An Introduction to the Practice and Pedagogy of Learning ePortfolios

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Agenda

1) Introduction to Learning ePortfolios
2) Show three examples across different contexts
3) Discussion in Breakout Rooms/Building Resources
4) Audience Q&A (Please put questions in chat)
Zoom Poll: Checking In

What is your experience with ePortfolios?

★ I’m very comfortable and have lots of experience
★ I have some experience but I’m not super confident yet
★ I’m very new to the topic and curious to learn
★ Somewhere in between all of these!
Guiding Questions for the Day:

1) What are Learning ePortfolios?

2) Why should I use Learning ePortfolios in the classroom?

3) How do I begin using Learning ePortfolios?

4) How do I adapt what I already do to Learning ePortfolios?
High Impact Practices

"Practices that promote: achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations."

George Kuh, 2008; AAC&U
“[ePortolios meet] the need to increase access to higher education for a broad and diverse population and have also highlighted the necessity of more diverse pedagogies and assessments that capture and reflect the multitude of modes through which today’s students demonstrate their learning” (Kuh, 2008)
What are Learning ePortfolios?

Learning ePortfolios are NOT...

- Static
- Only Student’s “Best Work”
- A “quick” assignment
- A storage folder
- Facebook

Learning ePortfolios are...

- Fluid/Malleable
- Student's Process Work and Reflections
- A continual project
- A representation of a student’s learner identity
Why should I use these in the classroom?

For students…

● Helps showcase learning
● Provides agency over education process
● Develops digital literacy skills
● Increases metacognitive awareness
● Allows for self-assessment
● Facilitates conversations about digital identity
● Encourages creativity

For instructors…

● Aids in more equitable assessment practices
● Weaves together multiple High Impact Practices
● Illustrates what students value
● Provides a space for process work as meaningful rather than “busy work”
● Increases student success and persistence

Yancey, 2019; Schnedier, 2018; Reynolds & Patton, 2014; Eynon, Gambino, & Kuh, 2017
The ePortfolio Learning Process

COLLECT

PROJECT

Autonomy
Self Relatedness
Self Efficacy

SELECT

CONNECT

REFLECT

Nancy Wozniak, Learning Architect, Stony Brook University
In the world today some of the most significant health issues are related to the cardiovascular system. As compared to developing countries, countries like the United States have plenty of opportunities for accurate diagnosis of cardiovascular disease. Engineering World Health (EWH), a non-profit organization based out of Duke University is currently working toward providing improved healthcare to these areas.

EWH works directly with clinicians and technicians to determine the most urgent needs to address, one of which is a device that will enable a minimally trained individual to take blood pressure measurements without the use of a stethoscope, or a "Non Electronic Blood Pressure Assist Device".

Blood pressure itself is caused by the force of the circulating blood against the vessel walls; for a single heart beat a maximum blood pressure (systolic) and a minimum (diastolic) can be felt. These forces, usually detected and identified as the Korotkoff sounds through the use of a stethoscope, are the focus of all three of our designs. We aim to satisfy all the customer needs by designing a device that translates the vibrations into a visual indication of blood pulses, more specifically the first pulse to force its way through the occluded artery (systolic) and the last pulse detectable before laminar flow is regained (diastolic).

Image from: http://www.cdc.gov/bloodpressure/about.htm
Example from a Bio-Chem Course
Example from an Electrical Engineering Student

Elizabeth A. Devore

"Tell me and I forget, teach me and I may remember, involve me and I learn." - Benjamin Franklin

The primary reason I decided to continue my education was my interest in learning more about power engineering before working in industry. Since beginning my graduate studies, I have taken a range of courses and been involved in a program that brings together students from a consortium of schools, providing me with a better foundation for my future work. The courses I have taken have required me to apply what I learned in class to real-world applications through projects. My time as a FEEDER Student Innovation Board member has provided me with the opportunity to tour generation plants, cooperatives, and a national lab to see the machines, structures, and practices I have learned about in class. These projects and programs have helped reinforce the models and simulations discussed in class.

Read more about my tours and projects by clicking on the picture links below.
How do I begin using ePortfolios?

1) Start with what you know/do
2) Build in time for your class to learn technology and process
3) Collaborate with students, other teachers, and programs
4) Play around with different sites and practice by building your own
5) Ask for help and examples!
Breakout Rooms!

In your breakout rooms you will be given a slide with a question.

On this slide please start generating ideas and resources to help guide fellow instructors and learners.

The moderators will return to these slides and reshare with resources post-session.
Breakout Room 1

Question: How do you facilitate reflection in your classes?
Breakout Room 2

Question: How would ePortfolios meet a need or the outcomes of your course?
Breakout Room 4

Question: How do students measure process or progress in your courses?
Question: How do you prepare students for using technology?
Breakout Room 5

Question: How do you assess students? How do you imagine learning ePortfolios would support or build on those ideas?
Breakout Room 6

Question: How do you scaffold/prepare students for semester/long projects?
Please join us for our next sessions:

- Inclusivity, Accessibility, Technology and Learning ePortfolios (2/16)
- Learning ePortfolios Across the Disciplines (2/18)

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- PEARL: Publications on ePortfolio: Archives of the Research Landscape
- The Field Guide to ePortfolios: Why It Matters for Learning
- ePortfolios for Reflection: 7 Best Practices
- The International Journal of ePortfolio
- Principles and Practices in Electronic Portfolios