

Your portfolio is meant to be a reflection on some of the most impactful principles that you encountered in your fellowship journey, as well as a road map for new strategies you will try in your classes.

Here's a conventional way to proceed with your portfolio:

Step 1: Identify a problem

What led you to WID in the first place? What "problems" have you identified in your classroom? This could be related to evaluation, grading, assignment design, student engagement, or any of the topics we covered this semester. Look over the list of topics on our schedule of readings.

Step 2: Identify which readings helped you think about this problem in a different way

Which chapters from Bean framed this problem in a different light? Which other readings gave you either theoretical or practical insight into how you might tackle this problem?

Step 3: Create some artifacts that you will use in the classroom

Create three or four artifacts you plan to try out next semester. These could be assignments, grading rubrics, Powerpoint presentations, etc. Get creative! For each document, explain the WID-inspired rationale behind its conception. Again, think about specific research we read that inspired it, or any other steps in your process.

Step 4: Reflect on road-testing the artifacts in class

How did the artifacts that you designed work out in class? What might you do to refine them? What interesting surprises or discoveries did you make? What challenges presented themselves?

Gathering student feedback on anything you design is invaluable. Make it part of the learning process! (for you and your students).

Step 5: General reflections on your process or journey

The end of the WID fellowship semester is really the beginning of the journey. Reflect on your participation in the process this semester. How have you grown or changed? Where do you see yourself now in relation to the problem you identified in step 1? Where do you want to be as a teacher in one year? Five years? Ten years?

You don't need to go through these steps sequentially, in this order. You could, or you could come up with a structure that works more organically for you.

Who is the portfolio for?

Remember that these portfolios are for your peers. Producing the portfolio should be helpful for you in your process. And, other teachers reading it can get practical and theoretical ideas. Keep your audience mind. They surely have similar problems as you.

How long should it be?

The portfolio doesn't need to be super long. The average on the WID site seems to be about three or four pages. Think of it as a condensed, compressed explosion of ideas. Like a white dwarf, or a supernova.

Models!

Read at least three portfolios on the WID site. Read at least a few from teachers in different departments. They are great models (and very interesting!)