

This is a pre-print version of the Ron Balthazor and Elizabeth Davis' webtext "Infrastructure and Pedagogy: An Ecological Portfolio" published in *Kairos: Rhetoric, Technology, Pedagogy*, 20(1), available at <http://kairos.technorhetoric.net/20.1/coverweb/balthazor-davis>.

Sustainable Practices: Voice-over Transcript

Background: Guitar music

The FYC and WCP programs at UGA use eportfolio assessment as the protocol for evaluating students' writing skills and development. The <emma> program has evolved in concert with this assessment method to support the construction of eports that prioritize and value the process-oriented, revision-based pedagogy we've discussed. In this video, Ron constructs a portfolio in <emma> out of the various documents he's created during the drafting of this article. Accessing the portfolio tool in the top menu bar, he is given an empty portfolio template and access to all the documents he's already filed in each of the project folders for this "course." He can add a biography and put any documents he likes into the port, numbering them in the order he wishes them to appear in the portfolio listing. As he adds documents, he composes a new ur-text from the many he has produced over the time we've been working on this piece. This is the process students in FYC and the WCP go through in order to show their instructors and, ultimately, program directors and institutional assessors, what they understand about writing and the writing process and how well they are able to put that understanding into practice .

A reviewer or rater, here being played by Elizabeth as she takes a look at the portfolio Ron has created, is able to log in and check out a portfolio, getting a glimpse of the picture the author wants to portray of his writing practice and the development of his writing – or, in this case, the development of a single writing project. This particular portfolio shows the sometimes messy process by which ideas develop (see those whiteboard photos of our early brainstorming for this article), and are eventually composed into a coherent, structured, and, ideally, clear, argument. The multimodal affordances of electronic portfolios allow us to think about the evolution of writing in the digital age and provide a way for students to demonstrate those skills, as well.

Unsurprisingly, knowing what we do about writing and the importance of continued feedback and revision, our article continued to evolve even after this video was created, as you can see from the final interface of the article you are now reading. And the tools with which we were able to draft, revise, polish, and publish this article must allow for that on-going recursive practice. Sustainability means that students, faculty, and administrators can revise their practices with regard to writing development, instruction, and assessment in accordance with the lived experience of the ecosystem. For example, now that the WCP is several years old, an opportunity has arisen for comparative assessment and the directors of FYC and the WCP are working together to research and revise our assessment rubrics for the two programs, recognizing that this may also bring to light new spaces in which we can develop writing instruction on campus.

The technological infrastructure we have in place with <emma> gives us a foundation in the form of an ever-growing database that we can continually review in order to re-assess what we are doing and the methods we are using. The institutional memory of this underlying architecture of <emma> and its flexibility in terms of its own capacity for further development and revision,

mean that we can maintain our infrastructural support technology while maintaining sustainability in our protocols for pedagogy and assessment.