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Creating ePortfolios for Learning and Teaching

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How I got started?

- First introduced to portfolios during grad school when I taught freshmen composition
- I thought it was an organized way to structure learning and knowledge
- As opposed to final exams, students were able to demonstrate their competence in a holistic manner
- Limited in terms of audience, media, lifelong learning, among other issues…

How I got started?

Doing the math!

- 20 portfolios per class (each weighs about 0.5 lb)
- 3 sections per semester
- 60 portfolios per semester
- 8 semesters thus far
- Theoretical total po[illegible]!!
- Theoretical total wei[illegible] lbs.!!
- That's lots of storage space and waste!!
- Using ePortfolios can be one of the greenest practices in higher ed!!

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Is there a better way?

Outcomes of Session

(By the end of this session, you should be able to …)

1. Identify the main types of ePortfolios used in the academic context
2. Explain the key considerations that go into the construction of learning and teaching ePortfolios
3. Understand the key functions and features of the e-portfolio tool on CROPS

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ePortfolio Trends

- In the past 5 years, according to the Campus Computing Project, the percentage of U.S. colleges and universities using ePortfolios has more than tripled.
- It is predicted that in the next 10 years, ePortfolios will no longer be considered a special practice, but a pervasive and transparent part of the learning environment.

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Types of ePortfolios

- Learning ePortfolios
  - Document the learning process
  - Include essays, tests, notes, journals, and other artifacts that best represent engagement with the learning process in a particular subject area.
  - Provide a framework for assessing academic progress and skills learned over time
  - Showcase the “works in progress” or “best-works” for evaluation or presentation purposes
  - Used as part of application for jobs, graduate school, or other professional purposes
  - Sample of learning ePortfolios

Types of ePortfolios

- Learning ePortfolios
- Teaching ePortfolios
  - Demonstrate teaching effectiveness
  - Include original course materials, samples of students' work, and various teaching artifacts
  - Highlight instructors' skills, practices, and accomplishments
  - Increasingly used in hiring, academic reviews, professional development, and career advancement
  - Sample teaching ePortfolios

Types of ePortfolios

- Learning ePortfolios
- Teaching ePortfolios
- Institutional ePortfolios
  - Derived from teaching and learning ePortfolios
  - Used to assess the efficacy of a given instructional program or objective
  - Include quantitative and qualitative measures of student performance gauged against a set of learning outcomes that have been identified by an instructor, program, department or institution
  - Increasingly used as a standard tool for accountability measures and accreditation purposes in higher education
  - Sample institutional e-portfolio

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Practical Considerations

- "No matter what the tools used to create them…portfolios offer, most importantly, the chance to collect, select, and reflect."
  - Kathleen Yancey, *Professor of English*, Florida State University

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Practical Considerations

1. COLLECT
   - Determine purpose and audience (i.e. learning, teaching, or assessment)
   - Selectively and reflectively gather materials – be explicit in what you choose and why
   - Organize materials into appropriate categories (i.e. scientific literacy, communications, etc.)
   - Digitize artifacts if necessary (i.e. pdf, doc, jpeg, bmp, etc.)

Practical Considerations

1. COLLECT
2. SELECT
   - Carefully choose among the artifacts gathered that best demonstrate various aspects of learning, teaching, and outcomes achievement (i.e. student work, teaching materials, evidence of outcomes achievement, etc.)
   - Include artifacts that highlight self-reflection (i.e. journals, self-evaluation, program evaluations, etc.)

Practical Considerations

1. COLLECT
2. SELECT
3. REFLECT
   - Write an introductory cover note for each section of the portfolio, explaining what you've included and why
   - Include self-reflection and/or self-evaluation of the materials included

Practical Considerations

1. COLLECT
2. SELECT
3. REFLECT
4. PROJECT
   - Construct portfolio one section at a time
   - Play with design and layout to fit audience
   - Share portfolio with peers and colleagues and get feedback
   - Make different versions of the portfolio for different purposes and audiences

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Practical Considerations

1. COLLECT
2. SELECT
3. REFLECT
4. PROJECT

Give yourself plenty of time.

It'll take longer than you think!

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Brad Neily

- Disability Services Coordinator, UCM

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Intro to OSP

Video of OSP

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E-Portfolio Tool on CROPS

Major Features

- *Forms* are used to assist participants in collecting relevant information.
- *Matrices* are two-dimensional structures that guide participants in gathering the content (completed Forms and attached artifacts) of their portfolio.
- *Templates* defines the layout, style, and content of all portfolios that are based on it.
- The *portfolio* tool assists participants in the creation and publishing of their portfolios. An individual can create and share as many portfolios as he/she wants.

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E-Portfolio Tool on CROPS

Portfolio Workflow

1. Set up new Portfolio Site
2. Create Matrix, Forms, and Templates
3. Structure Matrix cells with Instructions and Forms
4. Populate Matrix cells by filling out Forms and attaching Artifacts
5. Construct portfolio using populated Matrix and Forms
6. Share Portfolio with audience

Examples of ePortfolios

- WRI 117 Student – Learning E-Portfolio
  - Celina Chun
  - Matt South
- WP Faculty – Teaching E-Portfolio
  - Mike Truong

New Opportunities

Students

- Learn about audience, ethos, outcomes, and technology
- Gives pride of ownership and full control of final product
- Encourages reflection, collaboration, and life-long learning
  - Why aren't all classes using ePortfolios?

Faculty

- Provides a platform for self-reflection and evaluation of teaching
- Documents achievements, outcomes, and progress
  - Teaching portfolios are increasingly used for tenure review

Institution

- Addresses accreditation needs via program reviews
- Makes assessment strategies clear, accessible, & consistent
- Marketing and recruitment applications
  - Undergraduate programs are using ePortfolios as exit requirements
  - Graduate programs are using ePortfolios to replace qualifying exams

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ePortfolios in Higher Education

- "Electronic portfolios have a greater potential to alter higher education at its very core than any other technology application we've known thus far."
  - Trent Batson, Write for *Campus Technology* and Director of IT, University of Rhode Island

- "ePortfolios may be the most likely vehicle to help us make the transition to an academy of the future that is both relevant and authoritative."
  - Kathleen Yancey, Barbara Cambridge, and Darren Cambridge (2009)

References/Resources

- Resources for Teaching Portfolios (UCLA Office of Instructional Development) https://www.oid.ucla.edu/units/tatp/resources/copy_of_portfolio
- Dr. Helen Barrett's Electronic Portfolios http://electronicportfolios.com/
- Resources for Learning Portfolios (University of Washington) http://faculty.washington.edu/krumme/students/portfolio.html
- Sample Learning Portfolios (LaGuardia Community College) http://www.eportfolio.lagcc.cuny.edu/advanced_gallery.html
- Sample Teaching Portfolios (Carnegie Foundation) http://www.gallery.carnegiefoundation.org/gallery_of_tl/castl_he.html
- Sample Institutional Portfolio (CSU Sacramento) http://www.csus.edu/portfolio/index.htm

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