


Overview: As part of your Freshman Inquiry experience you will develop an electronic portfolio, also known as learning portfolio, which you will work on throughout the year. Your ePortfolio allows you to reflect on the work you have done each term and the progress you have made towards the University Studies goals. It also allows you to present your work to a wider audience and to connect what you have learned in this class to other learning experiences. In other words, your ePortfolio provides an opportunity for reflection, synthesis, and demonstration of your work.

Specific requirements for Winter term: Your task for this term is to build and improve upon the portfolio that you began last term. Specifically, for your Winter term portfolio should add the following elements to the portfolio that you began Fall term:

1) **A *revised* Home Page** that introduces yourself and your portfolio. Make any changes that you think would improve the design and/or content of your home page.

2) **Evaluation of your progress towards one more University Studies Goal:**

Pick any of the goals that you did not evaluate in your Fall term portfolio. This evaluation should consist of:

- a) A short (1 - 2 paragraph) statement that describes your accomplishments over the course of the term related to the goal you've chosen and makes specific references to "evidence" you provide in the form of links to your assignments.
- b) Links to at least 3 of your assignments for the term, including:
 - i) Your energy audit.
 - ii) Your research brief.
 - iii) One of your climate and energy exercises or  discussion posts.
- c) Brief (1 – 3 sentence) descriptions of each piece of evidence in the comments section on its page.

3) **A Winter Term Reflection letter to the reader:**

The purpose of the reflection letter is to examine what you have learned over the quarter, explore how it might connect to other learning experiences and classes, and articulate how you might apply this knowledge.

When you are writing your reflection letter you should keep your **audience** in mind. Do not think of yourself as just writing to Dr. Gerwing or the mentor, but rather to an educated and interested reader. This reader (which may include your peers) will want to hear what you have to say, but they will not necessarily be familiar with the readings or assignments that you might refer to in your letter. Make sure to provide clear explanations to this reader and to credit—and properly cite—other people's ideas.

Your letter should be 600-800 words and should address *some* of the following questions.

- What specific texts or assignments were meaningful for you and why?
- What surprised you?
- What are you topics or ideas do you want to explore further?

- What were you hoping to get out of this class this term, and to what extent have you worked towards those hopes or goals?
- What have been the most useful insights or highlights of the course this quarter?

*The questions above are possible writing prompts to help you reflect. You **do not** need to answer them all in order or answer all of them. Your goal here is to inform an educated reader about your experience as a student in your second term.* Keep in mind that an “educated reader” is someone who is not necessarily familiar with this course or its topic so you must explain all texts, ideas and assignments.

Please Note: The purpose of this essay is to reflect on your own learning, not what you liked or did not like about the class. In other words, it is not meant to serve as an evaluation of the class. Reflections and comments about the class should be saved for the end of term evaluations.

- 4) **Three features** to include for Winter term to make your portfolio more “user friendly”:
 - a) Hyperlinks to your evidence within in your Winter Reflection Letter.
 - b) Pasting your work into the window on the evidence page instead of adding it as a separate attachment.
 - c) Adding a 1 or 2 sentence comment on each evidence page describing the assignment or evidence that you’ve included.

The four goals of University Studies

- 1) **Critical thinking and active inquiry:** Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
- 2) **Understanding and appreciating the diversity of human experience:** Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.
- 3) **Understanding ethical and social responsibility:** Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.
- 4) **Communication:** Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.