Building an ePortfolio Campus Culture

ePortfolio Day of Planning

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Overview

1. What is culture? How can we build one?

2. ePortfolio culture case studies
   - BCIT: Building one top-down
   - SF State: Building one bottom-up

3. Apply Roger’s diffusion of innovation framework to CSU Anywhere case study
What is Culture?
What is Culture?

Culture is an artichoke.
What is Culture?

Culture: The way one sees the world

- food
- literature
- language
- religion
- climate
- clothing
- history
- folklore
- education
- geography
- music
- traditions
What is culture?

**Textbooks: Small ‘c’**
Food, Fairs, Facts, Folklore

**Faculty of Arts: Big ‘C’**
Canonized literature, art, music & history

**Anthropology: Process**
Institutions, processes and shared beliefs that make a society run

**New Fields: Discourse**
Points of Viewing; Multiple Perspectives
What is culture? Webs of Significance

"Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning"

Clifford Geertz, 1973
The Interpretation of Cultures
Diffusion of Innovations

"the process by which an innovation is communicated through certain channels over time among the members of a social system."

Diffusion of Innovations

Adoption of innovation over time

Adapted from Diffusion of Innovations by Everett Rogers

An example of how innovation is distributed through a social system

Innovators: 2.5%
Early Adopters: 13.5%
Majority: 34%
Late Majority: 34%
Conscientious Rejectors: 16%

Learning styles of the groups:
- Experiment
- Connect with Innovators
- Attend Conferences
- Follow the Leaders and Read Books
- Warily Observe Trends

Early Adopter Accelerators:
- Triability: Is it easy to sample?
- Complexity: Is it simple enough to try?
- Observability: Are the results visible?
Roger’s Diffusion of Innovation Framework

Factors Affecting Diffusion

- Compatibility
- Triability
- Complexity
- Advantage
- Observability
Roger’s Diffusion of Innovation Framework

Compatibility

The degree to which the innovation is consistent with current values and perspectives of the users.
Roger’s Diffusion of Innovation Framework

Triability

Trying out a new approach on a limited, trial basis to minimize risk and allow for experimentation.
Complexity

Innovations that are easier to understand and use will be adopted quicker than more complex innovations that are unsupported.
Roger’s Diffusion of Innovation Framework

Advantage

The degree to which the innovation is perceived as better than a current situation.
Roger’s Diffusion of Innovation Framework

Observability

The more observable or visible an innovation is, the more likely it will diffuse.
2 Case Studies: ePortfolio Cultures

1. Vancouver, BC, Canada

![BCIT Logo]

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY
A POLYTECHNIC INSTITUTION

2. San Francisco, California, USA

![SF State Logo]

SAN FRANCISCO STATE UNIVERSITY

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advancing education with technology
“BCIT’s Technology-Enabled Knowledge (TEK) Initiative is about innovation and achieving new standards of excellence in education.”
TEK Initiative’s Belief System

1. Innovation is the responsibility of the institute, not just the individual
2. Blended learner-centred education works
3. Faculty have good professional instincts
4. Faculty can effect change
5. Applied learning occurs best in teams
6. Problems are our friends
7. BCIT’s TEK team are agents of change
TEK Initiative Academic Support

- Action research
- Showcasing
- e-Competencies
- Resources

Time

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TEK Instructional & Technical Support Model

PM-Inst. Designer

Writer

Graphic Artist

Video

AV

Systems Analyst

Multimedia Developer

Technical Advisor

Faculty Member

Grassroots Project
ePortfolios @ BCIT

Show ePortfolio movie from BCIT
How do you move from diffusing innovation to embedding innovation in everyday practice?

What do we hope to learn:
- Are faculty development programs meeting the needs of faculty?
- Are faculty development programs changing the curriculum or learning environment in meaningful ways?
- Once innovations have been diffused to a broad audience, how can they best be embedded into everyday practice?

How are we collecting our data:
- Instrumental case-studies approach
- Interviews and focus groups with instructors
- eCompetencies survey

About BCIT
BCIT is a polytechnic with an applied focus and close ties to industry.
- 48,000 students, 275 programs, 2,200 instructors
- Instructor contact hours:
  - Technology instructors: 15 hours/wk (15 prep and 5 hours of office hrs.)
  - Trade instructors: 25 to 30 hours/wk
- Types of credentials offered:
  - Bachelor’s Degree: Business Admin, Engineering, Science, Nursing
  - Bachelor of Technology (applied)
  - Diploma: Technology, Trades Training or Technical Studies
  - Certificate, Advanced Certificate or Post Diploma
  - Master’s Degree (under development)

Preliminary findings:
Factors that encourage embedding
- Innovations are used by an interdisciplinary team
- Innovations are used by new student populations (students in remote areas, international, working students)
- Innovations are supported by program policies, faculty and management
- Management encourages faculty to explore
- Technology is stable and easy to use
- Ongoing customized training, sharing and support

Challenges to embedding innovation
- Lack of time (specialized teaching makes it hard to find replacement teachers; no TA’s)
- Pressure from students to be innovative. This pressure makes some instructors feel uncomfortable. They fear embarrassment
- Limited access to technology and smart classrooms
- Increased workload
- Safety and security concerns
- More technical support required

What’s next?
- Continue interviews and focus groups
- Create formal opportunities for interdisciplinary collaboration and interaction
- Customize faculty development programs
- Continue faculty development programs

How are we embedding innovation in the day-to-day practice of our instructors?
- Teaching perspectives inventory
- eCompetencies
- Post-project interviews with participants
- Funded opportunities to explore (Grassroots projects)
- Applied education research grants
- Lunch and learn and hands-on workshops
- Knowledge Base articles
- LTC and ITS support
- TEK website
- Peer mentoring
- Design team support (SME, ID and Tech Advisor)
- Assessing effectiveness through applied education research (funding)
- Lunch and learn peer sharing
- Peer mentoring
- Lessons learned report
- Video profiles
- Articles published in the institute newsletter
- TEK website
- Lunch and learn workshops
- Peer mentoring

Innovations that support diffusion (Rogers, 2003):
- Are compatible with the user’s perspective
- Are simplified and supported
- Can be tried out by the user in advance to gain experience and reduce risk
- Offer a clear advantage over the current practice or situation
- Are observable or visible

Valia Spiliotopoulos & Kathy Siedlaczek

A research project carried out by the Learning and Teaching Centre at the British Columbia Institute of Technology, Vancouver, Canada.
“Educational technology can make learning more interactive... students can focus on doing rather than reading... there are more opportunities for peer-learning and leadership development.”

“I would like to observe another instructor’s lessons to see how the technology is used.”

“Collaborating with a colleague from another department on a project allows you to learn how to use a new technology and the associated technical skills.”

“It’s useful to regularly attend workshops and lunch and learn to see what faculty in other departments are doing.”

“Instructors should show how they use innovations during departmental meetings.”

“Keeping up with each new version of the software means there is constant change.”

“Support is needed for e-learning techniques and procedures to enhance self-learning, instructor facilitation and intervention.”

“We need to train students for e-learning, especially international students.”

“Online marking takes longer and can be limiting.”

“I can’t get scheduled into a lab. It takes a lot of time to get a laptop cart from AV services.”

“I’m mostly scheduled in “dumb rooms”... you really have to fight to get a “smart” room.”

“I want the ability to be spontaneous; I need equipment there because I can’t always predict when I want to use it.”

“I just don’t have the required time to “play with and investigate” the new technologies.”

“Not enough time and support to practice using the tools.”

“We are constantly understaffed, and finding someone to temporarily fill your spot is really hard.”

“Educational technology by its nature can be more democratic.”

“The tools need to be intuitive and easy to use.”

“It feels good when it works well and is effective for students.”

“Great possibilities for internationalization -- connecting what we have here with the rest of the world.”

“There was success, though limited, in getting students to think about their work and reflect on it through ePortfolios, while also building communication skills.”

“I need to be really comfortable with anything I add to a course.”

“The technology has to fit me personally.”

“Some instructors are confident and encourage other instructors to use technology, but some are scared of technology and they fear embarrassment.”

Valia Spiliotopoulos & Kathy Siedlaczek
MISSION

• To create and maintain an environment that promotes respect for and appreciation of scholarship, freedom, human diversity and the cultural mosaic of the City of San Francisco and the Bay Area

• To promote excellence in instruction and intellectual accomplishment

• To provide broadly accessible higher education for residents of the region and state, as well as the nation and world
Paper-based Portfolios

Electronic Portfolios

20+ years of portfolio assessment

Why ePortfolios at SF State?

Jen R. Hult
Master of Public Health Portfolio

Rachel Pouls
Master of Public Health Portfolio

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San Francisco State University
2005: 21 departments using portfolios

**Student Centered:** Capstone, career bridge & evaluation

**Institutionally Centered:** student & program assessment for credentialling, accreditation review

ePortfolio Projects at SFSU
Institutionalized practices

To support growth, need:
Sustainable, Scalable, Reliable, Effective Solutions

Centralize, share knowledge on teaching & learning best practices

Limit # of technical solutions & integrate into current technical architecture

Link to strategic Planning-LEAP

Lower department costs & improve support through efficiencies & economies of scale

Educational

ePortfolio

Technical

Organizational

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Learning & Teaching Trends & Tools

Accessible Learning Environments

Learner-Centered Instruction

Process-Based Evaluation
Learning & Teaching Trends & Tools

Hybrid / “Hy-Flex” Course Delivery

courseStream  
Illuminate®  
echo360

Just-in Time Faculty Development

power  
QuickGuides

Faculty Research & Collaboration

fresca

Institute for Inclusive Media
Mapping Institutional Goals to Artifacts

- Personal & Social Responsibility
- Social Equity & Justice
- Appreciation for Diversity
- Ethical Engagement
- Identify the connection between social justice, health equity, and personal & community health
- Shoot & produce a documentary on a health & social justice issue
Let’s create an ePortfolio culture....
Factors Affecting Diffusion

- Compatibility
- Triability
- Complexity
- Advantage
- Observability
**Diffusion of Innovation Action Plan**

**Multiple Stakeholders, Multiple Perspectives**

Each of these stakeholders will play a part in helping diffuse, and ultimately embed, the innovation of ePortfolios into the CSU Anywhere campus culture. Within any culture, it is important to identify each individual’s perspective to meet his or her needs and communicate effectively.

Working in groups, you will be assigned one set of stakeholders. For each factor that affects innovation (compatibility, triability, complexity, advantage, and observability), suggest some strategies to help each stakeholder adopt the innovation and begin to build a culture of ePortfolios.

<table>
<thead>
<tr>
<th>Factors Affecting Diffusion of Innovation:</th>
<th>Compatibility: The degree to which the innovation is consistent with current values and perspectives of the users.</th>
<th>Triability: Trying out a new approach on a limited, trial basis to minimize risk and allow for experimentation.</th>
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</thead>
<tbody>
<tr>
<td><strong>Proposed Strategies:</strong></td>
<td>What aspects of ePortfolio use can be identified as compatible with each of these stakeholders’ current beliefs and practices?</td>
<td>How can each stakeholder experiment with ePortfolios?</td>
<td>How can we help make ePortfolios simple to understand and use for each stakeholder?</td>
<td>How can we communicate to each stakeholder that ePortfolios offer a clear advantage over the current practice or situation?</td>
<td>How can we make ePortfolios observable to each stakeholder, within both mass-media and interpersonal channels?</td>
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<tr>
<th>Group 1</th>
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<tr>
<td>President</td>
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<td>Dean, Sciences</td>
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<td>Adjunct Faculty</td>
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<td>Graduate Student</td>
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# Diffusion of Innovation Action Plan

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<tr>
<th>Group 2</th>
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<th>Triability</th>
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<td>Tutorial Center Staff</td>
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<td>Tenured Faculty</td>
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<td>Career Center Staff</td>
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<td>State Politician</td>
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<td>Tenure Track Faculty</td>
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<td>University Librarian</td>
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<td>Student Advisor</td>
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<td>Employer</td>
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<tr>
<td>Transfer Student</td>
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Thank You.

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