



ETEC 497.01W Eportfolios & Us

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Mary Jo Dondlinger, PhD

Office Location: Main Campus—Education North, 126

Office Hours: Virtual daily and by appointment

Text/Voicemail: 972-383-9115

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University Email Address: MaryJo.Dondlinger@etamu.edu

Preferred Form of Communication: email

Communication Response Time: within 24 hrs weekdays; 36 hrs weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: no textbooks are required for this course

Software Required: web browser and access to the internet

Course Description

Explore the key concepts of developing an eportfolio while learning how to leverage them as powerful tools to support and deepen learning. In this asynchronous, open-access course, participants will discover how to document, reflect on, and showcase their own work for various purposes including professional growth, promotion, and institutional awards or recognition.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. **Distinguish among the diverse purposes and pedagogical models of eportfolios** across higher education contexts (e.g., student growth/formative learning, professional showcase, promotion, awards, and institutional evaluation).

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2. **Evaluate platform affordances and digital agency** by comparing proprietary/institutional tools against open-access platforms (e.g., Google Sites) through the lens of long-term user ownership and accessibility.
3. **Design a purpose-driven information architecture** (site structure and navigation) aligned to specific learning outcomes, performance criteria, or professional goals.
4. **Curate and contextualize artifacts** through reflective writing frameworks that demonstrate evidence of learning, professional development, or impact.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, participants should possess the following foundational digital skills:

- **LMS Navigation (Brightspace D2L):** Basic familiarity with logging in, accessing course materials, participating in discussion boards, and submitting assignments or links.
- **Google Workspace Literacy:** Basic familiarity with Google applications (e.g., Google Drive, Google Docs, and Google Sites).
- **Resourcefulness & Independent Troubleshooting:** Ability to search for, locate, and follow step-by-step documentation or video tutorials for specific platform functions as you build and customize your site (e.g., embedding media, adjusting page permissions, or setting up navigation menus).

Instructional Methods

All participants are expected to engage actively in the online course environment. Interaction should remain professional, collegial, and aligned with best practices of netiquette. Because this course requires approximately 1 hour of effort per week, activities are streamlined to focus on application, reflection, and peer dialogue. Participants should log in to Brightspace D2L at least 1–2 times per week to review weekly resources, post reflections, and interact with peers.

Course engagement is structured around three primary activity types:

- **Asynchronous Discussions & Peer Exchange:** Each module includes brief discussion prompts focusing on key pedagogical concepts (e.g., eportfolio purposes, open-access ownership, and information architecture). Participants post a brief initial reflection or concept map and provide constructive feedback to at least 2-3 colleagues.
- **Applied Design Exercises:** Weekly, hands-on tasks facilitate the step-by-step development of an eportfolio or implementation framework. These low-stakes exercises include drafting a purpose statement, mapping site architecture, curating representative artifacts, and writing reflective contextual narratives.
- **Final Implementation Plan or Portfolio Showcase:** As a culminating synthesis, participants finalize either a draft eportfolio shell (using Google Sites or a platform of

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choice) or a lightweight implementation plan detailing how they will integrate eportfolios into their teaching or professional practice.

Student Responsibilities or Tips for Success in the Course

To get the most out of this course while keeping your weekly workload manageable, keep these core principles in mind:

- **Embrace Ideas in Progress:** Success in this course isn't about having a polished, perfect product or knowing all the answers right away. It's about sharing your authentic thoughts, work-in-progress drafts, and emerging ideas—even if they feel incomplete.
- **Progress Over Perfection (Done is Better Than Perfect):** Because this is a 1-hour-per-week experience, momentum matters. Posting a draft, a rough outline, or an initial reflection is *always* better than posting nothing at all.
- **Leverage Generative AI Thoughtfully:** Using generative AI tools is encouraged (though not required) to help you brainstorm ideas, outline sitemaps, draft reflective text, or troubleshoot platform layouts. If you use AI, remember that you are responsible for critically evaluating its output for relevance, accuracy, personal voice, and tone before sharing.
- **Engage in the Feedback Loop:** Growth happens through dialogue. Actively share your perspectives, invite constructive input from colleagues, and thoughtfully consider the feedback you receive to refine your thinking and design.
- **Maintain Professional Collegiality:** Consistent with university expectations, all interactions should model professional netiquette and cultivate a safe, collaborative space for sharing ideas.
- **Manage Your Time Wisely:** Each week, plan to spend approximately 20 minutes engaging with readings/resources, 20 minutes in asynchronous discussions or peer exchanges, and 20 minutes working on your applied design exercises or final project. Logging in 1–2 times per week will help you keep pace without feeling rushed.

GRADING

Final grades in this course will be based on the following scale:

Assignment	Percentage	Grade
Discussions & Peer Exchanges	50%	S 60-100% U 59% or less
Applied Design Exercises	30%	
Final Project: Implementation Plan or Portfolio Shell	20%	

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Course Outline/Calendar

Week & Dates	Focus Area / Topic	Core Learning Concepts	Assignments & Due Dates
1 Aug 31 – Sep 6	The Eportfolio Spectrum	ePortfolios FOR vs. OF Learning: Formative process (growth, reflection) vs. summative product (assessment, showcase).	Discussion 1: Initial post by Thu, 2-3 replies by Sun Design Exercise 1 (Purpose Statement): Due Sun
2 Sep 7 – Sep 13	Ownership & Platform Affordances	LMS walled gardens vs. open-web agency; selecting tools aligned with long-term user ownership.	Discussion 2: Initial post by Thu, 2-3 replies by Sun Design Exercise 2 (Platform Shell): Due Sun
3 Sep 14 – Sep 20	Information Architecture & Navigation	Mapping site structure to pedagogical outcomes (<i>for</i> learning) or evaluation criteria (<i>of</i> learning).	Discussion 3: Initial post by Thu, 2-3 replies by Sun Design Exercise 3 (Sitemap Architecture): Due Sun
4 Sep 21 – Sep 27	Artifact Curation & Selection	Moving past "digital filing cabinets" to intentional curation; selecting representative evidence.	Discussion 4: Initial post by Thu, 2-3 replies by Sun Design Exercise 4 (Artifact Curation Audit): Due Sun
5 Sep 28 – Oct 4	The Art of Reflection	Using reflective wrappers (<i>What? So What? Now What?</i>) to make invisible learning visible.	Discussion 5: Initial post by Thu, 2-3 replies by Sun Design Exercise 5 (Reflective Wrapper Draft): Due Sun
6 Oct 5 – Oct 11	Visual Design & Usability	Layout affordances, visual hierarchy, alt-text, contrast, and scannability for diverse audiences.	Discussion 6: Initial post by Thu, 2-3 replies by Sun Design Exercise 6 (Draft Shell / Rollout Plan): Due Sun
7 Oct 12 – Oct 16	Peer Review & Final Launch	Asynchronous peer feedback loops; long-term sustainability and classroom or professional rollout.	Discussion 7: Peer feedback due Wed. Design Exercise 7 (Final Shell Submission): Due Fri

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor: MaryJo.Dondlinger@etamu.edu

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

You are encouraged to use GenAI in this course. Any use of such software must be documented, and you are fully responsible for the content of any assignment you submit, regardless of whether you used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

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