DISCUSSION PAPER: e-portfolios

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1.0... What are e-portfolios?

Definition
Most people are familiar with student portfolios, however, higher education institutions are starting to create departmental and institutional portfolios as a means for evaluating student learning on a more global level. Institutional portfolios provide a means of assessing the impact of the entire educational experience on student learning. They can be used to drive internal improvement and external accountability. Like student portfolios, they allow for internal improvement and external accountability, but on the level of the whole institution.

Students can create and customize portfolios for academic, career, or personal uses; maintain their plan of study; and share their work, goals, and achievements with advisors, career counselors, and employers. Faculty, departments, and institutions can create portfolio assignments linked to scoring rubrics. Assessment committees can randomly select portfolios, score them with rubrics, and generate assessment reports.

An electronic portfolio, also known as an e-portfolio or digital portfolio, is a both a portal and platform from which its owner may provide electronic evidence to showcase abilities, products, and self-expression. E-portfolios are common in the artistic professions, teacher preparation programs and nursing. There are three main types of e-portfolios:

  developmental (e.g., working) – a record of things that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics.

  reflective (e.g., learning) – includes personal reflection on the content and what it means for the owner's development.

  representational (e.g., showcase/career) – shows the owner's achievements in relation to particular work or developmental goals and is, therefore, selective.
The arrangement of e-portfolios is typically chronological and web-based with text, images, multimedia, and hyperlinks. In the teaching sense, e-portfolios streamline evidence gathering, identification and validation, thereby enabling teachers to make effective judgments about the quality, authenticity and progress of evidence. Academic e-portfolios may contain all or some of the following:

- Evaluations, analysis and recommendations
- Evidence of General Education competencies
- Writing samples
- Projects prepared for class or extracurricular activities
- Evidence of creativity and performance
- Evidence of extracurricular activities, including examples of leadership

Teacher are increasingly using student e-portfolios as part of student assessment, thereby building on the traditional student (term) paper, and in particular furnishes evidence of transparency, accountability and transferability of student learning.

**Best Practices**
The literature is plentiful with best practices of developing, deploying, promoting, and sustaining e-portfolios. Here are a few such practices:

- Conference on College Composition and Communication, November 2007

**Starting Out**
Practitioners sharing support and feedback as they compile their own e-portfolios can be found at the Facebook site, Out of Practice.

Realizing your 1st eportfolio (slideshare presentation).
2.0... What academic institutions use e-portfolios, and how?
Well, what institution is NOT using e-portfolios these days is more apt, especially in the online environment.

Educational institutions are increasingly using e-portfolios to benchmark student’s progress toward attaining educational competencies, as well as measuring how faculty, departments, and more broadly the College fulfills part of its educational mission.

Notable best-use and integration of e-portfolios into the teaching landscape is provided by the following schools:

1...Loyola University Chicago’s e-portfolio program is “designed to support students, faculty, and staff in the process of creating dynamic, engaging ePortfolios as a tool for teaching, learning, reflection, transformation, and assessment.”

2...University of Idaho uses “WordPress as a platform for ePortfolios because students can own them, outcomes can be placed in the navigation menus and WordPress has powerful categorizing functions that allow students to easily filter evidence for their ePortfolio.”
3...Clemson University expects all undergraduates to create and submit a digital portfolio as evidence of academic and experiential mastery of Clemson's core competencies. The e-portfolioprogram, implemented in 2006, is a graduation requirement for all their students.

4...University of Michigan’s Research Community provides sample e-portfolios. UM’s Mportfolio has 4 components: Valuing Learning From All Aspects of Life; Documenting Learning Beyond Graduation; Understanding What We Know, Value, and Believe; and Supporting Assessment and Accountability.
Notre Dame’s ePortfolio Engagement Program (nDEEP) seeks to provide a platform, resources, and support to serve the needs of students, faculty, advisors, and programs in order to build a deep and broad portfolio culture and community across the campus.
3.0... Uses by client-category
The e-portfolio is a targeted communication medium designed to deliver a specialized message to a variety of audiences: students, faculty, administration, research, outreach and marketing. It is typical for e-portfolio services to be built into or be add-ons to a parent product where the e-portfolio serves the nature of the parent product e.g., Blackboard’s e-portfolio product which targets e-Learning and e-Assessment. Typical e-portfolio applications and Services include:

**e-ApplicationPortfolio.** There is currently not a single standard, enterprise level application, or process for the submission of a disk-based or web-based portfolio.

**e-LearningPortfolio.** Masters and doctoral degree programs typically offer the option of submitting a portfolio of work for a capstone or final project.

**eAssessmentPortfolio.** Portfolio or sample work from portfolios as typically kept by schools or programs as evidence toward accreditation.

**eMarketingPortfolio.** Many universities have digital archives, faculty annual report service, and a content management system for the production and delivery of web content, yet a formal portfolio system is absent, and as such hampers the institution’s promotional reach.

**eLifeLongPortfolio.** The idea of an e-portfolio that persists after the student leaves the institution is growing in popularity, and many social networking tools are targeting the social, educational and professional markets with this kind of service as a way to attract new students and build and maintain a strong alumni organizations.

4.0... Different approaches to e-portfolio creation
Companies offering e-portfolio as a dedicated product/service or as an add-on to product suite, typically offer e-portfolio as a hosted application with institutionally branded single-sign on to local LMS (e.g., BlackBoard, Moodle), and specific tools, user-views, and presentation formats and palettes (skins):
**Student Tools**

User-Centered: Students control what goes into their e-portfolio and who sees it.

Customizable: Students can create multiple views for a variety of uses.

Flexible: Allows students to create multiple portfolios to showcase their skills and achievements.

Reflective: Portfolio templates encourage reflective thinking.

Easy to Use: Users do not need any HTML or programming skills. They have to be able to fill out web forms and upload artifacts, as they would in an email attachment.

Goal Oriented: Users can set, review, and revise goals related to their education, course, major, career, work, service, and volunteer activities.

Career Centered: e-portfolio contains extensive templates for users to archive information about educational, volunteer, service, work, and internship experiences.

**Faculty Tools**

Faculty Options: Faculty can accept portfolios as a “view”, which allows them to comment on each piece of work and on the portfolio as a whole, or as a zipped indexed file which can be downloaded.

Project Builder: The Project Builder allows instructors, groups, departments, or the institution to design portfolio assignments for classes and for institutional and/or programmatic assessment. Projects can encourage selection, reflection, and a holistic view of work. Rubrics can be created to provide guidance on quality and expectations.

Faculty Portfolios: Faculty can create their own portfolios to use for professional development, to highlight their achievements, or to archive material for promotion and tenure.
Administrative and Assessment Tools
Many institutions use portfolios for outcomes assessment across many classes including majors, general education, minors, and pre-professional training.

Departments, programs, majors, or general education courses are able to use a single project for assessment by creating a master project which can be copied by each instructor. If grading rubrics are used, they can be aggregated for assessment purposes.

Fig. 1. Moodle’s gradebook -- Integration of Moodle and an iRubric

Fig. 2. iRubric’s commercial gradebook integration
Fig. 3. In Moodle, the grader report has a grading standard based on the rubric from Figure 1 (information assurance).

Fig. 4. Shows the workflow of the returns by investing time and energy into an e-portfolio. Andy Turner is currently working on this workflow as well as formulating a needs assessment before selecting a method.
5.0...Available platforms

Product comparisons:
ePortfolio California

Case Studies:
Joint Information Systems Committee [UK]

6.0...How can faculty integrate e-portfolio creation or augmentation into our courses to meet the IC Blueprint requirement for Information Literacy courses

As the e-portfolio lends itself to visual organization and bread crumb navigation, it suggests that it be parsed into a map that is matched against the Blueprint map to facilitate recognition and interpretation of student works that iteratively, either by student, class, department, or campus, improves the process and product integration and evaluation.

In detail, the student e-portfolio could contain a tab linking to student presentations, papers, and other types of production. A teacher-created rubric could address both stand alone and linked requirements, possibly mapped as a visual trail following nodes (learning goalposts) to guide student and teacher in clarifying requirements and plan. E-portfolio software vendors such as TaskStream provide such a scoring mechanism.
7.0...Further Reading: Books, Journals, Databases, Conferences, Webinars, Guides

Books
Documenting Learning with ePortfolios.

Journals
International Journal of ePortfolio [ISSN 2157-622X]. The International Journal of ePortfolio (IJeP) is a double-blind, peer-reviewed, open access journal freely available online. It is published twice a year (March and September).

Databases
To be updated.

Conferences

Societies
Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)

Webinars
Exploring ePortfolio Technologies Webinar Series Resources – covers Digication, eFolioWorld, Desire2Learn, Epsilen, Foliotek, iCampus21, LiveText, Mahara, PebblePad, Symplicity, Taskstream, Three Canoes/Longsight, Chalk & Wire, RCampus.

Guides
Guide to ePortfolios - University at Buffalo.
**APPENDIX A** Lessons from Loyola University – Chicago’s implementation of TaskStream.

**Innovating with e-Portfolios: Follow-Up Q&A with Loyola University Chicago** March 6, 2013 — 3:00 - 4:00pm ET

1 – **intentionality** - intentional learning path with structured templates
progressive build over time with scaffold and clear milestones:

explicit directions and guidance, facilitate effective practice, expectations

value rubrics, aac&u, design an intentional learning path

encouraging student ownership and responsibility, to scaffold process to a certain extent reflect on their experience during key milestones

how a structured portfolio can promote that way of thinking

2- **feedback** - how technology can support feedback -- student requesting text based comments, from peer, from faculty, through the system, use of rubrics to assess scores and comments not just limited to quantitative scores, marking up of documents through the system ways in which faculty can provide feedback to students in both formal and informal ways, as well as students soliciting feedback from others.

3 - **ownership** - encourages them to take ownership of the portfolio contest, showcase portfolios whenever possible, inviting employers to review it - ways that students can personalize and customize

- technology can promote that through personalization and sharing options, to reflect, to differentiate themselves, to the presentation of their work, encouraging students to build professional portfolios to showcase the work that they have done

a number of ways to personalize their own work, themes, styles, personality, just by the selection of themes,
beyond essays and papers, encouraging a multimedia approach, capturing their learning, a body of work that is more relevant to the world they live in, leverage their social media, slideshow

**4 - improvement** - assessment of learning through the portfolios, looking at improvement of learning and assessment of learning through the individual, program, institution

first example of this - providing great evidence for engagement, first way of looking at student improvement over time - assessment and data collection, institution or assessment level - how to improve instruction, based on direct evidence

data collection aggregation, accreditation needs, collecting assessment data, create rubrics to assess outcomes, work off of existing rubrics, tag those rubrics with standards, look at resulting data though that are used through critical analysis skills

aggregate level view, power for the program, allowing a program or the institution to know the progress taking place

look at individual student key outcomes

pedagogy, engagement, technology = improved student learning

more focused, relevant, competitive institution

embedding curriculum within courses, also in co-curricular programs, pedagogical approach

get faculty interested and curious in pedagogy
faculty concern with e-portfolios with time and work
e-portfolios are a pedagogical approach
it will take time and energy
enhancements to service learning and research
a great way to use technology and a practical way of teaching
produce the type of courses that teachers want
for promotion and tenure or for assessment – consistency of format – RTP
send out form to collect needs
integrated into classes, syllabi, check-in points, 4-year portfolio model at the
course level or at the major level, at first semester
simple, easy, start with IC 101
contest for the best e-portfolio, awards, incentivize
collect stellar e-portfolios
showcase eportfolios whenever possible
when sharing their work, and presenting, more motivated and engaged
a weekend of excellence
e-portfolio gallery
review portfolios
screensavers on all the screens
login activity, how many times, how many students, general user activity
deepth and engagement, seeing the actual portfolios
able to get a sense of how students are framing their own identity & learning
look at individual portfolios
the e-portfolio itself is evidence
required for some employment opportunities
employer engagement: pilot study
survey employers, focus groups, how would you use e-portfolios in hiring process
thematically positive - used in hiring process, serving the role for employers
invite employers on panels, often used to review student e-portfolios and review
engage in dialog around eportfolios
employer breakfast, with panel of employers discussing
cornering the market on this topic, eportfolios are a common tool for
employment, but in many other industries it is not yet adopted as a form of
candidate review
to be educated by employers
opportunity to increase the awareness of e-portfolios
support for employers, capacity for development, to engage their voice, closely
work with our career development center
specific pedagogical model to help students articulate their learning model
- familiar with university of michigan - rely on experiential learning theory, David
Colb, experiential learning cycle, an experience
internship,
integrated course design, how to integrate into the course, program effectively
with activities and assignments so that it makes sense to students, an integral
part to each course that they are taking
situated intentionally within every program
no overarching learning theory
often refer to AAC&U on integrated learning - learning rubric, integrative learning
newest learning theory -- enactivism
Instructor side of things
evidence to suggest that student investment has increases; essays, presentations,
quickly and painlessly
coursework to publish or show prospective employers
integrative leadership; assignments that they knew instructor was the only
audience for, reviving work, multiple versions of work, for e-portfolio, wanting to
engage in iterative process
intentionally provide multimedia bank for assignments, to reflect in other ways
that require written work or text
work that they have received has been so remarkable
students like to engage in different kind of learning, they are not used to
reflecting in that way, having the e-portfolio is the mechanism has changed the
way that students are doing their assignments
in dealing with other faculty, we see other instructors become more intentional,
shaping it in the context of the e-portfolio, use the rubric, assess course and the
assignment, change the strategies, improving them the next semester
self reflection, self-study process to enhance their own teaching and learning
when faculty send the links to the e-portfolio's that students are proud
tend to generate energy and excitement, beyond the work, into the community
what has been the most effective selling point?
students, employers, faculty instructors: asking what it was that they would want
strategic approach, shared with administration, they understood the challenges,
staged implementation, multi-year process - 5 years
began the 5 year plan, collecting data from constituencies, sharing that
Information , to capture student learning portfolios, assessment opportunities,
course program and institutional level, professional portfolios, major selling point
funding perspective, students, audit cost and benefit, are their existing resources
that can support this
Digital Learning Center -- Technological Capabilities

--dragon naturally speaking on the PC.

--google apps: youtube, blogger, google drive, google apps.

--2 displays with audio and video (HDMI), video over D-SUB(VGA)

--Smart projector with 2 digital pens that can be digital markers or used as a mouse. The projector has internal speakers.

--The windows 7 pc has a headset with mic, and has 3 outputs (the projector and 2 displays on the wall)

--6 chromebooks are available with all google apps or any web app (not windows or mac programs).

--Wall-mounted rack with 2 drawers to house/secure the chromebooks and remotes/pens, etc.
For students to have their work reviewed (but not submit anything) - 12.50 per student. For students to submit and be reviewed: 25 USD per semester, or 42 USD per year...So it would cost the college 42 grand every year!?

They offer a $3000 test drive for this calendar year.
DESIRE2LEARN
Public Philosophy Journal

Philosophy is often mistakenly viewed as distant from public life, secluded in the Ivory Tower away from the public concerns of civil society. However, the affordances of digital scholarly communication have enabled philosophers increasingly to bring the value of their work to bear on matters of public importance from ethics and public policy to cultural criticism. Even so, however, there are few publishing venues available for philosophers to gain publicity for their work and to reach diverse audiences.

The Public Philosophy Journal is designed to re-envision the relationship between the academy and everyday life by creating a public space for accessible but rigorous scholarly discourse on challenging contemporary issues of public concern.

http://www.personal.psu.edu/cpl2/blogs/cplportfolio/blog/