IUPUI ePortfolio Initiative Report
July 2014 – June 2015

ACCOMPLISHMENTS

Supported Student Learning and Success

- The ePortfolio team\(^1\) supported approximately **50 continuing and new ePortfolio projects** in **17 schools (37 programs) and 3 other campus-wide units.** (See Appendix A for ePortfolio use statistics.) We helped faculty launch ePortfolio pilots in the Department of Anthropology, the Fairbanks School of Public Health, and several courses newly adopting the ePDP. We advised departments and schools working to expand ePortfolio initiatives to new courses or programs, including the Herron School of Art and Design, the Department of World Languages and Cultures, the Organizational Leadership and Supervision program (Prior Learning Assessment), and University College. IUPUI ePortfolio projects continued to represent a wide range of ePortfolio uses and purposes, including personal, academic, and professional development; integrative learning; assessment and accreditation; academic and career preparation and planning; and academic and career showcase. (See Appendix B for additional details on individual projects.)

- S. Kahn and S.B. Scott collaborated with University College and the Life-Health Sciences Internship Program to present the **first IUPUI ePortfolio Showcase** in March 2015, intended to recognize excellent student ePortfolios and to foster wider adoption of ePortfolios across the institution. The 17 student participants honed their abilities to talk about their learning experiences, and many of the approximately 50 faculty, staff, student, and guest attendees had their first opportunity to view a range of student ePortfolios from across IUPUI. We plan to continue this new tradition with a second Showcase on April 1, 2016.

- University College won a **$206,000 grant from the ICHE** to fund the development and expansion of programs to support student success for a diverse group of first-year 21st Century Scholars and Frank O’Bannon Scholars. The grant will expand IUPUI’s efforts to help our low-income students succeed in college. The project will use a version of the electronic Personal Development Plan as a key strategy for supporting academic success.

- The ePortfolio team continued working with University College on the electronic Personal Development Plan initiative, focusing on applying the ePDP conceptual model to curriculum design and pedagogy, and co-designing a **new faculty development program** grounded in the model. Throughout 2014-2015, the ePortfolio Initiative funded, and Kahn, Scott, and C. Buyarski co-facilitated, a faculty and staff Community of Practice based on a successful pilot ePDP Summer Institute in June 2014.

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\(^1\) Susan Kahn, ePortfolio Director; Susan Scott, ePortfolio Coordinator; Lynn Ward, Principal Systems Analyst, UITS; and, for most of the year, Amy Powell and Mark Alexander, IT Consultants in the Center for Teaching and Learning.
Served IUPUI and IU Faculty and Students

- The IU Joint Working Group on ePortfolio Platform Review, co-chaired by Kahn and Ward, concluded its work in August 2014, when UITS licensed the Taskstream ePortfolio. A major effort begun in Fall 2012, the Working Group reviewed approximately 20 leading ePortfolio platforms; developed detailed specifications that became part of a Request for Information and later a Request for Proposal to vendors of interest; hosted four vendor demonstrations based on scenarios drawn from IUPUI ePortfolio projects; and presented recommendations to UITS in Spring 2014. Scott provided staff support, and Powell served as a member of the group. IUPUI Working Group members also included representatives from University College, the School of Nursing, the Center for Research and Learning, and UITS. (Since then, we have fielded many requests from other institutions and ePortfolio vendors for our specifications document.)

- During the 2014-2015 academic year, the ePortfolio team began working with units to support transitions to Taskstream from the OSP/Oncourse platform. The CTL provided one-to-one support to instructors, and the team added a series of hands-on experiences with Taskstream to our workshop line-up. We also offered an introductory webinar that was recorded and is available at https://connect.iu.edu/p8x5flhrs5k/. As of June 30, 2015, 1,208 IUPUI students had created Taskstream ePortfolios.

- The ePortfolio Team developed a new program of grants for faculty, staff, and academic units to launch new ePortfolio projects or transition complex assessment projects to the Taskstream platform, issuing the first call for proposals in May 2015. We also began a collaboration with the RISE Initiative, making plans to issue a joint RFP in Fall 2015 and to support at least two RISE projects with significant ePortfolio components.

- In collaboration with Academic Affairs, Kahn and Scott began developing an updated website for the ePortfolio Initiative. Primary audiences for the site include IUPUI faculty, instructional staff, and students. Secondary audiences are campus administrators, IUPUI community partners, and ePortfolio professional colleagues at other institutions. The purpose of the site is to expand effective use of ePortfolios at IUPUI by providing basic general information and specific resources, including news about upcoming events, user guides, and a gallery of student ePortfolios that represent the range of programs that have adopted ePortfolios across the campus. [Note: A preliminary version of the site can be accessed at http://eportfolio.iupui.edu.]

Accelerated Innovation, Discovery, and Creative Activity

- Kahn, Scott, and C. Landis, our Graduate Research Assistant, concluded the research project conducted as part of IUPUI’s participation in Cohort VI of the Inter/National Coalition for Electronic Portfolio Research. The focus of Cohort VI was on ePortfolio assessment, especially on what ePortfolios can tell us about student learning that traditional assessment strategies cannot. The IUPUI research project began with the question, “why, how, and with what success is reflection, as a teaching/learning process, employed among ePortfolio projects at IUPUI?” We submitted our final project report, which can be
accessed at http://ncepr.org/finalreports/cohort6/iupui_final_report.pdf, in January 2015; completed an article on the project and its findings that has been accepted for publication in The International Journal of ePortfolio (http://www.theijep.com/pdf/IJEP168.pdf); and presented the findings at the 2014 Assessment Institute and at AAC&U’s 2015 annual ePortfolio Forum. Proposals for additional presentations have been accepted for the AAEEBL (Association for Authentic, Experiential, and Evidence-Based Learning) 2015 conference and the 2015 EAIR (European Higher Education Society) Annual Forum.

Developed Faculty and Staff

- The ePortfolio team offered eight ePortfolio workshops throughout the academic year. These included well-received sessions on ePortfolio pedagogy, reflection, and assessment, as well as the Taskstream offerings noted above.

- The ePortfolio Initiative helped support attendance at the 2014 AAEEBL Conference, the premier international conference on ePortfolios, for fourteen IUPUI faculty and staff members, twelve of whom presented on their work with ePortfolios at IUPUI, and for two student presenters. (IUPUI attendees funded from other sources were also presenters. See Appendix C for a full list of IUPUI presentations.) In addition, we provided funding support to two academic staff members and one graduate student to attend and present at the AAEEBL Midwest Regional Colloquium in Chicago in November 2014, and to a faculty member to attend and present at the ePIC (ePortfolios, Open Badges, and Identity) Conference, sponsored by the European Institute for eLearning and the Europortfolio organization, in London in July 2014 and in Barcelona in June 2015.

Advanced IUPUI’s National and International Leadership in the ePortfolio Field

- In 2014-15, 31 IUPUI faculty, staff, and students authored three print publications and one online report and made 26 presentations for international, national, and regional conferences on ePortfolio topics. Faculty and academic staff from the Fairbanks School of Public Health, the Herron School of Art and Design, the Kelley School of Business, the Lilly School of Philanthropy, and the Schools of Liberal Arts, Medicine, Nursing, Science, SPEA, and University College, as well as the Center for Service and Learning and the Center for Teaching and Learning, contributed to strengthening IUPUI’s leadership in the ePortfolio field.

- Kahn served the fourth and final year of her term as Chair of the Board of Directors of AAEEBL, which she helped lead from start-up in 2009 to recognized voice of a thriving community by 2015. In addition, Kahn and Scott organized the ePortfolio track of the annual Assessment Institute in Indianapolis, now one of the leading venues for practitioner exchange of ePortfolio assessment expertise.

PLANS AND GOALS FOR 2015-16

- Continue and expand our collaboration with the RISE Initiative and actively seek opportunities to support and participate in student success initiatives emerging from
IUPUI’s strategic plan, including, for example, Prior Learning Assessment, Competency-Based Education, assessment of General Education outcomes, the Multi-State Collaborative, and the Comprehensive Student Records project.

- Continue working with projects **transitioning from the Oncourse ePortfolio to Taskstream as well as with projects just getting started** with ePortfolios, including the projects funded with the new ePortfolio and RISE/ePortfolio grants. Because 2015-2016 is the last year that the Oncourse ePortfolio will be available, ongoing support for programs and instructors using ePortfolios will be critical.

- Advocate for **continued ePortfolio support from the CTL** and work with new CTL staff members assigned to supporting ePortfolios to orient them to the wide variety of ePortfolio projects at IUPUI. Both of the ePortfolio support positions at the CTL are currently in transition; we hope that we will have equivalent support available to ePortfolio users as these staff members are replaced.

- In collaboration with Academic Affairs, **launch the new ePortfolio web site**, with expanded support resources for instructors and students, and a gallery of student ePortfolios representing a range of IUPUI ePortfolio projects.
### APPENDIX A: CURRENT EPORFOLIO PROJECTS AND USES @ IUPUI

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<tr>
<th>Program and accreditation</th>
<th>Assessment of student learning</th>
<th>Integrative learning</th>
<th>Career preparation and planning</th>
<th>Academic planning &amp; advising</th>
<th>Self representation</th>
<th>Professional development</th>
<th>Self-assessment (developmental)</th>
<th>Workflow and tracking</th>
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<td>Themed Learning Communities/First Year Seminars in Business, Education, Engineering &amp; Technology, Health Professions, Mathematics, Psychology, SPEA, Writing (ePDP)</td>
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<td>University College (ePDP for FYS* and peer mentors program)</td>
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*Received start-up financial support from ePortfolio initiative budget. Most others have been supported via CTL consulting and ePortfolio faculty development workshops.
Journal Articles

Book Chapter

Technical Reports

Conference Presentations
- Bigatti, S., & Foreman, M. “ePortfolios as Other- and Self-Assessment of Student Learning in a Master’s of Public Health Program,” Assessment Institute, October 2014, Indianapolis. (IUPUI Public Health)
- Kahn, S., & Johnson, K. “ePortfolios and Life Stories in a Senior Capstone Seminar,” ePortfolios and Identity Conference, June 2015, Barcelona, Spain. (IUPUI English)
• Kahn, S., Landis, C., & Scott, S. “Reflection and Assessment in ePortfolios,” Assessment Institute, October 2014, Indianapolis. (IUPUI ePortfolio Initiative)
• Neal-Beliveau, B., McCool, K., Officer, S., & Scully, T., Facilitating Student Learning through ePortfolio Pedagogy, 2015 E. C. Moore Symposium, Indianapolis (IUPUI Psychology, SPEA, Center for Service & Learning)
• Young, J., Meek, J., & Embree, J. “Evaluation of Student Reflective Thinking in a Doctor of Nursing Practice Program,” Assessment Institute, October 2014, Indianapolis. (IUPUI Nursing)
• IUPUI Presentations at Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) National Conference, Boston, July 2014
  o Anton, M., Johnson, K.R., Kahn, S., & Kinsman, P. “ePortfolios, Identity, and Integrative Learning in the Senior Capstone” (Spanish, English, Art History)
  o Buyarski, C. “Why ePortfolios? One Very Naïve Administrator Wrestles with This Question” (University College)
  o Buyarski, C. “Why ePortfolios? Articulating Key Questions and Purposes” (University College)
  o Buyarski, C., & Landis, C. “Disrupting Learning about ePortfolios: A Model for Professional Development” (University College)
  o Clark, P. “Implementation of an ePortfolio Assignment in a Mid-Size Class” (Biology)
  o Freeman, T., & Turner, R. “Capstone ePortfolios as Drivers of Faculty Development” (Philanthropic Studies)
  o Grossman, C. “ePortfolios in Study Abroad Programs: A Model for Engaged Intercultural Learning” (German)
  o Kahn, S., & Scott, S. “Not Just Another High Impact Practice” (ePortfolio Initiative)
  o Kahn, S., & Scott, S. “Success Strategies for Implementing ePortfolios” (ePortfolio Initiative)
  o Landis, C., & Scott, S. “All You Need Is Time: Qualitative Inquiry in ePortfolio Research” (ePortfolio Initiative)
  o Powell, A. “Faculty Development: A Process for Writing Effective Structured Reflection Prompts” (Center for Teaching and Learning/UIT)
  o Young, J., & Embree, J. “How Brave Is Your Faculty? Building a Faculty Culture That Embraces Curricular Change” (Nursing)
  o Yard, M. “ePortfolios as Artifacts of Experiential and Service Learning” (Biology)

Local Workshops and Presentations
• Introduction to ePortfolio Practice, October 10, 2014 (S. Kahn with R. Turner)
- ePortfolio Assessment, February 6, 2015 (S. Kahn with B. Neal-Beliveau, J. Meek, H. Brandt, & M. Alexander)
- Reflection in ePortfolios, March 27, 2015 (S. Kahn with Scott & A. Powell)
- Introduction to Taskstream, December 12, 2014 (S. Kahn, L. Ward, M. Alexander, & A. Powell)
- Introduction to Directed Response Folio, January 10, 2015, repeated April 17, 2015 (L. Ward)
- Introduction to WebFolio, January 10, 2015, repeated April 17, 2015 (M. Alexander & A. Powell)
- Taskstream Overview Webinar, April 2, 2015 (S. Kahn with L. Ward & M. Alexander)

**Custom Workshops and Consultations:**
- ePDP Community of Practice, August 2014 – April 2015 (co-facilitators with C. Buyarski)
- Occupational Therapy, October 1, 2014
- Anthropology, August 20, 2014, and April 20, 2015
- Neuroscience, June 22, 2015
APPENDIX C: LEADERSHIP & PROFESSIONAL SERVICE, 2014-15

- Susan Kahn, ePortfolio Initiative:
  o Chair, Board of Directors, Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL)
  o Lead Coordinator, ePortfolio Track, Assessment Institute
  o Manuscript Review Board, *International Journal of ePortfolio*, published by Virginia Tech and the University of Georgia in conjunction with AAEEBL
  o Editorial Board, *RAPPORT (The International Journal for Recording Achievement, Planning and Portfolios)*, published by the Centre for Recording Achievement (UK)
  o Planning Committee for ePIC Conference on ePortfolios, Open Badges, and Identity, June 2015, Barcelona.
  o Chair, IU ePortfolio Advisory Committee
  o Co-Chair, IU Joint Working Group on ePortfolio Platform Review

- Patricia Clark, Biology: Program Planning Committee, AAEEBL National Conference 2015


- Julie Meek, Nursing: Peer Reviewer for *International Journal of ePortfolio*

- Susan Scott and Cynthia Landis, ePortfolio Initiative: Program Planning Committee, AAEEBL Midwest Regional Colloquium, November 2014

- Susan Scott, ePortfolio Initiative: Coordinator, ePortfolio Track, Assessment Institute
Appendix D: Findings from Research on Reflection in IUPUI EPortfolio Projects

Research Purpose: To examine the role and uses of reflection in electronic portfolio projects at IUPUI.

Research Question: Why, how, and with what success if reflection, as a teaching/learning process, employed among ePortfolio projects at IUPUI?

Details about literature review, methodology, and implications are included in the Final Report to I/NCEPR at http://nceanpr.org/finalreports/cohort6/iupui_final_report.pdf.

Finding #1: Only a few respondents adopting ePortfolios began with reflection as a primary goal.

Most described purposes as enhancing student learning and development; assessing learning and curricula; or supporting internship, employment, and graduate school searches.

Finding #2: Whether or not adopters initially understood the importance of reflection in ePortfolios, most recognized and valued that role within the first term of ePortfolio use.

“I’ve come to think that this is not only an incredibly impactful form of assignment for students to do, but it’s also a way that instructors can be assured that the way that they’ve designed their class . . . is working or not working.”

Finding #3: The purposes of reflection were related to wide-ranging course or program objectives, but may be summarized in two main categories: to help students make connections and to build self-awareness and metacognition.

- Cultivate habits of mind
- Reconsider assumptions
- Take responsibility for one’s learning
- Develop academic/professional identity
- Benefit teaching

Finding #4: Instructors almost always expressed surprise at students’ limited ability to reflect, and they subsequently devoted considerable effort to helping students learn how to think reflectively.

“I went from hoping that students would draw these deep connections to hoping that they would just simply answer all parts of the question!”

Finding #5: Instructors reported using a range of approaches to elicit reflection appropriate to the context.

- Explanation and advocacy
- Demonstration and practice (e.g., modeling, precursor assignments)
- Group reflection and other social pedagogies
- Formative and summative assessment
• Assignments (e.g., prescriptive directions for beginning students, suggestive prompts for advanced students, use of alternative modes)

Finding #6: Evaluation practices varied widely according to both students’ abilities and instructors’ own understandings of reflection.
   The more instructors saw reflection as mainly affective rather than cognitive, the less likely they were to assess it.

Finding #7: Many respondents perceived greater success with self-evaluation than with depth or quality of reflection about course or program content.
   • For beginning students, reflection could demonstrate growing self-awareness as learners and acceptance of responsibility for learning.
   • For advanced students, it could offer valuable opportunities for self-evaluation and metacognition.

Finding #8: Respondents often described success in terms of the professional reward of seeing evidence that students had learned and that the program or course had value for them.
   “Really, really gratifying . . . The students seemed to use their individual ePortfolios as a transformative, reflective learning experience.”

Finding #9: Respondents also noted direct benefits for themselves and their projects from improved understanding of their own curricula as they “closed the loop” on their assessment and reflected ever more deeply on their own teaching practice.
   “We made a major curricular change . . . and a lot of that was due to the way we’re doing the capstone portfolios.”