

Notes from Kathleen Yancey's visit, April 9-10, 2008

Online resources and models:

AAHE's E-Portfolio Clearinghouse: research on e-portfolios as well as links to exemplary programs and samples: <http://ctl.du.edu/portfolioclearinghouse/index.cfm>

An example of a career / job search portfolio:

<http://www.career.fsu.edu/careerportfolio/enter/output/main.html>

An example of a teaching-philosophy portfolio, followed by a more general and inclusive portfolio by the same person: <http://filebox.vt.edu/users/drwoods/portfolio/philosophy.html>

<http://www.soe.vt.edu/englished/portfolios/woods/home.html>

An example of an e-portfolio focusing on creative/artistic work:

<http://garnet.acns.fsu.edu/~ceo04/mainmiddle.htm>

Here's an example of a faculty e-portfolio created & housed within Blackboard at Clemson:

http://bb.clemson.edu/webapps/bbcms/portfolio/viewPortfolio.jsp?pid= 20984_1&tid= 2959_1

The e-portfolio project at Seton Hall, with tutorials on creating e-portfolios within the Blackboard content-management system: <http://tech.shu.edu/eportfolio/index.html>

Inter/National Coalition for Electronic Portfolio Research: <http://www.ncepr.org/>

Information on the LaGuardia Community College e-portfolio initiative, at

<http://www.eportfolio.lagcc.cuny.edu/>

Feb. 2005 issue of National Coalition News, with info from Yancey:

<http://72.14.205.104/search?q=cache:8Izq7D3ZNXQJ:ncepr.org/connectionsFeb05.pdf+esamples/Angelica&hl=en&ct=clnk&cd=1&gl=us>

An online matrix tool for indicating student achievement in general-education competencies:

http://eport.iu.edu/images/matrix_lg.gif

Indiana University's open-source, interactive model for e-portfolios: <https://oncourse.iu.edu/osp-portal/site/!eportfoliogateway>

Kathi Yancey's 2004 article on representations of student work in portfolios:

<http://www.montgomerycollege.edu/departments/studevgt/onlinsts/Resources/postmodernism.pdf>

An overview of the e-portfolio project (including information about the use of Blackboard to collect artifacts for their general education program and connections to undergraduate competencies) at Clemson -- <http://www.clemson.edu/ugs/eportfolio/>

Here's an example of a faculty e-portfolio created & housed within Bb at Clemson:

<http://bb.clemson.edu/webapps/bbcms/portfolio/viewPortfolio.jsp?pid= 20984 1&tid= 2959 1>

Information for faculty on the e-portfolio initiative at Clemson:

http://ccit.clemson.edu/resources/articles/gened_eportfolio.php

Basic e-portfolio from a Clemson first-year student, focusing on English composition:

<http://people.clemson.edu/~nriddle/portfolio.html>

[http://www.reap.ac.uk/reap07/Portals/2/CSL/keynotes/trudy%20banta/Development in Reflective Thinking.pdf](http://www.reap.ac.uk/reap07/Portals/2/CSL/keynotes/trudy%20banta/Development%20in%20Reflective%20Thinking.pdf) -- rubric for Development in Reflective Thinking

VALUE: Valid Assessment of Learning in Undergraduate Education at

<http://www.aacu.org/value/index.cfm>

Washington State University guide to rating Integrative and Critical Thinking:

<http://wsuctproject.wsu.edu/ctr.htm>

E-portfolio project at St. Olaf's College -- http://www.stolaf.edu/depts/cis/web_portfolios.htm

Overarching observations, ideas, themes, directions:

Students need some kind of engagement, some sense of an audience, for them to make e-ports really work. Facebook as example. Need to share the work. Students want to bring some of their creativity to the process, want to bring sharing / community. Different kind of Facebook.

“fund of knowledge” – one model for e-portfolios

Thomas College has an E-Portfolio Model to show students how to progress – go through adjudication process internally before sharing externally. This raises the ante, the motivation, and increases the quality of the work.

Collection, selection, reflection, projection (usually built into the e-port model); development, diversity, communication, and evaluation (assumed but not necessarily built into the model)

Early portfolio concepts: collection, selection, reflection, process, connection, assessment. For new century: practice & communities, medium/ia, interactivity, reiteration, identity, spaces & layers, composition & story, knowledge and understand and engagement. Start with simple and move to more complex (from left to right); have multiple points of entry and access.

Digital: links (internal & external), mapping activities, interface design (arrangement of and relationship between materials), visual and verbal reflection, image & the visual, streaming video, audio

Reflection: explanation, meta-cognition, self-assessment, synthesis (making knowledge), account of process . . . ,

Mapping as key: creating, using to understand, problem solving; is also a social exercise, collaborative endeavor.

Mapping in class: post-it notes plus white board. Difficult part: explain the linkages between nodes.

Teaching for transfer – be explicit about connections, what’s happened and what’s coming

Delivered curriculum (provided by instructor), experienced curriculum (what students learn), and lived curriculum (what students bring with them, what comes from non-academic experience and from co-curricular; an ongoing curriculum) –

Effects of e-ports? – internships, course completion, retention,

Do number & kind of links matter? – use concept maps as way of assessing student learning.

Less time to read an eportfolio than a print portfolio. Not locked into the author’s navigation choices and the linearity.

Get a student panel on: what did you learn from using e-portfolios? Learn/think visually. Develop a hybrid model between the verbal and the visual.

Formative feedback all the way through the course, summative at the end. Use email links embedded in e-portfolio to provide feedback to the student, or embed comments in the document to send to the student.

Rubric for assessing portfolios at St Olaf:

- coherence
- connections (imaginative, emotional, informational)
- reflectiveness (backward & forward)
- Intellectual community -- including their peers
- Other communities

Integrative learning: helping students and faculty to be more purposeful in seeing and reflecting on the connections between the different parts of the curriculum that already exist; combining experience with theoretical knowledge to do something in a new experiential context.

What are the points in the e-ports where you really do see the kind of learning that you want to see? (So: let the products drive the definition of the outcomes, and live with / embrace the “disconnects” that occur in this process.)

Collaboration as an outcome in integrative learning, is a method but is so important that it should be an outcome. Integrative learning is about community.

Elements of Gen Ed program: FYI seminars, learning communities, common intellectual experiences, writ-intensive courses, collab assigns & projects, research as science is done (science in action), SL, diversity & global learning, internships, capstone projects

Interplay across different dimensions/experiences, life beliefs as a framework, totality of being integrated into a new context, living with the uncomfortable and with tensions (some of which go unresolved), integrating learners don't separate learning from life, concept knowledge.

Concept map of "integrative learning" in which students map their e-port or their concept of their own learning. Can be a map into the future as well as what has been achieved.

Build mentoring & reviewing into the e-portfolio as an ongoing & iterative process, prior to the final review.

Focus on artifact (with one strategy for integrative learning):

1. Name & describe the artifact
2. Provide a description of the explicit context associated with the artifact
3. Provide a crucial and insightful reflection which demonstrates clearly how this particular artifact (and, if applicable, all of its parts) meets the particular standard for which you have it assigned. This step demonstrates thoughtful consideration and abilities as reflective practitioner.

Strategy for integrative learning: Reiterate and re-mix. Students complete versions of their statements/definitions at the beginning, midpoint, and conclusion of their program experience. Reiteration is built into a model of reflective practice. Each time, students reflected upon the previous version as well as drew upon new material introduced into their methods courses as a means of crafting a more detailed and informed statement/definition. They also completed a final reflection in which they compared the various versions and described the experience.