SITUATING PORTFOLIOS

FOUR PERSPECTIVES

edited by

Kathleen Blake Yancey Irwin Weiser

Situating Portfolios Four Perspectives

Ken Hyland, Fiona Hyland

Situating Portfolios Four Perspectives:

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 s a book that will be of interest to writing teachers and teacher educators at all levels International Perspectives on Teaching English in a Globalised World Andrew Goodwyn, Louann Reid, Cal Durrant, 2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE The collected chapters here represent the very best of international writing on the teaching of English in the past decade The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English The Learning Portfolio John Zubizarreta, 2009-12-22 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes

revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and Handbook of Research on ePortfolios Jafari, Ali, Kaufman, Catherine, 2006-05-31 This handbook electronic portfolios 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 Reigniting Curiosity and Inquiry in Higher Education Stacey L. MacKinnon, Beth Archer-Kuhn, 2023-07-03 How do you develop students capacities as independent learners build their confidence and motivation to identify their own research agendas and facilitate their critical thinking and research skills for effectively exploring their chosen topic Inquiry based learning IBL offers a proven means to achieve these outcomes IBL is a scaffolded learner centered student led approach to inquiry whereby students progressively design and lead their own inquiry process with support from the instructor It's a powerful pedagogical approach that you can progressively adopt first adopting it as an activity in a course to develop you and your students comfort with the practice right up to developing an entire course or program utilizing IBL It offers varying levels of engagement as you and your students gain familiarity with the practice from the instructor providing structured support to formative guidance as students gain confidence to a point where students become increasingly self directed and independent and are supported by the review of student peers and validated by presentations of their work to the class This pedagogy shifts the student instructor relationship with the former leading and the latter supporting IBL is a flexible teaching and learning approach that be can progressively adopted and developed without a specific formula and that positions students as co constructors of knowledge rather than passive recipients It is student driven creates engagement develops a curiosity mindset promotes group learning that is collaborative rather than competitive fosters metacognition and builds confidence as students learn to deal with ambiguity and risk Each chapter offers personal stories vignettes examples of practice and discussions of issues This book offers higher education instructors at any career stage and in any discipline a realistic guide to incorporating curiosity and inquiry based learning into their classrooms to promote long term knowledge creation and retention and life wide learning IBL is being increasingly adopted across the English speaking world Beyond its inherent capacity to promote independent learning it offers a perfect foundation for preparing students for Signature Work and capstone courses and is adaptable to small and large classes Beyond Outcomes Richard Haswell, 2001-05-30 Writing assessment programs help place entering and mid career students in composition courses at the appropriate level monitor the progress of those students and assist in placing them in writing courses throughout their undergraduate careers These same universities also have writing instruction programs which might include writing centers writing across the curriculum initiatives and freshman and advanced composition programs At many institutions though writing assessment is not necessarily considered fundamental to writing instruction and there is little communication between the assessment program and the composition program This book demonstrates that writing assessment and instruction programs may be successfully

integrated The contributors analyze the development of the writing assessment and instruction program at Washington State University which is nationally recognized for its success In doing so they provide guidance to other institutions planning to develop similar integrated programs The volume argues that writing assessment and instruction should inform and influence each other that they should evolve together and that they should be developed locally By tracing the success of the WSU program the authors directly challenge the use of national packaged assessment programs such as standardized placement <u>Teaching L2 Composition</u> Dana R. Ferris, John Hedgcock, 2014 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and Understanding Writing Transfer Randall Bass, Jessie L. Moore, 2023-07-03 While education is based on the student writers broad assumption that what one learns here can transfer over there across critical transitions what do we really know about the transfer of knowledge The question is all the more urgent at a time when there are pressures to unbundle higher education to target learning particular subjects and skills for occupational credentialing to the detriment of integrative education that enables students to make connections and integrate their knowledge skills and habits of mind into a adaptable and critical stance toward the worldThis book the fruit of two year multi institutional studies by forty five researchers from twenty eight institutions in five countries identifies enabling practices for and five essential principles about writing transfer that should inform decision making by all higher education stakeholders about how to generally promote the transfer of knowledge This collection concisely summarizes what we know about writing transfer and explores the implications of writing transfer research for universities institutional decisions about writing across the curriculum requirements general education programs online and hybrid learning outcomes assessment writing supported experiential learning e portfolios first year experiences and other higher education initiatives. This volume makes writing transfer research accessible to administrators faculty decision makers and other stakeholders across the curriculum who have a vested interest in preparing students to succeed in their future writing tasks in academia the workplace and their civic lives and offers a framework for

addressing the tensions between competency based education and the integration of knowledge so vital for our society

The Writing Program Administrator's Resource Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 The role of the writing program administrator is one of diverse activities and challenges and preparation for the position has traditionally come through performing the job itself As a result uninitiated WPAs often find themselves struggling to manage the various requirements and demands of the position and even experienced WPAs often encounter situations on which they need advice The Writing Program Administrator's Resource has been developed to address the needs of all WPAs regardless of background or experience It provides practical applicable tools to effectively address the differing and sometimes competing roles in which WPAs find themselves Readers will find an invaluable collection of articles in this volume addressing fundamental practices and issues encountered by WPAs in their workplace settings and focusing on the hows and whys of writing program administration With formal preparation and training only now beginning to catch up to the very real needs of the WPA this volume offers quidance and support from authoritative and experienced sources educators who have established the definitions and standards of the position who have run into obstacles and surmounted them and who have not just survived but thrived in their roles as WPAs Editors Stuart C Brown and Theresa Enos contribute their own experience and bring together the voices of their colleagues to delineate the intellectual scope and practices of writing program administration as an emerging discipline Established and esteemed leaders in the field offer insights advice and plans of action for the myriad scenarios encountered in the position encouraging WPAs and helping them to realize that they often know more than they think they do This resource is required reading for the new WPA and an essential reference for all who serve in the WPA role As a guidebook for WPAs it is destined to become a fixture on the desk of every educator involved with or interested in administrating writing programs writing centers and writing across the curriculum efforts 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

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