

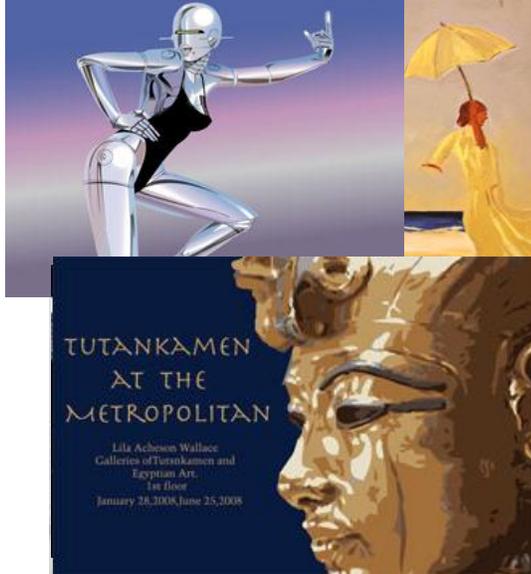
ePortfolios: A Tangible Benefit to Art Students



Bronx Community College Digital Arts Program



- Digital Arts is a 2 year program that promotes the development of the student as an artist and designer.
- Goals are, to prepare students to continue their education in four year institutions.
- To prepare students to enter the job market or to begin to their services.



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THE CHALLENGE



What Constitutes "Success"?



- **The AAC&U Essential Outcomes focus:** To prepare students to be more integrative, reflective, creative, and civically engaged lifelong learners. (Peet & Gurin 2011)
- **College learning should include:** broad knowledge, powerful and intellectual and practical skills, personal and social responsibility, and the ability to integrate years of learning...into a whole. (Miller & Morgaine (2009)

The American Association of Colleges & Universities, (2007)



What Constitutes "Success"?



- **INTELLECTUAL SKILLS**
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Information literacy

The American Association of Colleges & Universities, (2007)



What Constitutes “Success”?



- **PERSONAL AND SOCIAL RESPONSIBILITY :**
Anchored through active involvement...and real-world challenges
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

The American Association of Colleges & Universities, (2007)



What Constitutes “Success”?



- **INTEGRATIVE LEARNING**
- Synthesis and advanced accomplishment across general and specialized studies
- Application of knowledge, skills, and responsibilities to new settings.

The American Association of Colleges & Universities, (2007)





GOOD GRIEF!



- Currently, school is too often a place that disengages learners, which fails to encourage honest self-assessment, and where learning and evaluation are not meaningful acts of improvement but detached and punitive symbols of failure. (grades)



RISING TO THE CHALLENGE



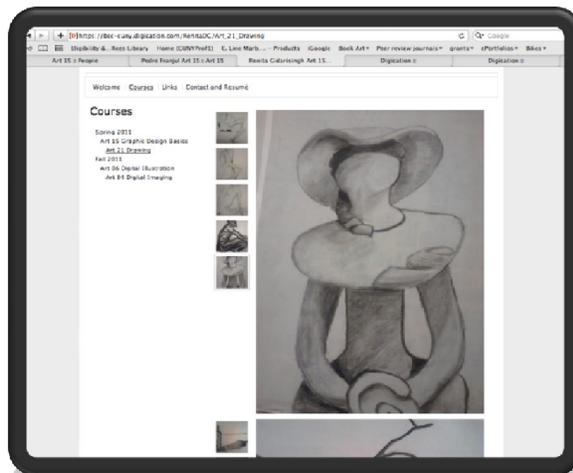
Response?

- New & revised curricula
- The use of ePortfolio to teach, document and assess the learning process.



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What is ePortfolio?



An ePortfolio can be a web-based information management system that uses electronic media and services. The learner builds and maintains a digital repository of artifacts, which they can use to demonstrate competence and reflect on their learning. [ePortfolio](#) (Australia, n.d.)

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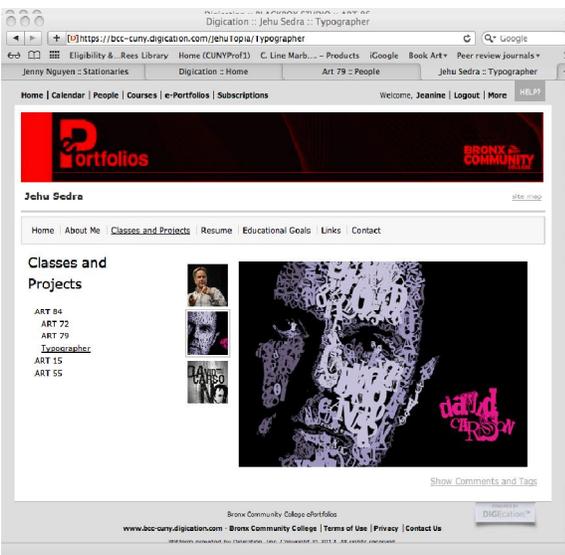
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How does it work?

- Process-orientated practice designed to promote the development of a learner's intellectual identity.
- An opportunity to **document** what they know
- A place to **reflect** on what they know
- A chance to **showcase** that knowledge to different audiences
- Develop a sense of self as learner and emergent academic and professional.

Documenting Learning with ePortfolios, Chen, Penny Light, Ittleson

What is ePortfolio?



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Metacognitive Process

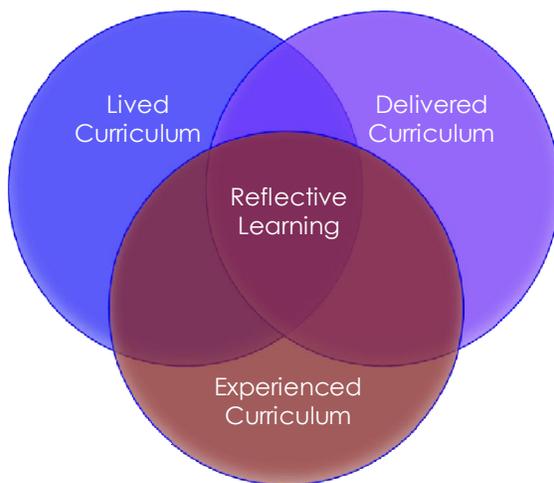
- **REFLECTIVE PRACTICE** (i.e. thinking about thinking) guides the effective use of ePortfolios
- Enhance Self-Understanding and Self-Assessment
- Promote taking responsibility for learning
- Support development of intellectual identity
- Promotes **INTEGRATIVE LEARNING** of discrete learning experiences (AAC&U 2007)

(Light, Chen & Ittleson, 2012)



As a child, I always into drawing. I would draw my favorite cartoons, close family members, and athletes. I was also into painting, but it was in my teens that I took it up as a hobby. My paintings were primarily done in acrylic until recently, when I took up oil painting (I usually alternate between the two). It is now in my adulthood that I have began to venture into the world of graphic design. I am an undergrad at Bronx Community College, majoring in Graphic Design, who is hoping to have an illustrious career in Commercial & Advertising Art

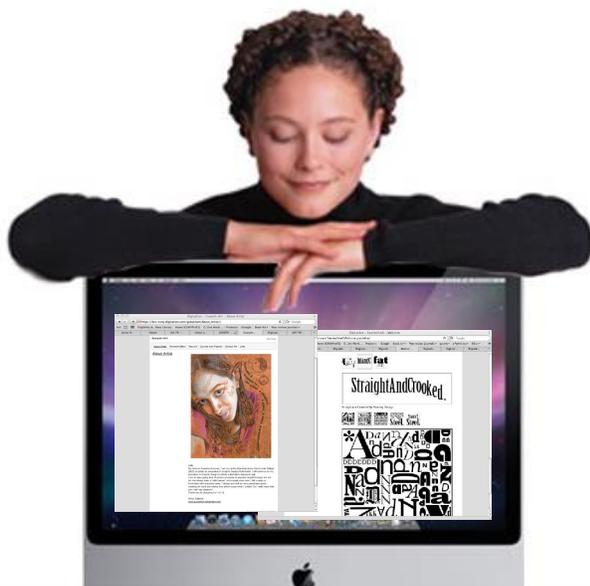
ePortfolio: Integrative Learning



Adapted from Yancey, 1998, 18.



The Process ePortfolio



Utilizing the Process ePortfolio

- Uses **REFLECTIVE PROMPTS** to guide the effective use of the ePortfolio.
- To provide opportunities to articulate their creative, design and intellectual process
- Encourage students to articulate and reflect on what their learning (Light, Chen & Ittleson, 2012)
- To create varied artifacts of learning (written & visual)

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SCALE
EMPHASIS
SYMMETRY
REPETITION
CONTRAST



- After teaching design principles (threshold concepts)
- Students are asked to apply them to a design assignment.

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Assignment: Type as Form

Using three letterforms as their visual elements, create a series of three designs. Each composition should be able to stand alone yet work together as a designed system. A wide range of patterns is possible through repetition, rotation, scale and value changes. If the patterns of your compositions are too similar, the design system will need more variation. If the individual compositions are too dissimilar, the design system will lack unity, you will need to rethink the visual elements of your design. Looking for ways to create unity through more repetition of value, size or placements.



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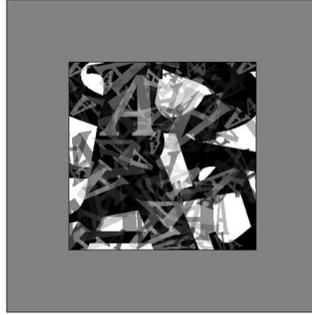
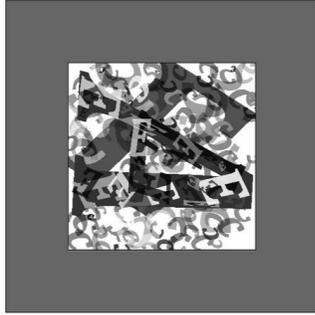
Teaching Goals

- Introduce type as an element of design
- Reinforce Threshold Concepts (Principles of Design)
 - Scale /Proportion
 - Positive & Negative Space
 - Contrast
 - Symmetrical & Asymmetrical

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Type as Form: Reflection



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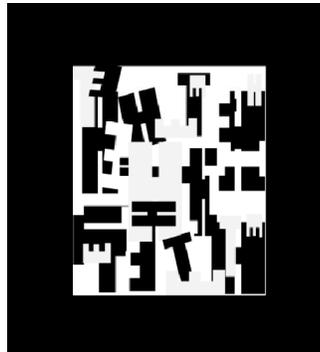
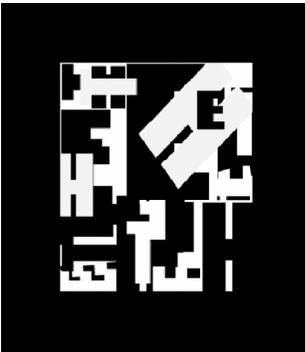
Reflection:

The problem was to create an asymmetrical picture from type. I found that doing an **asymmetrical** picture was hard but a picture made with type was even harder and I was at a loss of ideas. The way I'm used to doing pictures would be more **symmetrical** because I like uniform ideas on the page. creating the **uneven balance** on the page that make the ideas show in a clear way was very difficult. I started to place the text on the page in different ways that can help me form an idea to of what i can make and the way i started it off was placing the letters on top of each other using **positive and negative space** and also using **transparency**. it was very uneven but edgy. through the three piece project, the way I made the pictures began looking more like the style of **Jackson Pollock** being more unconventional and more in your face with **lights and darks**.

[Aaron LaRoc](#)

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Type as Form: Reflection



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Reflection:

When I was doing this I was really bored... I was putting letters on top of the others and trying to make it look like something square, something that I didn't know what would it be, but I knew that I want it to look like something square. I saw how different I made this with the same letter. One side looks totally different than the other... Then (k)new that I was doing something asymmetrical.

[Ibelca Ecamacion Gonzalez](#)

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Type as Form: Reflection



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Reflection:

Prof. Williams wanted us to create **Asymmetrical** pictures using 3 letters, each of which was a different font. Being **asymmetrical, if split in half, neither side could resemble the other**. It was a tough project because one had to figure out a way to create a **unique form without repetition & without it being simplistic**. After about an hour of thinking, I decided on using **a tumbling/falling** down effect as the theme of my work. I had to figure out a way to smartly place the characters in order to make it seem like they were falling downwards, and this was the first result. It displays the falling down effect.

Pedro Ferreira

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Bloom Taxonomy of Learning Domains



Adapted from Bloom's Taxonomy, 1956

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Response to Feedback



Bloom's Taxonomy Revised



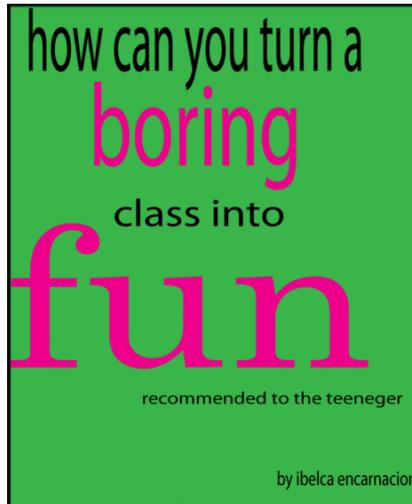
- Learning is a process that allows for the application of new discoveries to be applied to ideas, projects and solutions in a continuous manner.



Adapted from Bloom's Taxonomy, 1956



Typographic Book Cover: Reflection 1



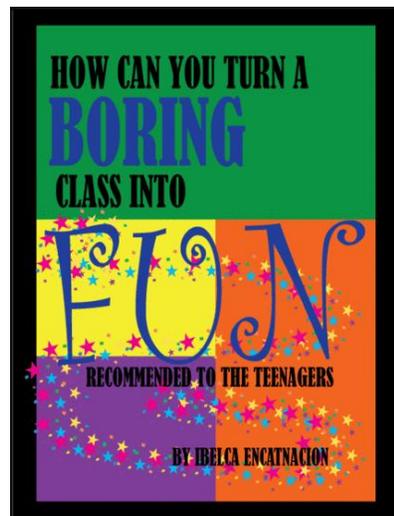
Reflection #1:

This is my very first book cover, when I started this book cover I was thinking about colors and different type of letters, but I saw that everything was going to be funny and I decided to do it like that... I was looking fun for me, I thought because of the colors and the letters, but I knew something was missing and that everything in the book cover had to be fun, just the word FUN had to look like it is FUN so I decided to do it again...and created a new one.

[ibelca](#)



Typographic Book Cover: Reflection 2



Reflection #2:

My cover 2...do you see the difference. I know me too, I made 5 book covers before this one and after my first one...I wanted something and played with it until I had what I wanted. The first part with is "how to turn a boring class into" I wanted to look boring, just like the word BORING...and make funny really funny but with meaning...FUN how do I make this word fun, that is what I was thinking about...I kept playing with the word until I finally got what I wanted, a boring part and a funny part...to make by book cover really interesting.

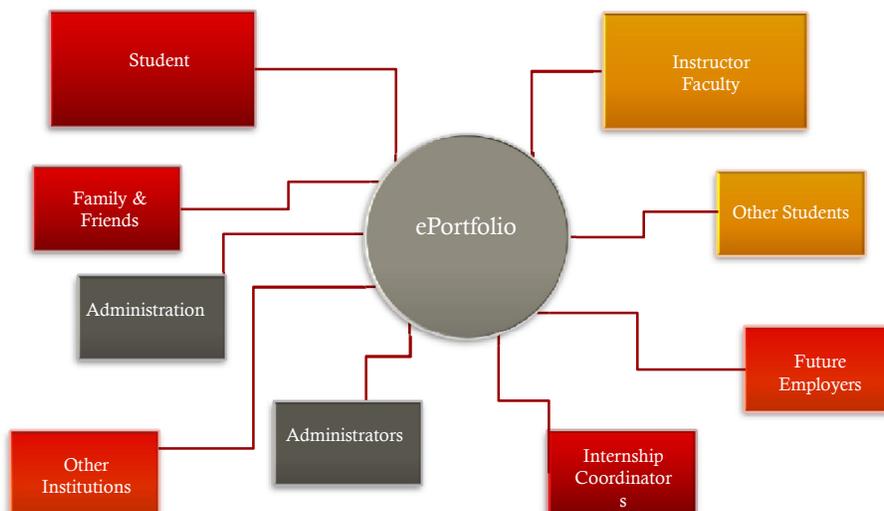
[ibelca](#)

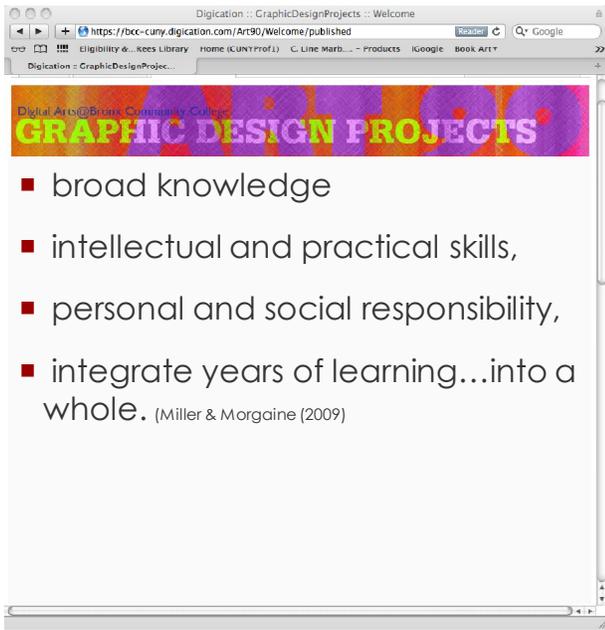


The Showcase ePortfolio



Expansion of Audience





Digital Arts@Bronx Community College
GRAPHIC DESIGN PROJECTS

- broad knowledge
- intellectual and practical skills,
- personal and social responsibility,
- integrate years of learning...into a whole. (Miller & Morgaine (2009)

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Capstone Project:
Learning through Serving



Digital Arts@Bronx Community College
GRAPHIC DESIGN PROJECTS

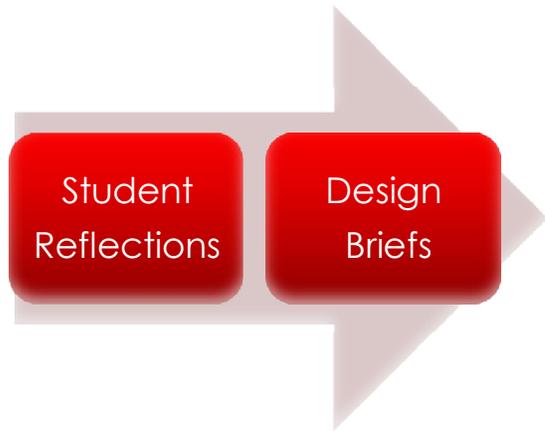


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Project:
Design Brand Identity for a not-for-profit client

Moving towards Professional Practice



Miguel Portillo

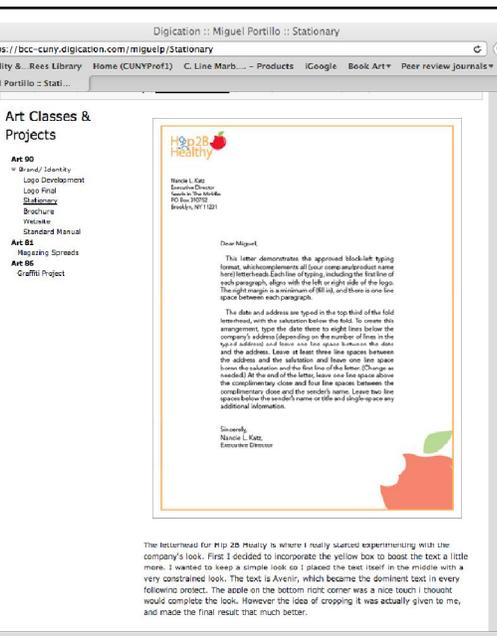


Made for Hip 2B Healthy, a non profit organization, this logo embodies two major aspects. Movement and well-eating/ health. To portray movement, the "running man" comes into play, jogging on letters, and as for health, the apple symbolizes well-eating and proper dieting. The letters themselves are neat and simple, which play a major role in the reconstruction of the company's identity, and the colors were chosen by the company themselves.

Design Process



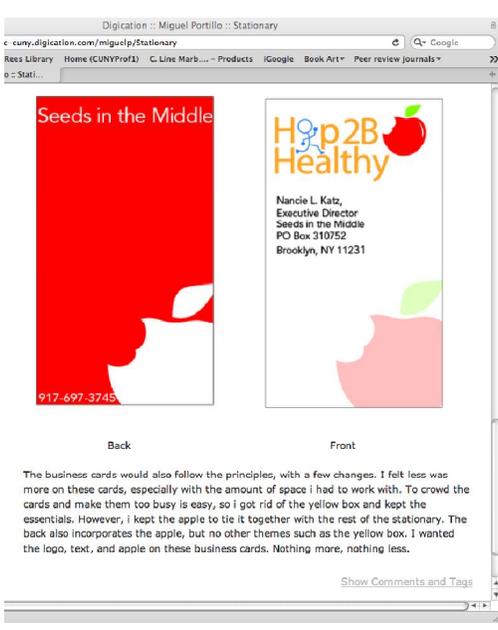
Mambamedia, 2011



Miguel Portillo



The letterhead...is where I really started experimenting with the company's look. First I decided to incorporate the yellow box to boost the text a little more. I wanted to keep a simple look so I placed the text itself in the middle with a very constrained look. The apple on the bottom right corner was a nice touch I thought would complete the look. However the idea of cropping it was actually given to me, and made the final result that much better.



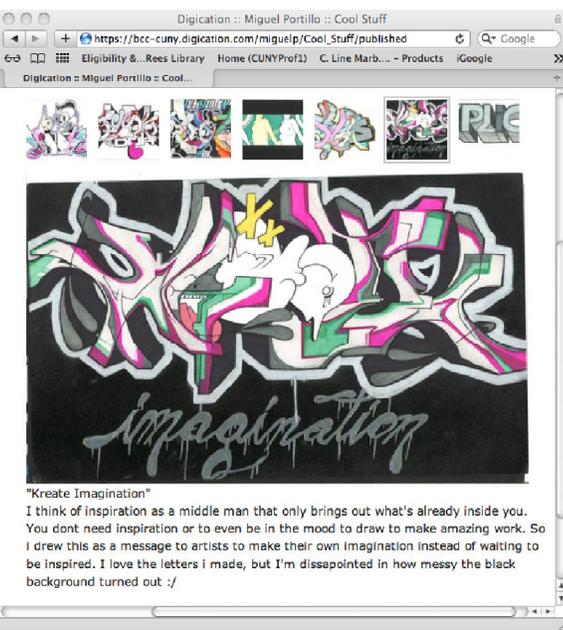
The screenshot shows a web browser window with the URL cuny.digication.com/miguelp/Stationary. The page displays two business card designs. The left card, labeled 'Back', has a red background with a white silhouette of a person's head and shoulders. The right card, labeled 'Front', has a white background with a pink apple silhouette and the text: 'Hop2B Healthy', 'Nancie L. Katz, Executive Director', 'Seeds in the Middle', 'PO Box 310752', and 'Brooklyn, NY 11231'. Below the cards is a paragraph of text explaining the design choices.

The business cards would also follow the principles, with a few changes. I felt less was more on these cards, especially with the amount of space I had to work with. To crowd the cards and make them too busy is easy, so I got rid of the yellow box and kept the essentials. However, I kept the apple to tie it together with the rest of the stationary. The back also incorporates the apple, but no other themes such as the yellow box. I wanted the logo, text, and apple on these business cards. Nothing more, nothing less.

[Miguel Portillo](#)



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The screenshot shows a web browser window with the URL https://bcc-cuny.digication.com/miguelp/Cool_Stuff/published. The page features a large, colorful graffiti-style drawing of the word 'Imagination' in a stylized, blocky font with a black background. Below the drawing is a paragraph of text explaining the artist's perspective on inspiration.

"Kreate Imagination"
I think of inspiration as a middle man that only brings out what's already inside you. You don't need inspiration or to even be in the mood to draw to make amazing work. So I drew this as a message to artists to make their own imagination instead of waiting to be inspired. I love the letters I made, but I'm disappointed in how messy the black background turned out :/

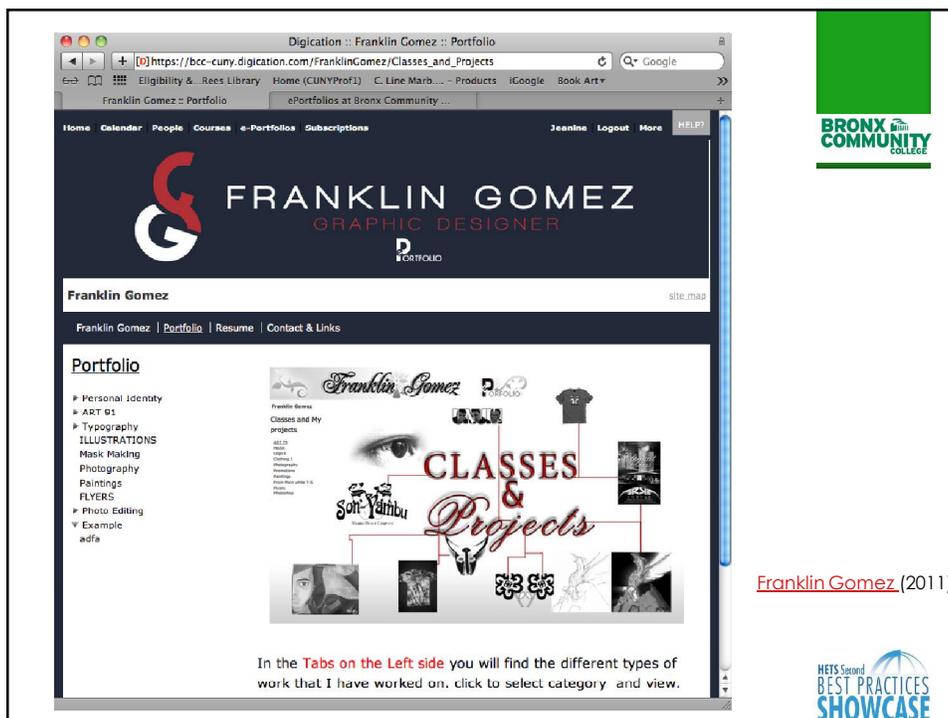
[Miguel Portillo](#)



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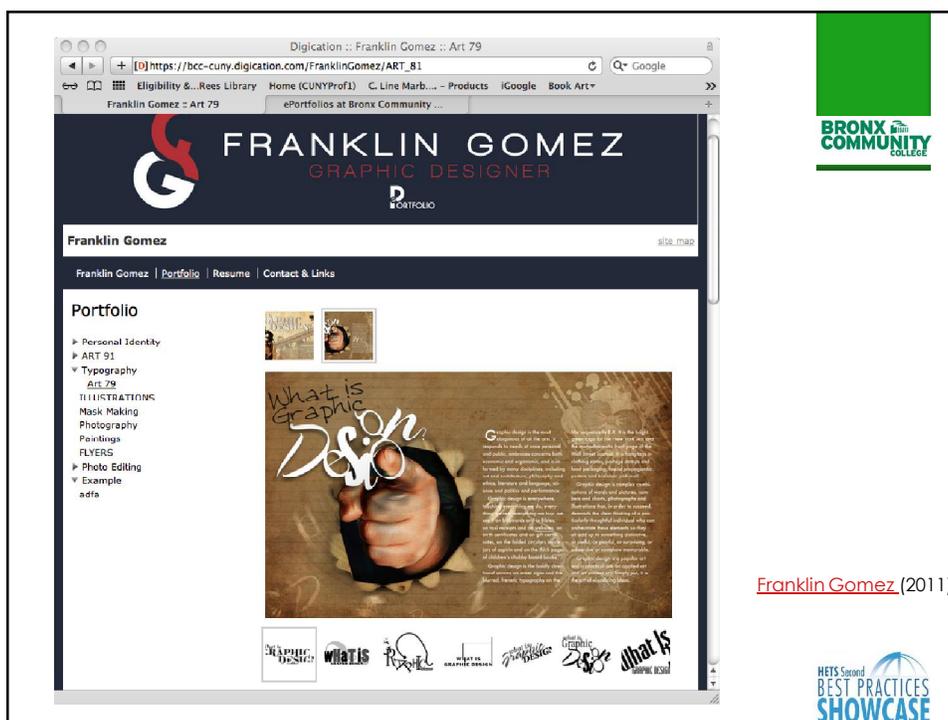
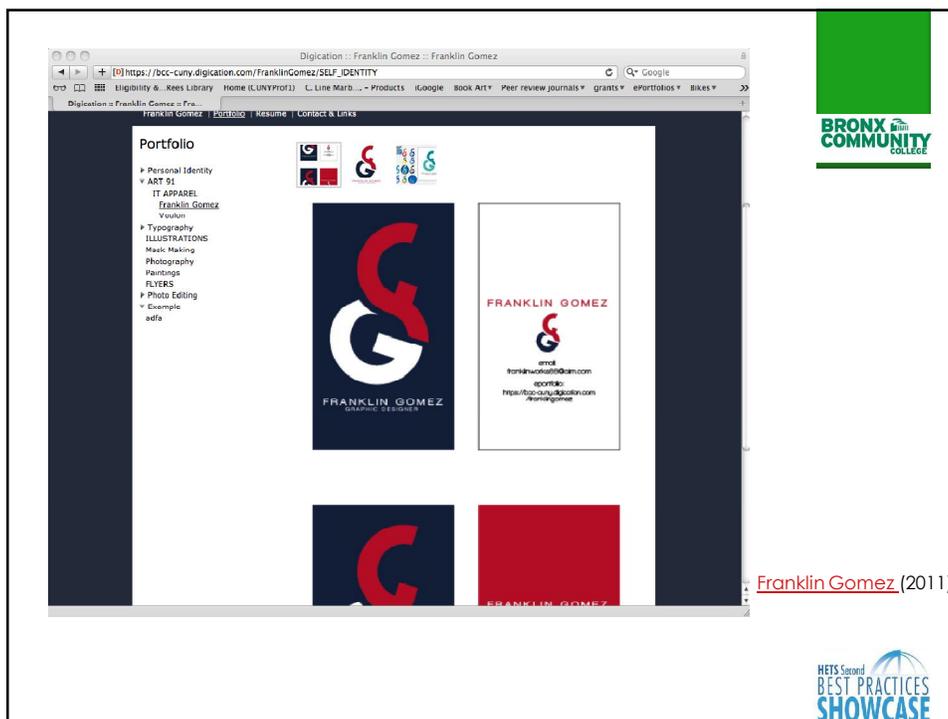
The screenshot shows a web browser window displaying the 'BLACKBOX STUDIO' website. The browser's address bar shows the URL 'https://bcc-cuny.digication.com/PABLOALMONTE/ART_81'. The website header includes the name 'BLACKBOX STUDIO' and a navigation menu with links for 'HOME', 'BIO', 'CLASSES&PROJECTS', 'RESUME', 'LINKS', and 'CONTACT'. Under the 'CLASSES&PROJECTS' section, a list of courses is shown: 'ART 15', 'ART 29', 'ART 81', 'ART 86', 'ART 84', 'ART 90', and 'ART 91'. The main content area features a large, detailed pencil drawing of the words 'ART 81' in a highly stylized, calligraphic font. The letters are interconnected with intricate, swirling lines and organic shapes. To the right of the main content, there are three smaller thumbnail images of the website, and at the bottom right, the 'HETS Second BEST PRACTICES SHOWCASE' logo is visible.

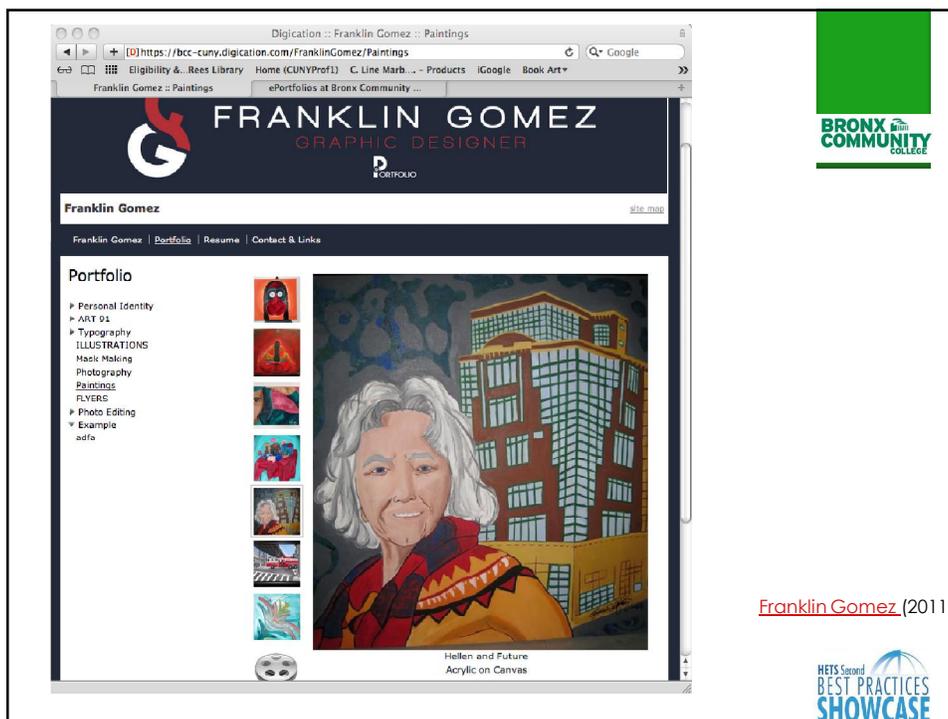
This screenshot is similar to the one above, showing the 'BLACKBOX STUDIO' website. The browser window and navigation elements are identical. However, the main content area now displays a vibrant, colorful calligraphic piece. The words 'ART 81' are rendered in a bold, multi-colored font (red, yellow, blue, green) with a bubbly, 3D effect. The background is a bright blue with various colorful shapes, including a yellow fish, a pink fish, and a green octopus-like creature. The overall style is more playful and illustrative than the pencil drawing in the first screenshot. The same navigation menu, course list, and 'HETS Second BEST PRACTICES SHOWCASE' logo are present.



Franklin Gomez (2011)







[Franklin Gomez](#) (2011)



[Franklin Gomez](#) (2011)

Franklin Gomez (2011)

Conclusions

ePortfolio

Feedback → Reflection → Organize → Presentation → Assessment → Revision → Feedback

Collection Of Artifacts

- “Portfolio encourages you to think critically about and document your thoughts and experiences related to personal information, education, career, skills, professional practices and recognition.”

University of Connecticut

ePortfolio

Feedback → Reflection → Organize → Presentation → Assessment → Revision → Feedback

Continuous Improvement

- The ePortfolio becomes the space where a process of continuous improvement can take place

ePortfolio

The diagram features a central red circle labeled "Continuous Improvement". Surrounding this central circle are six yellow circles, each containing a component of the ePortfolio process: "Feedback", "Reflection", "Organize", "Presentation", "Assessment", and "Revision". Red arrows point from each of these six outer circles towards the central "Continuous Improvement" circle, indicating a cyclical and interconnected process.

- Sense of audience
- Access to work over time
- Ability to revise contents and container

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ePortfolio

The diagram shows a large red circle with a smaller yellow circle in the center. The yellow circle is labeled "Evidence Of Learning" and has four red arrows pointing outwards from its perimeter, suggesting that the evidence is shared or presented to others.

- A web-based information management system that uses electronic media and services. The learner builds and maintains a digital repository of artifacts,

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ePortfolio use can encourage students to become:

- integrative
- reflective
- lifelong learners



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The American Association of Colleges & Universities, (2007)



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- **INTELLECTUAL SKILLS**
- Inquiry and analysis
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- **PERSONAL AND SOCIAL RESPONSIBILITY** : Anchored through active involvement...and real-world challenges
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- **INTEGRATIVE LEARNING**

THANK-YOU



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