

SITUATING PORTFOLIOS

FOUR PERSPECTIVES

edited by

*Kathleen Blake Yancey
Irwin Weiser*

Situating Portfolios Kathleen Yancey

Jafari, Ali, Kaufman, Catherine



Situating Portfolios Kathleen Yancey:

Situating Portfolios Kathleen Yancey, 1997-02 *Situating Portfolios* is both reflective and forward looking practice oriented but well grounded in theory Kathleen Yancey and Irwin Weiser bring together thirty one writing teachers from diverse levels of instruction institutional settings and regions to create an inviting volume on current practice in portfolio writing assessment The contributors here reflect on the explosion in portfolio practice over the last decade why it happened what comes next discuss portfolios in hypertext the web and other electronic spaces report on current and new contexts from emergent literacy to faculty development in which portfolios now appear and consider emerging trends and issues that are involving portfolios in teacher assessment faculty development and graduate student experience An energetic volume *Situating Portfolios* gathers a wide range of experience and thinking into one stimulating discussion It is a book that will be of interest to writing teachers and teacher educators at all levels

Reconstructing Response to Student Writing Dan Melzer, 2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades *Reconstructing Response to Student Writing* especially when taken together with Melzer's previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

Handbook of Research on ePortfolios Jafari, Ali, Kaufman, Catherine, 2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies the technology that supports the case studies and it also explains the conceptual thinking behind current uses as well as potential uses Provided by publisher

Electronic Portfolios 2.0 Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent

results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system **Reimagining Process** Kyle Jensen,2015

Reimagining Process explores how process and attending concepts such as reflection care power and portfolios might play a more prominent role in emerging writing studies research **Embodied Rhetorics** James C. Wilson,Cynthia

Lewiecki-Wilson,2001 Presenting thirteen essays editors James C Wilson and Cynthia Lewiecki Wilson unite the fields of disability studies and rhetoric to examine connections between disability education language and cultural practices Bringing together theoretical and analytical perspectives from rhetorical studies and disability studies these essays extend both the field of rhetoric and the newer field of disability studies The contributors span a range of academic fields including English education history and sociology Several contributors are themselves disabled or have disabled family members While some essays included in this volume analyze the ways that representations of disability construct identity and attitudes toward the disabled other essays use disability as a critical modality to rethink economic theory educational practices and everyday interactions Among the disabilities discussed within these contexts are various physical disabilities mental illness learning disabilities deafness blindness and diseases such as multiple sclerosis and AIDS Twenty Writing Assignments in Context

Melissa Bender,Karma Waltonen,2016-12-19 Twenty original classroom tested assignments This innovative collection of college writing assignments explores the practical applications of each lesson Drawing upon current best practices each chapter includes a discussion of the rationale behind the assignment along with supplemental elements such as guidelines for evaluation prewriting exercises and tips for avoiding common pitfalls The assignments are designed for a range of courses from first year composition to upper division writing in various disciplines Everyone Can Write Peter Elbow,2000-01-27

With Writing without Teachers OUP 1975 and Writing with Power OUP 1995 Peter Elbow revolutionized the teaching of writing His process method and its now commonplace free writing techniques liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy This new collection of essays brings together the best of Elbow s writing since the publication of Embracing Contraries in 1987 The volume includes sections on voice the experience of writing teaching and evaluation Implicit throughout is Elbow s commitment to humanizing the profession and his continued emphasis on the importance of binary thinking and nonadversarial argument The result is a compendium of a master teacher s thought on the relation between good pedagogy and good writing it is sure to be of interest to all professional teachers of writing and will be a valuable book for use in composition courses at all levels

The Allyn and Bacon Guide to Writing Portfolios Gina Claywell, 2001 This brief and inexpensive book helps students compile effective portfolios for a variety of situations and courses Shows students how to understand what type of portfolio is called for recognize the material most appropriate for inclusion and submit a portfolio that shows learning This guide does not approach portfolios as the driving force of a course rather it teaches students who are asked to submit portfolios with or without direct instructor supervision how to construct successful portfolios Anyone looking to compile a portfolio

The Writing Program Administrator's Resource Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 This handbook offers wisdom and guidance from experienced college writing program administrators It is intended for WPAs at all levels of experience

The Promise and Perils of Writing Program Administration Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative based scholarship THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional ethical ways often under circumstances that can be defined at best as difficult In these pages junior faculty tell their stories of triumph and trauma while more firmly established composition scholars reflect upon the changing and challenging profession we all share

ePortfolio Performance Support Systems Katherine V. Wills, Rich Rice, 2013-07-16 *ePortfolio Performance Support Systems* Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

The Routledge Handbook of German Language Teaching Ruth Whittle, 2024-09-16 The Routledge Handbook of German Language Teaching evaluates and addresses multifaceted multilevel needs of students and teachers within teaching German as a foreign as well as a second language through taking a transcultural approach Each contribution starts with the author situating themselves in the geographical and institutional context in which they teach as well as the way in which they teach for example in person or online This acknowledges the Handbook's internationally widespread contributors from countries with different histories in terms of cultural linguistic and educational diversity more generally and the teaching of German in particular The chapters reflect their voices and consider language learners as people who have their own identities Material such as plays poems short literary texts rap singing and drawing are discussed in this book as being influential for language learners from beginner level and beyond This book proposes that learning happens by both the teachers and the learners going on a journey and both changing the outlook on each other and themselves along that journey Alongside this questions are asked with respect to curricula and the relation between speaking German and belonging in a German speaking country This Handbook will primarily appeal to teachers and instructors of German as well as those training to become German language instructors Moreover the book will appeal to researchers interested in the linguistic and theoretical aspects of German language teaching

A Short History of Writing Instruction James Jerome Murphy, 2012 A Short History of Writing Instruction preserves the legacy of writing instruction from antiquity to

contemporary times with a unique focus on the material educational and institutional context of the Western rhetorical tradition

A Short History of Writing Instruction James J. Murphy, 2012-05-04 Short enough to be synoptic yet long enough to be usefully detailed A Short History of Writing Instruction is the ideal text for undergraduate courses and graduate seminars in rhetoric and composition It preserves the legacy of writing instruction from antiquity to contemporary times with a unique focus on the material educational and institutional context of the Western rhetorical tradition Its longitudinal approach enables students to track the recurrence over time of not only specific teaching methods but also major issues such as social purpose writing as power the effect of technologies the rise of vernaculars and writing as a force for democratization The collection is rich in scholarship and critical perspectives which is made accessible through the robust list of pedagogical tools included such as the Key Concepts listed at the beginning of each chapter and the Glossary of Key Terms and Bibliography for Further Study provided at the end of the text Further additions include increased attention to orthography or the physical aspects of the writing process new material on high school instruction sections on writing in the electronic age and increased coverage of women rhetoricians and writing instruction of women A new chapter on writing instruction in Late Medieval Europe was also added to augment coverage of the Middle Ages fill the gap in students knowledge of the period and present instructional methods that can be easily reproduced in the modern classroom

A Rhetoric of Reflection Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to A Rhetoric of Reflection this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

Catalyst in Action Bret Eynon, Laura M. Gambino, 2023-07-03 In 2017 Bret Eynon and Laura M Gambino released High Impact ePortfolio Practice which drew broad acclaim from faculty and educational leaders An instant classic wrote one reviewer The book I've been waiting for exclaimed another With compelling evidence of the impact of ePortfolio done well and a practical

framework for educators to follow this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice Now with Catalyst in Action Case Studies of High Impact ePortfolio Practice Eynon and Gambino have taken the next step The book offers 20 powerful case studies drawn from campuses ranging from Bronx Community College to Yale University from the University of South Carolina to Dublin University and Arizona State In High Impact ePortfolio Practice Eynon and Gambino outlined the Catalyst Framework spotlighting the strategies needed to launch build and sustain a high impact ePortfolio practice Linking integrative social pedagogy to technology assessment and professional development the Catalyst Framework offers guiding principles and classroom based ePortfolio practices that improve student success deepen the student learning experience and catalyze learning centered institutional change In Catalyst in Action teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses Working with diverse groups of students in a broad range of disciplines and settings the case study authors put Eynon and Gambino s integrative strategies into practice Catalyst in Action shares their findings and their insights As higher education enters a challenging new era it must find new ways adapt and change to support and demonstrate student growth and development Catalyst in Action is a powerful combination of intensive research and practical experiencing Offering exciting new evidence and fresh new insights Catalyst in Action will be an invaluable resource for those who wish to build student success advance higher learning and meet the demands of the 21st century A Co Publication with AAC U The Portfolio Standard Bonnie S. Sunstein,Jonathan H. Lovell,2000 The Portfolio Standard provides an antidote to our current national mania for measuring proposing instead that today s standard setters learn from the students they are so anxious to assess Composing A Care of the Self David Lee Carlson,James Albright,2012-12-06 What do Germ Theory self psychology the entrepreneur and the Bertillion Card have in common They comprise a part of the historical dispositif for the emergence of the writing portfolio This riveting Foucaultian inspired genealogy travels through the history of medicine criminality psychology political economics to reveal the epistemologies and practices of power knowledge of the contemporary portfolio In so doing it challenges previous held beliefs about the germination of the secondary school prevailing views of the dawning of secondary English as a discipline and most important the costs and effects of progressivist s writing pedagogies and assessment instruments Carlson Albright offer fresh and far ranging examinations of the rise and development of composition studies and assessment practices in U S secondary schools thereby challenging major English education scholars long held interpretations of such Composing a Care of the Self A Critical History of Writing Assessment in Secondary English Education posits for example an elucidation of the history of writing assessment that I believe is most compelling and original particularly in its analysis of historically dominant medical discourses and metaphors of the late 19th century and their influences on secondary English educators Further the authors inspired by Foucault s uses of genealogy as means to expose practices and rationalities of power knowledge dynamics and their relations to matters of governance dramatically advance

theoretical orientations within the field of English Education They do so through their intricate weaving of Foucauldian theoretical perspectives into analyses of crucial and yet often taken for granted forms and functions of composition studies and writing assessments in the secondary English classroom As such this book is a remarkable achievement Janet L Miller Ph D Professor Programs in English Education Teachers College Columbia University In COMPOSING A CARE OF THE SELF A CRITICAL HISTORY OF WRITING ASSESSMENT IN SECONDARY ENGLISH EDUCATION David Carlson and James Albright problematized secondary school assessment practices in the late nineteenth century and provide a fascinating genealogical study of English education Together and under the mantle of Foucaultian genealogy they explore the relationships among the body health and secondary education exploring how epistemology in medicine spread to educational discourse This is a highly readable account and one that disturbs the standard histories It is a highly recommended text for all those interested in the history of English studies and writing assessment Michael A Peters Professor Emeritus University of Illinois Professor Policy Cultural Social Studies in Education University of Waikato **Writing Program Administration** Susan H. McLeod, 2007-03-16 This reference guide provides a comprehensive review of the literature on all the issues responsibilities and opportunities that writing program administrators need to understand manage and enact including budgets personnel curriculum assessment teacher training and supervision and more Writing Program Administration also provides the first comprehensive history of writing program administration in U S higher education Writing Program Administration includes a helpful glossary of terms and an annotated bibliography for further reading

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