

# **SOCIAL SCIENCE BSEd MAJOR PORTFOLIO MANUAL**

**(Revised 2016)**

**Social Science Department webpage:**

*[http://www.minotstateu.edu/artsnsoci/div\\_soc\\_sci.shtml](http://www.minotstateu.edu/artsnsoci/div_soc_sci.shtml)*

# The Social Science BSEd Major Portfolio

## Overview

The MSU Social Science Program uses a portfolio to assess program goals and individual student outcomes. The portfolio consists of a collection of a student's selected work over the span of the college career, and self-assessments that discuss how these pieces of material demonstrate achievement of the Social Science BSEd major goals and student learning outcomes.

## Why the Portfolio?

- It offers students a chance to see their progress over the course of the major. It can also reveal strengths, accomplishments, and mastery of the goals and learning outcomes that structure the Social Science BSEd major.
- It complements other assessment instruments, particularly those employed by the Teacher Education Program, to ensure that relevant state and national standards are met.
- It gives each graduate a compilation of his or her best work to showcase in graduate, law, or job interviews.
- It provides Social Science faculty with an annual group of portfolios that provides direct measures of student performance, of student perception (self-assessment) of performance, and an opportunity to compare the two against the department's stated goals and outcome expectations. These trends are openly discussed and each year the faculty considers possible changes, corrections, or other responses to improve the Social Science BSEd program.

The final reason to complete the portfolio is that **timely submission of a completed portfolio is a graduation requirement for all Social Science BSEd majors.**

## Starting the Portfolio

Social Science BSEd majors are introduced to the portfolio in History 280 (Practice and Method). Ideally the portfolio consists of a major paper/project/lesson plan produced for each of the primary Social Science discipline areas (History, Political Science, Geography, Economics, and Social Science (SS 391/98 and SS 283). Multimedia projects or independent study/internship projects may also be included in the portfolio if these were the major projects undertaken in an upper-level course (work from a lower level course can only be used with the permission of the instructor). Students should save electronic copies of the major papers they write or projects they produce for each course, as well as a copy of the formal assignment (if available). If necessary, submit a clean paper copy.

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## How to Save Materials

With the rapid evolution of technology, there are now many ways to save electronic files, some better than others. In your computer, save word-processed files as PDFs. **REMEMBER:** if we cannot open the files you submit we cannot print copies or evaluate your portfolio.

We recommend using the two following methods, in addition to relying on the hard disk in your computer:

- Use a portable USB Flash Drive that you dedicate only to storing your papers and assignments.
- Request a folder on the Blackboard Portfolio Page to which papers can be uploaded (see your advisor).

Not recommended and strongly discouraged:

Saving work exclusively on the hard drive of your primary computer.

Saving work exclusively on the computer of a friend, roommate, or relative.

### **What to Save/What to Include**

The best approach is to begin by saving every paper/project that you produce for an MSU Social Science course, along with the original course assignment sheet.

Materials such as essays, papers, take-home examinations, independent study projects, lesson plans, and multimedia projects are appropriate to include in the portfolio. In-class work such as examinations, whether essay, multiple choice, or other formats, and free-writing are not appropriate to include. A general rule of thumb in choosing the best material is to include papers that required research and not simply the use of course textbooks.

The Social Science BSEd Program goals and the North Dakota State Education Standards will dictate, to a certain extent, which papers/projects it makes most sense to include in the final portfolio. You should make an effort to include papers/projects/lesson plans from History, Economics, Political Science, Geography, and Social Science, where possible. Remember to also include the original assignment sheet for each of the papers/projects.

### **Maintaining the Portfolio**

All majors should regularly review the progress of their portfolio with their advisor. This may be done in conjunction with course advising. The safest thing to do is to save every paper/project from every Social Science class, and then, when finalizing the portfolio, select the pieces of work that best demonstrate achievement of the goals.

### **Completing and Submitting the Portfolio**

Social Science majors will finalize the contents of their portfolios and complete the final self-assessment the semester that they graduate. They should meet with their advisors in order to verify the completeness of the portfolio before submitting it. For fall semester graduates, the deadline for turning in the completed portfolio to the advisor will be November 1. For spring semester graduates, the deadline for turning in the completed portfolio to the advisor will be April 1.

## **Frequently Asked Questions about the Social Science BSEd Portfolio**

### **When is the portfolio due?**

Social Science BSEd majors will finalize their portfolios and complete the final self-assessment the semester that they graduate. For fall semester graduates, the deadline for turning in the completed portfolio will be November 1. For spring semester graduates, the deadline for turning in the completed portfolio will be April 1. Summer graduates should contact their Social Science Department advisor about the portfolio deadline.

### **Can materials from courses other than Social Science be included in the portfolio?**

No. As the purpose of the portfolios is to assess the MSU Social Science Department, all materials included must be products of MSU Social Science courses.

### **Can materials from Social Science courses taken at other institutions be included in the portfolio?**

No. As the purpose of the portfolios is to assess the MSU Social Science Department, all materials included must be products of MSU Social Science courses.

### **Can I refer to more than one paper/project as indication that I have achieved a particular goal?**

Yes. In fact, this is the recommended procedure.

### **Can I include media projects in my portfolio?**

Yes, any project that requires an amount of work equivalent to a paper is suitable for inclusion.

### **Can I include papers/projects originally produced for an MSU Social Science class, but then reworked for a conference or other public presentation?**

Yes.

### **Can I include more than one piece of work from any one class?**

No, unless you have discussed this with your advisor and he or she agrees that you should do so.

### **What types of work should I not include in the portfolio?**

Do not include course examinations, book reviews, short reaction papers, or any in-class writing assignments.

### **How long does my self-assessment need to be?**

For each of the goals, you should write 1-2 double-spaced pages of self-assessment. Explain to what level you think that you have successfully demonstrated achievement of each goal, and support this by reference to the particular papers/projects that you have chosen to include.

**If you have any other questions or concerns about the portfolio requirements, discuss them with your Social Science Department advisor.**

## **Checklist of Required Contents for Social Science BSEd Major Portfolios**

1. Social Science Portfolio Cover Sheet, including the following information:

**Academic information:**

Your full name  
Your MSU ID number  
Your advisor's name  
Semester of graduation  
Major(s) (Social Science BA or Social Science BSED)  
Minor(s), if any  
Concentration(s), if any  
Date you are submitting portfolio

**Local contact information:**

Your e-mail address  
Local address  
Daytime phone  
Evening phone

**Address where you can always be contacted, even after you graduate (parent, relative, etc.):**

Address  
Daytime phone  
Evening phone

2. Table of contents, listing all materials included in the portfolio, in the order in which they are included. For each paper/project, identify the course, instructor, and semester that you produced the work.
3. An unofficial MSU transcript.
4. A completed self-assessment form (which means marking the appropriate numbers, signing, and dating the form).
5. Completed narrative self-assessments for each of the goals.

## **Social Science BSEd Program Goals**

**The material that you choose for inclusion in your portfolio should demonstrate your achievement of the program goals listed below. You are encouraged to draw upon more than one item of evidence in your self-analysis for each goal. Each item in the portfolio does not have to relate to every goal, but when complete, your portfolio should provide evidence that you have achieved all goals.**

**A number of these goals/outcomes are adapted from the North Dakota State Standards for Social Studies Teachers. Other goals reflect Social Science Program outcomes.**

**Goal/Outcome One:** To demonstrate an understanding of the broad base of social studies including history and at least two of the following three core areas: political science and civics, economics, and geography.

**Goal/Outcome Two:** To demonstrate study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

**Goal/Outcome Three:** To develop and demonstrate the study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.

**Goal/Outcome Four:** To develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues.

**Goal/Outcome Five:** To develop and demonstrate an understanding of current trends in social studies with an examination of various teaching methods and techniques.

**Goal/Outcome Six:** To develop and demonstrate the use of current, appropriate instructional technology.

**Goal/Outcome Seven:** To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

## Self-Assessment of Social Science Major Portfolio

**On the basis of the materials you have chosen to include in your portfolio, mark the appropriate box under each goal and answer at length the questions that follow each goal, providing evidence from your selected papers/projects to support your assessment.**

<p><b>Goal One:</b> To demonstrate an understanding of the broad base of social studies including history and at least two of the following three core areas: political science and civics, economics, and geography.  <b>(You should reference your coursework over time as well as selected paper/projects from history and two core social science areas to demonstrate that you have met this goal.)</b></p>			
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Coursework reflects the minimum distribution of social studies courses including 18 credit hours in history and 12 credit hours in two social studies core areas respectively. Selected papers/projects are from only one social studies area.</p>	<p>Coursework reflects the minimum distribution of social studies courses including 18 credit hours in history and 12 credit hours in two social studies core areas respectively. Selected papers/projects are mainly from two social studies areas.</p>	<p>Coursework meets or exceeds North Dakota State Standards for the Social Studies Composite and portfolio reflects engagement with social studies areas and selected papers/projects are distributed across two social studies areas.</p>	<p>Coursework meets or exceeds North Dakota State Standards for the Social Studies Composite and portfolio reflects engagement with social studies areas and selected papers/projects are distributed across history and two core social studies areas.</p>

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

How does your coursework offer evidence that you have achieved this goal?

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Two:** To demonstrate study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. **(You should reference material from your Methods course/Clinical for his goal, e.g. lesson plans.)**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Selected product draws no connections among the various social studies.	Selected product draws few reasonable and appropriate connections among the various social studies.	Selected product(s) draws some reasonable and appropriate connections among the social studies in presenting a lesson.	Selected product(s) clearly draw reasonable and appropriate connections among the social studies in presenting a lesson.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which product(s) offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Three:** To develop and demonstrate the study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.  
**(Selected papers/products should cover at least two perspectives.)**

1	2	3	4
The selected papers/projects do not incorporate such perspectives as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue.	The selected papers/projects minimally incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. but they are not used to analyze a social or educational issue.	The selected papers/projects incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue.	The selected papers/projects thoroughly incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue and advance an argument.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Four:** To develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. **(You may wish to reference a paper/product from a social science class (economics, geography, history, or political science) or an appropriate lesson plan to demonstrate this goal.)**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
The selected paper/product provides little historical context for a controversial issue.	The selected paper/product provides a limited analysis of a controversial issue and its historical context. Relations between the past and the present are not fully drawn out.	The selected paper/product shows some analysis of a controversial issue and its historical context, showing some ways how the past and present interact.	The selected paper/product analyzes a controversial issue in historical context, showing how the past and present interact.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Five:** To develop and demonstrate an understanding of current trends in social studies with an examination of various teaching methods and techniques.  
**(You should use a product developed in your Methods course, such as a lesson plan for this goal.)**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
The selected product demonstrates one instructional strategy and contains no assessment procedures.	The selected product demonstrates one instructional strategy and one assessment procedure.	The selected product demonstrates more than one instructional strategy and more than one assessment procedures.	The selected product demonstrates multiple instructional strategies and assessment procedures, including an interpretation of assessment results.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Six:** To develop and demonstrate the use of current, appropriate instructional technology. (You should use a product developed in your Methods course, such as a lesson plan for this goal, or a product developed in your Education Technological course relevant to a social studies composite area.)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
The product incorporates no instructional technology in the delivery of a lesson.	The product incorporates minimal instructional technology in the delivery of a lesson.	The product incorporates appropriate instructional technology in the delivery of a lesson.	The product incorporates current, appropriate instructional technology for use in a classroom setting.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Goal Seven:** To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis (**You should probably use a seminar paper or comparable senior level project to demonstrate that you have met this goal.**)

1	2	3	4
The selected paper/product does not contain an argumentative thesis nor analysis based on evidence.	The selected paper/product contains an implied argumentative thesis and some analysis based on evidence.	The selected paper/product contains an argumentative thesis explained over two or more sentences and analysis based on evidence.	The selected paper/product contains a clear argumentative thesis (one sentence) and sophisticated analysis based on evidence.

**Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.**

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name \_\_\_\_\_ Date \_\_\_\_\_