

TRAINING MANUAL:



e-Portfolios

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Introduction

Electronic portfolios have served as a valuable learning tool for students. The process of thoughtfully selecting key artifacts illustrating growth and significant learning milestones engenders a process of self-reflection, proven to be valuable and beneficial to the student. e-Portfolios have evolved significantly, reaching beyond the student and the learning experience, broadening their benefits to faculty, administrators, state agencies, accreditation bodies and the labor market.

The purpose of this guide is to identify different kinds of e-Portfolios and the different uses of e-Portfolios for students, faculty members, and administrators in higher education. Identifying the purpose of the e-Portfolio will allow programs and institutions to more clearly define the e-Portfolio's organization, content, distribution, and points of assessment. Additionally, this guide aims to demonstrate how the e-Portfolios can be linked to the ExhibitCenter™, and how the ExhibitCenter™ is linked to Visitor Passes. The goal of this guide is to provide LiveText users with the knowledge to create a more effective and powerful e-Portfolio that is useful for all higher education stakeholders.

The Purposes of the e-Portfolio

E-Portfolios are very versatile and have a variety of purposes that can benefit students, faculty members, and administrators. e-Portfolios are designed for organizing, sharing, and presenting work done in the program; for reflecting on experiences, both in the program and during field/internship experiences; and for sharing personal beliefs, goals and ongoing professional growth. In addition to the student's experience, colleges often use the e-Portfolio for assessing program effectiveness. Whether for accreditation or for program improvement, the e-portfolio can also serve as an important source of data to drive program changes.

Many programs have developed electronic portfolios to fulfill their specific requirements. This guide will focus on three main types of e-Portfolios: student academic e-Portfolios, faculty e-Portfolios, and continuous improvement e-Portfolios.

Student e-Portfolios

Students have no limit on the amount or length of e-Portfolios created in LiveText. Some of their e-Portfolios are used for specific class projects or for program-wide purposes. They can also create e-Portfolios for professional purposes so they have a substantial, electronic document to show to potential employers.

Academic/Reflective

Academic e-Portfolios can be specific to an assignment, span the length of a course, or apply to an entire program.

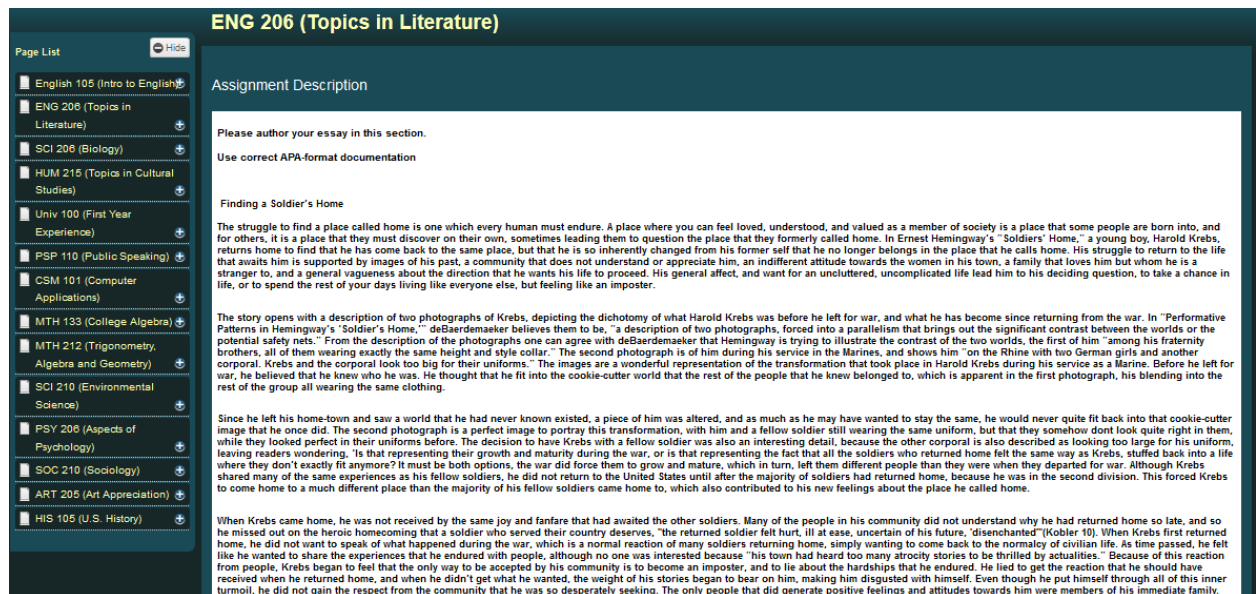
The program e-Portfolio is a collection of key tasks, critical assignments, or hallmark activities that are required by the program for all students. The purpose of this e-Portfolio is to collect all of the artifacts used to meet program goals or accreditation standards. The program will identify key activities to be assessed and then collect them all in one portfolio. These activities are mapped out for the student when they create the e-Portfolio, and students will be responsible for putting the artifacts in the appropriate place in the e-Portfolio as they complete the various activities and assignments.

Academic e-Portfolios can also follow a student through his/her years of higher education and serve as a collection of artifacts that demonstrate how a student has improved and grown in certain areas. These do not have to be specific to a certain program and can be used institution-wide.

Similar to the academic portfolio, the reflective portfolio is designed around meeting program goals or standards. The reflective portfolio differs in that students self-select artifacts and projects they feel best demonstrate their understanding of a particular standard or their attainment of the program goal(s). Often the student will also complete a justification, summary, or reflection to explain why they feel the selected artifact meets the goal or standard. They often also explain how the project contributed to their personal growth.

Some of the content in reflective e-Portfolios will be more subjective in content if students choose to include pieces of writing in which they reflect on their progress or improvement in a certain area. Reflective e-Portfolios can also span the length of a student's time in a higher education institution and can serve as a way to display

how a student's critical thinking skills have progressed. Reflective e-Portfolios are usually structured around program goals or outcomes and are focused on collecting activities and journals from the student in which they present and describe how they have worked toward and achieved these goals.



ENG 206 (Topics in Literature)

Page List

- English 105 (Intro to English)
- ENG 206 (Topics in Literature)
- SCI 206 (Biology)
- HUM 215 (Topics in Cultural Studies)
- Univ 100 (First Year Experience)
- PSP 110 (Public Speaking)
- CSM 101 (Computer Applications)
- MTH 133 (College Algebra)
- MTH 212 (Trigonometry, Algebra and Geometry)
- SCI 210 (Environmental Science)
- PSY 206 (Aspects of Psychology)
- SOC 210 (Sociology)
- ART 205 (Art Appreciation)
- HIS 105 (U.S. History)

Assignment Description

Please author your essay in this section.

Use correct APA-format documentation

Finding a Soldier's Home

The struggle to find a place called home is one which every human must endure. A place where you can feel loved, understood, and valued as a member of society is a place that some people are born into, and for others, it is a place that they must discover on their own, sometimes leading them to question the place that they formerly called home. In Ernest Hemingway's "Soldier's Home," a young boy, Harold Krebs, returns home to find that he has come back to the same place, but that he is so inherently changed from his former self that he no longer belongs in the place that he calls home. His struggle to return to the life that awaits him is supported by images of his past, a community that does not understand or appreciate him, an indifferent attitude towards the women in his town, a family that loves him but whom he is a stranger to, and a general vagueness about the direction that he wants his life to proceed. His general affect, and want for an uncluttered, uncomplicated life lead him to his deciding question, to take a chance in life, or to spend the rest of your days living like everyone else, but feeling like an imposter.

The story opens with a description of two photographs of Krebs, depicting the dichotomy of what Harold Krebs was before he left for war, and what he has become since returning from the war. In "Performative Patterns in Hemingway's 'Soldier's Home,'" deBaerdemaeker believes them to be, "a description of two photographs, forced into a parallelism that brings out the significant contrast between the worlds or the potential safety nets." From the description of the photographs one can agree with deBaerdemaeker that Hemingway is trying to illustrate the contrast of the two worlds, the first of him "among his fraternity brothers, all of them wearing exactly the same height and style collar." The second photograph is of him during his service in the Marines, and shows him "on the Rhine with two German girls and another corporal. Krebs and the corporal look too big for their uniforms." The images are a wonderful representation of the transformation that took place in Harold Krebs during his service as a Marine. Before he left for war, he believed that he knew who he was. He thought that he fit into the cookie-cutter world that the rest of the people that he knew belonged to, which is apparent in the first photograph, his blending into the rest of the group all wearing the same clothing.

Since he left his home-town and saw a world that he had never known existed, a piece of him was altered, and as much as he may have wanted to stay the same, he would never quite fit back into that cookie-cutter image that he once did. The second photograph is a perfect image to portray this transformation, with him and a fellow soldier still wearing the same uniform, but that they somehow look quite right in them, while they looked perfect in their uniforms before. The decision to have Krebs with a fellow soldier was also an interesting detail, because the other corporal is also described as looking too large for his uniform, leaving readers wondering, "Is that representing their growth and maturity during the war, or is that representing the fact that all the soldiers who returned home felt the same way as Krebs, stuffed back into a life where they don't exactly fit anymore?" It must be both options, the war did force them to grow and mature, which in turn, left them different people than they were when they departed for war. Although Krebs shared many of the same experiences as his fellow soldiers, he did not return to the United States until after the majority of soldiers had returned home, because he was in the second division. This forced Krebs to come home to a much different place than the majority of his fellow soldiers came home to, which also contributed to his new feelings about the place he called home.

When Krebs came home, he was not received by the same joy and fanfare that had awaited the other soldiers. Many of the people in his community did not understand why he had returned home so late, and so he missed out on the heroic homecoming that a soldier who served their country deserves. "The returned soldier felt hurt, ill at ease, uncertain of his future, 'disenchanted' (Kobler 10). When Krebs first returned home, he did not want to speak of what happened during the war, which is a normal reaction of many soldiers returning home, simply wanting to come back to the normalcy of civilian life. As time passed, he felt like he wanted to share the experiences that he endured with people, although no one was interested because "his town had heard too many atrocity stories to be thrilled by actualities." Because of this reaction from people, Krebs began to feel that the only way to be accepted by his community is to become an imposter, and to lie about the hardships that he endured. He lied to get the reaction that he should have received when he returned home, and when he didn't get what he wanted, the weight of his stories began to bear on him, making him disgusted with himself. Even though he put himself through all of this inner turmoil, he did not gain the respect from the community that he was so desperately seeking. The only people that did generate positive feelings and attitudes towards him were members of his immediate family.

Professional

The professional e-Portfolio is invaluable in today's job market. With more competition for positions, employers are always looking for candidates that stand out. Professional student e-Portfolios are an electronic presentation of the individual's abilities, skills, and experiences and have the end goal of helping the individual gain employment or track professional activities and development.


The professional e-Portfolio is shared with professors and peers, potential employers, and professional organizations. Typically, the individual will include materials such as a resume, an objective statement, a short biography, and/or examples of work that are selected to appeal directly to the intended audience. For example, business students applying for a market research position would select projects featuring data collection and analysis over advertising or budgeting projects.

Graduating students who showcase their experience, knowledge, and skills in e-Portfolios have the advantage of being able to give the Visitor Pass code to anyone to view their e-Portfolios. These Visitor Passes can be used at any time and anywhere there is Internet access. e-Portfolios are more professional and impressive because they are clean and crisp looking, and not cumbersome the way physical portfolios can be. Students can include the Visitor Pass on their resumes, and it can be given to as many people as they wish. Professional e-Portfolios also allow students to show off their best pieces of work and most remarkable achievements in a creative way, as opposed to getting lost in a college transcript.

- Introduction
- Educational Philosophy
- Educational Beliefs
- 1. Assessment
- 2. Communication
- 3. Continuous Improvement
- 4. Critical-Thinking
- 5. Diversity
- 6. Ethics
- 7. Human Development and Learning
- 8. Knowledge of Subject Matter
- 9. Learning Environments
- 10. Planning
- 11. Role of the Teacher
- 12. Technology
- Field Experience
- Digital Story
- PDP
- Reflection
- Course Portfolios
- *Credentials
- Internship

Introduction

Welcome to my Electronic Portfolio!



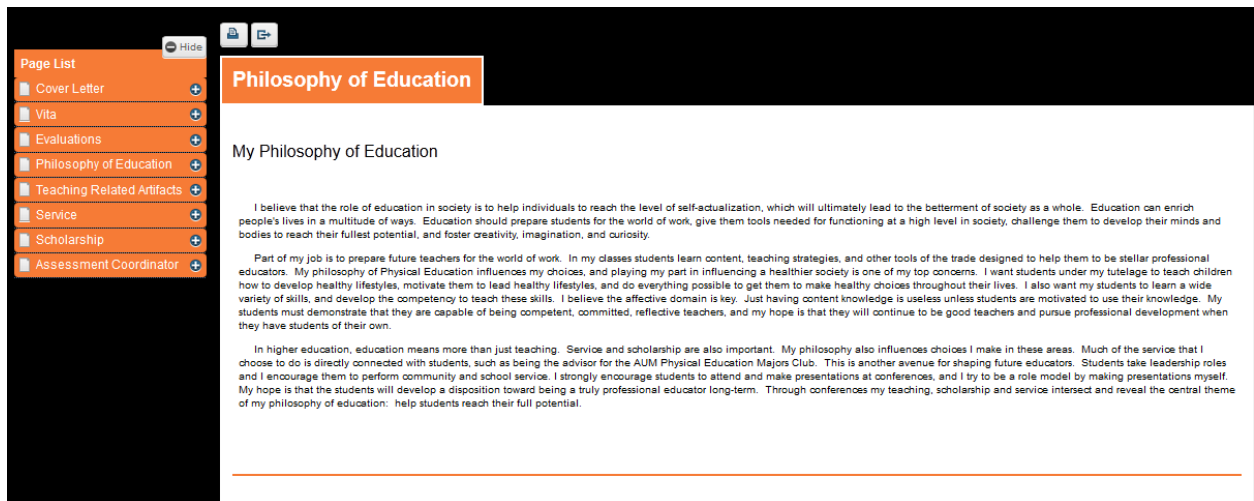
My name is Cecile Pelaez, and I am a recent graduate from the School of Education at Miami Dade College, where I received a Bachelor in Science in Exceptional Student Education (ESE). I am certified by both Miami-Dade County and the Department of Education in ESE and Elementary Education K-6. I have completed all State exams required including the Reading K-12 subject area exam, although I am awaiting the official State eligibility notice. Before you begin looking through the portfolio, allow me to share a bit about myself. After returning to the college in the Fall of 2001, I discovered that the road ahead of me was not going to be smooth, and easy. In fact, there were several challenges that I had to overcome- even before re-enrolling as a student. Some of these obstacles included the loss of my original high school transcripts from a closed private school, and the requirement to enroll in several remedial mathematics courses, just to name a few. Looking back to that time, I recognize that I could have easily walked away from all the challenges, but I was determined and I was going to surmount. The obstacles that I faced were not easy ones to overcome, yet these have not impeded me in finishing my degree, or from being successful in the journey. Let me begin by quoting two verses from Robert Frost's poem, "The Road Not Taken".

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Indeed, it has been a long and winding road, but each step has led me closer to fulfilling my dream of becoming a teacher. Today, as I look back on that road, I can appreciate the journey. The process has been a wonderful path to discovering my strengths and my passions...

Faculty Tenure E-Portfolios

Faculty e-Portfolios are a good way for faculty members to present their skills, experience, past work, and publications in one electronic document. Faculty members can use their e-Portfolios when they are being considered for tenure or any kind of promotion. e-Portfolios allow them to edit and expand as they collect more experiences and awards, as they add more achievements to their professional record, and as they progress in their teaching careers.



Continuous Improvement/Accreditation Visits

Recently, more schools have been using e-Portfolios as evidence of student learning and continuous improvement. In these e-Portfolios, faculty members and administrators can add information about:

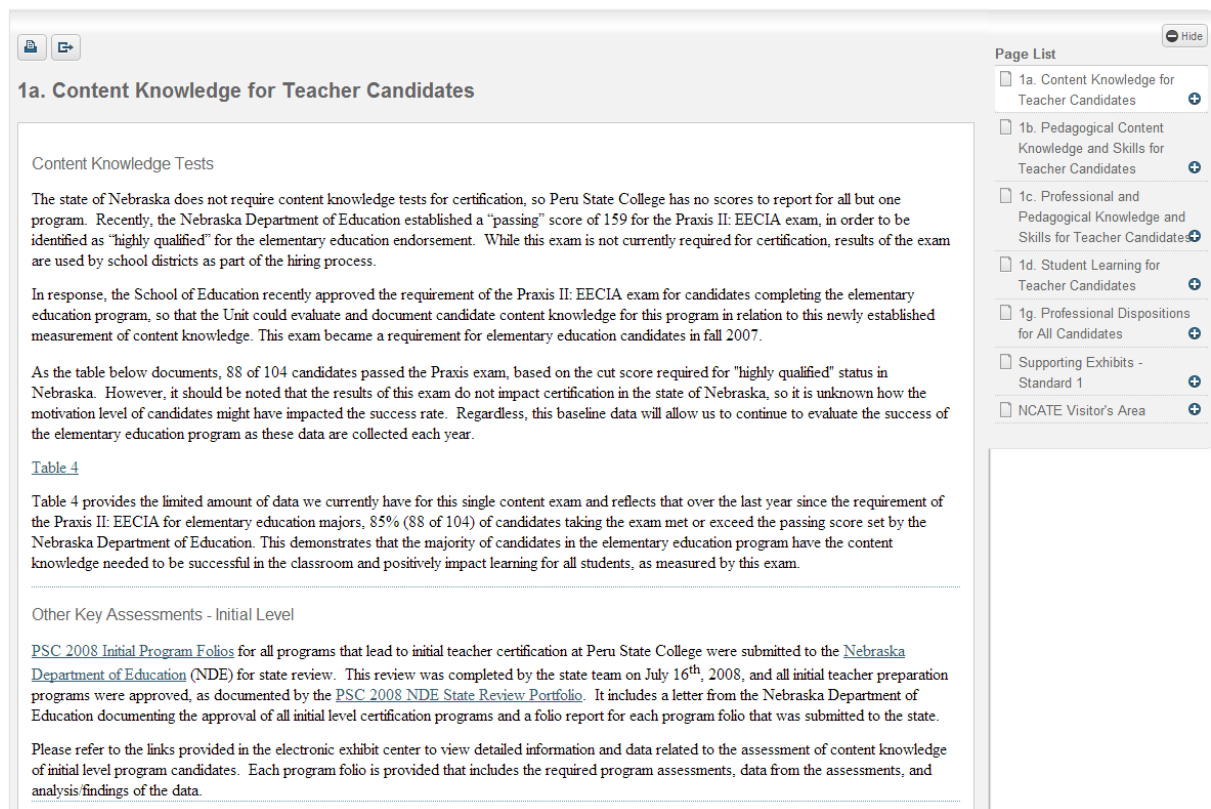
- The institution's mission statement
- The institution's academic programs
- Biographies and resumes of the faculty members and administrators
- Curriculum maps and organizational charts
- Program assessment timelines
- Student surveys
- Examples of student work (such as e-Portfolios)
- Description of the courses in the program
- Diversity statements
- Links to data reports run in LiveText that show what students have been learning and areas for improvement
- Institutional standards, student learning outcomes, and program learning outcomes that are used to measure program or institutional effectiveness

- Institutional continuous improvement goals
- Special message(s) for the accrediting body

Putting any and all of this information in an e-Portfolio for accreditation visits allows for a simplified and electronic way for institutions to present the information they are required to show accrediting bodies. Additionally, these e-Portfolios can be used year after year, allowing for edits to be made and for trends over time to be recorded.

2008 PSC Standard 1: NCATE Institutional Report

by Peru State College Admin



1a. Content Knowledge for Teacher Candidates

Content Knowledge Tests

The state of Nebraska does not require content knowledge tests for certification, so Peru State College has no scores to report for all but one program. Recently, the Nebraska Department of Education established a "passing" score of 159 for the Praxis II: EECIA exam, in order to be identified as "highly qualified" for the elementary education endorsement. While this exam is not currently required for certification, results of the exam are used by school districts as part of the hiring process.

In response, the School of Education recently approved the requirement of the Praxis II: EECIA exam for candidates completing the elementary education program, so that the Unit could evaluate and document candidate content knowledge for this program in relation to this newly established measurement of content knowledge. This exam became a requirement for elementary education candidates in fall 2007.

As the table below documents, 88 of 104 candidates passed the Praxis exam, based on the cut score required for "highly qualified" status in Nebraska. However, it should be noted that the results of this exam do not impact certification in the state of Nebraska, so it is unknown how the motivation level of candidates might have impacted the success rate. Regardless, this baseline data will allow us to continue to evaluate the success of the elementary education program as these data are collected each year.

Table 4

Table 4 provides the limited amount of data we currently have for this single content exam and reflects that over the last year since the requirement of the Praxis II: EECIA for elementary education majors, 85% (88 of 104) of candidates taking the exam met or exceed the passing score set by the Nebraska Department of Education. This demonstrates that the majority of candidates in the elementary education program have the content knowledge needed to be successful in the classroom and positively impact learning for all students, as measured by this exam.

Other Key Assessments - Initial Level

PSC 2008 Initial Program Folios for all programs that lead to initial teacher certification at Peru State College were submitted to the Nebraska Department of Education (NDE) for state review. This review was completed by the state team on July 16th, 2008, and all initial teacher preparation programs were approved, as documented by the PSC 2008 NDE State Review Portfolio. It includes a letter from the Nebraska Department of Education documenting the approval of all initial level certification programs and a folio report for each program folio that was submitted to the state.

Please refer to the links provided in the electronic exhibit center to view detailed information and data related to the assessment of content knowledge of initial level program candidates. Each program folio is provided that includes the required program assessments, data from the assessments, and analysis findings of the data.

Page List

- ☐ 1a. Content Knowledge for Teacher Candidates +
- ☐ 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates +
- ☐ 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates +
- ☐ 1d. Student Learning for Teacher Candidates +
- ☐ 1g. Professional Dispositions for All Candidates +
- ☐ Supporting Exhibits - Standard 1 +
- ☐ NCATE Visitor's Area +

This is an example of an e-Portfolio that was used for accreditation purposes. It lays out the knowledge and skills that teaching candidates display and the reports to support this information across several pages.

Domain Templates

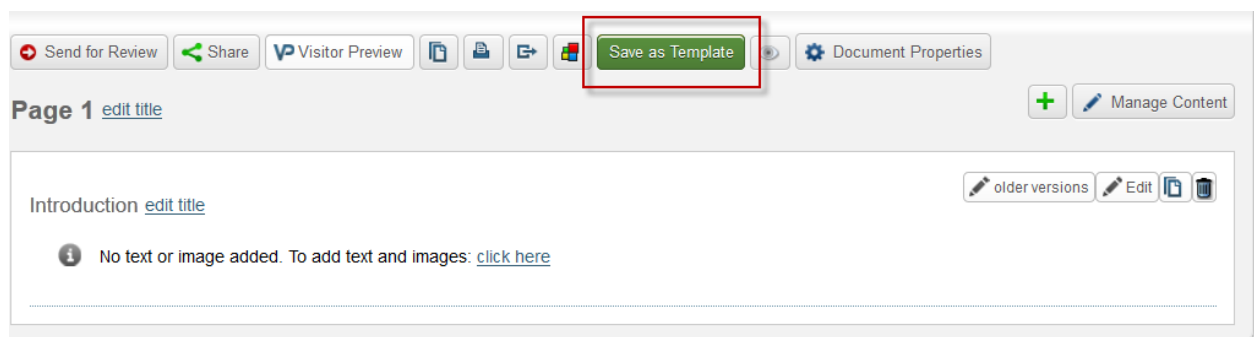
Domain templates are available to all users in the domain and are not restricted to a particular role or course. A best practice for e-Portfolio templates is to build them as domain templates so students and faculty can create an e-Portfolio at any time from this template. Commonly, this list is reserved for templates that are used for an entire department, program, or college.

Best Practice: Enable an administrative account with domain template manager permission, as opposed to using individual accounts for the same purpose. This way, templates can be edited and managed from a single account.

Converting a Document to a Domain Template

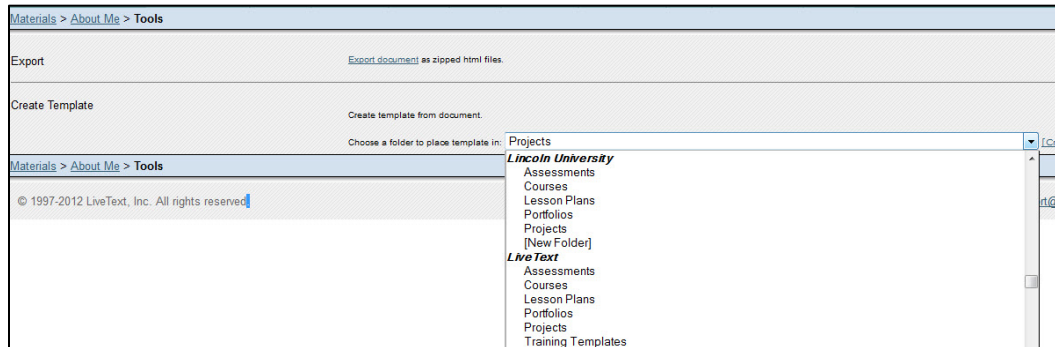
Users can access and copy domain templates from the template dropdown when creating a new document. Only faculty or administrators with template administrative rights can convert LiveText documents into domain templates. While every account can create documents, not every account can create domain templates. In order to convert a document into a domain template, faculty members must be enabled for this feature by providing a written request from their LiveText administrator to LiveText Implementation or Technical Support.

1. Create a LiveText document that contains all of the content you want to appear in the template.
2. While the document is open, click the **Save as Template** button.




3. Select a folder in the **Choose a folder to place template** in drop down menu. The folder you choose determines which folder the template will be

located in. If you prefer to create a new folder to place the template in, select "[New Folder]".



4. Click the **Create** link. If you selected an existing folder in step 3, then the template will be placed within that folder. If instead you chose to create a new folder in step 3, you will be prompted to enter a folder name. In the "Enter Folder Name" textbox, enter a folder name, click the **OK** button, and then go back to step 3.

The new template will appear both in the list of documents in the Documents tab and in the list of templates in the templates area. The domain template can be identified by looking for the  icon. This is the "live" template that is available to all users in the domain.

Modifying this document will change the "live" template available, but will not have any effect on documents that have already been created. Once a template is used, the resulting document is completely separate from the template.

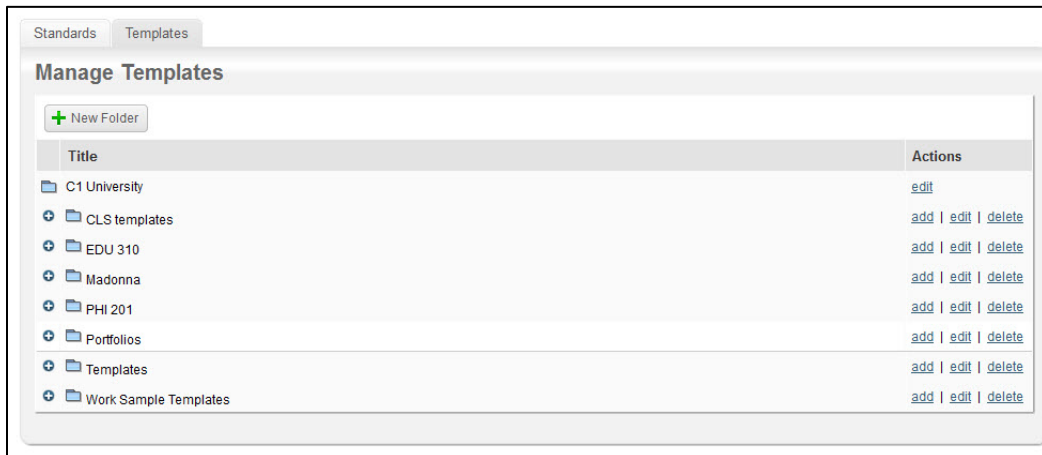
Managing Domain Templates and Folders

Domain Template Managers can customize the folders that templates appear in. This can be useful when organizing templates for easy access by students or faculty. These folders can be classified by program, document type, course, or any other category the administrator may wish to use. These folders are visible to all members registered in the domain.

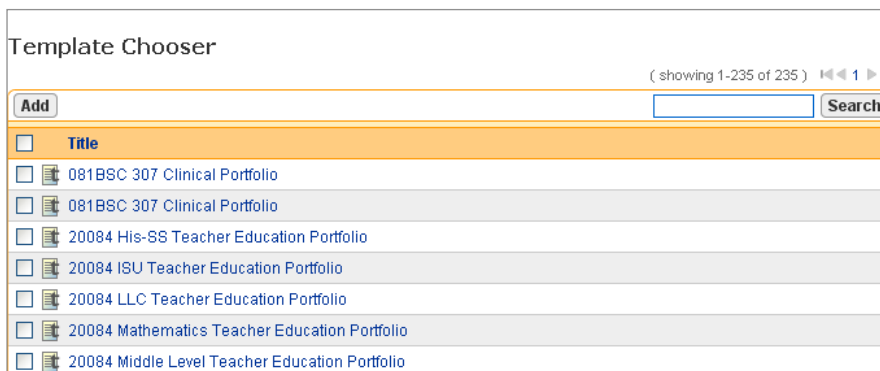
Templates

1. Click **Templates** under the Admin tab to access all templates in the institution's domain.
2. Click **Add** for the corresponding folder in which the template will reside.

NOTE: If the folder is removed, the link(s) to any template(s) contained within it is removed as well. However, the template will remain in the author's account.



3. The "Template Chooser," a list of LiveText documents to choose from, will appear.
4. Select the checkbox next to the template to be added to the folder.
5. Click **Add**.



Folders

Administrators can customize the folders to address specific needs and name them accordingly. For example, in some domains, the folders have been created to match the different document types. Some common themes for domain template folders include:

- Role (Student, Faculty, etc.)
- Course
- Program/Department
- Activity Type (Portfolio, Lesson Plan, Assignment, etc.)

Folders have a single level, so administrators cannot create folders within folders. A template can be added to multiple folders for easy access if associated with multiple groups.

Assignment Templates

Assignment templates are created from documents that have been created in faculty or administrative accounts. The difference between assignment templates and domain templates is based on the process for distributing the templates. Assignment templates are distributed through courses and are only accessible by the participants in that course. The use of assignment templates helps administrators and faculty provide the correct document to students in an assignment. When the term is over, access to the assignment template is disabled. This is useful if the portfolio is introduced in a specific course or if a portfolio course is loaded and the first portfolio submission is tracked and assessed.

To create an assignment template:

1. Go to the **Documents** tab
2. Click the **+ New** button
3. Choose the LiveText document that you want and click the **Create Document** button.

Selected Template

Title: Blank Portfolio
Author: Carter Lamb
Created on: Sep 6, 2005
Modified on: Mar 19, 2009

Template Outline

Blank Portfolio

- Blank Page
 - Blank Section

[Create Document](#)

4. Name the document and press **OK**.
5. Build out the document and save it. This will save in the **Documents** tab for you to share.


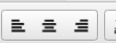



Document: Blank Portfolio test Page: vita



Section: Introduction

Section Editor Insert Image File Attachment

Section Editor [Save Changes](#) [Cancel](#) [Save & Finish](#)

Section title Introduction

Format Font Size  **B I U S** x_2 x^2 A^- A^+    

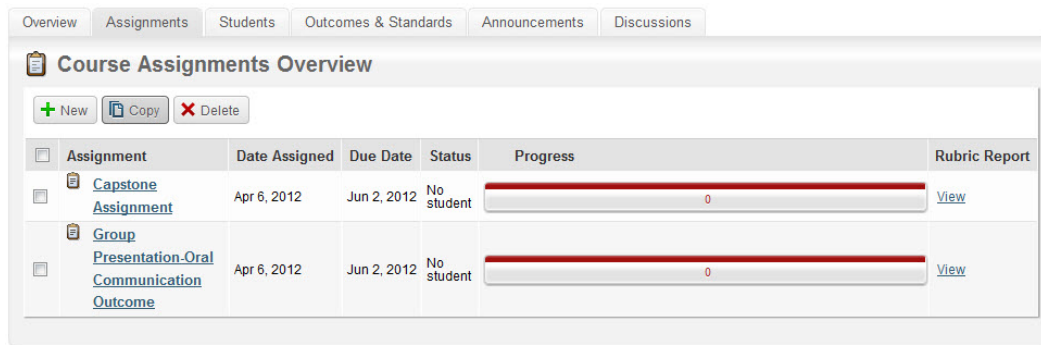
Source  

Text here

To attach an assignment template to an assignment:

1. Click the **Dashboard** tab.
2. On the right side of the screen, click the course code for the course with the assignment.
3. Click the **Assignments** tab.
4. Click the **New** option.

ACC 453 - K





Assignment	Date Assigned	Due Date	Status	Progress	Rubric Report
Capstone Assignment	Apr 6, 2012	Jun 2, 2012	No student	0	View
Group Presentation-Oral Communication Outcome	Apr 6, 2012	Jun 2, 2012	No student	0	View

5. After filling in the assignment information, scroll down to the Assignment Templates Area.
6. Scroll down to "Assignment Templates" and click the **Browse** button.





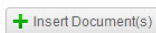

7. Select the Label (e.g. My Work, Inbox, or a custom label) where the document is listed.

Assignment Templates



Selected Assignment Template(s)  **Capstone Assignment (Version 1)** 

Insert template(s) if the assignment requires a new document.

Showing 46-50 of 895  1 2 3 4 5 6 7 8 9 10 

 View Label: All 

<input type="checkbox"/>	Title	Type	Date Created	Date Modified
<input type="checkbox"/>	***Sample Service Learning (First Year Experience)...	Portfolio	Feb 3, 2009	Jun 15
<input type="checkbox"/>	**00cls new plan	Lesson Plan	Mar 24	Mar 24
<input type="checkbox"/>	**Copy of *Anna Ivelisse Martin Portfolio	Portfolio	Aug 11, 2009	May 7, 2010
<input type="checkbox"/>	**Copy of CALO Plan and Report 2_20_2007	Project	Oct 9, 2009	Mar 8
<input type="checkbox"/>	**Evaluation of Group Research Project Rubrics - A...	Assessment	Aug 20, 2009	May 25, 2010

Showing 46-50 of 895  1 2 3 4 5 6 7 8 9 10 

8. Check the checkbox in front of the title of the LiveText document(s) that you want to act as the template(s) for this assignment.
9. Click the **Insert Document(s)** button.
10. Click the green **Save Assignment** button.

On the “Assignment Details” page, the name of the template document will be listed with the version number. Administrators have the ability to copy assignments to other courses and sections. Each faculty member has the ability to copy this assignment to any course or section they instruct. Copying this assignment to other sections will maintain the reference to the same version of the document. Administrators and faculty members have the ability to copy assignments from previous terms to current terms. This process allows courses to use that same assignment and templates from course to course.

Note: Documents that have been used as an assignment template will not be indicated with the “T” icon in the Documents area. Additionally, modifying the source document does not impact the assignments in which the template has already been added.

Benefits of Using a Portfolio Template

Setting up a template, whether it be an assignment template or a domain template, of an e-Portfolio serves many purposes. It communicates the requirements of the e-Portfolio: what should be in each section and on each page, and in what order. It ensures that the students' e-Portfolios have a similar organization. Students and faculty members always have access to LiveText Support when using e-Portfolios by calling or emailing the Support Team with any questions.

Best Practices for e-Portfolios

LiveText promotes some best practices related to the use of e-Portfolios.

One of these best practices is **naming the e-Portfolios specifically**, so that the purpose and date of creation are clear from looking at the title. This will avoid any confusion and ensure that when the user sees the title of the e-Portfolio, he/she will know right away what that e-Portfolio is for and when it is from.

Another best practice is for users only to make e-portfolios into domain templates if they want **everyone at the institution** to be able to access the e-Portfolio.

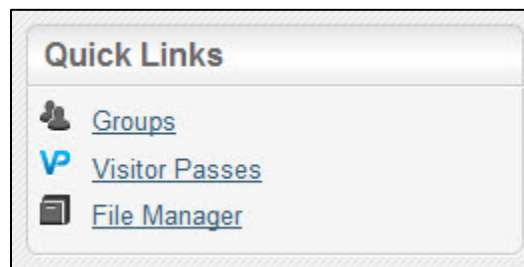
LiveText also encourages faculty members and administrators to communicate with students to make sure that **students understand the many uses of LiveText e-Portfolios**, so that students are able to make their own e-Portfolios for their own use. e-Portfolios can have many different purposes and can be created in a variety of ways, and it is important that this is communicated to students so that they can take full advantage of their LiveText accounts.

Visitor Passes

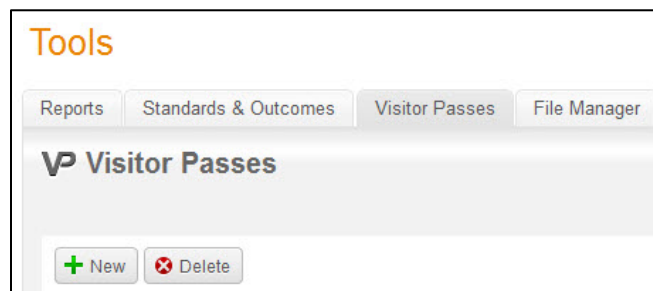
Visitor Passes are the most efficient way to share a portfolio with outside evaluators. The benefits of a visitor pass include controlling access to a document, the ability to track visits, and the flexibility to present customized content to different audiences. Visitor Passes can be created from a student account, a faculty account, and an administrative account.

Creating a Visitor Pass

1. Once you log into LiveText, click **Visitor Passes** under **Quick Links** on the right side of the screen.



2. Click the **+ New** button.



3. Enter a title for the **Visitor Pass**, usually the name of the visitor.
4. Click the **Save** button.

Create a Visitor Pass

Title: Must be at least 3 characters.

Description:

- You will see your **Visitor Pass** listed with a code consisting of letters and numbers.

VP Visitor Passes Showing 1-13 of 13 1

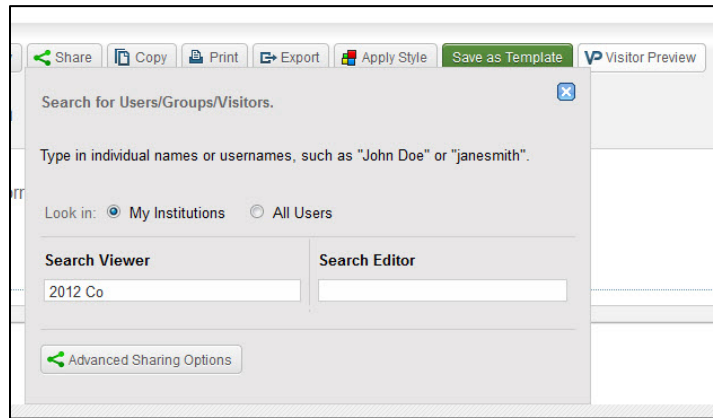
<input type="checkbox"/>	Title	Description	Visitor's Pass	Documents	Actions
<input type="checkbox"/>	2012 Conference		B8F4A29E	1	<input type="button" value="Edit"/> <input type="button" value="Documents"/> <input type="button" value="VP Visits"/>
<input type="checkbox"/>	Conference		E0D533CD	1	<input type="button" value="Edit"/> <input type="button" value="Documents"/> <input type="button" value="VP Visits"/>

- The next step is to then share a document with your newly created Visitor Pass, as outlined below.

Sharing Documents with a Visitor Pass

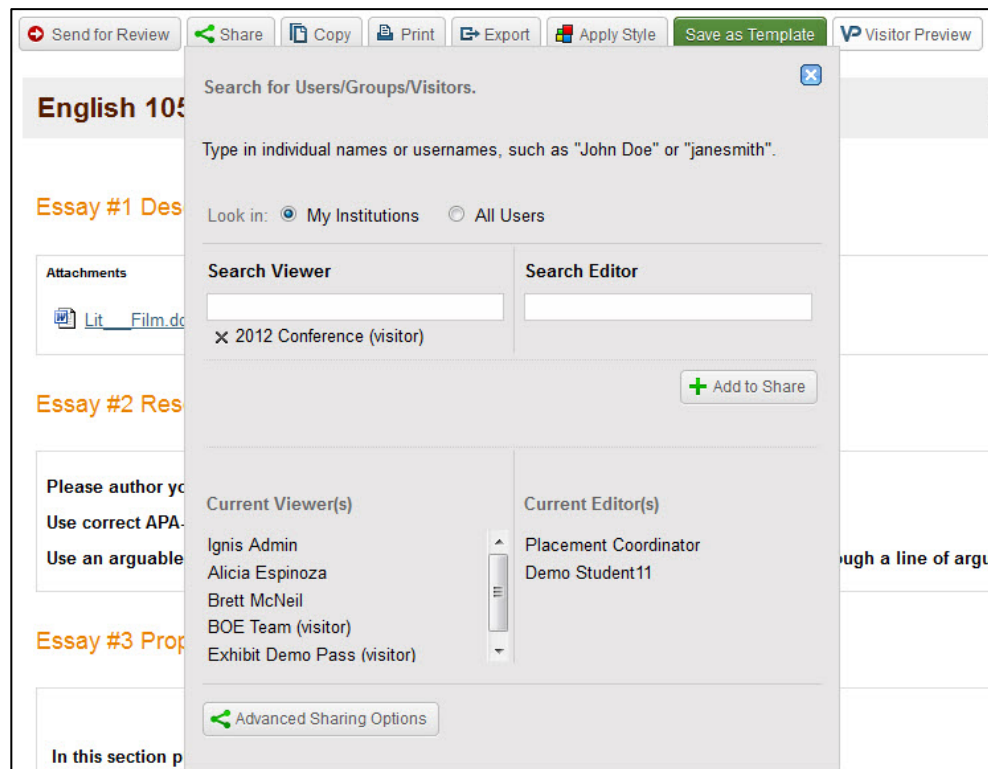
Visitor Passes are empty by default when each one is created. Once the Visitor Pass has been created, the next step is to share documents with the Visitor Pass. Skipping this step of linking the e-Portfolio to the visitor pass will result in no materials being displayed when visitors log into LiveText with the Visitor Pass. To link the e-Portfolio to the Visitor Pass:

- Open the document you want to share and click the **Share** button.
- Enter the Visitor Pass title (not the code), in the **Search Viewer** text box.



- Based on the first few letters of text entered, LiveText's Autocomplete Share Mechanism predicts the name of the **Visitor Pass** with whom you want to share. The system will display the first 15 matches below the search text box.

- Click the **Add to Share** button.

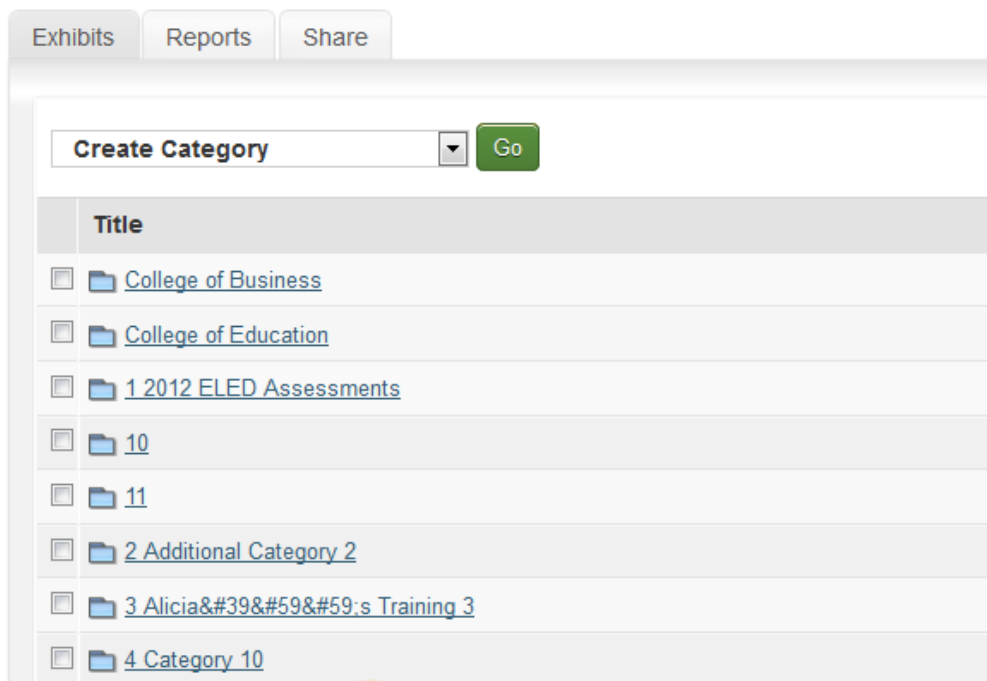


Based on the first few letters of text entered, LiveText's Auto Complete Search Mechanism predicts the name of the Visitor Pass with whom the user wants to share. If the user is not listed, the system was not able to identify the Visitor Pass. Revise your entry and try again. Give the Visitor Pass code to the visitor and direct them to www.livetext.com and the Use Visitor Pass area on the main page. Here they will enter the code and click "Use Visitor Pass" to view what has been shared with that Visitor Pass, such as an e-Portfolio.

Sharing ExhibitCenter™ with Visitor Pass

1. In your ExhibitCenter™, create categories where you will place the reports that you want to showcase. To do this, select the **Create Category** option from the dropdown menu.

ExhibitCenter

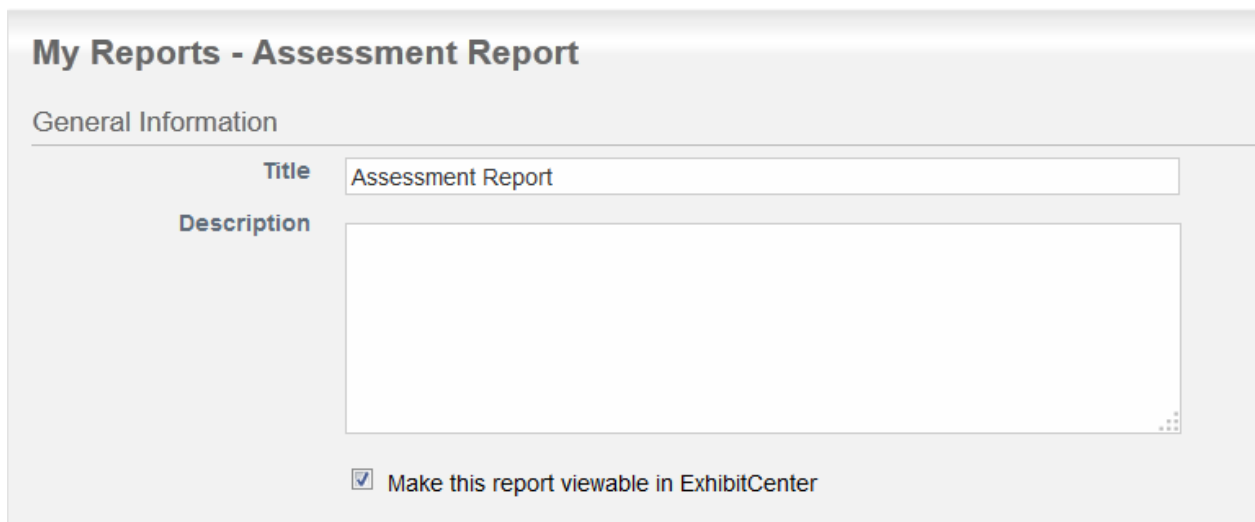


The screenshot shows the ExhibitCenter interface with three tabs: Exhibits, Reports, and Share. The 'Create Category' dropdown menu is open, displaying a list of categories. Each category is preceded by a checkbox and a folder icon. The categories listed are:

Title
<input type="checkbox"/> College of Business
<input type="checkbox"/> College of Education
<input type="checkbox"/> 1 2012 ELED Assessments
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 2 Additional Category 2
<input type="checkbox"/> 3 Alicia's Training 3
<input type="checkbox"/> 4 Category 10

2. Once you create a category, you can place reports in this category. The reports that you can place in this category are in the "Reports" tab in the ExhibitCenter. To get reports in this "Reports" tab, you must check the "Make this report viewable in ExhibitCenter" when you create/edit reports. These reports will then appear in the "reports" tab in your ExhibitCenter™.

Tools

A screenshot of a web form titled "My Reports - Assessment Report". The form has a section labeled "General Information" which contains two fields: "Title" with the value "Assessment Report" and "Description" with a large empty text area. At the bottom of the form, there is a checkbox labeled "Make this report viewable in ExhibitCenter" which is checked.

My Reports - Assessment Report

General Information

Title Assessment Report

Description

☒ Make this report viewable in ExhibitCenter

3. You can move reports to the appropriate category in the "Exhibits" tab by clicking on that category. Once you click on that category, you will choose the **Add Reports** option from the dropdown menu and press "Go."

Exhibit: College of Education

Exhibits Reports Share

Add Reports

Title	Action
<input type="checkbox"/> Early Childhood	Rename
<input type="checkbox"/> Middle and Secondary Education	Rename
<input type="checkbox"/> Special Education	Rename

- The reports that are in the "Reports" tab will show up in a window, and you will select the report(s) that you would like to move to this category.

Report Chooser - Mozilla Firefox

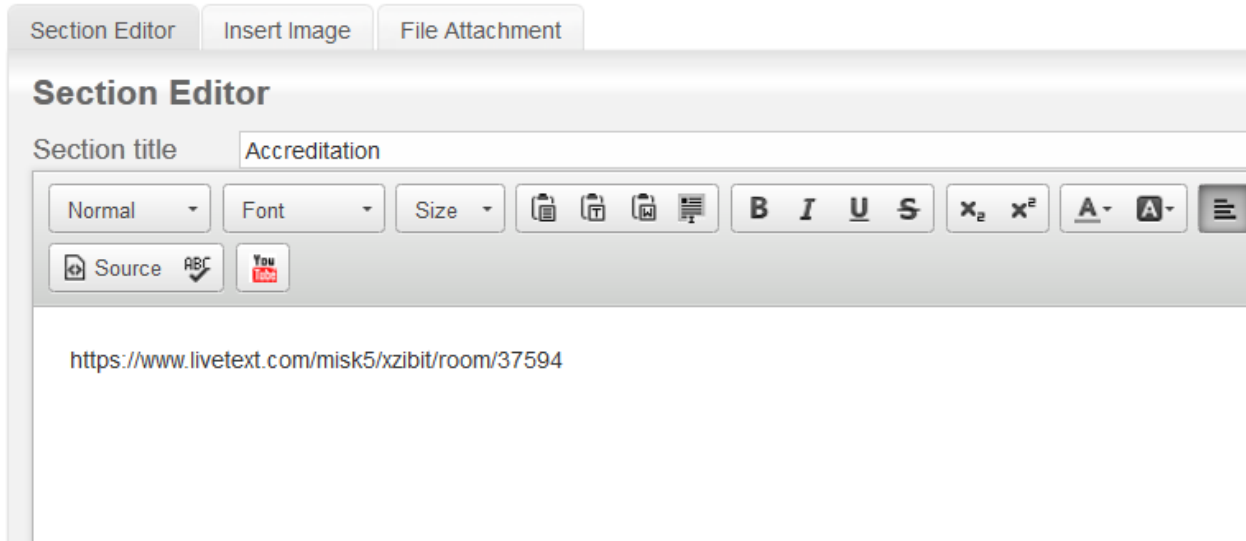
https://www.livetext.com/misk5/xcreports/list_reports?view=popup

Insert Reports

<input type="checkbox"/> Title	Type
<input checked="" type="checkbox"/> AG C1 Assessment Report	C1 Assessment
<input checked="" type="checkbox"/> AG Standar/d/Outcome Report	C1 Standard/Outcome
<input checked="" type="checkbox"/> April FOT Report	C1 Assessment
<input type="checkbox"/> C1 Assessment Report for EC FOT	C1 Assessment
<input type="checkbox"/> C1 Assessment Report for FOT May 2014	C1 Assessment
<input type="checkbox"/> COE Report SP 14	C1 Assessment
<input type="checkbox"/> FOT Report 3.12.14	C1 Assessment
<input type="checkbox"/> Report from Feb.	C1 Assessment

5. Now the reports will be in the correct category. You can then copy and paste the URL for that category into your accreditation e-Portfolio.






Section: Accreditation






Section Editor Insert Image File Attachment

Section Editor

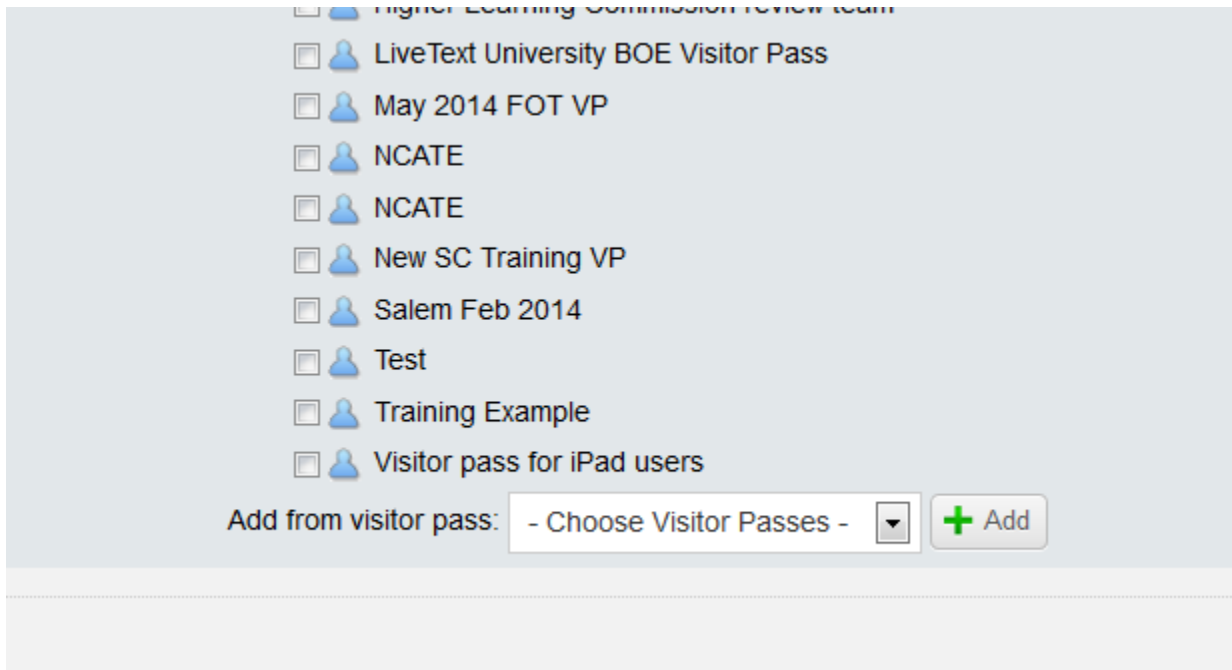
Section title Accreditation

Normal Font Size     **B** *I* U ~~S~~ x_2 x^2 A ~~A~~ 

 Source  

<https://www.livetext.com/misk5/xzibit/room/37594>

6. You can also turn the URL into a link that can be clicked on, as opposed to copying and pasting the URL into an Internet browser.
7. The last step is to share your ExhibitCenter™ with your Visitor Pass. Go to the “Share” tab of the ExhibitCenter™ and select the appropriate Visitor Pass and click the **+ Add** button.



Now, this Visitor Pass will have access to the ExhibitCenter™, and anyone who has access to the Visitor Pass can view the reports that are in the ExhibitCenter™.


Managing Visitor Passes

Many students will opt to create Visitor Passes for each individual viewer when sharing their portfolio. On the Visitor Pass list, students can view settings (e.g. visitor pass name and description). They can also view which documents are shared with the Visitor Pass and access them quickly for editing or updating. Using the “Visits” area, students can track how many times their document has been accessed by visitors. This is one reason why creating a pass for each visitor is helpful. The student can get an idea of who is interested and how often his/her portfolio has been accessed.

Logging in with a Visitor Pass

From the LiveText home page at www.livetext.com, go to the **Use Visitor Pass** button at the top of the webpage. The visitor pass code can be entered and will give

access only to the documents shared within that particular Visitor Pass. Visitors will only see prepared and limited materials as determined by the student. Visitor Passes do not grant visitors any editing capabilities.

A screenshot of the LiveText user interface. At the top, there is a login section with a "Use Visitor Pass" button (containing a blue 'V' icon), a "Username" input field, a "Password" input field, a green "Login" button, and a "Forgot?" link. Below this is a horizontal navigation bar with six tabs: "OVERVIEW", "TESTIMONIALS", "PURCHASE/REGISTER", "PARTNERSHIPS", "NEWS & EVENTS", and "ABOUT US". The entire interface is set against a light gray background with a green decorative bar at the bottom.

Exporting Documents

Documents such as e-Portfolios can be exported from LiveText in their entirety. The exported file is in zip format and contains all files for the portfolio including the HTML documents itself, all referenced pages, and any file attachments. Often, this exported file is extracted and the contents are placed on a CD, DVD, thumb drive or hosted elsewhere on the web. This is a good way for all users to download their portfolios and other LiveText documents for distribution to visitors without internet access or for storage if the user no longer plans to use LiveText. Some students have found creative ways to distribute portfolios, such as "Business Card" type CDs that contain roughly 180MB of space and can be printed with their own contact information on them. Some opt for the high capacity DVDs or thumb drives for portfolios with large amounts of media content.

These devices or media can be set up to "auto-run" and open when the viewer uses it. This makes it extremely easy to use and highlights the strong technology skills of the student. It also addresses any possible Internet connectivity issues that the user may experience by making the e-Portfolio available on removable media.

Public Documents

LiveText users have the ability to turn their portfolio or any other document in their **My Work** area into a public document. This feature allows users to make their document accessible without the need for viewers to log into a LiveText account or use a Visitor Pass. Public documents can be accessed by typing in the URL of the

document in the address bar of the web browser. There is no visitor tracking and no restrictions on access. Public documents can be easily linked from other sites; however, so this method is preferred for very general portfolio documents. Public documents will not be included in the results on search engines such as Google or Yahoo (see the LiveText Help section for more information on public documents or contact your Implementation Coordinator).

Conclusion

e-Portfolios have no limit of uses in LiveText. They are a great way for students and faculty members to collect academic and professional information, for administrators to gather and showcase data for accreditation purposes with the help of the ExhibitCenter™, and allow all LiveText users to compile information easily in one electronic document. With Visitor Passes, e-Portfolios can be accessed by non-LiveText members. e-Portfolios allow LiveText users to organize their information many different ways and allow for a great amount of creativity. There is no doubt that the use of e-Portfolios will only continue to increase in the future.