LIS 600: Capping Exercise (ePortfolio )

Ali Shiri
Associate Chair and Graduate Coordinator
What is LIS 600 Capping Exercise

• Required, non-credit course for non-thesis students
• Create an ePortfolio using Mahara as the platform
• Completed during the final term of course work (the same term as their 13th course)
Course description

• An ePortfolio represents examples of the student’s course work, leadership and innovation potential, communication skills, and involvement in professional life.

• The ePortfolio must be completed and should demonstrate that the student has met the Program Level Learning Outcomes (PLOs) of the MLIS degree.
SLIS’ Program Learning Outcomes (PLOs) are a translation of SLIS’ values into practical and measurable learning objectives. SLIS’ PLO areas are:

- LIS – Organizations, Society, and Values
- LIS – Ethics, Issues, and Trends
- Critical Thinking and Evaluation
- Leadership and Management
- Professional Communication
- Production of Knowledge
- Information Retrieval
- Research
- Information Technologies
- Professional Engagement
The capping exercise consists of two assignments:

- Tracking of Artifacts to meet PLO competencies (See Below)
  - 10 artifacts in total
  - Approximately 50 – 100 words per artifact
- SLIS Values Reflection (See Below)
  - Approximately 350 words

- If you want to use group project assignments artifacts, you need to seek permission from you group members.
Artifacts

• An “artifact” may fall into one of two categories:
  
  • **Programmatic Artifacts** - The products of a student’s learning in academic courses that are taken as part of the student’s MLIS program.
  
  • **Experiential Artifacts** – The products of experiences that occurred during the student’s MLIS program that demonstrate their leadership, communication, and professional skills in LIS.
Programmatic Artifacts

The courses are mapped to the PLOs in the LIS 600 PLO to Course Mapping document. Students should refer to the table within this document in order to identify courses from which they can choose artifacts associated with individual PLOs.

- 3 PLOs Programmatic Artifacts from core courses.
- 3 PLOs Programmatic Artifacts from elective courses. Artifact examples may include:
  - Course assignments,
  - Presentations,
  - Reflections, etc.
- 1 PLO Programmatic Artifacts taken from an IT course. Artifact examples may include:
  - Course assignments,
  - Presentations,
  - Reflections, etc.
LIS 600 PLO to Course Mapping

SLIS’ Program Learning Outcomes (PLOs) are a translation of SLIS’ values into practical and measurable learning objectives. Course-based students must demonstrate competence in each of SLIS’ ten PLO areas in order to complete their MLIS studies.

Table 1

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Objectives Description</th>
<th>Courses Related to the Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LIS Organizations, Society &amp; Values</td>
<td>Students will appreciate the functions of librarians and information specialists within the larger global societal framework, and the factors influencing the creation, dissemination, and use of knowledge and information and the responsibility to serve all client groups.</td>
<td>501, 505, 510, 515, 516/405, 517, 518/404, 519, 520, 531, 541, 546, 548, 580, 585, 586, 587, 590, 591, 592, 593, 597, 599</td>
</tr>
<tr>
<td>2. LIS Ethics, Issues, &amp; Trends</td>
<td>Students will, within appropriate institutional, organizational, or professional constructs be ready to debate local, national, and global information issues and policies in a cross-disciplinary, analog, or digital context that includes, but is not limited to the responsibility of librarians and information specialists with respect to the free flow of ideas and access to information.</td>
<td>501, 505, 508, 510, 515, 516/405, 517, 518/404, 519, 520, 531, 533, 534, 536, 538, 541, 542, 543, 546, 548, 580, 585, 586, 587, 591, 592, 593, 594, 597, 598, 599</td>
</tr>
<tr>
<td>3. Critical Thinking &amp; Evaluation</td>
<td>Students will possess the skills and theoretical knowledge necessary to evaluate and improve library and information systems and services.</td>
<td>501, 502, 503, 505, 507, 508, 510, 515, 516/405, 517, 518/404, 519, 520, 526, 531, 533, 534, 536, 538, 541, 542, 543, 546, 548, 580, 585, 586, 587, 591, 592, 593, 594, 597, 598, 599</td>
</tr>
</tbody>
</table>
Experiential Artifacts

3 PLOs must make use of Experiential Artifacts taken from professional and leadership activities. Artifact examples may include:

- leadership roles in organizations
- academic or professional journal articles
- research presentations
- conference attendance (i.e. FIP, ALC)
- engagement in professional activities (i.e. Partner's Week)
- practicum
- attending or viewing recordings of special events (i.e. Speaker's Corner, public talks)
- SLIS, Faculty and University level committees or initiatives
SLIS Values

A diverse, inclusive, dynamic and collegial School which honours:

• Integrity, fairness, and respect;
• Equity, diversity and inclusion;
• Indigenous worldviews and bringing truth and reconciliation to our education;
• Excellence in teaching, research and scholarship, and citizenship;
• Mutual sense of responsibility and accountability;
• Pride in our history, traditions, communities, students, and alumni; and,
• Intellectual curiosity, academic freedom and intellectual freedom, imagination, and creativity.
The School’s core mission and values are the foundation of the School’s operations.

Students at SLIS are expected to have had experiences while in their MLIS program that relate to SLIS’ values. To demonstrate this, students must write a brief statement (approximately 350 words) that articulates how their experience at SLIS has allowed them to engage in SLIS’ values.
Assessment: Rubric

The completed ePortfolio will be assessed using the **LIS 600 Capping Exercise ePortfolio Rubric** using six identified criteria:

- Personalization
- Organization and Technical Writing
- Completeness and Variety of Artifacts
- Evidence of Technology Expertise
- Evidence of Learning
- Evidence of critical reflection on Programmatic Learning Outcomes (PLO)

**Performance level: a) Exemplary   b) Satisfactory   c) Unsatisfactory**

Students are required to meet a minimum of three criteria at the exemplary level, with the remaining to be met at a satisfactory level. If any of the criteria is met at an unsatisfactory level, the Academic Advisor will make suggestions for improvement and resubmission.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalization</td>
<td>□ The ePortfolio clearly belongs to the student and represents their unique experiences during the MLIS program. Images, links and other information are included in the ePortfolio.</td>
<td>□ The ePortfolio clearly belongs to the student.</td>
<td>□ The ePortfolio is generic and lacks personalization.</td>
</tr>
<tr>
<td>Organization and Technical Writing</td>
<td>□ The ePortfolio is engaging and easy to navigate, includes all appropriate headings, and is clear for the faculty member to assess. There are no grammar, punctuation or spelling errors and all links are working.</td>
<td>□ The ePortfolio includes all appropriate headings and is clear for the faculty member to assess. There are few grammar, punctuation and spelling errors and all links are working.</td>
<td>□ The ePortfolio is poorly organized, haphazard, missing headings and/or unclear. There are many grammar, punctuation and spelling errors and some links are not working.</td>
</tr>
<tr>
<td>Completeness and Variety of Artifacts</td>
<td>□ An exemplary artifact to provide evidence of meeting each of the ten Programmatic Learning Outcomes (PLO) is included in the ePortfolio. Artifacts represent a variety of types of assignments and learning experiences including text and multimedia, group and individual, completed while in the MLIS program.</td>
<td>□ An appropriate artifact to provide evidence of meeting each of the ten Programmatic Learning Outcomes (PLO) is included in the ePortfolio. Artifacts represent a variety of assignments and learning experiences completed while in the MLIS program.</td>
<td>□ The ePortfolio is missing artifacts and/or artifacts selected do not provide evidence of meeting each Programmatic Learning Outcomes (PLO). Artifacts do not represent a variety of assignments and learning experiences completed while in the MLIS program.</td>
</tr>
<tr>
<td>Evidence of Technology Expertise</td>
<td>□ At least two artifacts represent new library and information technologies expertise gained during the MLIS program.</td>
<td>□ At least one artifact represents new library and information technologies expertise gained during the MLIS program.</td>
<td>□ No artifacts represent new library and information technologies expertise gained during the MLIS program.</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td>□ Artifacts that provide clear evidence of learning over the MLIS program are included in the ePortfolio. Artifacts are diverse and represent learning over time done in core and elective courses. Academic integrity and copyright requirements are met.</td>
<td>□ Artifacts that provide evidence of learning over the MLIS program are included in the ePortfolio. Academic integrity and copyright requirements are met.</td>
<td>□ Artifacts do not provide evidence of learning over the MLIS program. Academic integrity and/or copyright requirements are not met.</td>
</tr>
<tr>
<td>Evidence of critical reflection on Programmatic Learning Outcomes (PLO)</td>
<td>□ Each 100-word written summary includes a critical reflection on the artifact as a learning experience to meet the PLO. The summary also addresses how the artifact has contributed to the student’s personal and professional development.</td>
<td>□ Each 100-word written summary includes a reflection on the artifact as a learning experience to meet the PLO. The summary also addresses how the artifact has contributed to the student’s personal and professional development.</td>
<td>□ Some summary posts include a reflection on the artifact as a learning experience to meet the PLO. Some posts address how the artifact has contributed to the student’s personal and professional growth over the program.</td>
</tr>
</tbody>
</table>
Information to be reviewed

- Course Description
- Orientation to LIS 600 Capping Exercise (step-by-step instructions)
- LIS 600 PLO to Course Mapping
- LIS 600 Capping Exercise ePortfolio Rubric
- Capping Exercise Agreement (On-campus students)
- Capping Exercise Agreement form (online students)
- Data collection form
Questions

• For joining the SLIS Capping Exercise group, contact Assistant Chair, Izabella Martyniak (martynia@ualberta.ca)

• For questions about the Capping Exercise course content, contact your advisor.

• For questions about setting up your Mahara ePortfolio, contact James Park, SLIS Learning Consultant (jpark@ualberta.ca).