

# CS120 Participation and Learning Portfolio Guidelines

## Fall 2021 (revised 11/23/21)

TL;DR: changes from previous version:

- Reduced number of portfolio submissions to two.
- One of your examples can focus on forms of engagement by you or others (classmates, course staff) that advanced your own learning.
- The bar for R and R\* will be higher than last time, especially on the level of reflection.
- There are more examples of the kind of reflection we are looking for under “Now What?,” which includes looking forward to future CS classes.

CS120 is a collective learning experience, where we all should be working together to support each others’ progress. Thus, we expect you to keep a portfolio of the best examples of where participation helped advance your classmates’ or your own learning, or helped improve the class. We also hope that engaging in this exercise helps you develop a habit of critical reflection on the impacts of your participation, how you can participate most effectively in the future (in this class, or the next), etc. Twice during the semester we will ask you to submit the top 3 highlights from your portfolio. These can be based on any form of participation: in class/section/office hours, in discussions on Ed, in our feedback surveys, in your collaborations on problem sets, etc.

**First participation portfolio due date:** Sunday Oct 10

**Second participation portfolio due date:** Sunday December 5

Participation portfolios will be graded on the same N/L/R/R\* scale we have been using for problem sets, and can be revised like problem sets can.

**Contents:** Your participation portfolio should include 3 examples of meaningful participation, each described concisely (at most 200 words total per example) using the following three-part format:

1. **What?** Describe the participation/engagement you are reporting. Recall that we have a broad definition of participation, including our active learning exercises, answering or asking questions in class/section/OH/Ed, discussing the material with your classmates in study groups, offering constructive feedback on the course. Be as specific as possible, including concrete descriptions of what you said or did (e.g., quoting from your active-learning reflections), and ensure that your portfolio has some variety (i.e., includes multiple forms of participation). We welcome reporting on engagement that follows up on your previous portfolio, e.g. pursuing an approach from a previous “now what” or that was suggested in the feedback. At least one of your examples should be from the active learning exercises (since that has been our most systematic form of participation) and welcome two (e.g., one as sender and one as receiver). At least two of your examples

should be participation that affected others' learning (not only your own learning).

2. **So what?** What was the impact that you believe the participation had, and what evidence do you have of that impact? For example, it could have improved your classmates' understanding of a difficult concept, filled in gaps in background knowledge, raised an interesting issue for discussion, increased the sense of community in the class, or led to improvements in the class implemented by the teaching staff. When appropriate, connect the impact to the learning outcomes of the course as listed in the syllabus. Evidence of impact could include a screenshot of follow-up discussion to your comment on Ed, or a classmate's quote where he or she explains in what meaningful/substantial ways you impacted his or her learning. If you think something you did helped one of your classmates' learning, ask that classmate to find out! It is OK if the answer is negative and it did not actually help—you will get full credit for reporting what you find, as long as you thoughtfully reflect on it in Item 3 below. If you are unable to obtain evidence either way, explain why, and in Item 3 discuss how you might gather evidence for future participation portfolios.
3. **Now what?** Reflect on how your participation and what you have learned about it will affect what you, your classmates, or the course will do in the future. For example, what insights have you gained about your own and your classmates' learning processes? What forms of engagement are most effective for supporting learning and why? How might you change your approach to participation in future classes? What other ways can you obtain evidence to validate or otherwise test the impact of your participation?