What Should Be in My Mini-Portfolio *

What is a Mini-Portfolio?
A 3-6 “page” collection of texts, images or videos, document fragments and evidence of results, organized to show a single instructional technique or strategy within a course.

What needs to be in one?

1. Brief introductory narrative or short video essay * which frames the portfolio for readers (even if the reader is only YOU!)
   (note: finalize this section last, even if it’s the first thing in the mini-portfolio!)
   - Rationale for use of strategy *
   - Brief description of strategy *
   - Statement of how specific lesson fits into the course/semester/order of concepts
   - Description of how well strategy worked *
     (Briefly explain the significance of evidence within the portfolio in this part!)
   - Surprises encountered, lessons learned
   - Reflection on changes planned or elements retained for next use of strategy *

2. Overview of teaching activity or strategy * (in a single class or the arc of a series of classes)
   - Description of student preparation process prior to class *
   - Example of instructions you gave for student engagement during the class *
   - Selected, representative fragments of teaching materials (handouts, slides, in-class support materials) that illustrate what you did. *
   - Rubric for assessment of student results
   - Other?

* = required elements:
Those elements without an asterisk (including sub-elements of a category that have no asterisks) are simply possibilities to consider. This list is not exhaustive—you may use elements relevant to your teaching that are not represented here. A successful portfolio might not include all the elements portrayed in each category.
3. Examples/evidence of student learning/engagement *

- Fragments of student work resulting from strategy, that indicate progress toward intended learning
- Test or exam results on topic covered during the use of the strategy or technique
- Percentage of students progressing toward or achieving intended learning as a result of the strategy
- Student responses to strategy or technique
  - Feedback from students on the strategy used (summaries of minute papers including representative quotes, midterm feedback addressing strategy, etc.)
  - Description of visible student behaviour from a peer observer
  - Description of specific directly observed change in student performance, behaviour or engagement from past classes, attributable to the strategy
- Other?

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