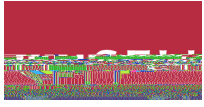


## Guidelines for Portfolios for the Arts MEd Cohort Groups

### Overview

Portfolios in the Arts M.Ed. cohort program are derived from the visual and performing arts tradition in which they serve to feature accomplishments and personally favored works. These portfolios will show the student's progress and accomplishments, they may include a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. They may also contain one or more works-in-progress that illustrates the creation of a product, such as an essay, evolving through conception, drafting and revision. In addition, they may contain evidence of developments in classroom teaching.

The use of these portfolios should capitalize on students' natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve. Portfolio represents primarily a collection of the student's **most meaningful** work throughout his or her enrollment as a graduate student in the faculty of education. However, the portfolio is not a scrapbook. In building a portfolio of selected pieces and explaining the basis for their choices, the **students are expected to collect, select, and reflect**. Part of the content in portfolios can be derived from class assignments and as such corresponds to the curriculum. However, students also expand their portfolios beyond course material to include other written work, photographs, videos, journals, collection and so forth.

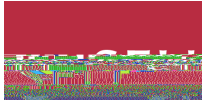


## Guidelines for Portfolios for the Arts MEd Cohort Groups

### Content and Format

Portfolios are collections of selected student work, comments on these works and related experiences. Beyond this simple definition, student portfolios vary widely. The portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of the pieces. The portfolio may also contain one or more "works in progress" illustrating how a product, such as an article, evolved through stages of design, drafting and revision. However, there must be some representational content from each of the courses undertaken in the M.Ed. program.

Decisions about what goes into the portfolio are typically made by the student but may also involve instructors. In general



### Assessment and Evaluation

Maintaining the portfolio is the student's responsibility. The portfolio must be kept up to date and can be required upon completion of the last course in the M.Ed. program and after completion of five courses (as part of the requirements to move into the M.A. program). Many of the material chosen at one point in time will be revised or replaced by more recent items for the portfolio review. It is advisable to keep a few older items in the portfolio to illustrate important developments. At any given point, the portfolio's contents should reflect current strengths and demonstrate suitable progress toward graduation.

In general terms, the examiners are to determine if the portfolio contains an adequate amount of information (has the student demonstrated that he or she has mastered the content of the program), contain adequate quality and variety in individual categories and identifies or develops goals for further achievement.

The portfolio is evaluated in terms of the criteria listed below. The final mark is a Pass or Fail based on the evaluations. The results of an unsatisfactory examination will follow guidelines of the Protocol for the Comprehensive Examinations in MEd, EdD and PhD Programs.

1. **Does the portfolio demonstrate thoughtful reflection on the student's achievements and learning?** The portfolio should not be a random collection of observations or products; it should be systematic in that the

