Assessing the assessment tool

New thinking about ePortfolios

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assessment.aas.duke.edu

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bit.ly/aacu_blog

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What platform is t[illegible]?

new out there?

Which one is

Which one is cheapest?

How do I decide what's right for my program?

What can we do to enable students to present themselves and their learning authentically?

get started?

Tell me what to use!!

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Some background

What is an ePortfolio?

- A collection of evidence of learning (artifacts)
- A demonstration of students' skills, competencies, attitudes, and ways of thinking
- Medium for self-expression

The ePortfolio...

- may include text, images, multimedia, blogs, etc.
- can be maintained dynamically over time,
- can be both an end-product, and a learning process in itself
- may be accessed by varied parties.

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How do they serve learning and assessment?

- Formative assessment: Reflection and feedback promote learning, even create new knowledge

- Summative assessment: Aggregation of evidence enables program-level and institution-level assessment and, thus, program enhancement

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How are they implemented?

- ePortfolio is designed within the curriculum. Students are provided instruction.
- Students are given feedback. Time and technical support are provided.
- Artifacts are evaluated according to the unit's learning outcomes. Students continue to use the portfolio as an opportunity for self-reflection.

See http://www.elearnspace.org/Articles/eportfolios.htm

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Challenges & opportunities

- How to promote use among faculty and students?

- What about the technical complexity of enterprise implementation?
- Ongoing technical support?
- Cost and financial support?
- Maintain access after graduation?

- Student-centered or program/assessment-driven?
- Standardized or flexible?

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Ways of conceptualizing the ePortfolio

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A storage space in a digital archive
(e.g., YouTube, Picasa, GoogleDocs, WordPress, Pinterest, Instagram)

A workspace, focusing on the learning process
(e.g., WordPress, micro-blogs, online mind maps, crowdsourced wiki)

A showcase, focusing on the end product
(e.g., Google Sites, WordPress, WIX, ePortfolio by Chalk & Wire)

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How they're developed in higher ed

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Homegrown, developed locally
(e.g., now-obsolete Portfolio@Duke)

Commercial products
(e.g., ePortfolio by Chalk & Wire)

Open source software and/or system modules
(e.g., Sakai, WordPress)

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Guiding principles

Sources: Barbara Cambridge, Darren Cambridge, Kathleen Yancey (AACU presentations, Jan. 2013)

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The ePortfolio

- enables reflection among both students and educators.
- facilitates insights that can't be obtained elsewhere.
- is more than the sum of its parts. The interaction between artifacts is essential.
- generates personal knowledge about learning (metacognition).

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The ePortfolio

- must be adaptable and allow creative change.
- should allow comparisons without standardization.
- must be assessed iteratively to capture shifts in students' thinking.

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Chalk & Wire... Digication...
Facebook... GoogleDocs...
Instagram... Picasa... Pinterest...
Popplet... Sakai... TaskStream...
Twitter... Wikis... Wix... WordPress
xMind... Youtube...
And many more...

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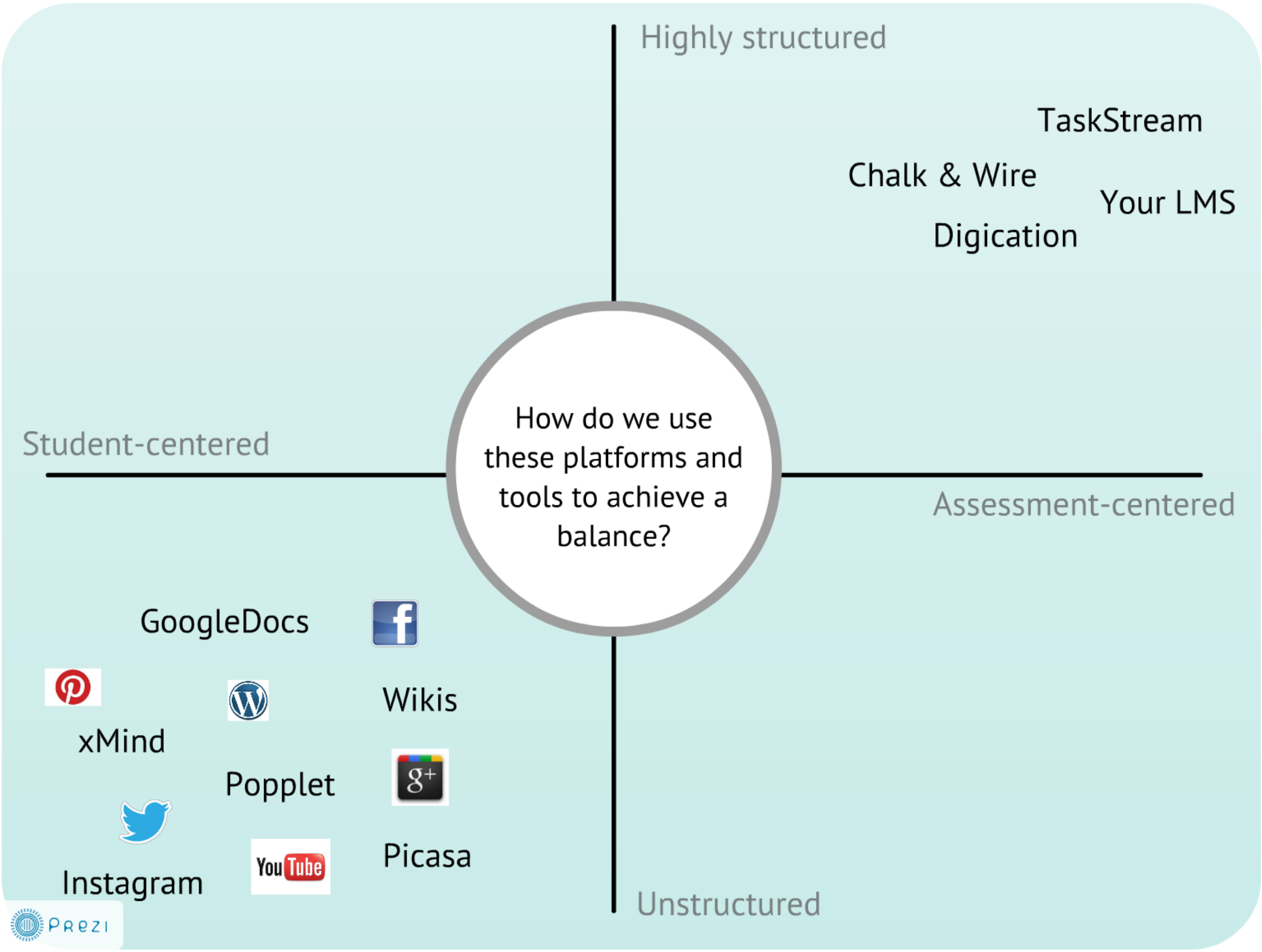
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ePortfolio2 by Chalk & Wire

- enables the collection, evaluation, and storage of key artifacts of student learning
- permits the creation and use of rubrics, internal to the application, for the evaluation of student work
- stores data (e.g., ratings) for assessment use
- facilitates the delivery of feedback to the student
- allows the use of multiple raters

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ACADEMICS

Student Portfolios

Divinity students will compile student portfolios throughout their time in the program. The portfolio will include a sampling of the student's work, feedback and comments from professors, and reflections from the student on her/his growth in selected areas of formation. Students will meet with professors to review the portfolio and to receive an evaluation of the student's progress in the program. Results from the portfolio process will inform future academic program decisions and accreditation reporting responsibilities to the Association of Theological Schools and the Southern Association of Colleges and Schools. Any questions about the portfolio process should be directed to the Office of Academic Formation and Programs.

Students should refer to the portfolio guidelines and instructions for specifics on compiling and completing the portfolio.

The video below provides a general introduction for portfolios at Duke Divinity School.

Degrees
Faculty
Academic Resources
Course Schedule
Field Education
Spiritual Formation
Ministerial Formation
Student Portfolios

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Guidelines

Duke Divinity School seeks to equip students to:

- Read and exegete Scripture and the great texts of the Christian tradition for the purpose of preaching and teaching the gospel with clarity, power, and reverence (M.Div., M.T.S., M.A.C.S., M.A.C.P., D.Min.)
- Think theologically about the doctrines and practices of the church and about the world in which the church finds itself in a way that is both faithful historically to the tradition and responsive to the challenges of our time (M.Div., M.T.S., M.A.C.S., M.A.C.P., D.Min.)
- Cultivate habits of spiritual discipline to sustain a Christian life ordered toward holiness, justice, peace, and reconciliation (M.Div.)
- Act with effectiveness and compassion in leading the church's ministries of worship and preaching, education and formation, and service and transformation in the world (M.Div.)
- Clarify a sense of vocation and gain critical skills for sustaining that vocation through theologically reflective service in the church and the world. (M.A.C.S., M.A.C.P., D.Min.)

As a means to exhibit growth and understanding in these areas, every student will compile a student portfolio that

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Instructions

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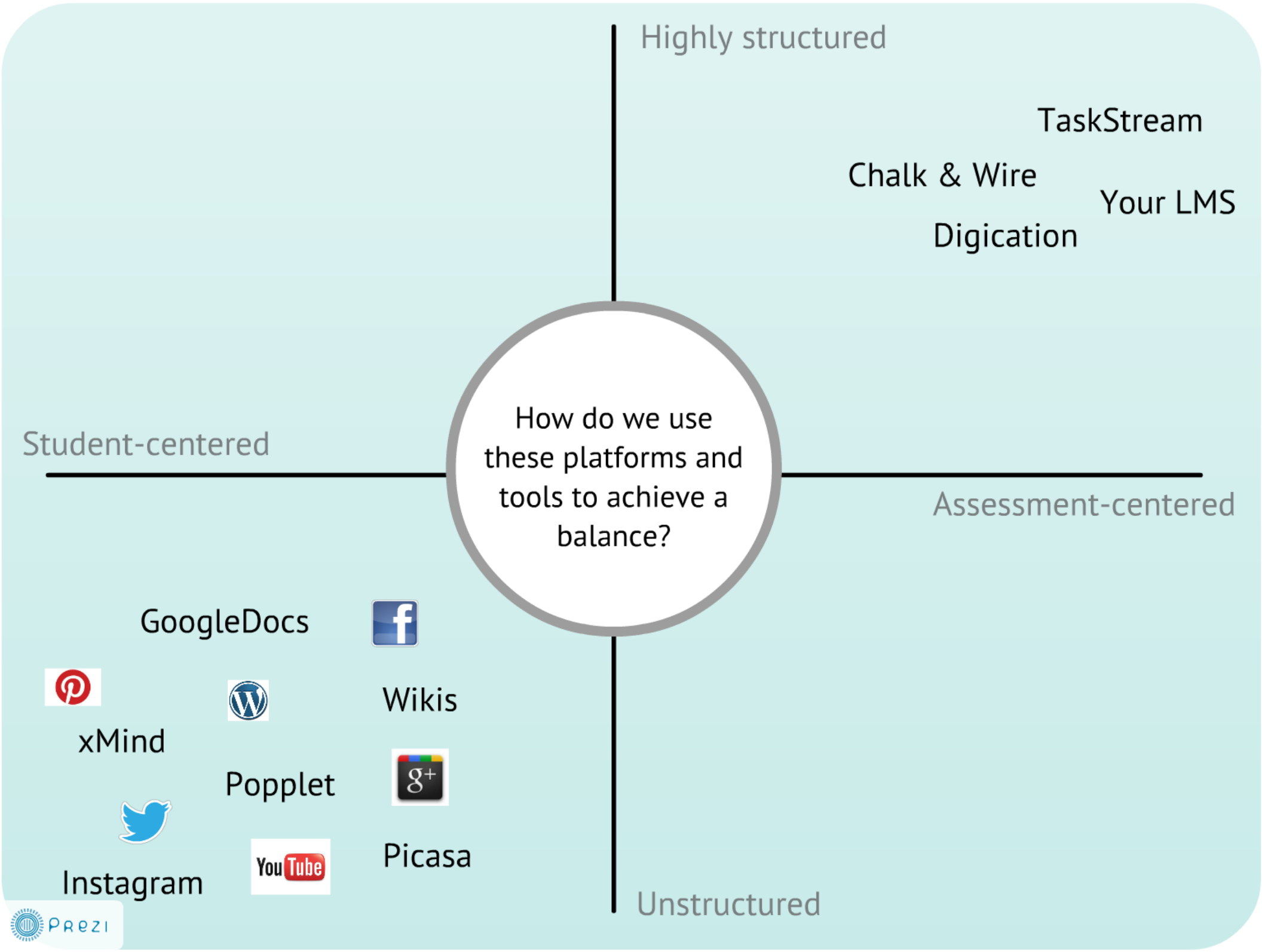
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Sakai

- Open-source Learning Management System
- Optional module for ePortfolio
- Simple repository/drop-box
- Organized according to learning activities or outcomes

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Duke UNIVERSITY | SAKAI@DUKE

DUKE SAKAI LOGIN

NEED HELP?

NEW TO SAKAI?

- Take a tour
- Create your own course or project sites
- Explore examples
- Reuse content from other Sakai sites

Want to learn more? Visit the SAKAI SUPPORT SITE

Top FAQs

Group assignments

Add Participants: Using Toolkits to add users to your Sakai site

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urch's ministries of worship and preaching,
n in the world (M.Div.)
taining that vocation through theologically
M.A.C.P., D.Min.)

as, every student will compile a student portfolio that

Ministerial Formation
Student Portfolios
Guidelines
Instructions

NCATE Standards	(1) Undergraduate	(2) EDCI 5724 (Fall)	(3) EDCI 5964 (Fall)	(4) EDCI 5744 (Spring)	(5) EDCI 5754 (Spring)	Reflect
Content Knowledge						
Pedagogical Content Knowledge						
Prof. and Pedagogical Knowledge						
Student Learning						
Prof. Dispositions						

Legend

Ready Completed

Pending Locked

Credit: ePortfolio Initiatives at Virginia Tech

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DUKE
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CDS CAPSTONE 2011

Click on a cell to view/edit

MOL Learning Outcomes	Year 1	Year 2
1. Engage in meaningful graduate-level scholarly activities appropriate for their discipline.	Press Esc to exit full screen mode.	
2. Communicate effectively in oral and written form commensurate with the discourse of their discipline.		
3. Integrate Franciscan values and beliefs within a discipline-based framework.		
4. Exhibit the professional development, work practices, and dispositions of lifelong learners.		
5. Serve as leaders with a commitment to social responsibility, diversity, and the standards of their professions/disciplines.		

Legend

Ready Completed

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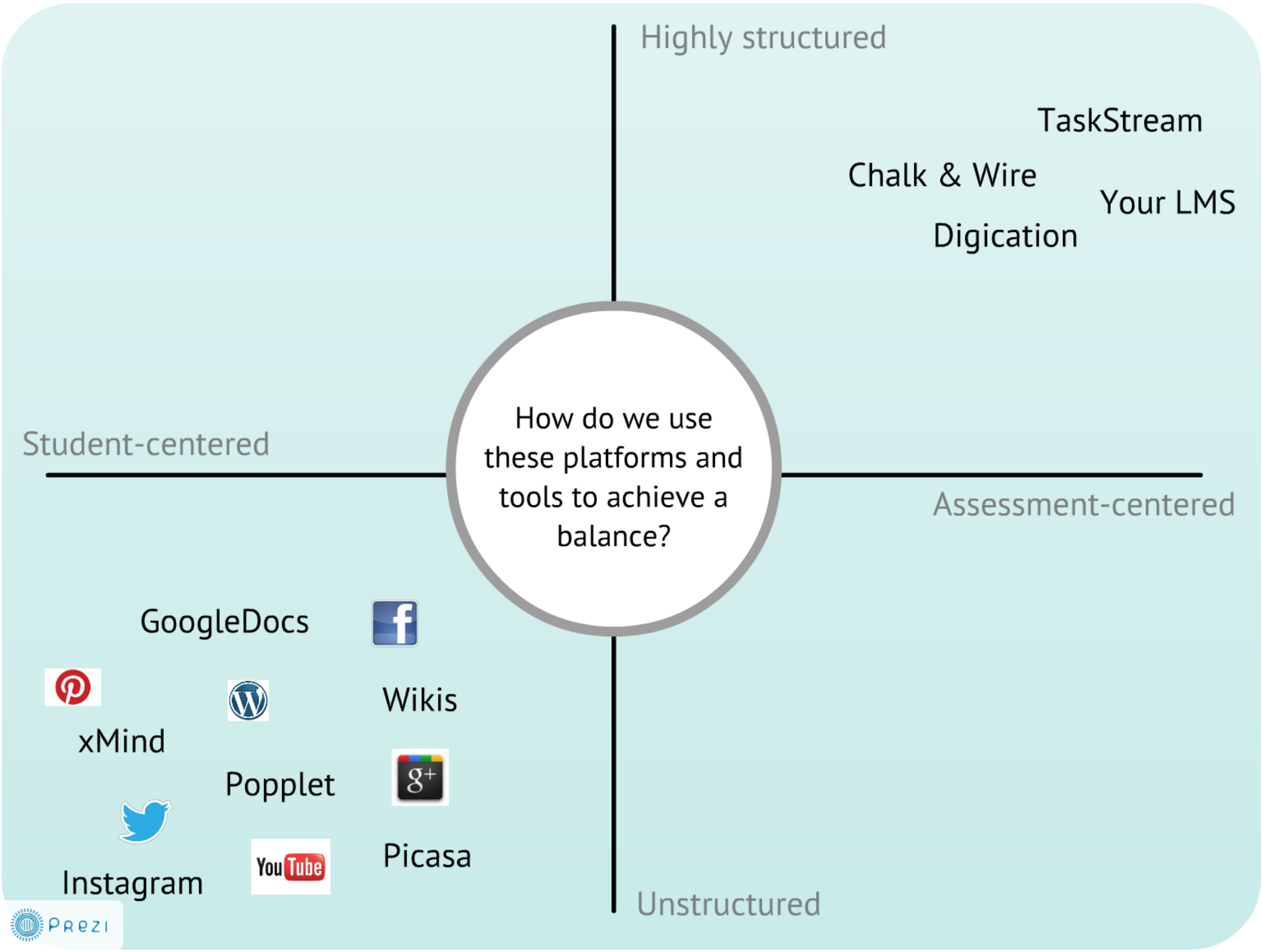
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WordPress

- Used as a web publisher at Duke; can serve as an ePortfolio or assessment tool
- Objectives of WordPress sites vary; the examples presented here use WP in a way that COULD yield usable data for program assessment
- Benefits for assessment: easy to set up, easy for students to use, easily customizable, can be organized using tags
- Challenges: Students' postings (artifacts) must be copied to a local file space, it has no embedded evaluation tools

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About Duke WordPress

Any Duke student, faculty or staff member with a NetID can use Duke WordPress to create websites using the popular web-publishing platform. Read more about the service.

What can you build on Duke WordPress?

Class websites; e-portfolios; individual or group blogs; audio, video and multimedia curation sites; project or group websites. View a list of all public Duke WordPress sites.

Create a Site

For official course use

For non-course use

Maintenance

The Duke WordPress service is scheduled for

Feedback

Have feedback on Duke WordPress or suggestions for features to consider? Let us know by October 31, 2012, so we can consider your feedback for our spring maintenance window.

Contact us!

Categories

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Examples of courses

- Ecology and Global Change
- Center for Documentary Studies certificate program capstone
- Digital Writing
- Politics of Food

Examples of programs

- Duke Haiti Lab
- Duke in Istanbul
- Duke Service Learning
- Global Semester Abroad

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CDS CAPSTONE 2011

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Julia Aronson Karen Chen Katherine Buse Kirstie Jeffrey Marissa Katarina Bergmann Maya Robinson Natalie Crimp Sarah Goetz

LATEST

2011 Certificate in Documentary Studies Graduates

The Certificate in Documentary Studies at Duke University is a program of study involving undergraduate students in community-based research using photography, filmmaking, oral history, and other documentary fieldwork methods. To receive the certificate, students must compete a minimum of six courses and a documentary project that they exhibit, present, publish, or otherwise disseminate to the public. The certificate program allows students to connect their educational experiences and creative expression to broader community life and to the representational and ethical issues related to this work.

Certificate students work in one or more documentary mediums—photography, filmmaking, writing, audio, or community-based performance, among oth
individual. In addition to introductory course
topics courses and a large number of cross

CANDIDATES

- Aishlinn O'Connor
- Alexis Dennis
- Alyssa Kisby
- Amy Cotter
- Anna Cassell
- Bhumi Purohit
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Chase Olivieri

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Global Semester Abroad 2012

Development, Environment, and Global Health in India and China

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Repost from the Duke Chronicle: State of the Union

Posted on February 1, 2012 by Amanda Kelso

The following column by Kristen Lee was published in the Duke Chronicle on February 1, 2012.

There is a cave dweller living in my host family. Occasionally the figure
lair for water and food, but on the whole the only evidence of his prese
echoing sound of book pages being turned in his room. The cave dwel

RECENT POSTS

- Repost from the Duke Chronicle: State of the Union
- India: A Place of Contrasts
- A Life of Privilege
- Unpeeling the Onion
- Welcome to the GSA 2012 blog!

India: A Place of Contrasts

I have been to India probably more than 10 times in my life. Prior to this trip, I knew India as the place where the vast majority of my relatives and extended families lived. It has been the country of ringing temple bells, endless cups of chai, cheap Bollywood films, and food-filled visits with relatives I have never met.

This was India as I had come to know it, and I now realize that it is only a sliver of the whole picture.

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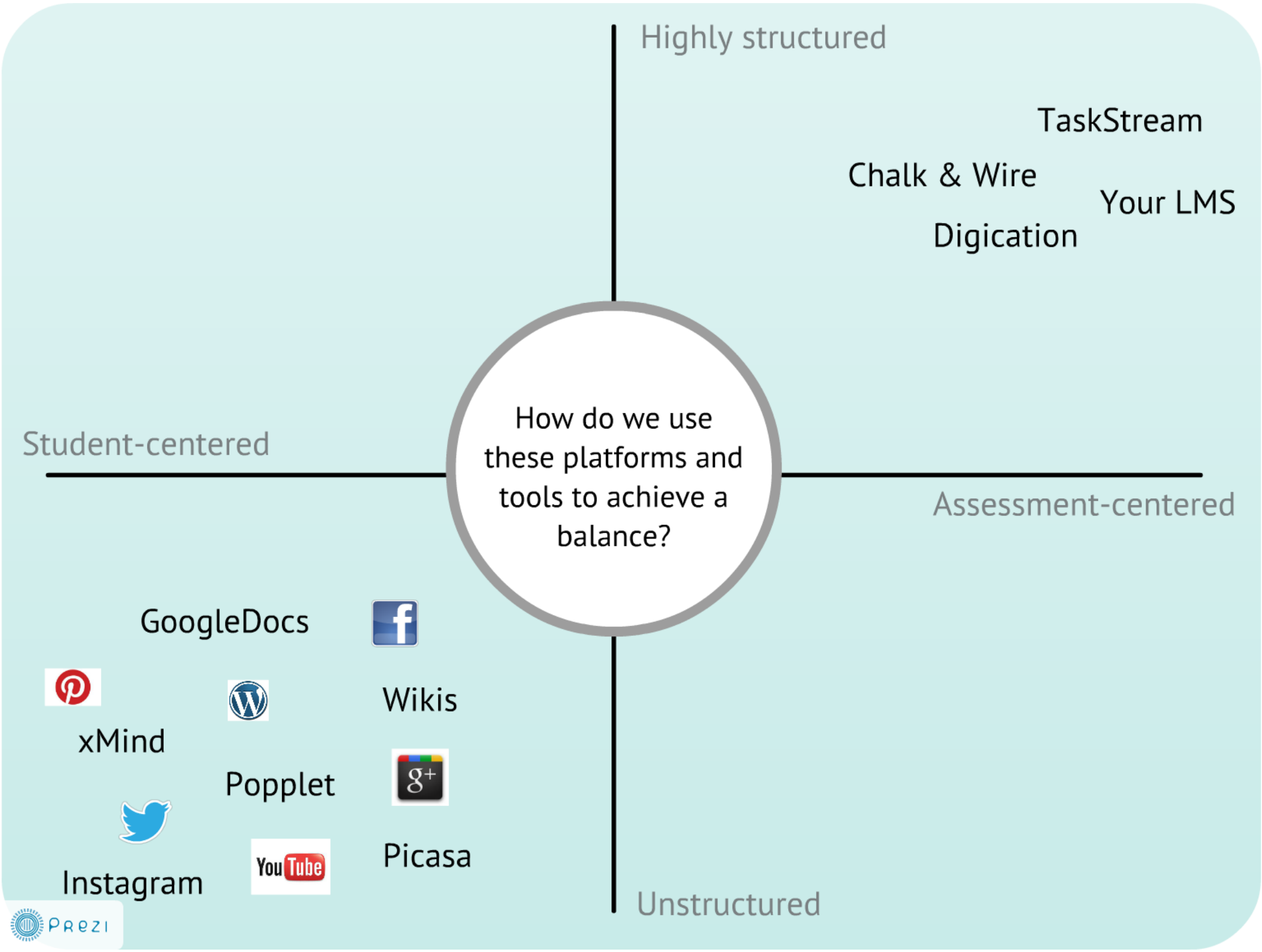
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Pinterest

Thinking bigger...

How do we utilize more individualized platforms in a way that creates

(1) expectations for the student-user and

(2) an assessment-friendly structure that enables some degree of consistency among users?

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Create a Board

Board Name: Icelandic architecture

Board Category: Art

Secret: OFF

How do secret boards work? **Learn more.**

Who can pin? Type the name or email of a friend. **Invite**

Jennifer Hill
Creator

Create Board

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Add + About Jennifer

Icelandic architecure

Like 0

Jennifer Hill | Edit Board | 9 followers, 20 pins

Iceland-based Arctic Plank specializes in repurposing old planks into beautiful floors and other architectural details. I'm in love with this staircase:

greenstreamline.com

Iceland

funzug.com

Harpa - Reykjavik Concert Hall & Conference Centre, Reykjavik, Iceland

archinect.com

"Rainbow Panorama" by Icelandic artist Olafur Eliasson - a circular walkway atop the ARoS Art Museum in Aarhus, Denmark

Villa Lóla Akureyri, Iceland A project by: ARKÍS Arkitektar Architecture

architizer.com

In Iceland, designers have used corrugated iron and steel to make some beautiful buildings. Take a look at this lovely church tower.

treehugger.com

Iceland architecture looks cool!

google.com

Strandakirkja, Reykjanes #iceland #countrychurch #architecture #light #oceanfront #history

statigr.am

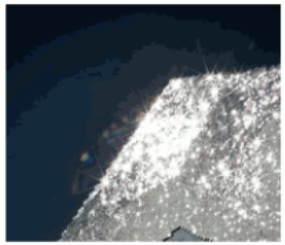
stunning..... Reykjavik Concert Hall

Iceland, tradional architecture

google.com

Icelandic church, by Olgeir Andresson. #iceland

pixdaus.com



pixdaus.com/by-olgeir-andresson-architecture-church-clouds-iceland-lands/items/view/74829/

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Wikis

Purpose is to let users themselves add, modify, or delete content via a web browser

In light of the flexible nature of the wiki, how do we utilize them in a way that creates

(1) expectations for student-users and
(2) an assessment-friendly structure?

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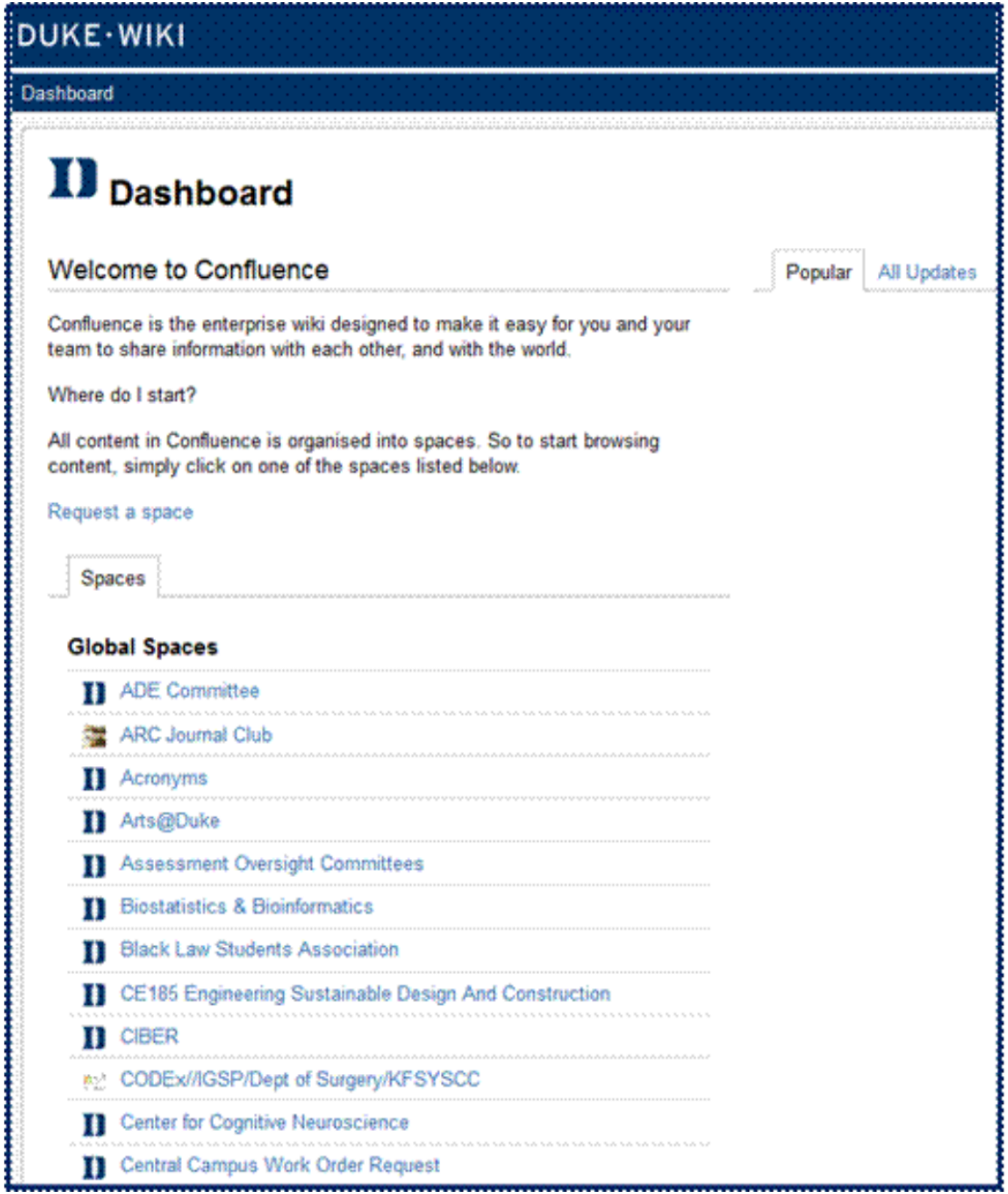

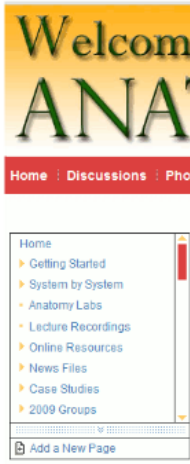

Credit: Kev

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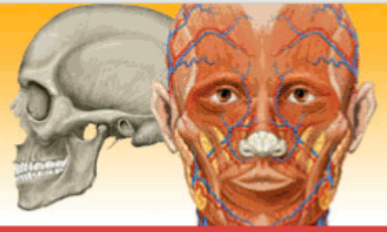
Welcome to the ANATOWIKI



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Add a New Page

Welcome to the anatowiki! The goal of this wiki is to help us all learn anatomy very, very well. YOU can help by building great content.

EasyEdit (*what's this?*)

Share this Report page

Welcome to The Anatomy Wiki

We have now reached 30,000 visitors per month! Please ask or answer a question or improve a page. You can edit freely to improve any section. Have fun, play nicely, and LEARN ANATOMY!

This may not be the anatomy site you are looking for--but it could become that site with your help. Please participate by making improvements wherever you can.

Site Navigation.		
Unit One	**Unit Two**	**Unit Three**
Introduction, human evolution, anatomical terminology	Skeletal system introduction	Introduction to muscles
History of anatomy, body regions & landmarks	Axial skeleton	Axial muscles
Integumentary System	Appendicular skeleton	Appendicular muscles
	Articulations	Nervous system introduction

Credit: Kevin Young, Arizona Western College

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Mind maps

- Flexible diagrams used to outline information visually
- Records thoughts and ideas, articulates connections
- Often created around a single word or text, to which the users connects associated ideas

If mind maps are highly individualistic how do we utilize this platform in a way that creates

(1) expectations for student-users and
(2) an assessment-friendly structure?

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popplet

log in

sign u

What is Popplet?

Popplet is a place for your ideas.

Explore Ideas

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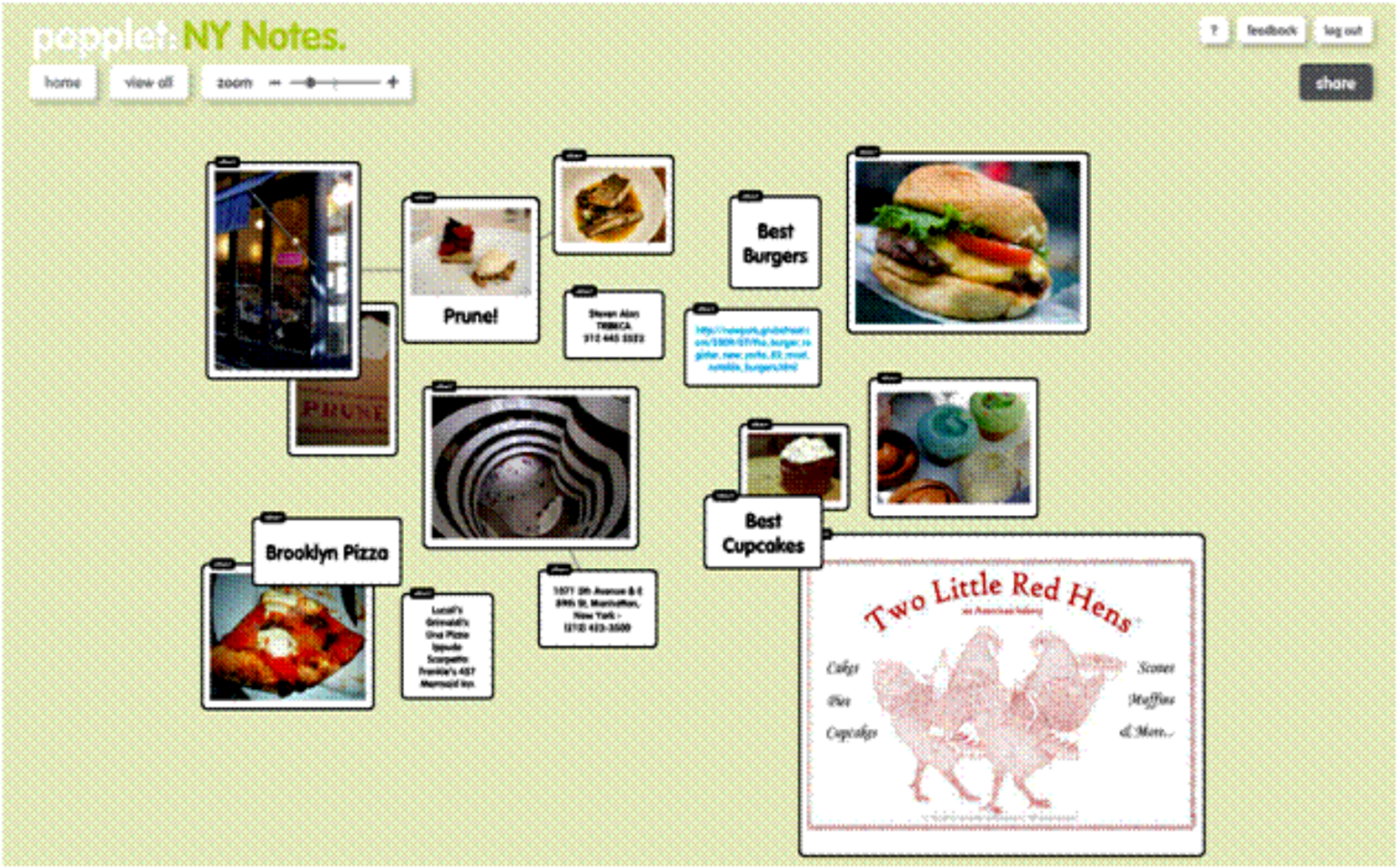
popplet: NY Notes.
home
view all
zoom
?
feedback
log out
share
Prune!
Best Burgers
Best Cupcakes
Brooklyn Pizza
Two Little Red Hens

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	Chalk & Wire	Sakai	WordPress
Security; control of privacy settings	High	High	Med-High
Portability for students	High	Low	High
Ease/flexibility of design	Low	Low-Med	High
Ease of use (among students)	High	High	Med-High
Ability to archive work	Yes	Yes	Yes
Ability to assess work *within* the platform	Yes	Yes	No
Flexibility (i.e., types of artifacts permitted)	High	High	High
Expense	Students subscribe	Free	Free
Level of consultation, training, & support required	Med-High	High	Low

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