Adult Education Master’s Degree Culminating Portfolio Project

**Purpose of Portfolio:** The purpose of the Adult Education Master’s Degree Culminating Portfolio is to give you the opportunity to reflect on your graduate experience, synthesize and integrate the various aspects of your learning experiences, and consider and plan for your continuing professional development after you leave the Adult Education Masters program. The portfolio project is intended to be reflective and comprehensive – personal, action- and practice-oriented, and developmental, rather than a theoretical exercise. The portfolio is to be reflected upon throughout your entire graduate experience, compiled and presented at either your last or penultimate semester in the program. While portfolios will differ so as to reflect your own learning, reflection, skills/competencies, and development, an estimated length of the entire portfolio is to be **no more** than **27-32 pages** (excluding appendices) or no more than 8000 words, in total. You will first submit your portfolio to the ADED faculty for review and feedback about mid-semester. After receiving our feedback, you will update your portfolio. Your portfolio will then be presented to a Portfolio Review Panel that will consist of Adult Education faculty, adjunct instructors, and/or active practitioners in the field of adult/continuing or higher education. You will incorporate the feedback you receive during the presentation into your final portfolio as well. Your final portfolio is due after the presentations, near the end of the semester. Due dates for each semester are available from the ADED program coordinator.

**Format:** All portfolios are completed electronically, using Taskstream. More details about Taskstream can be found at this link: [http://www.ecu.edu/cs-edu/TaskStream/index.cfm](http://www.ecu.edu/cs-edu/TaskStream/index.cfm). Content should be right in Taskstream, with a tab for each component and general information about you and your portfolio on your landing page. Do not simply attach a series of Word documents to Taskstream (unless you are attaching examples of your work).

Recommended word counts are noted for each section. These recommendations are based on the common calculation that 250 words equals approximately one page of double-spaced text in a Word document.
**Portfolio Components**: Your AE Masters Portfolio will include the following eight components:

1. Personal Philosophy Paper
2. Learning Profile
3. Teaching Profile
4. Evidence of Effective Written Communication
5. Selection of Applied Project
6. Cultural Competence Paper
7. Reflection Paper
8. Continuing Professional Development Plan

Consider how each of the above topics has changed/developed as a result of your participation in our program. Essays and compiled examples in the portfolios should (1) build on and expand upon your Adult Education coursework, (2) exemplify development of your leadership and technology skills, (3) reflect an understanding and appreciation of diversity and ethics, and (4) demonstrate your reflective and critical thinking abilities as you engage in Adult Education practice.

**Portfolio Components**

1. **Personal Philosophy Paper** – This is to be a newly-written personal philosophy statement of no more than 750 words. Recall that in at ADED 6445 and perhaps other courses, you took Zinn’s Philosophy of Adult Education Instrument, examined, and wrote about your personal philosophy. This essay is to be a reflective re-examination and restatement of that initial philosophy, and you should consider your ethics and values, as well. You might consider re-taking the Zinn inventory for this paper. Also, review the guidelines for the philosophy paper you wrote in the ADED 6445 course. Your paper should clearly address each of the following five elements (in 1-2 paragraphs per item) and you should focus on what you BELIEVE about each of these elements:
a. The experiences, people, knowledge sources, etc. that have shaped your philosophy.

b. Beliefs, values, and assumptions about adults as learners.

c. Beliefs, values, and assumptions about the learning process itself.

d. Beliefs, values, and assumptions about content or subject matter to be taught (who makes these decisions, and why).

e. Beliefs, values, and assumptions about the roles of the adult educator and the purposes of education.

2. **Personal Learning Profile** – You also wrote, perhaps in ADED 6453 or other coursework, your own learner autobiography or learning profile. This should be a **newly-written** paper as well (750 words maximum) that discusses what you BELIEVE about your own learning. You can use your original paper from ADED 6453 as a basis for this new one. Also consider taking (or retaking) the Felder Index of Learning Styles Assessment:

   https://www.webtools.ncsu.edu/learningstyles/

   You should include an introductory statement explaining the context in which the original paper was originally written – and should include a description of your learning style(s), a statement about learning how to learn and how you use this skill in your self-directed learning, and how your learning preferences have been influenced by educational and life experiences.

3. **Personal Teaching Profile** – You may also have considered or written about your own teaching style, perhaps in ADED 6487, ADED 6240, or other courses. This **newly-written** essay (750 words maximum) can be based on that original paper – and should include some introductory statement explaining the context in which the original paper was written. This paper should distinguish how you teach from how you learn, describe your teaching preferences and strengths, and explain how your philosophy and the practice context influences your teaching. While your teaching profile or style is certainly influenced by your philosophical orientation, this teaching profile/style component is about HOW you teach, not what you believe.
4. **Evidence of Effective Scholarly Writing** – For this component, you are to choose two (2) papers written for any class in your program of study. Papers are to demonstrate your scholarly writing and should provide evidence of your effective written communication, critical and reflective thought, as well as well-argued, coherent, and well-constructed writing. Papers may be original class assignments – or some portion thereof – or revised for this portfolio project (please do not, however, include papers with our comments still on them). Include in this component your rationale for selection of these papers and why you consider them exemplary and scholarly. You should introduce each work separately and tell why each is considered scholarly (one paragraph introduction per paper). You should also attach each paper in a separate document to this page of your portfolio (so you have two one-paragraph introductions and two attachments on this page).

5. **Examples of Applied Projects** – For this component, you are to choose two (2) applied projects from any class that demonstrate the effective translation of theory into actual practice. Include in this component your rationale for selection of these projects and why you consider them exemplary and reflective of effective practice-oriented projects (you should have a one-paragraph introduction for each example that addresses these points). Again, projects should be original class assignments (please do not, however, include papers with our comments still on them). In summary, for this component of your portfolio, you should introduce each work separately and tell how each example could be applied (one paragraph introduction per paper). You should also attach each project in a separate document to this page of your portfolio (so you have two one-paragraph introductions and two attachments on this page).

6. **Cultural Competence** – For this component, you are to reflect on what you’ve learned about cultural competence and diversity WHILE IN THIS PROGRAM and prepare a new essay on this topic (750 words maximum). How has what you’ve learned in the program helped you to communicate, interact, and work positively with individuals from other cultural groups? Consider that the concept of diversity is multidimensional when addressing this component.
7. **Reflection Paper** – This is a new essay that compares where you were coming into the AE program relative to where you are now and what you have learned in your master’s work. It is to include at least (a) how your philosophy has changed, (b) new knowledge and skills gained, (c) discussion of any change in values, attitudes, and perceptions, (d) discussion of what you’ve learned about ethics in the profession, and (e) how you or your practice as an adult educator may have changed (750 words maximum).

8. **Continuing Professional Development Plan** – In this final component of your portfolio, tell about your plans for your continuing professional development (not career changes/development) as an adult educator (500 words maximum). What further **learning goals** do you have for yourself as a professional? How to you plan to accomplish these goals? What resources will you need and how do you plan to secure them? What do you most look for as you continue to learn and grow?

**Portfolio Presentation**: The purpose of your formal presentation is for you to summarize your portfolio, while demonstrating your verbal communication and presentation skills; you can equate this with a presentation at a professional meeting or conference. The time limit will not allow you to just read through your portfolio; rather you will want to pull out highlights, summarize, and emphasize important points. You can spend as much time on each section as you would like, but you should cover all eight sections in your presentation. The audience for the presentation will be 3-4 faculty or expert practitioner reviewers, as well as the other students submitting portfolios that semester. The time limit for the presentation will be determined in part by how many other presenters there are but it will be approximately 15-20 minutes in length. Dress is business casual. A laptop computer with Internet connection and LCD projector will be available for PowerPoint or other technology-based presentation methods – but these presentation methods are **optional**. You will need to bring your presentation materials on a flash/pen drive.

After you have made your presentation, the faculty reviewers will ask questions based on the contents of portfolio as well as the presentation. There will also be time for questions or
comments from the other presenters. You will be assessed on your actual presentation skills as well as on the content of the presentation.