Implementing an Eportfolio in Your Classroom
Implementing Eportfolios

- Why
- What
- How
- Ideas & Examples
- Resources
Why Are We Talking About This?
Students who build eportfolios had higher GPAs and higher retention rates from one semester to the next than control groups (Eynon, Gambino & Török, 2014)
## Table 1: Student’s Eportfolio Experience

<table>
<thead>
<tr>
<th></th>
<th>% of students that agree or strongly agree</th>
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<tbody>
<tr>
<td>Building my ePortfolio helped me think more deeply about the content of the course.</td>
<td>62.0%</td>
</tr>
<tr>
<td>Building my ePortfolio helped me succeed as a student.</td>
<td>63.3%</td>
</tr>
<tr>
<td>Using an ePortfolio has allowed me to be more aware of my growth and development as a learner.</td>
<td>65.6%</td>
</tr>
<tr>
<td>Building my ePortfolio helped me to make connections between ideas.</td>
<td>70.0%</td>
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</tbody>
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(Eynon, Gambino & Török, 2014)
From YCP’s Sports Management Program

- Helps students make meaning of their overall experience; foster connections
- When used in lower-level classes within programs, it allows students to be forward-thinking and so make proactive choices about what they will be doing so that they can improve themselves and their eportfolio
- Added bonus for employers and needed in some areas of industry
- Outcomes assessment opportunity for faculty
Definition: What is an Eportfolio

- A pedagogical tool, not just a product
- A learning process of reviewing, selecting, and reflecting (metacognitive thinking)
- A way of helping students synthesize ideas, readings, lectures, experiences, films, concerts, etc – through multimodal capabilities
- A way of encouraging interdisciplinary thinking and expression (even if you’re only focusing within a single discipline)
- A tool that can be used for many purposes (common types are learning, presentation, advising)
Reflection helps learners to:

• Recall the purpose and goal of the assignment
• Assess their own work based on those goals
• Set specific new learning goals for themselves
• Personalize their own learning experiences and take ownership for their learning
• Examine critically what they have done, how they have done it, and what they have learned
• Look back on their learning, make connections to their prior methodologies, and anticipate their next steps
Activity

• Identify places in your syllabus or class where students already are reviewing, selecting and/or reflecting

• Be sure to think about the work students are doing, not just assignments.
  (any quiz or exam requires reviewing & reflecting, writing a lab report requires all 3, etc)

• Share with partner
Ideas from class brainstorming

- **Group activity (Sports Mgmt)** brainstorming in groups, rotating groups with members sharing at every point, final group has to decide which idea from all previous brainstorming is best for their project & why
- **Choosing paper/research topics (WRT)** student has to review, select and reflect on which topic to choose and then keep repeating process through development of topic
- **Argumentation/Persuasion (WRT)** have to review all possible angles, select which ones to address in order to support position, adapt to new discoveries/research info
- **Visiting Speakers (Allied Health)** listen to visiting speakers & take notes, at end of semester identify and explain 5 professional aspects speakers represented
Cont’d

• **Creation of video** (Chem) students already research and “become” an element for the semester, then create video for 5\(^{th}\) graders teaching about the element, could reflect on creation of video

• **Case briefs** (Law) students read legal briefs; must review cases, select important details, reflect on legal aspect of case

• **Reading assignments** (Intnl Studies) must review to select appropriate article, then select key points and reflect to present them
Scaffolding

• Ideas from Molly
• Pre-write/outline (in-class and outside of class)
• Peer review (very structured handout)
• Peer mentor review (very structured handout)
• Individual conferences (be ready to tell them to take notes)
• Structured instructions for every stage
• Example group critique
• Podcast (to introduce the topic & for reference)
• Presentations
Example of Scaffolding
LIT310: Language & Linguistics

• Learning Outcome—to distinguish between facts of language variation (dialects and language change) from cultural stereotypes
  • Quiz first day of semester
  • Periodic homework examining different case studies and/or situating own language variation within a larger context
  • Unit on how and why language variation occurs
  • Eportfolio was final assignment before exam
    • Review and select evidence showing knowledge learned
    • Reflection on what was learned and how it can be applied beyond classroom
Examples from Final Reflection

- **Student #1** – “I realized how important attitudes were when we did the homework asking why it was important; it seemed so obvious to me. The way language is looked at determines whether it is even spoken or taught. Also, attitudes will always determine how a language is looked at; on an international level, for example, after World War II many people did not want to speak German, since it was the language the Nazis used. Also, European colonists saw the “natives” as inferior to them, so they made them learn the dominant European language instead of letting them speak their own. . . .”

- **Student #2** – “Homework 17, the homework mentioned above, also made me think about my own language use. Because I was able to point out that discourse markers such as *mhm* or *yeah* or *like* during a phone conversation would cause me to believe that the speaker was a woman, I became conscious that these generalizations do exist, that they can be positive or negative, and that others may place such stereotypes on my speech as well. . . .”
Activity

• How might you revise a course to better scaffold reviewing, selecting, and reflecting so that a portfolio could be incorporated?

• Possible ideas
  • Research project/process
  • Experiential learning
  • Homework, quizzes, reading assignments
Moving Beyond
Ideas and Examples
Nursing Graduate Student Portfolios

- http://www.joannenguyenrn.com/
- http://klwanamaker.wix.com/eportfolio
- http://allisonkurowski.wix.com/graduate-portfolio
- http://lmknepp.wix.com/hire
E-Portfolio Peer Feedback

• First impression of introductory page? Is it visually appealing? Does it sound professional?
• Is Curriculum Vitae or Resume well organized, structured, and inclusive?
• Do strengths and weaknesses sound unique and well-written?
• Are reflections and experiences well written?
• Are there any grammar, spelling, or punctuation errors?
• Are supporting documents appropriate and supportive to portfolio?
• Overall impression of font, color, spacing, pictures?
• Any other comments?
Activity

• What are some ways a portfolio might be used to support students as they progress through their education?

• Within a sequence of courses
• Within a program
• Within General Education
• Within a York College Education
Questions to Consider in Planning

• Public vs Private Portfolio
• Size/Percentage of Portfolio to rest of classwork (start small)
• Where/how will you give feedback?
  • What do you want the students to do with the feedback?
    • Formative (quizzes, homework, etc graded during semester)
    • Summative (rubric to keep focus precise – can’t grade everything)
• What platform will you use (Moodle vs freebies)?
  • Most commonly used free sites are Wix, Weebly, Wordpress, & Google Sites
Professor’s Name: Dr. Andrew Wier (Pace University)
Course: BIO 264

ePortfolio Assignment: Students choose a bacterial phylum and build an ePortfolio page over eight weeks. Page components include:

- **Introduction:**
  - Written for college-age students, includes important genera, close relatives, ecology, energy - carbon source and typical mode of nutrition, relevance to humans and the Earth, role in nutrient cycling and other important facets.
  - Includes references and is 3-5 pages in length.

- **News Blog:**
  - Includes news from both print and online sources relevant to the phylum. Eight entries are required. Each post includes: title, commentary regarding the article (why it is relevant, interesting and worthy of posting), link to the article or uploaded copy, appropriate credit/acknowledgements to the source and author of article.

- **Multimedia:** Photographs (displayed in image gallery, includes captions and acknowledgements), videos (cited) and scientific publications (links and PDFs).

- Students are required to make their page accessible to all logged-in users and view their classmates’ pages.

- 15% of final exam material is from student ePortfolios.
Other Resources

• Reflection Assignments & Prompts (Long Beach Community College):
  • http://www.lbcc.edu/Eportfolio/documents/Assignment-Reflect-Faculty-rev2.pdf

• Auburn University evaluation of free website platforms (Wix, Weebly, Wordpress, and Google):