

[TLC Session II](#)

Activity 1: Group Discussion of "A Catalyst Without a Mandate"

- Take 5 minutes to review the article. Which sentence resonates with you the most? Share why you selected that sentence with the rest of your group.
- How do you think the lessons learned about ePortfolio at the University of Washington can be applied at Manhattanville College?
- What did you learn from this article that you will apply to your teaching, especially in designing ePortfolio activities?

From your reading of the article, "A Catalyst Without a Mandate" by Tom Lewis and Janet Fournier, consider the following questions:

- *What are some of the different views held by students and faculty about the purpose of ePortfolios at the University of Washington?*
- *What did they discover about the skills students need in order to create successful ePortfolios?*
- *What lessons were learned when the Expository Writing Program moved from paper portfolios to ePortfolios?*

Activity 2: Building your own ePortfolio

- Work in teams of 2
- Share with your partner the artifacts that you want to include in your ePortfolio. Why did you select these artifacts?
- Share with your partner your plan for arranging your ePortfolio. Why did you select this arrangement?

Activity 3: Features of *Digication*

- Review: adding text and making comments
- Upload a file
- Add an image
- Link to another web page
- Create a gallery

Activity 4: Group Discussion

Image: "[Levels of Engagement](#)"

Consider these questions:

- How would you prepare students for Level 1 (Collection of artifacts)?
- Does one of the ideas of the blind men match what you wrote?
- How would you prepare students for assignments related to Level 2?

Homework: Assign [Designing Learning Activities](#) as a reading for next session