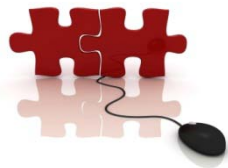




Upcoming Events

October 21 – 24 WCET in Denver, Colorado
 October 25 - 27 Assessment Institute in Indianapolis, Indiana
 November 3 – 9 Educause in Denver, Colorado

In the News



ePortfolio Day of Planning, August 13, 2009, San Jose, CA

As a follow-up to the [Day of Dialogue](#) (February 2009) this day focused on practical strategic planning for ePortfolios.

The [orientation](#) by Kevin Kelly (SFSU), Helen Chen (Stanford), and Una Daly (ePortfolio California), provided information about implementation, emerging definitions, and the pilot process. The

following workshops included Kevin Kelly discussing [Mapping](#) ePortfolio artifacts or assignments to objectives -- class, program/department, college, campus, and national (e.g., AAC&U LEAP Expected Learning Outcomes), and Maggie Beers (SFSU) with [Creating an ePortfolio Culture](#).

The [Panel Discussion on Broad Perspectives](#) provided unique perspectives. Helen Chen, well known in the ePortfolio community, brought years of intense and in-depth research to share; Lynne Groves from MnSCU's Office of the Chancellor represented Minnesota - the first state to adopt a statewide initiative to support ePortfolios for everyone who lives there; Ken O'Donnell from the California State University Chancellor's Office looked at ePortfolios in relation to academic programming - specifically General Education; John Whitmer from the California Virtual Campus coordinates a pilot program to develop ePortfolio services for K-20 institutions across California;

Maggie Beers covered the operational piece of implementation on one campus with many options.

Another hands on session discussing [Implementation](#) allowed for open discussion, and our [Five Minutes of Acclaim](#) presenters included Chico, Capella, East LA, Foothill, Pierce, Minnesota, Valdosta, Seattle Pacific, and Virginia Tech.

The ePortfolio Day of Planning was carefully balanced to include an overview, hands-on workshops, a panel discussion, "5-minutes-of-acclaim" sessions, and the closing. Workshops provided guided instruction, time-on-task, and time for discussions. Going through the steps in the order provided, and doing so in a group setting will provide for the best experience.

The [conference website](#) is a source of information and support all who are interested in ePortfolios. The left navigation provides links to each section, which includes as much of the material as possible - slides, supplemental handouts, case studies, worksheets and videos.

Important Links

- <http://teachingcommons.cdl.edu/eportfolio/> a community of members – CSU faculty, staff, administrators – that share a common interest in enhancing the quality of teaching and learning through the use of ePortfolios.
- <http://eportfolio.merlot.org/> Add your favorite ePortfolio websites into MERLOT at www.merlot.org. Check out the new resources that have been added.

Resources

Dr. Maggie Beers, Director of Academic Technology at San Francisco State, was invited to present at the AAC&U "Fresh Air Summit on ePortfolios" this summer in Washington DC. Dr. Beers was asked to describe what practices can be institutionalized to support ePortfolios, and what challenges still persist.

She reported that reliable, sustainable, scalable, and effective solutions, at many levels, are needed to support ePortfolio growth across institutions of higher education. When introducing major educational technology initiatives on campus, it is important to conceptualize and address the initiative from three distinct, yet overlapping perspectives: educational, organizational, and technical.

Educational perspective: Best practices can be shared easily when collected in a common, public area. CSU ePortfolio best practices are collected and shared through [MERLOT](#), and the ePortfolio sites sponsored by the CDL and [SF State](#). ePortfolio programs can be successful when aligned with, and mapped to, educational goals within AAC&U (LEAP), university, departments, and individual courses. ePortfolio assessment presents a culture shift, and can impact workloads for students and faculty members as teaching and learning practices change.

Organizational support perspective: Efficiencies and economies of scale occur when central groups support launching ePortfolio programs for the first time. Central units such as Academic Technology can be instrumental in helping launch ePortfolio initiatives. As ePortfolios become embedded into all aspects of university practice, other support structures on campus (the student tutorial or faculty development centers) can help provide sustained support.

Technical perspective: Limit the number of technical solutions on campus, and ensure they are integrated into the campus technical architecture. When fewer technical solutions co-exist on a campus, it is easier to support, troubleshoot, or roll up results for accreditation. In addition to meeting the needs of the campus, the technology needs to be reliable, scalable, and easy to use.