Inclusivity, Accessibility, and Technology in Learning ePortfolios

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General Education and OIA
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!
Agenda

1) Overview of Learning ePortfolios
2) ePortfolios Inclusivity and Accessibility
3) Choosing Technology
4) Jamboard Activity
5) Q&A

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Guiding Questions for the Day:

1) How do ePortfolios contribute to inclusivity and accessibility?
2) What are some barriers to inclusivity and accessibility?
3) How do I choose and use technology in a way that supports both?
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
“[ePortfolios 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?

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<thead>
<tr>
<th>Learning ePortfolios are NOT...</th>
<th>Learning ePortfolios are...</th>
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<tbody>
<tr>
<td>Static</td>
<td>Fluid/Malleable</td>
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<tr>
<td>Only Student’s “Best Work”</td>
<td>Student's Process Work and</td>
</tr>
<tr>
<td>A “quick” assignment</td>
<td>Reflections</td>
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<tr>
<td>A storage folder</td>
<td>A continual project</td>
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<tr>
<td>Facebook</td>
<td>A representation of a student’s learner identity</td>
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How do learning ePortfolios contribute to inclusivity and accessibility?

**For Learning...**
- Illustrates process work
- Provides for student agency
- Encourages peer review, feedback, and conversation about learning
- Connection between student and course goals

**For Assessment...**
- Opposite of standardized assessment
- Teachers can find what is important to student learning
- Based on learning goals
- Holistic grading
- Aids in student persistence

Yancey, 2019; Schnedier, 2018; Reynolds & Patton, 2014; Eynon, Gambino, & Kuh, 2017
I have had many amazing experiences at Michigan, but I didn’t really know what they meant or how they all fit together…. Now, I see patterns and themes in the work I have been doing, how things fit together. The work I’ve been doing actually makes sense… there has been some direction to it all along. I also realize that my work is a reflection of me and that my identity and background [an African-American woman growing up in Detroit] have always played a part in my learning…I see how I have already made a difference in my communities.

*Third-year student,*

*University of Michigan*

“Benefits of ePortfolios for Student Success” (Miller & Morgaine, 2009, AAC&U)
What are some barriers to inclusivity and accessibility for ePortfolios?

**Technological learning curve for instructors and students**
- The concept of a “digital native” can be misleading!
- Familiarity with some technologies ≠ understanding of all technologies

**Possible Solutions:**
- Provide support resources to students throughout the process of creating their ePortfolios
- Spend time learning your chosen platform before the semester begins—put yourself in your students’ shoes

**Access to necessary technology**
- Variation in ability to access Internet
- Certain websites blocked in certain countries
- Variation in accessibility options for different platforms

**Possible Solutions:**
- Survey students about where they are located and what their Internet access situation is
- Provide alternative ways to complete the assignment (in a Word doc, for example)
Jamboard Activity

In your breakout room put questions, comments, or concerns about the three topics.

We will share out based on the following questions:

Please join us for our next session:

Learning ePortfolios Across the Disciplines
Thursday, February 18

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● What are some questions, comments, or concerns your group up with?

● What are some resources you would need to help address these?