

ePortfolios for Learning and Assessment

Trent Batson, Joel Cassola & Associates
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in Learning**

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



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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



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

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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.

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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

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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

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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)

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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

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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)

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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)

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What's being lost in this environment?

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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

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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)

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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)

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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

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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

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The Learning Landscape: A Conceptual Framework for E-Portfolios

A Conceptual Framework for E-Portfolios
Contributors: Helen Chen, Tracy Penny-Light, David Tosh, Ben Wermuth

This learning landscape model allows students to view "learning" beyond the rigid structure of degree-millstones, and even incorporate informal correspondence and communication, performance, and assessment, a variety of learning

outlines and requirements while incorporating and overlapping experiences from a variety of learning contexts through social networking with faculty, mentors, peers, and employers.



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

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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?

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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

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FRANCE-GERMANY STUDIES

[Home](#) [Proposal](#) [Senior Project](#) [Courses](#) [Themes](#) [Web Links](#) [Historical Timeline](#) [About Me](#) [Explore](#)

Read my Major Proposal - This document was written during the process of creating the actual major. I had faculty review examine my proposal, and then started on refining my focus for my final senior project.

Look at my courses - While putting together a major writing "Prerequisite courses", I have prepared a list of courses I am currently taking. These courses have contributed to my understanding of the changing historical relationship between France and Germany. These courses include: History of France, literature and language courses, with several minor courses that informed my perspectives in these areas.

Learn about my Senior Project - To bring everything together at the end of my senior year, I have prepared a final project that will be presented to my faculty and the public at St. Olaf. This project takes a more specific look at one topic that serves to illustrate many issues in France-German studies.

Themes - This page is an alternative approach to looking at some of the larger ideas I have mentioned through my studies.

Other Web Links - This page offers valuable links to other sites on the internet in the field of France-German studies.

Annotated Bibliography - In addition to citing sources used for my senior project, I also wanted a page to show which sources have been most influential to my learning through my education. These sources may be different websites, historical writings, or books, that have deepened my understanding of France-German studies.





Stanford Mechanical Engineering

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

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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

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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”

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Idea Logs:

Supporting Individual and Team Reflection in Design Thinking

Jonathan Golob, David Carlson, Center for Design Research, Helen Chen, Stanford Center for Innovations in Learning, Larry Leifer, Professor of Mechanical Engineering

Why support reflection?
After doing design, many students feel they have experiential knowledge of the design process, but have difficulty articulating what they learned. This experiential knowledge is important for a host of a host of future design projects. Using as a tool, students document their thinking during the design process. Later, they are able to draw from their logs to generate new ideas. Additionally, supporting reflective environments in the classroom can help support the application of the plethora of experiential learning in the information age.

Who will use the idea logs?
Students, staff, and faculty of Designing the Human Experience, ME101, an introductory seminar about design thinking for freshmen.

Implementation:
Many students will feel comfortable using the idea logs as a way to document their experiences in web log and other popular social media. Idea Logs differ from web logs in that they focus on learning and feedback about design. Idea logs are associated with specific goals to establish this difference. Comment that moral connections between posts increase the quality of reflection.

Idea Logs are a way for students to keep a journal, exploring student responsibility to add thoughtful, meaningful, and informative posts often.

Idea Logs keep team and individual documents, images, streams of consciousness ideas, and crucial questions in one organized place. Sharing with team members and faculty is as easy as sharing with the world. Furthermore, prompting students to engage in deeper reflection about what they learn in the classroom, Team Logs can create and edit documents asynchronously through the web, allowing all members to be included in the process which is a necessary step for good reflection.

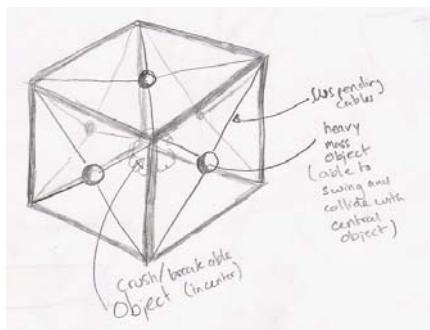
What kind of tool is used?
Trello, an open-source web application, is the content management system for the Idea Logs. The features have been modified to make the application fit in the class.

Important Features
Fast and reliable image upload to Idea Logs. Students can take a picture and immediately post it, reflecting critically about photographed moments. (Obvious feedback structure for students and faculty.) Gamification of the Idea Logs. Easy access and notifications to changes on other students' Idea Logs. Fully structured design by users.

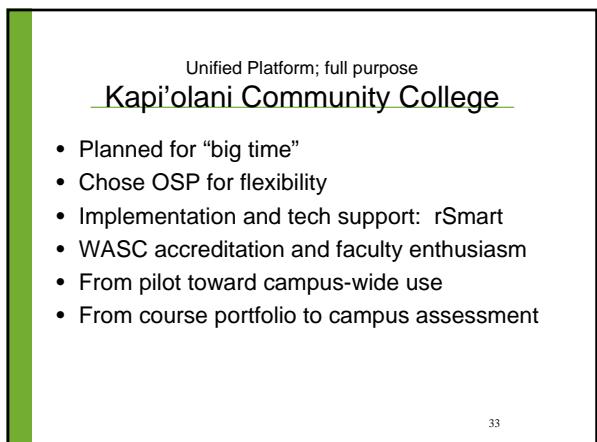
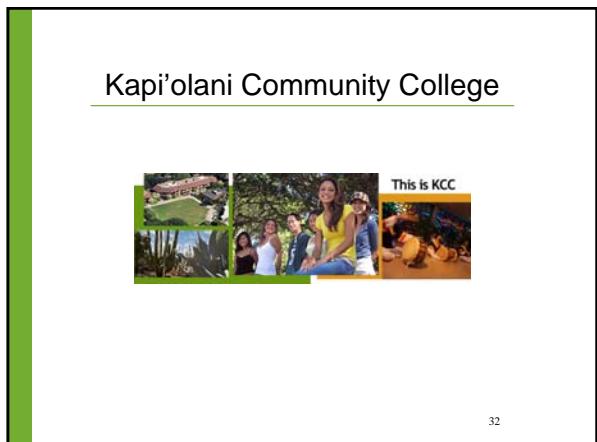
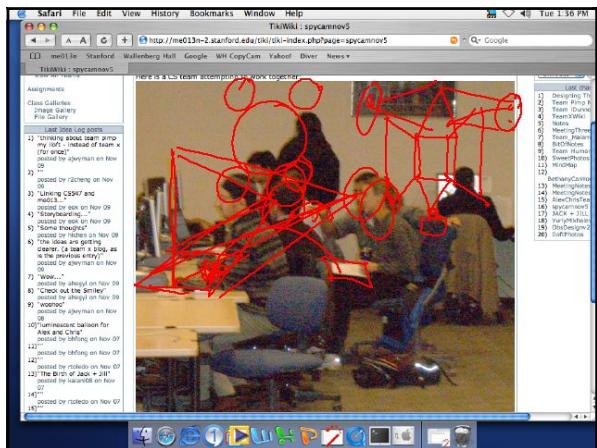
Student Artifacts of Learning

"On a different subject, I am still in the dark on what exactly we are supposed to be doing for this next iLoft project. I feel so unproductive and confused - I just want to get instructions and to get started designing something! I am a techie! I don't get all this reflection stuff! That's all for now! Later wiki page!"

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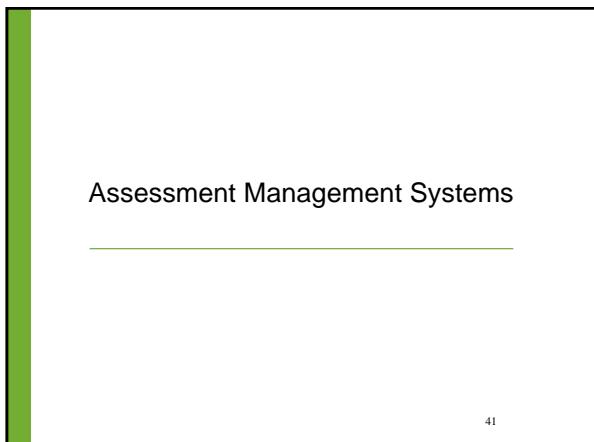
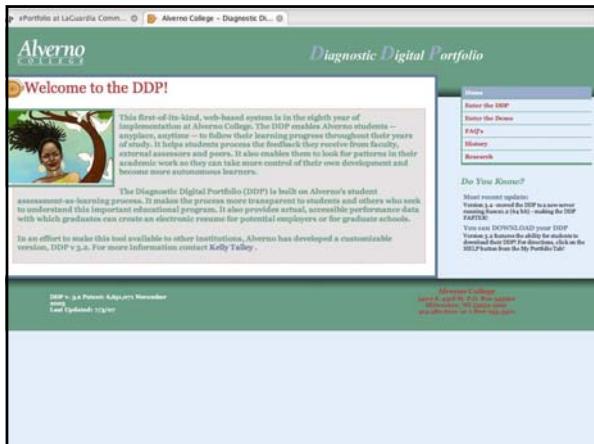


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LaGuardia Community College

LaGuardia Community College



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

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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”

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Scholarship of Teaching and Learning

- 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.

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PORTLAND STATE UNIVERSITY
PORTFOLIO

ENTER THE PORTFOLIO
The website for institutional reflection and planning

PORTFOLIO TOUR
Tour our portfolio to learn about faculty, students and community members

PORTFOLIO FAQ's
Frequently Asked Questions about PPSU Portfolio

PORTFOLIO INFO
About The Portfolio Project, Accreditation, Award, etc.

President's Vision
"My vision is of a university as thoughtfully designed and as well prepared as possible throughout the region when it is time to seek accreditation." [view the President's Page](#)

Portland State University President,
Daniel L. Bernhardt

Accreditation Self-Study
Portland State's institutional portfolio will be on the self-study committee for its reaffirmation of accreditation in 2005.

Publication Details
http://www.psu.edu/itd/psu/psu.html
Last updated April 14, 2005
Version 2.0



Visible Knowledge Project

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

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Connecticut College

Enriching Advising

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ePortfolios & Advising

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

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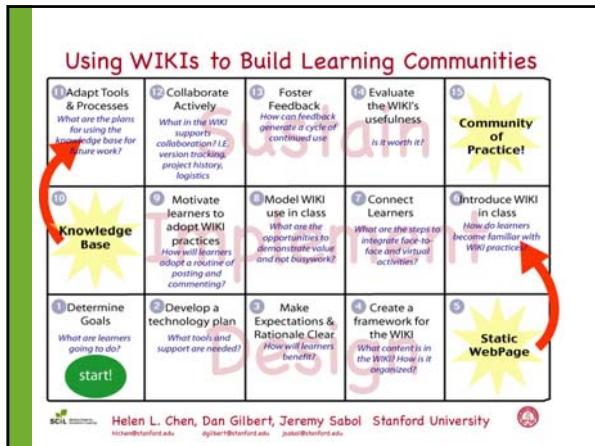
Closing Thoughts

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Resources

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

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Contact information

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

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

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Helen L. Chen, Stanford Center for Innovations in Learning, hlchen@stanford.edu**

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

Trent Batson, Ph.D.,
Joel Cassola & Assoc

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.