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Freshman Year: Facilitating Faculty-Student Interactions

1. Scene 1: Professor Roller reviews Nat’s Advising E-Folio.
Professor Roller has a meeting scheduled with his advisee, Nat. Nat is a sophomore and it is time for him to declare his major. Nat is considering majoring in Mechanical Engineering. Nat has shared with Professor Roller his “Advising E-Folio.” Ten minutes before the meeting, Professor Roller reviews the Nat’s entries. He re-familiarizes himself with Nat’s background --what classes he’s taken, what his interests are, what activities he has been involved with, etc.

2. Scene 2: Professor Roller and Nat engage in a more in-depth discussion about Nat’s interests and major and career options.
Nat enters Professor Roller’s office. As they talk, they are able to get past the formalities sooner and begin talking more in-depth about Nat’s interest in Mechanical Engineering—why he chose to take certain classes, what he got out of them, which classes he found intellectually challenging, excerpts of conversations he’s had with friends and family members about career possibilities, etc. Professor Roller and Nat have a thoughtful discussion about Nat's long term goals and possible internship and career options.

As they talk, Nat brings up his E-Folio on Professor Roller’s computer. Together, they look at the various entries in Nat’s E-Folio. As they discuss the various specialties within Mechanical Engineering such as design, flow physics, and thermodynamics, they group certain entries together and consider various options that are appealing to Nat and seem right for him. Nat can also share with Professor Roller a digital photo of a scooter that he had built in a product design class or the syllabus for a course that he particularly enjoyed, etc. During the meeting, either Nat or Professor Roller may annotate some of the groupings or specific entries, etc.
4. Scene 4: Nat feels more confident about his decision to declare Mechanical Engineering.

After the meeting, Nat returns to his dorm room and reviews the groupings in his E-Folio and the notes and thoughts that were generated during his conversation with Professor Roller. Nat may enter into his E-Folio some additional ideas that came out of his meeting (perhaps from his PDA or a sound file from his digital dictaphone). Nat continues to consider his various options for a few more days before he makes his final decision to declare a major in mechanical engineering. Nat comes up with some questions that he didn’t ask while he was in Professor Roller’s office, and can email those questions to Professor Roller. [Here, we would like to demonstrate that the E-Folio supports ongoing conversations/interactions, as well as these one-time advising sessions]

Sophomore Year: Building and Maintaining Communities of Learning

1. Scene 1: Jake must give an oral presentation for his sophomore seminar.
Jake is a sophomore at Stanford. In winter quarter, he decides to take a freshman seminar on Shakespeare’s plays with two friends who live in another dorm across campus. As part of the final project for the class, Jake and his friends have to give an oral presentation at the end of the quarter. Jake is concerned since this is his first oral presentation in college.

2. Scene 2: Jake looks at his dorm’s Community E-Folio
He turns to his dorm’s community E-Folio and looks under the “Learning Strategies” category. He finds an entry of a list of suggested techniques for preparing an oral presentation developed over the years by previous residents.

3. Scene 3: Jake shares these techniques with his teammates.
Jake selects a couple of techniques to experiment with that he thinks would help his prepare his presentation. Knowing that these tips and techniques would be helpful to the other members of his team, he shares them with his friends.

4. Scene 4: Jake gives his presentation and contributes back to the Community E-Folio.
Jake and his teammates give their oral presentation for their final group project. Afterwards, they each write a comment about what techniques they tried and what worked well for them. Jake combines these suggestions and uploads them to his dorm’s E-Folio.
Junior Year: Supporting Research in a Distributed Environment

1. Scene 1: Roger is interested in conducting research while studying in Brazil. In fall quarter of his junior year, Roger, a biology and Latin American Studies major, is studying abroad in Brazil. His experience is an amazing academic and cultural experience. During his time in Brazil, a representative from the Undergraduate Research Opportunities office gives a presentation on research grants available to undergraduates. Roger is excited about this opportunity.

2. Scene 2: Roger explores various research topics. Roger reviews his Brazil experiences documented in his E-Folio—papers he has written for courses in religion and politics, conversations with his host family and classmates, and field work in local clinics. He recognizes several strands of interest that might be a good research topic to explore for his honors thesis, namely looking at issues related to international public health in a developing country.

3. Scene 3: Roger creates a Research E-Folio to share with his adviser. Roger starts to explore these issues in his E-Folio. Roger indicates to his E-Folio that he would like to frame a research problem. The E-Folio prompts him to consider important issues that a reflective researcher must consider. The E-Folio helps Roger begin to identify the types of information that he will need to gather in order to address his research question. From his interaction with the E-Folio, Roger comes up with new ideas and discusses them with the program director as well as other students in his program. Roger organizes his thoughts in his “Research E-Folio.”

4. Scene 4: Professor Nichols comments on Roger’s Research E-Folio. Roger is now ready to share his research ideas with his faculty advisor at Stanford. He makes his “Research E-Folio” available to his advisor, Professor Nichols. Back on-campus, Professor Nichols reviews the beginning of a Research Portfolio that Roger has shared with her. She posts to Roger’s E-Folio a few comments and suggestions for exploring his research ideas further.

5. Scene 5: Professor Nichols guides Roger’s research activities in Brazil from campus. Upon reviewing his advisor’s comments, Roger feels ready to start gathering information. He interviews local physicians at the clinic he is working at, takes photographs, visits local libraries, records field notes, etc. Roger includes all of this information in his “Research E-Folio.” Throughout this process, he continues to update his Research Portfolio and share parts of it with Professor Nichols. Professor Nichols posts her replies and is able to follow how Roger’s ideas and research process develops.
6. Scene 6: Six months later, Roger and Professor Nichols meet to discuss the next steps in his research process.
When Roger returns to campus in spring quarter, he and Professor Nichols meet in-person and review his Research E-Folio together and discuss the next steps for his research plan. Their discussion is that much richer and in-depth since Roger does not have to rehash the entire six months he has been away. At the same time, Roger is continuing with his research on-campus and working with the data that he has collected. He continues to cultivate his relationship/interaction with artifacts in the E-Folio at a different level.

Junior Year: Developing an Intellectual Identity

1. Scene 1: Chloe uses her E-Folio to develop a Plan of Study for her International Relations major.
Chloe has decided to major in International Relations (IR). As part of the process of declaring her major, Chloe must submit a four year “Plan of Study” to the department. As part of this plan, Chloe must answer the following questions:
• What classes do you intend to take to fulfill the requirements of the major?
• IR is an interdisciplinary major -- how will you incorporate the different subdivisions such as a regional focus or topics such as security issues into an integrated, focused program?
• What are your plans after Stanford?

Impromptu opportunities like this often trigger for students to develop their intellectual identities at Stanford. As Chloe decides what to formally study, she is also thinking about her goals for herself as a person and how she would like to spend her time at Stanford. One of the most unusual and interesting aspects of the E-Folio is its ability to support reflective endeavors such as this and use them to help students integrate their informal and formal learning into their developing identity as person and scholar.

2. Scene 2: The E-Folio prompts Chloe to articulate her learning goals from different perspectives.
Chloe is first prompted by the E-Folio to articulate her overall learning goals—thinking about her interests, her long term plans, what experiences she would like to have while a student at Stanford, and her career interests. However, some unexpected questions also pop up that encourage deeper thought such as:
• If you didn’t have to fulfill any requirements, what would you study?
• If you didn’t have to worry about your parents or your career or making money, what would you do tomorrow? What has challenged you the most?
• What has been your biggest failure, and what did you learn from the experience?

Chloe’s responses may bring up prior entries and reflections about courses that she has taken, professors she enjoyed the most, subjects that she considered interesting and/or challenging, and possible career options gleaned from conversations with classmates, faculty, and her advisor.
3. Scene 3: Chloe takes into consideration a wide range of learning experiences as she develops her plan.
Next, the E-Folio prompts Chloe to consider what experiences and skills she might want to gain through activities, internships, etc. both on and off-campus, during her remaining time at Stanford. Documented in her E-Folio are her experiences in extra-curricular organizations such as volunteering in a tutoring and mentoring program, teaching self-defense courses at the campus Women’s Center, and actively participating in the planning of programs for her Environmental Issues theme dorm. Chloe’s reflections on these experiences help shape what goals she includes in her Plan of Study.

Chloe is thinking more broadly about what kind of person she is and what kind of person she wants to be. She thinks about how she would like to live her life, what is important to her, and how she likes to spend her time. The E-Folio supports her by treating all of these questions as important issues to consider in deciding how she should use her time as an academic. E-Folio helps create an integrated intellectual identity that encompasses not only academic pursuits but all these other Stanford experiences as well.

The E-Folio asks Chloe to review these experiences in the context of the skills she acquired from these experiences and how they relate to her interests. For example:
- Describe the skills you acquired from teaching self-defense to women.
- What skills did you develop from tutoring middle-school students?

The E-Folio may also select specific entries or digital photos and bring them up for review and additional evaluation in this context.

4. Scene 4: Chloe finds a service learning opportunity in Mexico that would help her integrate her academic and non-academic interests.
As Chloe is putting together her plan, the E-Folio suggests that she look at the various resources on campus for additional internship and volunteer opportunities. Chloe finds a very interesting service learning opportunity in Mexico. This experience would allow her to integrate her academic and non-academic interests. She will have the chance to learn more about the social and cultural issues that she has been reading about in her IR classes while exploring a possible future career in international law. She will also be able to practice her Spanish, a subject she is considering minoring in. Chloe is drawn to some activities more than others, and the E-Folio can help her begin to articulate why that is and see how these activities fit together into her entire Stanford experience.

5. Scene 5: The E-Folio helps Chloe make connections between her formal and informal learning experiences.
The E-Folio helps Chloe make connections between her formal and informal learning experiences so that she can see how her activities and coursework relate to and inform each other. Chloe uses her E-Folio to prepare a broader Plan of Study that she believes will allow her to achieve her personal learning goals while still fulfilling the requirements of her major. The questions posed by the E-Folio encourage Chloe to be individually reflective about her career.
plans and her personal learning goals beyond what she is required or asked to do for the university, her family or her friends. Chloe realizes that her plan of study is a kind of ongoing creation, and that the plan itself is just a small step toward becoming who she wants to be.

6. Scene 6: Chloe’s plan is a work in progress that is modified to accommodate her evolving interests and goals.

After each quarter, Chloe returns to her plan. She is prompted to reflect on each item, evaluating how each item in the plan helped her or failed to help her achieve her personal learning goals while still fulfilling the requirements of her major. Based on her reflections and evaluations, Chloe can modify her learning plan and her learning goals to accommodate her evolving interests and emerging opportunities. Sometimes during a quarter when she is having a particularly good or bad experience, she jots it down in her plan because it helps her think about why she is spending her time in specific ways and reminds her of what she hoped to get out of certain activities.

When Chloe is having difficulty deciding what to do, she often returns to her plan to help her make decisions about the best use of her time and what she wants to learn. For example, after Chloe returns from her service learning program in Mexico and reflects on her experience, Chloe realizes how a course such as America and the World Economy would be relevant to her interests in international law. She revises her plan to include this course. Through the interactive process of developing her Plan of Study, Chloe has developed a better sense of what she is getting out of her Stanford education.

Senior Year: Representing an undergraduate education beyond Stanford

1. Scene 1: Chloe reviews four years of learning experiences to prepare for job applications and interviews.

Chloe is a graduating senior and is making plans for next year. Chloe has diligently used the E-Folio since her freshman year to collect learning artifacts as her intellectual identity has continued to evolve. Using the E-Folio, Chloe has reflected on her experiences, examined them from various perspectives, so that she recognizes the meaning and value of each experience. And, she knows how her experiences contribute to her ability to be successful in an analyst position with a consulting firm. Chloe is currently preparing her resume while preparing for job interviews. She wants to share a collection of learning artifacts with prospective employers in a way that effectively communicates the meaning and value of her experiences at Stanford to them.
2. Scene 2: Chloe uses the E-Folio to prepare her resume.
Chloe indicates to her E-Folio that she is creating a resume. The E-Folio suggests to Chloe several different ways to present the contents of her E-Folio. The E-Folio presents Chloe’s artifacts back to her in the following ways:
- Organized by discipline
- Organized by skill
- Organized by year
- Organized by formal class work vs. extra-curricular activities.
- Organized by the interest maps that she has created for herself in previous sessions.
- Organized by types of E-Folios she has created in the past (i.e. Research, Advising, etc.)

3. Scene 3: Chloe creates several views of her E-Folio to showcase relevant achievements for different audiences.
Chloe looks at her experiences from each of these perspectives offered by the E-Folio. She pulls together artifacts that are relevant for the job to which she is applying and reviews the reflections associated with each artifact. The E-Folio supports Chloe in communicating how these artifacts represent meaningful and valuable experiences for the position to which she is applying in a way that someone else can understand.

When applying for a job, Chloe may want to create a couple of different kinds of portfolios—one that showcases best work or one that illustrates a process. Which one to choose would depend on the nature of the job and what she would like to convey to complement her resume. Chloe may also create a “Stanford E-Folio,” an overall view of her undergraduate experiences to show to prospective employers.

This exercise provides Chloe with a tangible representation of her experience that helps her communicate her knowledge and abilities to others, and she now feels prepared to discuss her relevant experiences in the interview and in her cover letter.

4. Scene 4: Chloe continues to use her E-Folio after she leaves Stanford.
Chloe knows that after graduation, she would like to work for a year or two and then apply to law school. By using the E-Folio to prepare for her job search, Chloe recognizes the value of seeing her experiences from these different perspectives. She also sees that it will be a useful part of her life beyond Stanford. Knowing that she will need to ask for letters of recommendation for her law school applications in another year or so, she continues to post to and update her E-Folio when she starts her new job. Eventually, Chloe will create an E-Folio of her experiences beyond Stanford to share with the faculty members she would like to ask for recommendations from.

The E-Folio not only benefits the student but also the university which now has a better means of reviewing and understanding the learning experiences of Stanford undergraduates after they graduate.