

ePortfolios for Learning and Assessment

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1

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- Professor of English and IT Director
- ePortfolio community
- Chair of OSP Board
- ePortfolio guru wannabe
- Joel Cassola & Associates; corporate communications.



2

Helen L. Chen

- Research Scientist, Stanford Center for Innovations in Learning
- Co-facilitator and founding member of EPAC
- Research interests:
 - Folio Thinking
 - Social software tools for teaching, learning, and assessment
 - Engineering education, learning space design



3

Outline

- Importance of ePortfolios
- How to understand ePortfolios
- Issues that ePortfolios can help address
 - Why ePortfolios?
- Case Studies
- Assessment
- Scholarship of Teaching & Learning
- Closing Thoughts

4

A Note about the Technology

- “ePortfolio” capabilities are supported by a number of different kinds of applications: the pedagogy drives the technology.
 - Blogs, Wikis, Web pages, document management, etc.
- “Assessment Management Systems” must help institutions meet new reporting requirements so must have specific capabilities: the management needs drive the technology.

5

Importance of ePortfolios

- Alters “academic currency” from seat-time to evidence of learning (what is being certified?)
- Learner-situated: stays with learner from semester-to-semester – browser based
- Accreditation requirements

6

How to Understand ePortfolios

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

Owner

- Student
- Faculty
- Institution

Purpose

- Learning or Development
- Assessment
- Employment
- Retention, Promotion, Tenure
- Certification, Accreditation

7

Primary ePortfolio Functions

- Educational Planning
- Documenting knowledge, skills, abilities, and learning
- Tracking development within a program
- Finding a job
- Evaluation within a course
- Performance monitoring and evaluation

(Lorenzo & Ittelson, 2005)

8

Who are today's students?

"Today's students are no longer the people our educational system was designed to teach."
—Marc Prensky (2001)

- Net Generation
- Millennials (students born after 1982)
- Generation M (multitasking)
- Digital Natives vs. Digital Immigrants

9

Impact of student expectations for:

- Faculty: teamwork, experiential activities, technology such as online discussions, games, simulations
- Institutions: a campus infrastructure that allows being connected anytime, anywhere
- Administrators & staff: customer service, immediacy, low tolerance for delays

(Oblinger & Oblinger, 2005; Educause, 2005)

10

Gen M Learning Environment

- Multitasking
- Visual orientation
- Immediate gratification
- Parallel processing
- Social interaction that is compelling & satisfying
- Engages learners in the learning process
- Relates directly to learner's interests, motivations & needs

(Oblinger & Oblinger, 2005; Educause, 2005)

11

What's being lost in this environment?

12

Some ideas of what's being lost

Chen (2005)

"We are being pummeled by a deluge of data and unless we create **time and spaces in which to reflect**, we will be left with only our reactions."

--Rebecca Blood, weblog historian

- Communication skills (writing and in person)
- How to think
- How to be contemplative
- How to reflect

--Chronicle for Higher Education, 10/5/05

13

Why ePortfolios?

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

- Lack of curricular coherence
- Increasing demands of an information-rich environment
- Growing importance of out-of-class learning experiences

Chen (2003)

14

Benefits of the Product

1. Multiple examples of work over time
2. Offer opportunities for selection and self-assessment, and connection to learning goals.
3. Demonstrate development over time
4. Provide a concrete, evidentiary context in which to examine experiences in new and meaningful ways
5. Track student progress

(Hamp-Lyons & Condon, 1998; Cambridge, 2001; Shulman, 1998; Hutchings, 1998)

15

The Folio Thinking Approach

Provide structured opportunities for students to:

1. create learning portfolios
2. reflect on learning experiences

Enable students to:

- integrate and synthesize learning
- enhance self-understanding
- make deliberate choices in their learning career
- develop an intellectual identity

16

Opportunities for Student Affairs

(Chen & Mazow, 2002)

- Student Advising
- Residential Education
- Community and Public Service Programs
- Study Abroad
- National Coalition Cohort 3: partnership with NASPA – exploring and documenting the use of ePortfolios as a means to support students' in-class and out-of-class learning

17



Case Studies

- *Integrative Learning*: St. Olaf College, Stanford
- *OSP*: Kapi'olani Community College
- *Institution-specific needs*: LaGuardia Community College, Alverno College
- *Assessment*: University of Rhode Island
- *SoTL*: Portland State University
- *Enriching Advising*: Connecticut College

19

Questions to keep in mind

1. What **artifacts** might be included in this ePortfolio?
2. From these ePortfolio artifacts, what can we **tangibly see** about a student's learning that we couldn't see before?
3. What does this ePortfolio tell you about the student's **process of learning**?
4. What does this ePortfolio tell you about the **course experience** – content, activities, teaching, department experience, learning environment?

20

St. Olaf Web Portfolios

*Although they **use** technology, web portfolios are not **about** technology; they are about habits of thinking and the practices that cultivate those habits.*

- Individualized student majors
- Web portfolios created using Dreamweaver, Composer

4 Habits of Mind

1. Integrative learning
2. Self-reflexive thinking
3. Thinking in community
4. Thinking in context

21

Why Blogs and Wikis?

- Informal, continuous, easy and low barriers to posting
- Students already potentially familiar with blogs
- Ability to link reflection to artifacts
- Individual commenting/feedback from coaches and others at a distance
- Supports both individuals and teams

25

Scaffolding the Reflection Process

- Weekly posting requirements:
 - 2 Input Captures
 - 2 Immediate Reflections
 - 2 Broad Takeaways (at the end of the design cycle)
- Required weekly comment on another student's idea log
- Taboo List of Phrases – The Clichés of Reflection

26

Taboo Phrases

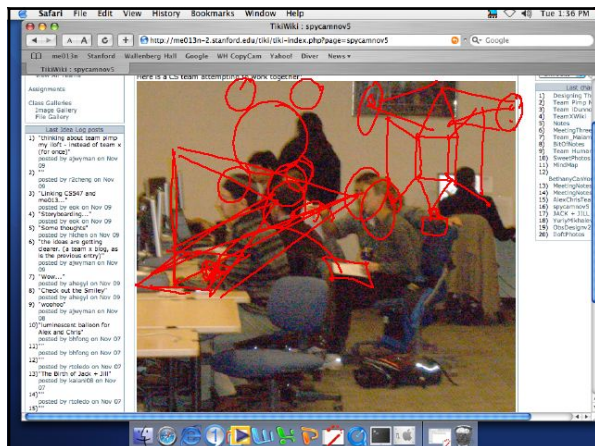
Individual Tasks

- “very productive”
- “insightful”
- “interesting”
- “put my creativity to the test”
- “I learned so much”
- “we needed more time”

Group Work

- “different perspectives and ideas”
- “workload was divided evenly”
- “everyone worked well together”
- “two heads are better than one”

27



Kapi'olani Community College

This is KCC

32

Unified Platform; full purpose

Kapi'olani Community College

- Planned for "big time"
- Chose OSP for flexibility
- Implementation and tech support: rSmart
- WASC accreditation and faculty enthusiasm
- From pilot toward campus-wide use
- From course portfolio to campus assessment

33

Institution-Specific Needs
LaGuardia Community College



34

LaGuardia Community College

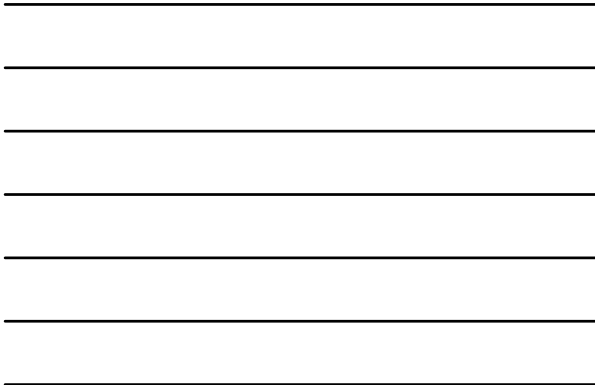
Internship Reports	Photography
Course Projects	Community Service Reports
Research Projects	Reflections
Essays	Audio
PowerPoint Presentations	Resumes
Original Commentary	Animations
Graphics	Short Video Clips
Visual art	

35

LaGuardia Community College

- Create Web pages
- Visual communication is common ground
- Academic content fits demographics

36



University of Rhode Island

- Tracking student progress toward learning goals - see www.uri.edu/assessment
- RI K-12 system requires eportfolio for grad (standards-driven)
- RI higher ed public institutions have agreed on common platform (assessment-driven)
- Connecting outcomes to “drilled-down” evidence

43

Assessment Management Systems

- Student work and IR
- Faculty challenge:
 - How describe curriculum as part of institutional system?
 - Thinking of course not as content covered but as content-creation guidance
 - Content created by students fits program learning goals
 - Understanding “visible knowledge”

44

Scholarship of Teaching and Learning

- <http://www.carnegiefoundation.org/programs/index.asp?key=21>
- For faculty in most settings, teaching is a private act, limited to the teacher and students; it is rarely evaluated by professional peers. “The result,” writes Carnegie Foundation President Lee S. Shulman, “is that those who engage in innovative acts of teaching rarely build upon the work of others; nor can others build upon theirs.” Thus, CASTL seeks to render teaching public, subject to critical evaluation, and usable by others in both the scholarly and the general community.

45

Visible Knowledge Project

- <http://crossroads.georgetown.edu/vkp/>
- ePortfolios as a way to make the knowledge-creation process visible.

49

Connecticut College

Enriching Advising

50



ePortfolios & Advising

- <https://aspen.conncoll.edu/camelweb/public/login.cfm>
- Small liberal arts college
- Individual attention
- Extends advising relationship

52

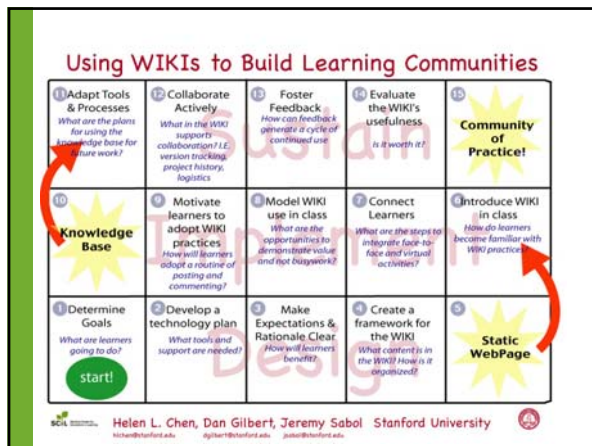
Closing Thoughts

53

Resources

- EPAC Community of Practice
- Inter/National Coalition on ePortfolio Research
- Association of American Colleges & Universities (publications, conferences)
- Apple Learning Interchange
- MERLOT

54



Contact information

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For presentation materials, additional resources, and links, please visit:
<http://www.cfkeep.org/users/hel13chen/aieport07>

56

**Academic Impressions Web Conference
ePortfolios for Learning and Assessment
September 28, 2007**

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For presentation materials, additional resources, and annotated links, please visit:
<http://www.cfkeep.org/users/hel13chen/aieport07>

The following references and links loosely map to the sequence of slides and case studies in the Power Point presentation:

George Lorenzo and John Ittelson, *An Overview of E-Portfolios*, The EDUCAUSE Learning Initiative, July 2005.
<http://connect.educause.edu/library/abstract/AnOverviewofEPortfol/39335>

Mark Prensky, *Digital Natives, Digital Immigrants*, 2001
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

Educause, *Educating the Net Generation*, 2005
<http://www.educause.edu/educatingthenetgen>

Diana Oblinger, *Boomers, Gen-Xers and Millennials: Understanding the New Students*. EDUCAUSE Review, Vol 38, No. 4, July/August 2003, pp. 37-47. <http://www.educause.edu/ir/library/pdf/erm0342.pdf>

Helen L. Chen. *Reflection in an Always-on Learning Environment: Has It Been Turned Off?* Campus Technology Newsletter: Technology-Enabled Teaching/eLearning Dialogue, September 21, 2005.
http://www.campus-technology.com/news_article.asp?id=11802&typeid=155

Rebecca Blood. *Weblogs: A History and Perspective*. September 7, 2007.
http://www.rebeccablood.net/essays/weblog_history.html

Scott Carlson. *The Net Generation Goes to College*. Chronicle for Higher Education, October 7, 2005. Section: Information Technology, Volume 52, Issue 7, Page A34
<http://chronicle.com/free/v52/i07/07a03401.htm>

Helen L. Chen. *Symposium: Learning Reconsidered: Education in the Digital Age*. *Journalism and Mass Communication Educator*, 57(4), 292-317, Winter 2003.

Hamp-Lyons, L. & Condon, W. (1998). *Assessing the Portfolio: Principles for Practice, Theory, and Research*. Cresskill, NJ: Hampton Press.

Cambridge, Barbara L., Ed. (2001). *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning*. Washington, D.C.: American Association for Higher Education.

Shulman, Lee. (1998). "Teacher Portfolios: A Theoretical Activity" in *With Portfolio in Hand: Validating the New Teacher Professionalism*, Nona Lyons, Ed. New York City, NY: Teachers College, Columbia University.

Hutchings, Pat. (1998). *The Course Portfolio: How Faculty Can Examine their Teaching to Advance Practice and Improve Student Learning*. Washington, D.C.: American Association for Higher Education.

Helen L. Chen & Cynthia Mazow. Electronic Learning Portfolios in Student Affairs, *Net Results*, June 16, 2002. <http://www.naspa.org/netresults/article.cfm?ID=825> (NASPA membership required)

Chen, H.L. & Penny-Light, T. *The Learning Landscape: A Conceptual Framework for E-Portfolios*. Poster presented at the annual meeting of the National Learning Infrastructure Initiative, New Orleans, Louisiana, January 2005/

St. Olaf Web Portfolios

- http://www.stolaf.edu/depts/cis/web_portfolios.htm
- <http://www.stolaf.edu/depts/cis/wp/sederbek/index.html>
- http://www.stolaf.edu/depts/cis/wp/schloer/Web_Portfolio/index.html

Chen, H.L., Cannon, D.M., Gabrio, J., & Leifer, L. (2005, June). *Using Wikis and Weblogs to Support Reflective Learning in an Introductory Engineering Design Course*. In *Proceedings of the American Society for Engineering Education Annual Conference, Portland Oregon*. 2005 ASEE Design in Engineering Education Division Best Paper

Kapi'olani Community College ePortfolio

- <https://eportfolio.kcc.hawaii.edu/portal>

LaGuardia Community College ePortfolio

- <http://www.eportfolio.lagcc.cuny.edu/>
- http://www.eportfolio.lagcc.cuny.edu/ePortfolios/Advanced/Sandra.Rios/Spring_2005/index.html

Alverno College

- <http://ddp.alverno.edu/>

University of Rhode Island

- <http://www.uri.edu/assessment/>

Carnegie Foundation for the Advancement of Teaching CASTL Program

- <http://www.carnegiefoundation.org/programs/index.asp?key=21>

Portland State University

- <http://portfolio.pdx.edu/>
- <http://www.cfkeep.org/html/stitch.php?s=57779320569503&id=9982562055795>
- <http://commons.carnegiefoundation.org/>

Visible Knowledge Project, Georgetown University

- <http://crossroads.georgetown.edu/vkp/>

Connecticut College

- <http://www.conncoll.edu/>
- <https://aspen.conncoll.edu/camelweb/public/login.cfm>

Additional Resources

EPAC Community of Practice

Previously sponsored by the National Learning Infrastructure Initiative/Educause Learning Initiative and the American Association for Higher Education, the EPAC Community of Practice has been a leading resource on electronic portfolios since October 2002. Current EPAC co-facilitators include: Barbara Cambridge (National Council of Teachers of English), Darren Cambridge (George Mason University), Helen L. Chen (Stanford University), and John Ittelson (California State University Monterey Bay). Because we are in the process of transitioning our listserv to a new host sponsored by MERLOT, send your contact information to Helen L. Chen <hlchen@stanford.edu> if you would like to join or remove your name from our listserv. Joining EPAC is currently free and all community members share the following benefits:

- Virtual interactions through monthly online chats & discussions, audio and video conferences discussing ePortfolio-related issues, case studies, pedagogical approaches, assessment techniques and best practices;
- Networking and face-to-face opportunities with EPAC members at conferences and meetings;
- Exchange of resources via the EPAC email listserv and eventually the EPAC website;
- Tracking of international and national conferences, requests for proposals and funding opportunities;
- Active exploration and evaluation of tools and practices to support ePortfolio-related activities, reflective thinking, and community-building.

Inter/National Coalition on Electronic Portfolio Research: <http://ncepr.org/ncepr/drupal/about>

Association of American Colleges & Universities: <http://www.aacu.org>

Apple Learning Interchange: <http://edcommunity.apple.com/ali/>

MERLOT (Multimedia Educational Resource for Learning and Online Teaching)
<http://www.merlot.org/merlot/index.htm>

Gilbert, D., Chen, H.L., & Sabol, J. (in press). *Building learning communities with wikis*. In R.E. Cummings & M.Barton (Eds.), *The Wild, Wild Wiki*. Under contract with digitalculturebooks, an imprint of University of Michigan Press.

ePortfolios at Kapi'olani Community College: Planning for the Big Time

Trent Batson, based on interview with

Judith Kirkpatrick, Professor of English, Kapi'olani Community College, University of Hawaii

Kapi'olani Community College in Honolulu had the foresight four years ago to “plan for big time” regarding eportfolios. Rather than go off in many directions with various eportfolio platforms, KCC formed a task force that chose one platform -- the Open Source Portfolio - - as the College's eportfolio. As a result, over the last four years, KCC has put in place the basic structures for the long-term growth of eportfolio use for many purposes. A centrally-supported platform is customized for use in different programs.

Judi Kirkpatrick, Professor of English at KCC, has served as point person for the eportfolio implementation, but is now shepherding the transition of the project to central IT administration. KCC used the Community College Survey of Student Engagement, [CCSSE](#), which is an adaptation of the National Survey of Student Engagement, [NSSE](#), and the Learning and Study Strategies Inventory, [LASSI](#), to test the learning impact of eportfolio use at KCC. They wanted their eportfolio to be learning centered, meaning that the eportfolio would encourage students to pursue learning, would stimulate their sense of empowerment, and assist them in taking responsibility for their learning. By using these standard measures, KCC felt comfortable that the eportfolio initiative was meeting its learning goal.

An initial institutional test of the eportfolio initiative was a visit by a Western Association of Schools and Colleges (WASC) accreditation 11-member team a year ago. During one of the meetings with the accreditation team, eportfolio faculty spontaneously spoke up. And, “they were not a plant,” according to Professor Kirkpatrick. They were genuinely excited and said they were re-invigorated about their teaching after 10 or 15 years of experience. A subsequent statement in the WASC report about KCC lauded the College for their inroads on assessment of learning using eportfolios.

Between 300 and 500 students at KCC are using eportfolios out of a student body of 7,289. Some programs are beginning to re-write their certificate requirements to include using eportfolios. Faculty are being encouraged to include their professional development work in their own eportfolio, and new faculty must do so. In this way, faculty can see the

value of using eportfolios for their own purposes. KCC has put in place the mechanisms for a multi-pronged eportfolio initiative and the results of planning for long-term growth are promising.

An important early decision was to choose an open-source platform that can evolve with the needs of the campus. Professor Kirkpatrick warns against just allowing a vendor to “do it all,” and charge a per-student fee. That approach could lead to a pro-forma use while it is required during college and students are then unlikely to continue paying the, say, \$35/year charge after they graduate. Instead, KCC contracted with the [rSmart](#) Group of Phoenix, AZ for technical support, which specializes in offering services and support for open-source higher education applications.. rSmart helped KCC make the eportfolio link to KCC’s Oracle system, importantly, since KCC didn’t have the staff to do that. The key advantage to KCC of using open source was the flexibility that approach allowed KCC as it started out and learned what would work best for KCC.

According to Kirkpatrick, once faculty at KCC see that they can create their own eportfolio matrix for their course, they like it. When students do work abroad, they can use the eportfolio to stay in touch and show what work they are doing. Employers, while not yet requiring eportfolios for job interviews, when they do see student eportfolios, become interested. Professor Kirkpatrick said that she has heard from colleagues in California that HR offices there are considering adding an electronic requirement beyond the paper resume.

KCC decided on an open and inclusive approach to planning for an eportfolio future. Now, a tipping point seems to have been reached and eportfolios at KCC are taking on a life of their own. KCC is an example of the patience and care that moving toward eportfolios requires. Understanding of eportfolios and learning is challenging and the technology has been rapidly maturing. The next step for KCC is a campus-wide system of tracking student progress toward learning goals. KCC, like other campuses, envisions an integrated eportfolio system that emphasizes both individual learning and campus-wide assessment.