1.3 Setting up Portfolios and Initial Research Philosophy Reflections

**For Teachers*:***After the introduction to the course themes and style, students should create their program-long portfolios. Teachers may justify the organization form, provide students an outline for its entire contents, and use such a created template throughout the course\*

Keeping recursive and reflective portfolios is a basic requirement of The College Board AP Capstone program. Teachers may choose the form of the portfolio—be it physical or digital—but its use should be periodic and intentional. Students should house all process work, written reflections, paper drafts, and other related notes in an organized fashion; teachers should check portfolios for completion at regular intervals. Ultimately, the portfolio process provides students with a way to physically see and monitor progress and an easy place to organize work and recall change over time—metacognitive activities that will be the basis of active reflections.

In order to have a stable backdrop, though, students should complete an initial written reflection; this Research Philosophy Reflection will ask students to provide an initial profile of their academic and career-based interests, topics of curiosity or talent, and provide the basis for lines of inquiry that may be followed in the future. Teachers may choose to have students revise this reflection over the course of the year and may also use it as a basis for discussion in the beginning classes of AP Research. Teachers may also give broad introductions to lines of inquiry as a whole, epistemic worldviews, or other knowledge-based philosophies as they provide students with language for categorizing their own curiosities. This will hopefully lead students into methodological approaches in the future.\*\*

\*This sample course will utilize a digital portfolio structure through shared Google Drives (teachers may also use Dropbox or other storage clients or may choose to adapt for a printed physical portfolio). See assignment details in Module 1 for this assignment's implementation guide.

\*\*See provided presentation and recorded lecture as potential resources for scaffolding this student reflection in Module 1