



# Michigan Self-Expressive Portfolio

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## University of Michigan Self-Expressive Portfolio

The Self-Expressive Portfolio is an important component of the University of Michigan MPortfolio Project. It offers learners creative flexibility according to their specific program, course, or department. A diverse set of academic and co-curricular programs participate using a course and collaboration system. The portfolio components are built with the Open Source Portfolio (OSP).

The core of the Self-Expressive Portfolio is the portfolio presentation, a web site comprised of pages authored by the learner. The learner includes reflective prompts. There are a variety of design templates available for personalization. These presentations may be shared with men internet access.

The screenshot displays a web page for a Michigan Self-Expressive Portfolio. The header includes the MPortfolio logo with the tagline "MAKING THE DIFFERENCE" and the motto "COLLABORATE - REFLECT - INTEGRATE - DEMONSTRATE". The user's name, "Phong Van Nguyen", and the title "Making the Michigan Difference" are in the top right. A navigation menu contains "Welcome", "Philosophy Statement", "Goals", "Work Showcase", "Resume", and "Supporting Materials".

The main content area features a paragraph about nature: "Nature soothes and calms my soul. Nature gives my soul peace and relaxes my mind. I see harmony and beauty in a field, forest, and river. It offers me sanctuary from the vibrant, exuberant city. I want others to appreciate and experience nature." Below this is a photograph of a snowy landscape with a building in the background.

Another paragraph reads: "Nature exists quietly. It is there for us to notice. Nature is present in Michigan all four seasons, each with its own beauty. Buds burst open with greetings to spring. Soon, fruits and flowers mature on trees and herbaceous plants. The leaves stealthily change colors to warm, bright, earthy hues. The winter is cold, sometimes snugly tucked into a blanket of snow. Falling snow lands gently on the barren branches. In snow, winter is a wonderful time to walk down South University. I pass many campus landmarks: the construction site at the grounds, the girgigo tree, the University, the Kentucky President's House, the red maple welcoming ornamental plants in the..."

Below the photograph, there are two columns of text. The left column starts with "Education opens new perspectives. I am referring to formal education found in schools and universities. A person sees the world in more ways, and others see the person in a respectful way. I wish to find the joy of learning for the value of it. Seeing the value of education clears my mind when I go on the journey to earnestly seek knowledge, to fully understand discoveries, and apply my creativity in a passionate endeavor." The right column starts with "Experiences have taught me valuable lessons that I can carry forward. Sometimes opportunities for new experiences have been right there in front of me. At other times, I have had to go looking for new opportunities. Whichever way, I have gained a great deal of knowledge from taking full advantage of the opportunities available to me."

On the right side of the page, there is a section titled "Global Intercultural Exchange" with a sub-section "My Objectives as a Member of GIEU". It lists several bullet points: "Learn from community members about unique features of culture and similarities to American culture", "Develop intercultural skills and practice using these skills in interactions with peers and others throughout the trip", "Learn about various aspects of Dutch culture", and "Consider different points of view on religion and sexual orientation to challenge my assumptions and further develop my understanding of these issues". Below this, it lists "Skills I Gained During GIEU": "Developed intercultural communication skills during one-on-one training", "Adapted to living in a new and diverse culture", "Improved reflection skills particularly through the effort of the project", "Learned how to explore the social context of various cultural experiences", and "Analyzed issues from a more global point of view".

At the bottom right, there is a photograph of a group of people sitting around a table, with a caption: "The GIEU Group at Aboona University with Professor Yasouf Arghar".

During the authoring process, individual pages are created with detailed guidance provided by each program. This offers the learner a variety of options. Programs commonly include samples for pages such as Welcome, Goals, and Work Showcase. Typically, the Work Showcase allows for detailed descriptions of activities. The program can provide options for these categories. While editing pages, the content has the same styling and dimension:



**Welcome page**

Your welcome page should invite the viewer to read the rest of your portfolio. This can be achieved in many different approaches that students have used in the past to attract the interest of their viewers:



A Caption

**Warm and Welcoming:** Just as you would invite a person into your home, warm and welcoming to the viewer. Common elements include a brief overview and highlights to particular features of the portfolio that you hope they visit.

**Surprise:** Some students have effectively surprised their viewers by placing unexpected content on their welcome page. For example, one student mentioned her childhood attraction that into her current professional interests.

**Creative work:** Students have used poetry, art work, and other creative work to incorporate material that didn't have a home elsewhere and also to demonstrate goals, or examples of work.

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**Intrigue:** A few students have turned their welcome page into a teaser (almost like a movie trailer) where they preview their work and intrigued their viewers into exploring their portfolios to learn more.

**Other:** Don't be afraid to use an approach that makes sense for who you are. The above samples are provided as examples.

## Implementation

The Self-Expressive Portfolio is constructed to be flexible for implementers as well as for learners. It uses carefully engineered OSP components to provide flexibility for individualized programs. The common infrastructure of pages and themes is quite free-form, allowing students control over customization and re-usability for the implementers.

Customizing visual themes is also simplified, where the conventions of the standard model allow staff with basic CSS familiarity to manage the customization of portfolios in OSP are reduced or eliminated. Note: The themes included with Page Composer are specific to the University.

There are also a number of enhancements to the basic editing process that support learners and reduce errors. These include auto-save and undo actions that could cause loss of work.

There are more technical details available at [Michigan Scaffolded Portfolio Authoring Work](#).