PORTFOLIOS: (Radcliff, Chapter 12)

Overview:

Portfolios can be used at all levels of assessment as evidence that specific outcomes or skills have been met (All levels: classroom, programmatic and institutional assessment). Portfolio is a collection of works assembled around a common theme. Portfolios include both products (such as essays, research logs and lesson plans) and reflective pieces.

As a librarian, you are most likely to use portfolios in one of the following contexts:

- You are teaching an information literacy or library skills course
- You are co-teaching a “non-library” course with a faculty member or have a good working relationship with a faculty member who is using portfolio assessment;
- You are a liaison to a department that uses portfolios as part of programmatic assessment;
- Your institution has made information literacy assessment a component of student portfolios.

Indicators:

- Requires a significant time commitment
- Requires little money, unless using electronic portfolios
- Level of assessment: Classroom, Programmatic, Institutional
- Domains: Affective, Behavior, Cognitive
- Access to participants: Requires considerable effort to maintain contact with participants
- Requires intense collaboration with faculty;
- No outside expertise needed, unless using electronic portfolios.

Key Characteristics:

- Provides an in-depth assessment of how information literacy competencies are applied;
- Assesses skills over time;
- Allows for individual differences in expression;
- Requires collaboration between student and instructor;
- Requires high effort on the part of the student (creation) and instructor (evaluation);
- May involve complex infrastructure if electronic portfolios are used.