Using Web Portfolios to Evaluate Sport Management Students: Implementation, Assessment, and Teaching Strategies

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Web portfolios are a relevant and realistic way for sport management students to showcase their work and market themselves to future employers. This presentation will illustrate how the Athletic Administration Master’s program at Nova Southeastern University (NSU) utilizes a Web portfolio as a way to assess student performance in the program, and to offer practical advice for other sport management programs interested in incorporating a Web portfolio into the curriculum. The presentation will focus on (a) an overview on the relevancy of incorporating Web portfolios into sport management programs and the usefulness to potential employers, (b) suggestions on incorporating a Web portfolio into the curriculum, (c) effective teaching strategies to assist students in developing the Web portfolio, (d) examples of student Web portfolios, and (e) guidelines for assessing the Web portfolio.

Web portfolios are personalized, internet-based collections of previous work with reflective annotations and commentary related to these experiences. Like their paper counterparts, Web portfolios let students showcase their work and skills in a way that is not possible through the mere listing of credentials via resumes and curriculum vitae (Carliner, 2005). The Web portfolio is ultimately a platform for communication, with the concepts, images, and messages centered on persuasion. To ensure accurate communication, data must be retrieved, analyzed, refined, and managed into a communication context, the Web portfolio (DiMarco, 2006).

NSU’s Athletic Administration program is a 36-credit program, culminating with a 6-credit capstone field experience which includes a Web portfolio. In Field Experience I, students learn about the purpose of a Web portfolio; how to map out the Web portfolio in advance; and how to create a Web portfolio plan, which identifies the purpose, audience, design, and artifacts for inclusion in the portfolio. In Field Experience II, students create and publish their Web portfolios to a live Web site.

Teaching strategies focus on assisting students in the development of the Web portfolio, ensuring that students (a) review existing e-portfolios for content and design ideas, (b) research various e-portfolio hosting sites to see how they may organize their portfolios, (c) remember to always show their best by highlighting their key skills and strengths, and (d) thoroughly review all information before going live with the site.

The e-portfolio has become a premier tool for assessment. Many universities have incorporated Web portfolios into the curriculum to showcase student learning to program administrators, accrediting bodies, future employers, and prospective students. NSU’s Athletic Administration program utilizes detailed rubrics to assess the Web portfolios. Assessment for the Web Portfolio Plan includes an evaluation of (a) the purpose of the portfolio; (b) primary and secondary audiences; (c) visual rhetoric; (d) page design; (e) artifacts for inclusion; (f) borrowed graphics or information; (g) site map; and (h) organization, grammar, and APA format (Kimball, 2003). Assessment for the final Web portfolio includes an evaluation of (a) the overall presentation; (b) homepage and resume; (c) SMPRC standards 3 - 11; (d) field experience summary and log; (e) reflective summary; and (h) organization, grammar, and APA format.

Attendees of this presentation will learn strategies for (a) incorporating Web portfolios into the curriculum, (b) teaching students the skills needed to succeed, and (c) assessing Web portfolios for evidence of student learning.

References

