, etc. Other aspects of your EP are a reflection of you, and you should feel free to let your own creativity and personality shine through on its pages! Some suggestions might include a current Resume / C.V. or links to any other presence you may have on the internet already (such as a blog or a personal / professional website.)

As you are designing the layout of your site, it might be helpful to sketch it out visually on paper, and play with a couple of different ideas. I know, if you’re already familiar with web design, you probably know of a number of applications that can also help with the early design process. Goggling something like “website design” can yield an overwhelming number of hits. No worries, most of the website development platforms will help make the design process easier, and you’ll be able to select templates and a number of other tools to help create the look and feel you’re looking for. It is a good idea, though, to begin with a sense of how the pages will come together, and what kinds of links and functionality you would like to have.

Highlighting Your Professional Skills: The **Professional Skills & Knowledge (Including Key Artifacts)** section is one of the central elements of your EP. Be sure to put some major thought into how you will highlight your professional skills for this assignment. How you approach this part of your EP (and the depth of content / context) will vary depending on how much professional experience you have accumulated. I’ve had students from their late teens to their late sixties – from across

all walks of life and social circumstances. The links that I will provide below will give you a sense of what's most important in terms of skills in the contemporary workplace. Those of you who have more professional experience will recognize these as indeed important – and it's also true that there are more specialized skills that are required as you work your way “up the ladder” in your career field of choice. Again, when you get to OGL 498 Pro-Seminar II, you'll have an opportunity to consider skills again, but for now, take a look at the following links. These may give you a sense of what kinds of skills you might want to highlight in your EP:

<https://eoss.asu.edu/careerguide/careerpreparation/careerskills>

<https://eoss.asu.edu/sites/default/files/SKILLSdevworksheet.pdf>

<http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/#4bbffc24752d>

One thing that you notice as you review these lists of critical skills is that “skills” is conceptualized broadly. Human relations skills (like the ability to influence others), as well as personal characteristics (like flexibility and work ethic), are considered critical, along with some of the more traditional skills that one might imagine. Keep this in mind as you consider the skills that you want to highlight in your EP.

Also, take a moment to review your contribution for Assignment #1. This assignment provided you with an opportunity for you to carefully consider what you have been learning, including possible artifacts of your learning, as well as some insight into the nature and structure of how you learn.

Your goal then, for the “Professional Skills & Knowledge (Including Key Artifacts)” content area of your EP is to select what you consider to be your top skills, and:

- 1) Select some specific skills (or knowledge) that you would like to showcase. (Five to seven skills are probably a good number to shoot for).
- 2) Individually, describe / define each skill (in your own words) and discuss your mastery level of it.
- 3) Include example(s) or artifact(s) as evidence of your proficiency with each skill. Artifacts can be anything that demonstrates your skill in that area (from your academic, professional, or personal life) – writing samples, presentations, certificates / awards, project records, recommendations, videos, websites –

virtually anything that you created that represented your skill for each of the skills you chose to highlight / showcase.

Reflecting On Your Education: The **Organizational Leadership / Key Learnings Associated with Academic Coursework (Including Key Artifacts)** is another key aspect / content area for your EP. The goal here is to reflect on (and provide artifacts for) your learning and development in the Organizational Leadership program. Artifacts here would include things like key coursework and assignments that were most meaningful to you. Your goal is to demonstrate competence / mastery with respect to each of the four specific learning outcomes / key result areas of the Organizational Leadership program:

- **Organizational Leadership:** Include a reflection on what you learned about: 1) Organizational leadership; and 2) Organizational management. Discuss key skills, concepts, theories, ideas that you explored throughout the various courses you took as part of the Organizational Leadership Program. *Also, be sure to include some key artifacts that you believe demonstrate your accomplishments in the Organizational Leadership key result area.*
- **Organizational Behavior:** Include a reflection on what you learned about Organizational Behavior (key skills, concepts, theories, ideas) throughout the various courses you took as part of the Organizational Leadership Program. *Also, be sure to include some key artifacts that you believe demonstrate your accomplishments in the Organizational Behavior key result area.*
- **Project Management:** Include a reflection on what you learned about Project Management (key skills, concepts, theories, assessments) throughout the various courses you took as part of the Organizational Leadership Program. *Also, be sure to include some key artifacts that you believe demonstrate your accomplishments in the Project Management key result area.*
- **Organizational Assessment:** Include a reflection on what you learned about various aspects of Organizational Assessment throughout the various courses you took as part of the Organizational Leadership Program. *Also, be sure to include some key artifacts that you believe demonstrate your accomplishments in the Organizational Assessment key result area.*

Your goals with respect to presenting your key learnings in the Organizational Leadership Program are as follows:

- Use the four categories above to organize your reflection and presentation of artifacts in your EP.
- Reflect meaningfully on your experiences and accomplishments during your academic career in the Organizational Leadership Program.
- Provide details regarding the depth and breadth of your academic coursework.
- Highlight specific skills and knowledge developed through your work in the Organizational Leadership Program, and provide artifacts as evidence of your accomplishments.
- Be sure to include some examples of your work across a number of different courses.

Contextualizing Your Artifacts (in both the Professional Skills & Knowledge section and the Organizational Leadership / Key Learnings Associated with Academic Coursework section of your EP): With respect to the artifacts that you will include in your EP to illustrate your skills and knowledge – here are a few things to keep in mind:

- All artifacts that you use in your EP should be “introduced” clearly in some way. Each artifact should be accompanied by a caption that clearly explains the importance of the item (including title, author, date, and other details as applicable).
- Part of your introduction to each artifact should also include a brief reflection. Clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).

Final Suggestions / Success Tips: Finally, be sure to keep in mind that your EP should:

- Have a professional “look and feel” to it – and be engaging and inviting to the users.
- Be carefully and thoughtfully designed – and easy to navigate!

- Include the following key sections: 1) Your professional knowledge and skills, including transferrable skills; and 2) Your Organizational Leadership Program-specific academic skills / knowledge associated with each of the four categories / key result areas described above. *These are the two most important aspects of your EP.*
- Use artifacts effectively. Take some time to carefully consider the “artifacts” that you will include as evidence of your accomplishments, both professionally and academically. Introduce each artifact
- Be as visually engaging as it is content-rich! As you represent yourself and your skills, be sure to feature several different modes of engagement (examples might include text, graphics / visuals, audio, video, presentations, etc.).

If you have any questions, or need any clarifications, please let me know! I suspect that most of your questions will be answered by carefully reading this document (and the associated links).

Additional Resources of Possible Interest:

<http://www.nwlink.com/~donclark/hrd/bloom.html> - Bloom’s Taxonomy is a seminal concept in the field of education. This website provides a good introduction to Bloom’s Taxonomy. This might be something useful to consider as you are thinking about ways to represent your academic accomplishments.

<http://www.copyblogger.com/> - A site designed to help you build a better space, in our case an e-portfolio. Here you will find advice on blogging, social media, multimedia, and marketing. Use this site to find ways to improve the power of your content and attract readers.

<http://creativecommons.org/> - A place to legally obtain creative works including music, video, and images as well as a place to license your own work. Use Creative Commons to find music, images, and movies you can use to build your e-portfolio.

<http://www.pictaculous.com/> - A color palette generator that helps you decide what colors to use with an image. Pictaculous is an easy way to see if your e-portfolio has a nice aesthetic feel.

**** Be sure to carefully review the grading rubric (next two pages) to be sure you’re not missing anything important in your final E-Portfolio!**

Grading Rubric – Please review carefully so you don't miss anything!

Criteria	Unsatisfactory	Emerging	Proficient	Exemplary	Point Range
Portfolio Organization and Professionalism	The E-Portfolio and associated content areas does not have a professional appearance.	The E-Portfolio is somewhat professional in appearance. Professionalism / quality of presentation varies across content areas, and are generally somewhat inconsistent.	While there is some room for improvement, the E-Portfolio has a professional "look and feel" to it. May be lacking some consistency in professional appeal across some of the content areas.	Very professional "look and feel." Includes all suggested content areas in a very professional manner.	5 points TOTAL
Content Area Links / Layout & Navigation / Functionality <ul style="list-style-type: none"> About Me Pro-Seminar I Professional Skills & Knowledge (Including Key Artifacts) Organizational Leadership / Key Learnings Associated with Academic Coursework (Including Key Artifacts) Others (As Applicable) 	Key content area links are missing – incomplete submission. Layout for how to get to each of the key content areas The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the navigation menu. Many of the external links do not connect to the appropriate website or file.	Content area links are confusing or poorly labeled. Not all of the content areas are outlined in the assignment instructions. The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu. Some of the external links do not connect to the appropriate website or file.	Content areas are all included, as outlined in the assignment instructions. Layout of content areas is clear and easy to follow. May consider adding additional content areas as applicable. The navigation links may be somewhat confusing, but generally function well. It is not always clear how to locate an artifact or move to related pages or different section. There may be some small problems with pages connecting correctly to the navigation menu or external links working properly.	The E-Portfolio clearly includes key content areas as outlined in the assignment instructions. Content areas for future use in Pro-Seminar II are also included in the layout. Easy to access content in each of the content areas. The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file.	10 points TOTAL
Usability and Accessibility: Text Elements, Layout, and Color	The E-Portfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). Lack of paragraphing impedes scanning Many formatting tools are under or over-utilized and decrease the reader accessibility to the content. Horizontal and vertical white space alignment are used inappropriately, and the content appears disorganized and cluttered. Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the E-Portfolio.	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs. Inconsistent use of font styles (italic, bold, underline) distracts the reader. Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content. Horizontal and vertical white space alignment are sometimes used inappropriately to organize content. Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the E-Portfolio.	The E-Portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. In general, use of headings, sub-headings and paragraphs promotes easy scanning. Use of font styles (italic, bold, underline) is generally consistent. Horizontal and vertical white space alignment are generally used appropriately to organize content. Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the E-Portfolio.	The E-Portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Use of headings, sub-headings and paragraphs promotes easy scanning. Use of font styles (italic, bold, underline) is consistent and improves readability. Horizontal and vertical white space alignment are used appropriately to organize content. Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the E-Portfolio.	10 points TOTAL
Writing conventions	There are more than 6 errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.	5 points TOTAL
Professional Skills & Knowledge (Including Key Artifacts) Content Area	Professional Skills section is significantly under-developed. Approach and content do not align with the assignment criteria or suggestions for transferrable professional skills or specific individual skills developed in the workplace. The artifacts and work samples do not relate to the purpose of this section of the E-Portfolio.	Professional Skills section is somewhat under-developed. Some of the artifacts and work samples are related to the purpose of this section of the E-Portfolio – although there is significant room for improvement with respect to highlighting transferrable skills and/or specific individual skills developed in the workplace.	In general, this section was well-developed. It is clear that time was spent considering transferrable professional skills and/or specific individual skills developed in the workplace. Most artifacts and work samples are clearly related to the purpose this section of the E-Portfolio. May want to consider using a wider variety of artifacts.	Professional skills clearly addressed, and easily identifiable. Clear presentation of transferrable professional skills and specific individual skills developed in the workplace All artifacts and work samples are clearly and directly related to the purpose of this section of the E-Portfolio. A wide variety of artifacts are included.	25 points TOTAL
Contextualizing Artifacts: Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	5 points TOTAL
Contextualizing Artifacts: Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).	5 points TOTAL

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Criteria	Unsatisfactory	Emerging	Proficient	Exemplary	Point Range
<p>Organizational Leadership / Key Learnings Associated with Academic Coursework (Including Key Artifacts) Content Area:</p> <p>(Use the four following categories.)</p> <ul style="list-style-type: none"> • Organizational Leadership • Organizational Behavior • Project Management • Organizational Assessment 	<p>Organizational Leadership section is significantly under-developed. Approach and content do not align with the assignment criteria.</p> <p>Four specific categories not used.</p> <p>Insufficient number of artifacts presented.</p> <p>Artifacts and work samples do not relate to the purpose of this section of the E-Portfolio.</p> <p>Does not directly address each of the four content areas.</p>	<p>Organizational Leadership section is somewhat under-developed.</p> <p>Weak organization with respect to categorizing key learnings.</p> <p>Some of the artifacts and work samples are related to the purpose of this section of the E-Portfolio – although there is significant room for improvement with respect to highlighting academic skill and knowledge development and accomplishments.</p> <p>Difficult to determine artifacts associated with each of the four content areas, and the relevance of artifacts presented.</p> <p>Insufficient number of artifacts presented.</p>	<p>In general, this section was well-developed. It is clear that time was spent highlighting academic skill, as well as knowledge development and accomplishments.</p> <p>Uses four categories as directed.</p> <p>Most artifacts and work samples are clearly related to the purpose this section of the E-Portfolio.</p> <p>Clearly addresses each of the four content areas.</p> <p>May want to consider using a wider variety of artifacts.</p>	<p>Organizational Leadership section of EP is clearly addressed, and easily identifiable.</p> <p>Navigation through each of the four categories is intuitive.</p> <p>Clear presentation of key academic skill and knowledge development and accomplishments in each category.</p> <p>All artifacts and work samples are clearly and directly related to the purpose of this section of the E-Portfolio. A wide variety of artifacts are included.</p>	25 points TOTAL
Contextualizing Artifacts: Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	5 points TOTAL
Contextualizing Artifacts: Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).	5 points TOTAL