

2013 Advanced Placement Summer Institute Course Portfolio Requirement for the Graduate Credit Option

The purpose of a course portfolio is to provide teachers an opportunity to analyze a course they teach, in order to make sure that the intended goals and outcomes of the course are evident in course content, instruction, and student activities.

A course portfolio:

- ▶ Describes the “anatomy” of a course by analyzing all that is involved in the course (teaching approaches, student activities, assessments, etc.);
- ▶ Chronicles the natural history of a course by discussing how it evolved (the thought and activities that went into developing the course);
- ▶ Describes the ecology of a course by explaining how it fits with other courses in a sequence or curriculum (e.g., required English, mathematics, or science courses);
- ▶ Provides a laboratory notebook of a course – i.e., what it reveals about your teaching and student learning.

A course portfolio addresses the following questions:

- ▶ What teaching and/or learning challenges are evident in the course?
- ▶ What teaching innovations were implemented?
- ▶ What evidence of student learning was collected in your assessments?
- ▶ What did the learning assessment tell you about your teaching and student learning?
- ▶ What changes would you make to your teaching in the future to respond to this evidence of teaching and learning?

Portfolio Components

Select an advanced placement course you have taught recently. Include the material outlined below.

Course Design:

- Description of course
- Who are the students in the course
- A summary of course goals and learning objectives
- Place of the course within the department curricula

- What changes have been made in the course since it was first taught by you?

Teaching Methods:

- Teaching methods, course materials, and course activities employed (*e.g.*, lectures, labs, technology, discussions)
- Assessments used to determine student learning (exams, exercises, quizzes, essays, problems, homework, projects)
- How are teaching methods and assessments distinguished from those used in other courses you teach?

Outcomes: assessments of student learning:

- Evidence of student learning; indicators of effectiveness
- Present grade summaries (*i.e.*, average performance per activity)

Reflection: reflection on the course

- How would you summarize student learning in the course? What areas presented challenges for students?
- What aspects of your instruction were particularly effective—what aspects would you change and how?
- Future plans for the course (*e.g.*, addressing misconceptions, problem areas)
- What content, materials, etc., from the current APSI course can be included in the course you analyzed for the portfolio?

References:

<http://www9.georgetown.edu/faculty/bassr/aboutcp.html#portfolio>

<http://pandora.cii.wvu.edu/cii/resources/portfolios/preparation.asp>

<http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=12#submit>