

2017 Assessment Institute at Indianapolis ePortfolio Track

Track Keynote Presentation

ePortfolios, Assessment, and Curriculum:

Putting Our Assessment Criteria and Our ePortfolio Curriculum in Dialogue

Kathleen B. Yancey, Florida State University

Electronic Portfolios, digital collections of student work narrated and contextualized by the ePortfolio composer, are often identified as a useful vehicle for assessment. Some researchers and practitioners argue that for several reasons—among them that they include samples of authentic student work, along with narrative and reflection, in a digital, hyperlinked structure—students continue to learn as they assemble ePortfolios, which can both demonstrate and foster interdisciplinary, integrative thinking. If such features as relying on authentic student work for assessment, supporting sustained learning, and fostering integrative thinking are important values for ePortfolios and higher education, two related questions arise: First, how do we assess such ePortfolios; and second, how do we create and enact a curriculum ensuring that students can create such ePortfolios? In this session, we'll pursue these questions as we put the curriculum and the assessment of ePortfolios in dialogue.

Concurrent Sessions

Manhattanville ATLAS: Using Assessment to Push Innovation in ePortfolio Learning

Christine Dehne, Manhattanville College

During the 2014-2015 year, a team at Manhattanville used Design Thinking to develop an alternative to the forty-year-old mandatory Portfolio that had been suspended the previous spring. Explore the creation of this new program and how following a cycle of create, pilot, assess, renovate, pilot, assess, rinse and repeat, has encouraged adjustment to a stronger path despite a minuscule budget. Discuss how assessment can be used as a carrot to gain buy-in. Now, only two years after its creation, this ePortfolio-based program has become a cornerstone in the new college Strategic Plan as Manhattanville commits once again to reflective pedagogy.

Joined at the HIP: The Integrative Power of High-Impact ePortfolio Practice

Bret Eynon, LaGuardia Community College, and Laura Gambino, Guttman Community College

How can ePortfolio connect and enhance other High-Impact Practices, such as First Year Experiences, Capstone Courses, and Study Abroad? Our research reveals that high-impact ePortfolio practice improves student learning and success and deepens the student learning experience, increasing engagement as well as higher-order thinking skills. It also suggests that ePortfolios live in a unique institutional space, creating connections that extend vertically across semesters and horizontally across disciplines, as well as co-curricular and life experiences. This enables ePortfolio practice to serve as a unique link between and among other HIPs, supporting deeper and more far-reaching kinds of integration. In this session we will engage participants in

thinking about the ways ePortfolio practice can link a range of high-impact learning experiences into a cohesive whole, becoming in the process a unique demonstration of signature learning.

Developing an Internal and External Process for Faculty Review of Capstone ePortfolios
Tyrone M. Freeman and Richard Turner, IUPUI

As the culminating experience for a degree program, capstone ePortfolios present the opportunity for faculty implementation of continuous program evaluation. This session will present the steps taken by a capstone course instructor and an external faculty member to develop procedures and rubrics for assessment of capstone ePortfolios, and share early results and next steps for implementation. They conducted an evaluation of the 2017 capstone ePortfolios to identify an approach from the viewpoint of an external faculty evaluator and of an internal faculty member responsible for keeping the curriculum up to date and effective.

Tracking Student Process through the Design Process
Beth Huffman, IUPUI

In the design industry, professionals are concerned with the design process, critical thinking skills, and the finalized design product. This inquiry focuses on how an interior design instructor included instructional technologies of an ePortfolio and digital stories to document and highlight the creative process work, the finished product, and personal reflections from students' designs for the duration of a semester.

ePortfolios Supporting Integrative Learning in First-Year Themed Learning Communities
Amy Powell, IUPUI

ePortfolios can be a powerful tool to capture the connections students make between their life experiences, courses, and co-curricular activities. The use of ePortfolios in themed learning communities provide an opportunity to help first-year students begin to think in integrative ways, across course boundaries, making connections between academics, co-curricular activities, and their developing identity. A pilot project at IUPUI introduced an integrative ePortfolio in five themed learning communities. This session will look at the structure of the integrative ePortfolio, and direct measures of integrative learning in the student ePortfolios assessed with the AAC&U Integrative Learning VALUE Rubric.

Three Birds/One Stone: Leveraging a Required ePortfolio Course to Meet Multiple Needs
Mary Elizabeth Ray and Lisa R. DuBrava, University of Iowa College of Pharmacy

The University of Iowa College of Pharmacy designed a required longitudinal ePortfolio course to meet accreditation, programmatic, and learning improvement needs, while focusing on student self-awareness and lifelong learning. Our portfolio is customized to provide key assessment information to ensure that our curriculum is developing our students' knowledge, skills, abilities, and behaviors, as well as fulfill accreditation standards. Students use guided reflection to relate artifacts from learning experiences to program outcomes and establish annual plans in response to self-rating in each area. Course design, assessment rubrics and practices, resource needs, and benefits/pitfalls associated with implementation will be reviewed.

The WatCV Rubric: Scaffolding Student Learning, Supporting Inter-Rater Reliability, and Improving Marking Efficiency in Large Classes [Rise and Shine session]

Jennifer Roberts-Smith, Jill Tomasson Goodwin, and Katherine Lithgow, University of Waterloo

In a pilot study with 1700 students at a major Canadian university, this project designed and tested the “WatCV” rubric to provide feedback on an iterative, 750-word career and competency ePortfolio reflection assignment in classes of up to 200 students. The rubric scaffolds student learning and supports inter-rater reliability by describing concrete positive indicators of achievement in non-discipline-specific language; employing a granular points system for rewarding progressive, but not cumulative achievements; and providing an at-a-glance visualization of instructor feedback. It also leverages digital interactivity to reduce marking time. Preliminary study data suggest a high degree of success.

Assessing Professional Identity Development among Social Work Students Utilizing a Capstone Peer Assessment Project

Shelley Schuurman, Scott Berlin, and Julie Guevara, Grand Valley State University

Presenters will describe a peer assessment project to assist learners in the completion of their Social Work Program Capstone ePortfolio Project. Presenters will share how and why the assignment was created, how it promotes student learning, provide the evaluation rubrics used by students and faculty, and present the results of a survey assessing utility and helpfulness of peer assessment.

Program-Level ePortfolio in Kinesiology to Assess Career Development/Readiness [poster]

Rachel Swinford, Lisa Angermeier, Steve Fallowfield, Allison Plopper, and Mark Urtel, IUPUI

The Kinesiology Department at IUPUI is in the process of developing and implementing a program-level ePortfolio project to assess career development/readiness for all Kinesiology students. The ePortfolio includes several courses throughout the entire curriculum for each major. The assignments will build upon previous assignments with the end result being an ePortfolio that students can use when applying for internships and jobs. Specific ePortfolio assignments will be given in various courses and evaluated within each course. In their senior year, students will finalize their ePortfolio, which will be evaluated in a senior-level capstone course.

A Developmental Approach to the ePortfolio: Student and Faculty Perspectives [Rise and Shine session]

Beth Trammel, Indiana University East

ePortfolios are a great way to get students to deeply engage with the content of a course, but are also often used as a one-size-fits-all approach. Requirements for an ePortfolio often include having an artifact for specific content, applying that content critically and showing what they have learned, but faculty may struggle with knowing how to developmentally scaffold support based on the level of students in the class. This session will share recommendations on how to reach students at every level through an ePortfolio at both the class and program level.

Learning about the Impact of ePortfolios: What College Alumni Say

Kathleen B. Yancey, Florida State University

In documenting the impact of ePortfolios, members of the ePortfolio community have largely focused on the experiences of college stakeholders, among them students, staff, and faculty.

Another way of thinking about impact is to consider what effects, if any, ePortfolios exert on students after they graduate. At Florida State University, students majoring in Editing, Writing, and Media (EWM) are required to complete an ePortfolio in one of the core courses; and several students create a second ePortfolio as part of a required internship. Surveys of EWM graduates who graduated in 2013 or earlier suggest a uniformly positive effect of ePortfolio creation, although students cite different advantages, uses, and values. In this session, we focus on learning from our former students, now college alumni, about how ePortfolios affected their intellectual and professional lives, on campus and afterwards.

Evolving the Loop: The Role of ePortfolio in Building 21st Century Student Learning Outcomes

Niesha Ziehmke, Regina Lehman, Cristina DiMeo, and Justin Rogers-Cooper, LaGuardia Community College

At LaGuardia Community College, Outcomes Assessment places a strong focus on a systematic and longitudinal examination, by faculty, of student work as collected on their ePortfolios. ePortfolio is at the center of our assessment practices. More than a technology, ePortfolio is a guided process that helps students tell their stories as they grow personally and academically. Our presentation will begin with a brief summary of Outcomes Assessment at the college, built around “Closing the Loop.” Our presentation will then move on to establish three exciting ways ePortfolio has deepened our work as a learning college and our assessment practices in particular. Members of our Assessment Leadership Team will focus on 1) Our development of a “Core ePortfolio”; 2) How ePortfolios have become the vehicle for our new General Education Competencies and Abilities; 3) The ways we are helping faculty and students demonstrate Integrative Learning and Digital Communication through student ePortfolios. We will share a key example of how this work is coming to life in our Occupational Therapy Assistant Program.

Pre-Conference Workshop

Using ePortfolio to Document and Enhance the Dispositional Learning Impact of HIPs
George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA); Ken O'Donnell, California State University, Dominguez Hills; Laura M. Gambino, Guttman Community College; and Marilee Bresciani Ludvik, San Diego State University

The widespread adoption of High Impact Practices (HIPs) is based in large part on the evidence that participation in these kinds of activities is positively related to such dimensions of student success as persistence, completion, satisfaction, and various desired outcomes. As efforts to scale HIPs grow, so does the need for additional assessment data. One key but less frequently measured subset of outcomes associated with HIPs is what is often called dispositional learning representing a range of interpersonal and intrapersonal competencies that are essential for successful performance during and following college. Interpersonal competencies involve expressing information to others as well as interpreting others' messages and responding appropriately. Intrapersonal competencies involve self-management and the ability to regulate one's behavior and emotion to reach goals.

We begin the workshop with a brief overview of the HIPs movement, the pedagogical power of effective ePortfolio practice, and the growing recognition of the value of interpersonal and intrapersonal competencies to lifelong learning and many other aspects of exceptional performance. Then, employing a variation of NILOA's popular assignment design charrette, each participant will (a) bring an assessment tool or approach they are currently using or planning to use to document one or more inter- or intrapersonal outcomes associated with participation in a HIP, (b) briefly describe the HIP and the outcome(s) to be assessed (e.g., appropriate elements of LEAP ELOs or DQP proficiencies), and (c) outline the process or tools to be used to document acquisition of the intended outcomes. Other participants will offer advice for how to strengthen the intentional design of the HIP that will help students attain the outcome and improve the assessment approach. The final segment will be devoted to describing how the ePortfolio framework can enrich and integrate interpersonal and intrapersonal competencies into a holistic, demonstrable, portable, and cumulative record of accomplishment. [Note: you must register and pay separately for this half-day workshop.]