

Step-By-Step Through iWebfolio

Step One: Students obtain “owner” accounts and faculty obtain “reviewer” accounts.

Currently, this may be accomplished by contacting Cathe Springsteen (387-4577 or Kathleen.Springsteen@wmich.edu) or Karen Stokes (387-3867 or Karen.Stokes@wmich.edu). Cathe or Karen will set up a time for one of the iWebfolio trainers to visit with your students and get them set up with their accounts. If you are able to schedule a session in a computer lab, the trainer will walk them through the process of getting their accounts and uploading a file to a portfolio. Cathe and Karen will also set up reviewer accounts for those faculty members who need them.

Step Two: Students build portfolios based on templates provided through the iWebfolio site.

Students will need access to the web for this process. They may access the web from any computer, regardless of platform (Mac or PC). However, students using Macs should use the Firefox browser to access all features. They can upload documents of any type into their “my files” folder in iWebfolio. From there, the students will be able to use those documents in any portfolios they create. Students may also create portfolios without using one of the templates provided. They may give access to any portfolio by choosing individuals from the “permission tab” within iWebfolio (consisting of all reviewers affiliated with WMU) or by indicating the email address of a “custom reviewer.” For example, the university coordinator will likely be listed in the permissions list, but a mentor would not. The intern may “invite” the mentor to view the portfolio by providing the email address.

Another option provided by iWebfolio is the use of “items” rather than files. “Items” are created within iWebfolio rather than uploaded. Students may go to their “my items” folder and create simple word processing-type items and may include photos, links to other files, etc.

Step Three: Faculty assist students in selecting materials to include in each section of the portfolio.

Especially during the introduction of iWebfolio, we will probably want to help students understand what artifacts might be included in each category listed in the template. The “Suggested Artifacts” sheet can serve as a starting point. Files are probably the quickest way for students to build the portfolio using documents that they have already written or prepared for classes.

Step Four: Faculty review portfolios online and provide feedback through rubrics and/or written comments