

**ARC22**



*Prepare for the future*

Considering an ePortfolio?

Chelsea Redger-Marquardt and Carolyn Speer

# Agenda

- Who we are and why we are interested in eportfolios
- What is an eportfolio?
- Example from Chelsea's class
- Next steps if you want to try a portfolio
- A brief glimpse into the future of ePortfolios



# Chelsea and Carolyn

- Chelsea Redger-Marquardt, Assistant Dean Cohen Honors College and Assistant Professor, Organizational Leadership & Learning
- Course Design, utilize ePortfolio and folio process in a number of courses.
- Serve on the AAC&U ePortfolio Institute
- Carolyn Speer, Director of Instructional Resources
- Support instructors who want to use ePortfolios
- Serve on the AAC&U ePortfolio Institute
- Personal interest: seeing that technologies are long-lasting and supported

# Types of ePortfolios



- “Showcase” portfolios: Show highlights of student work, at the end of classes or programs
- “Reflection-Learning” portfolio: Used throughout the term or program to help capture and support learning
- “Assessment” portfolios: Used by departments to help support their assessment documentation
- All are digital and online

# ePortfolio Software Choices

- Blackboard Portfolio tool (does not link to Ultra courses)
- PebblePad
- Microsoft Teams
- Free webpages (Word Press, for example)
- LinkedIn Profile (Showcase portfolio)



# Chelsea's Journey



# PebblePad

## Spring 2020

- Pilot Portfolio Project: HNRS 351 Survey of Leadership
- Scaffolded Learning | Just In Time Support | Approachable

## Fall 2020

- HNRS106AB: Exploring Our National Parks Piloted Workbook
- Student Final Project: Ethos Page (Signature Assignment)

## Spring 2021

- Survey of Leadership: Workbook and Portfolio (Fully PebblePad)
- Lead for Tomorrow: Workbook (Spring and Summer Course)
- Faculty Thought Leaders

## Fall 2021

- Using in all my Honors Courses
- Students in multiple semesters
- Informal Peer Mentorship

# Terms and Concepts

- A class assignment
- Signature Assignment
  - Documenting a major course project (like the final project) or reflecting on the overall course learning experience by assembling artifacts and responses
- A program-level assessment tool
- Folio Thinking
  - *Folio Thinking* is a reflective practice that situates and guides the effective use of learning portfolios, defined as a purposeful collection of artifacts that characterize the learning experiences of the portfolio owner. Developed at Stanford as part of the Learning Careers Project.

# A High Impact Practice

When students build their e-portfolios, they also enact a shift from being a consumer to being a producer of their own education. They become learners with agency. When we ask students to represent and reflect on their learning both within and across courses, we go beyond simply requiring another assignment. Instead, we are pushing students to demonstrate their education in ways they haven't been traditionally asked to.

Hubert, D. Jason Pickavance and Amanda Hyberger. 2015. "Reflective e-portfolios: one HIP to rule them all?" *Peer Review*. 17(4): 15-18.

# How Chelsea Uses ePortfolios

- Workbooks in PebblePad- folio atmosphere
- Assessment- Honors Learner Outcomes
- Signature Assignment as a Concept
  - Ethos Page (final project)
  - Survey of Leadership full class signature assignment (final project)



# Example Workbook- Folio Environment



Contents Welcome Thinking Person's Guide- Re... Ken Burns- The National Par... Service-Learning Book Report/ Presentation ... Environmental Stewardship ...



## HNRS 106 AB: People, Parks, and Place: Exploring Our National Parks

Assignment Space for:  
A Thinking Person's Guide to America's National Parks Research and Reflection  
Questions  
The National Parks: America's Best Idea Documentary Reflections  
Service-Learning Project

## Who is on your team?

Please list your team members names.

All students on your team should complete the Online Student Service Learning Module. This module is free, on-demand module that is available to all WSU Students. You can access the module by following clicking on this [link](#).

1. Click on the above link.
2. Login using your MyWSU ID
3. Select the Student Course



# Signature Assignment | Page in ePortfolio



The goal of this assignment is to bring together your thoughts from this course and to provide a path forward. By developing a sense of place, an understanding of environmental stewardship, and putting together an personal ethos we can be conscious of how we connect with and impact our planet.

How you design your page and what you include is up to you? This is intentional. This is your ethos and your relationship with how you operate within our natural environment.

**However, a few requirements will help provide some direction.**

# Signature Assignment | Course ePortfolio

PebblePad

Close < Leadership Dialogue Leadership in the Wild Leadership Personal Growt... Honors Learner Outcomes Wild Card Example: Clifton S... Instructions and Rubric ▾

Collapse all ^

- Pa Dr. C Home Page
- Pa Leadership Dialogue
- Pa Leadership in the Wild
- T Leadership Personal Growth and Reflecti...
- Ws Honors Learner Outcomes
- Pa Wild Card Example: Clifton Strengths Ind...
- Po Instructions and Rubric ^
- ↳ Pa Instructions and Guidelines
- ↳ Pa How to Create a Page in PebblePad
- ↳ F Example Updated Rubric\_Survey of L...
- ↳ Pa Presentation Approach

## Instruction and Requirements for your Personal Leadership Portfolio

Use the guide below as you build your own individual portfolio. Be creative. Be thoughtful. Be reflective.

This portfolio assignment is designed to allow you to bring together many of the aspects from this course while investigating the influence of leadership in our every day life. Each aspect of the portfolio project will allow you to craft and share your own personal understanding of leadership and what characteristics of leadership create your personal

# Assessment | Honors Learner Outcomes



## DIRECTIONS

Please complete the general information then rate your level of confidence in your skills and abilities for each of the Honors Learner Outcomes listed below.

Please be honest with yourself. You are not being graded on your answers.

**It is okay to be at ANY LEVEL in the below list.** This is a way to capture your initial thoughts and perspectives as a "baseline" of your first month as a Cohen Honors Student.

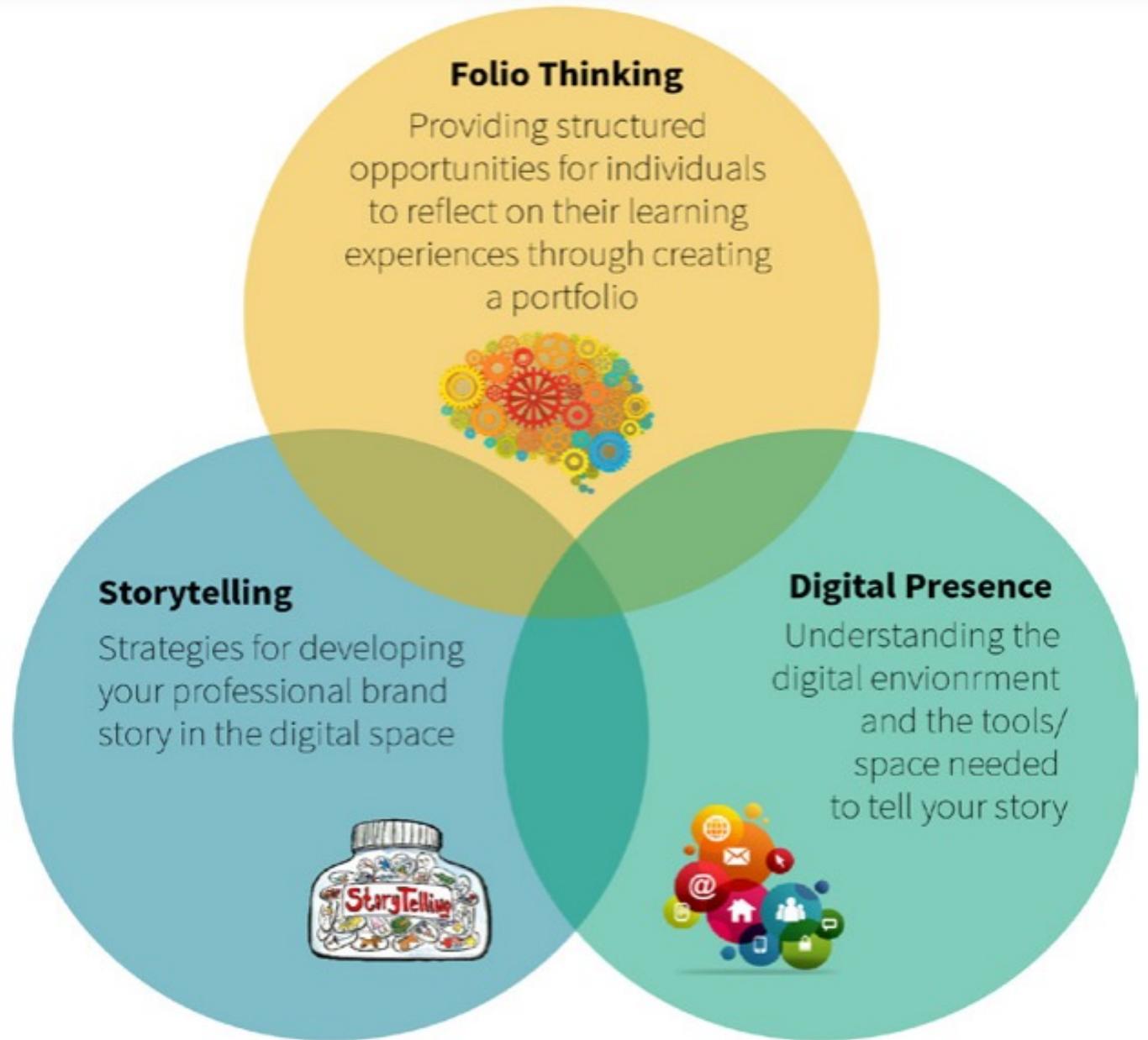
Intellectual	Professional
<b>Integrative Thinking:</b> Master cognitive, transferable, and practical skills <b>Interdisciplinarity:</b> Value the knowledge in other disciplines <b>Curiosity:</b> Commit to curiosity and lifelong learning	<b>Passion:</b> Passionately pursue long-term goals <b>Purpose:</b> Contribute to a common purpose and meaning
Innovative	Transformational
<b>Empathy:</b> Meet unaddressed challenges and needs. <b>Ambiguity:</b> Accept risk and ambiguity in proposing solutions <b>Problem Solving:</b> Solve problems creatively	<b>Diversity:</b> Embrace diversity in backgrounds, values, and perspectives <b>Positive Impact:</b> Make a positive impact on a local or global community

Table 1. Honors Learner Outcomes Overview

# Individual/ Digital Presence

The Association for Authentic, Experiential, & Evidence-Based Learning

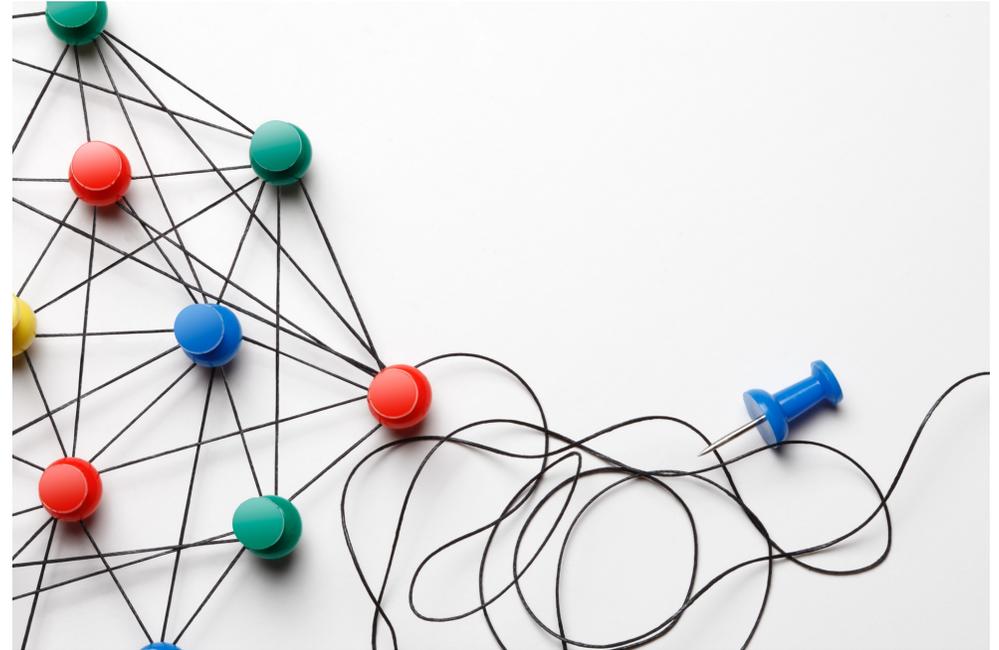
Chen, H.L., & Patel, S.J. Portfolio to professional: Supporting graduate student reflection via digital, evidence-based storytelling. The AAEEBL ePortfolio Review, 1(2), p. 7-14.



# Agents of Integration

Individuals who are actively working to perceive connections they make and convey them effectively to others.

Rebecca S. Nowacek, *Agents of Integration: Understanding Transfer as Rhetorical Act* (2011)

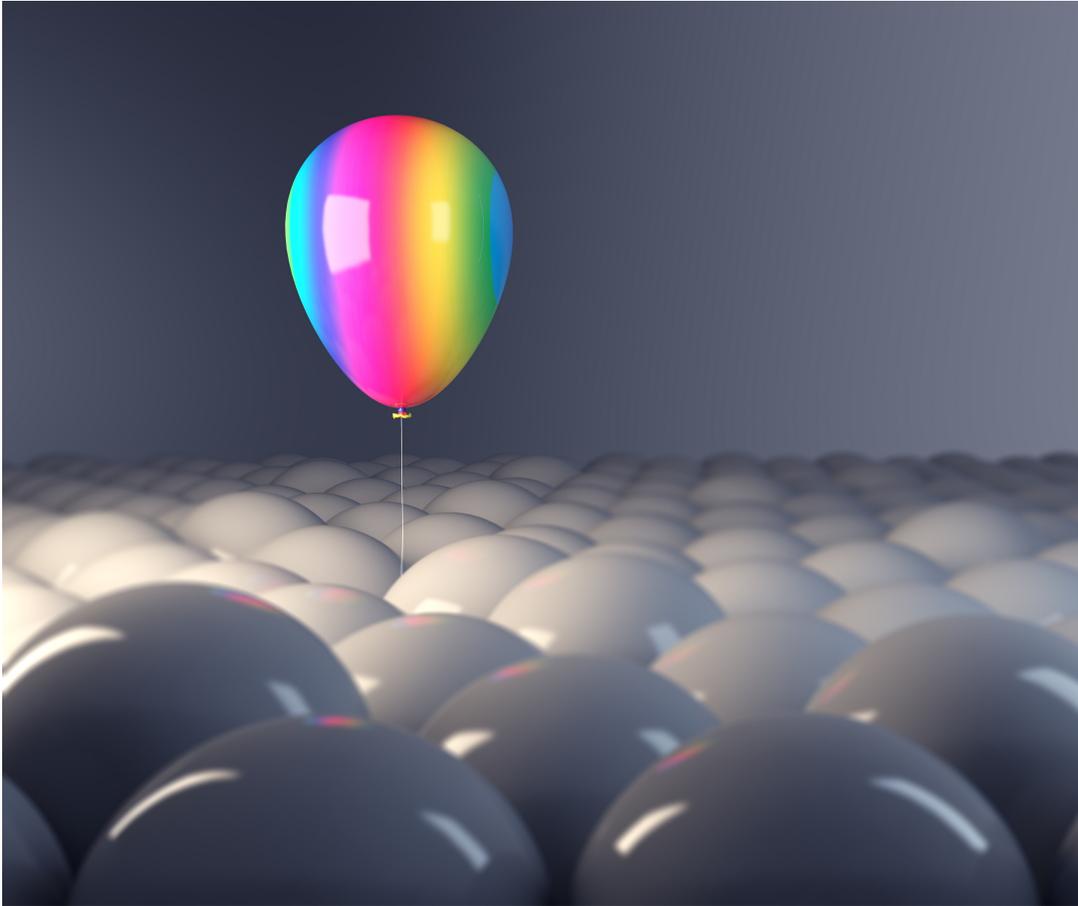


# Next Steps

- If you want to add a portfolio assignment:
  - Consider using available technologies first
  - If the software has a cost, it must be listed in the syllabus
  - Be sure you know your goals
  - Request an accessibility audit
- If you want to add a portfolio to program assessment
  - Think about long-term storage of assets
  - Work with OIR to link to goals in Bb
  - Have a plan to get necessary student permission if necessary



# The Future for ePortfolios?



- Longterm storage of assets is a significant issue
- Single sign-on makes choosing a portfolio provider more complicated
- It's clear students will need to be able to create a digital identity
- It's important the university knows if you need this technology

# RESOURCES - GENERAL

- **General**
- o [AAC&U Resources](#)
- o [International Journal of ePortfolio](#)
- o [The Journal of Interactive Technology & Pedagogy](#)
- o PebblePad ePortfolio system [Overview](#) & [Webinars](#)
- **History**
- o [The Evolution of the Portfolio in Higher Education](#)
- o [Video: Batson Lecture](#) "Getting Better All the Time: An ePortfolio Moves from the Margin Toward the Center" by Susan Kahn (IUPUI) at the AAEEBL Annual Meeting 2017 in Portland, Oregon, U.S.A., on 27 July 2017.
- **Other University ePortfolio Galleries & Resources**
- o [Auburn University](#)
- o [Laguardia Community College](#)
- o [University of Virginia](#)
- o [Montclair State University – creating an ePortfolio using Google sites](#)

# RESOURCES - APPLIED

- **Folio Thinking**
- o [Stanford University Folio Thinking Initiative](#)
- **High-Impact Practices**
- o [Video: George Kuh, Director of the National Institute on Learning Outcomes & Assessment “High-Impact Practices That Merit Further Research”](#)
- **Signature Assignments**
- o [AAC&U Signature Assignment Tool](#)
- o [CourseNetworking ePortfolio system \(IUPUI\)](#)
- o [Course Reflection Template](#)

# Thank You! Questions?

