

## M. Ed. Learning Portfolio

The learning portfolio is an analysis of the student's experiences in the Higher Education Master's Program through presentation of (1) a reflective paper, and (2) artifacts. Artifacts represent the student's work in a variety of settings: the classroom, assistantships, practicum settings, professional organizations, and local leadership. Portfolios will be created in consultation with the student's major professor, and the final portfolio will be shared with the student's POS committee at the Final Orals meeting. The portfolio will be organized with reference to the Master's Program Learner Outcomes (Student Affairs Emphasis), available on the web at: [http://www.elps.hs.iastate.edu/master\\_learner\\_outcome.php](http://www.elps.hs.iastate.edu/master_learner_outcome.php). Three categories of learner outcomes describe what students will KNOW, BE, and DO at the end of the ISU master's degree program.

Students will review the learner outcomes and prepare a reflective paper (between 25-30 pages, double-spaced, APA format) discussing their learning with respect to at least **five** of the individual learner outcomes and with reference to representative artifacts. The five learner outcomes selected must represent all three of the outcome categories (e.g., one from KNOW, two from BE, and two from DO). Following an introductory section that states the purpose of the paper and its organization, the paper will introduce each selected learner outcome and describe the student's learning in this area with reference to applicable artifacts contained in the portfolio. Although the artifacts will accompany the paper, students should not assume that readers will read the referenced artifacts. Within the paper, students should summarize all referenced artifacts and clearly make a case linking each activity (represented by the artifact) with the selected learning outcome. The paper should end with an overall summary of the student's learning as well as his or her conclusions regarding learning opportunities available through the master's program. The analytic paper portion of the portfolio will likely not be used during the student's job search. However, this paper will serve as the basis for the Final Oral.

As documentation of their learning, students will assemble representative artifacts that demonstrate development of their professional knowledge base, dispositions, and accomplishments. Materials may be displayed in a manner of the student's choosing (e.g., notebook, folders). The artifacts should be organized in a logical fashion and in a manner that emphasizes attractive display and easy location of individual artifacts. This aspect of the portfolio assignment can be used as a valuable reference for interactions with prospective employers, and students are encouraged to assemble documents in a way that will complement their conference placement and job search activities.

Artifacts may include (but are not limited to):

- Papers submitted for class assignments (appropriately revised to reflect your best work).
- Outlines of programs or presentations (e.g., class, conference, assistantship, practicum).
- Photographs or graphics.

- Assessment materials developed and/or utilized (e.g., surveys, focus group materials).
- Website or electronic media developed.
- Papers submitted for publication.
- Newsletter or journal articles.
- Copies of awards or citations.