

## **Summary**

**(T01P)**

### **Pilot Development of Student Portfolios for Deaf and Hard of Hearing Students Enrolled in Freshman Seminar**

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While evidence suggests significant benefits, use of student portfolios is rare in the United States (<http://www.siue.edu/~deder/assess/porft.html>). Storage and evaluation of the needed documentation is often a significant problem. The question is, if an existing Web-based course management system can be utilized, would students who are deaf and hard of hearing benefit from a portfolio as a method of 1) self-assessment, 2) evaluation of progress/ learning, and 3) student/faculty interaction?

Initially, it was determined that "myCourses.rit.edu" (Prometheus) would be used as a means to organize individual students' thought processes. "MyCourses.rit.edu" already existed within the college as a tool for providing lecture notes, homework assignments, and instructional handouts. Deaf and hard of hearing students (n=17) enrolled in Freshman Seminar posted in the "Discussions" of "myCourses" every seven to ten days. The posts, e-mailed questions/responses between instructor and students, and photos of class activities were assembled in a hard-copy "scrapbook" format at the end of the quarter to document student progress.

Students completed the NTID Student Rating Survey (SRS) at the conclusion of the course to evaluate the perceived benefit of Web-based portfolios. Summary results of questions will be shared along with student "scrapbooks."