ePortfolios: Emerging Definitions & Campus Planning

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The Problem

Students’ intellectual experience of higher education is fragmented due to:

• Lack of curricular coherence
• Increasing demands of an information-rich environment
• Over-reliance on accepted assessment methods
• Growing importance of out-of-class learning experiences
Understanding ePortfolios
Lorenzo & Ittelson (2005)

Definition: Purposeful selection of artifacts together with reflections that represent some aspect of the owner’s learning

<table>
<thead>
<tr>
<th>Owner</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Student</td>
<td>Learning or Development</td>
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<td>Faculty</td>
<td>Assessment</td>
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<tr>
<td>Institutional</td>
<td>Employment</td>
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<td>Retention, Promotion, Tenure</td>
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<td>Certification, Accreditation</td>
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Benefits of the Product


1. Portfolios can feature multiple examples of work.

2. Portfolios can be context rich.

3. Portfolios can offer opportunities for selection and self-assessment.

4. Portfolios can offer a look at development over time.
Why ePortfolios?

1. Make competencies and outcomes central to the curriculum
2. Teach portable skills
3. Blend information literacy, technology fluency, and domain knowledge
4. Treat students as big-picture thinkers and critically engaged doers

ePortfolios

percentages by sector reporting ePortfolio services on the campus Web site, 2003-2008
Institutions’ Use of Electronic Portfolios

- Responses from 433 AAC&U member institutions
  - 57% of institutions surveyed use ePortfolios for at least some students and programs
    - 3% require them for all students
  - 29% exploring the feasibility of using
  - 14% do not use, no plans to develop

Trends in Learning Outcomes, General Education, and Assessment

AAC&U Member Survey, April 2009
ePortfolio Pilot Process

• Funding
• Goals & Activities
• Tool Selection
• Training & Support
• Student & Faculty Feedback
• Evaluation
Funding Sources

• College Innovation Grants
• FIPSE (Fund for Improvement of Postsecondary Education)
• Workforce Education
• Student Recruitment
• Program Review
• Accreditation
Goals

- Assessment of learning
- Improve learning outcomes
- Career development
- Program improvement
- Enhance digital literacy
- Showcase student work
- Feedback from peers & mentors
Identify Activities

- Demonstration of achieving learning outcomes
- Review curriculum
- Integrative learning through reflection
- Intentional learning through student advising
- Authentic assessment of student abilities
- Document experiential & co-curricular learning
- Share “good practices” among faculty
- Create employment showcase
- Mastery of competencies
Tool Features

• Ease of Use
• Student control → Presentation
• Privacy/Security → Permissions
• Adequate storage
• Track usage
• Integrate with LMS
• Customizability
• Export Capability → Interoperability
• Accessibility Support
Campus Deployment

- Licensing cost
- Training Resources
- Help Desk Support
- Hosting Infrastructure
- Interoperability with other Academic Technology
Student Perceived Benefits

• Why are we doing it?
  – Clarity of Purpose
  – Audience
    • Academic → Evaluation & Advising
    • Professional → Career bridging

• Student Needs
  – Control over visuals & organization
  – Value & motivation of feedback
  – Sharing with peers
  – Utilize for future job or transfer
Student Perceived Benefits

• Transfer student perceptions*:
  o "Your grades don't necessarily give the true meaning of you."
  o Perceived value in using ePortfolios
    ▪ to clarify transfer requirements that differ from institution to institution
    ▪ to show evidence of meeting transfer requirements
    ▪ to demonstrate skills and knowledge required when applying to specific programs (e.g., Nursing, Film)
• Regional and statewide discussions about using ePortfolios in conjunction with transcripts

* Kelly, 2009
Faculty Perceived Benefits

• Why are we doing it?
  – Improve learning outcomes
  – Observe improvements over time
  – Curriculum articulation
  – Program review

• Faculty Needs
  – New assessment strategies
  – Gateway & capstone projects
  – Training & support
  – Workload issues
Pilot Evaluation
adapted from TLT guidelines, 2007

• Measure Key Activities
  – Student, Faculty, Administrator

• Discover and fix barriers to adoption

• Look at other institutions' implementations

• Increase incentive for faculty/staff to join
BCIT - Eportfolio Movie
Questions?