Learning ePortfolios Across Disciplines and Courses

Feb. 18, 2021

Emily Jo Schwallar, Aimee Mapes, and Katie Southard
General Education, Writing Program, 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!
1) Overview of Learning ePortfolios
2) Key Terms
3) Activity: Using Learning Outcomes and ePortfolios
4) Q&A
Guiding Questions for the Day:

1) How do I use ePortfolios across my course/major?
2) What are some key concepts necessary when planning an ePortfolio project?
3) How do I use learning ePortfolios as a tool to implement my learning outcomes?
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
Purpose & Context

- **Context** refers to a situation motivating learners to create, design, or compose an artifact (e.g., an issue being debated, a concept that must be understood, the need for action, a problem that requires attention).

- **Purpose** defines the aim of a project in response to context (e.g., to inform, to counter argue, to explore, to interpret critically, to apply a theory, to propose, to recommend, to evaluate).
Scaffolding & Sequencing ePortfolio Projects

➔ Emphasize process and sequence of tasks that build upon each other.

➔ Divide assignment into manageable low-stakes activities.

1. Provide models for students.
2. Present a list of resources.
3. Assign students to submit a proposal.
4. Assign progress reports.
5. Assign drafts, mock ups, or storyboards.
6. Require a rough cut or rough draft for feedback.
Key Concept of Reflection

- Connects student learning to future goals
- Contextualizes student learning
- Metacognition
- Solidifies information
- Self-assessment opportunity
- Provides information for instructors on student perceptions of activities/assignments
Learning Outcomes and Backwards Design

Backward Design Model

1. Identify Desired Results
   - What will students be able to do by the end of the lesson, module, unit, or course?

2. Determine Assessment Evidence
   - How will students demonstrate what they have learned?

3. Plan Learning Experiences and Instruction
   - What types of activities, materials, and resources will lead students to the desired results?
Activity Parts 1 and 2

For **Part 1** please do the following on a piece of paper/blank doc:

1) Identify 2 learning outcomes from your course

2) Generate backwards how you might use a learning ePortfolio as a tool to meet these learning outcomes (i.e. low-stakes assignments, reflection, process work, etc.)

For **Part 2** you will share out with your breakout room, self-selected by larger disciplinary categories, and write on the slide the following:

1) What did you generate? Were there similarities/differences?

2) What questions/problems do you imagine encountering during implementation?
Room: Natural and Applied Sciences

Please post notes from your conversation including: questions, resources, ideas, etc.
Room: Social Sciences

Please post notes from your conversation including: questions, resources, ideas, etc.
Room: Humanities and Art

Please post notes from your conversation including: questions, resources, ideas, etc.
Resources and Share Out

Missed past sessions?

Resources, recordings, and materials can be found on the OIA Webpage

Contact

Emily Jo Schwaller: emilyjoschwaller@arizona.edu
Lauren Harvey: lnharvey@email.arizona.edu
Katie Southard: ksouthard@arizona.edu

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

- What are some challenges you imagine facing and what support might you need?