

New Thinking on ePortfolios:
*Bridging Student-Centered and
Assessment-Centered Portfolio Designs*

Jennifer Hill, Ed.D. & Matt Serra, Ph.D.
Office of Assessment, Trinity College
Duke University
assessment.aas.duke.edu

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bit.ly/SACS_2013

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What technology is the best?
What's out there for us to use?

Tell me what to use!

Which one is cheapest? Which one is easiest?

How do I decide?!?

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What technology is the best?
Tell us to use?
Which one is the easiest?
How do I decide???

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

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1. What are they?
2. How do they serve student learning? Our assessment objectives?
3. How are they implemented?
4. What issues or challenges should we be aware of?

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1. What are they?
 - Collections of evidence of learning (artifacts)
 - Demonstrations of students' skills, competencies, attitudes, and ways of thinking
 - Media for self-expression

The ePortfolio...

 - may include text, electronic files, images, multimedia, blogs, etc.
 - can be maintained dynamically over time,
 - can be both an end-product, and a learning process in itself, and
 - may be accessed by varied parties.
2. How do they serve student learning? Our assessment objectives?
3. How are they implemented?
4. What issues or challenges should we be aware of?

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1. What are they?

2. How do they serve student learning? Our assessment objectives?

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

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

3. How are they implemented?

4. What issues or challenges should we be aware of?

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1. What are they?

2. How do they serve student learning? Our assessment objectives?

3. How are they implemented?

a. The curriculum is designed to include the portfolio. Students are provided instruction.

b. Students are provided feedback about their use of the portfolio. Time is allotted for portfolio development, and technical support is made available.

c. The artifacts are evaluated according to the unit's learning outcomes. Students continue to use the portfolio as an opportunity for self-reflection.

Adapted from <http://www.elearnspace.org/Articles/eportfolios.htm>

4. What issues or challenges should we be aware of?

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1. What are they?

2. How do they serve student learning? Our assessment objectives?

3. How are they implemented?

4. What issues or challenges should we be aware of?

- Student-centered or program/assessment-driven?
- Standardization or creative freedom?
- Encouraging usage among faculty and students
- Access after graduation or separation from the institution
- Technical complexity of full implementation institution-wide
- Cost and financial support
- Ongoing technical support

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Ways of conceptualizing ePortfolios...

- A storage space in a digital archive
(e.g., Google Notebook, YouTube, Picasa, GoogleDocs, WordPress, Pinterest)
- A workspace, focusing on the learning process
(e.g., WordPress, micro-blogs, online mind maps [Popplet], crowdsourced wiki)
- A showcase, focusing on the end product
(e.g., Google Sites, WordPress, WIX, ePortfolio by Chalk & Wire)

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How are they developed for use in higher education?

- Homegrown, developed locally
(e.g., the now-obsolete Portfolio@Duke)
- Commercial products
(e.g., ePortfolio by Chalk & Wire)
- Open source software and/or system modules
(e.g., Sakai, WordPress)

Credit: Educause (2005)

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Guiding principles

- enables reflection among both students and facilitators.
- provides information and insights that can't be obtained elsewhere.
- is more than the sum of its parts. The interaction between pieces of evidence is essential.
- creating the ePortfolio generates unique knowledge about learning (metacognition).

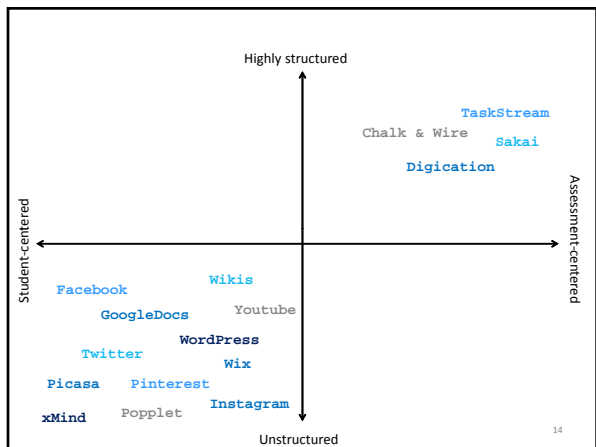
The ePortfolio

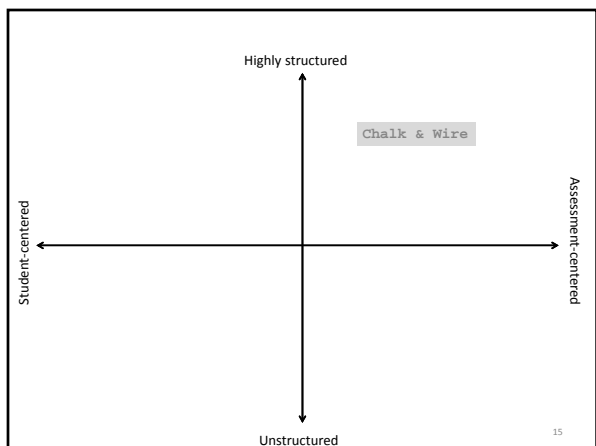
- must be adaptable and allow creative change.
- should allow comparisons without standardization.
- must be assessed iteratively to capture shifts in students' thinking.

Credit: Barbara Cambridge, Darren Cambridge, Kathleen Yancey

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- Chalk & Wire
- Digication
- Facebook
- GoogleDocs
- Picasa
- Pinterest
- Popplet
- Sakai
- TaskStream
- Twitter
- Wikis
- Wix
- WordPress
- xMind
- Youtube





ePortfolio 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 author
- allows the use of multiple raters

<http://trinity.duke.edu/technology/chalk-wire>

https://ep3.chalkandwire.com/ep2_duke/

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Chalk & Wire
(Cardea Fellows Program)

Trinity College of Arts & Sciences

Cardea Fellows Program

JENNIFER HILL

Midterm Self-Assessment Fall 2011

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Duke Program in Education

Chalk & Wire
(Program in Education)

Learning Objectives

The Program in Education has identified the following learning outcomes.

Students will:

1. Build on their liberal arts education and will have a broad range of field-based experiences that connect their liberal arts education to professional, economic, historical, cultural, and cultural issues that inform the education of children.
2. Create a variety of teaching approaches and have the practical experience which inform how and where to apply under teaching and
3. Demonstrate multiple applications of technology and include the knowledge in a variety of teaching and learning situations.
4. Show professional ethical behaviors and become leaders in education and the profession.
5. Work collaboratively as team members to contribute to education in the national, state, and local areas.

Assessment Plan

Assessment of undergraduates who complete coursework in Education leading to the minor or to licensure as public school teachers are comprehensive, utilizing multiple instruments of multiple points. Faculty members work collaboratively to develop the program assessment system. Thus enabling the program to aggregate data more efficiently and make a more meaningful interpretation of the data.

Data are collected using a variety of methods, instruments, and data points. Data collected on undergraduates who seek to complete the full course of study within the Program in Education include but are not limited to:

- Written application for acceptance into the teacher preparation program
- Formal interview of undergraduates by faculty members
- Transcript
- GPA
- SAT/ACT Scores
- Written evaluations and recommendations from faculty members
- Focus surveys which are part of a portfolio completed by undergraduates
- Lesson plans developed by undergraduates
- Evaluations by faculty members of students' coursework
- University supervisor internship evaluation

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Chalk & Wire
(Divinity School)

Student Portfolios

Guidelines

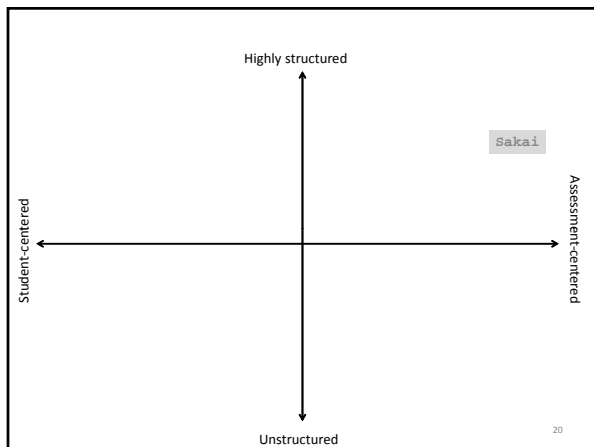
The video below provides a general introduction for portfolios at Duke Divinity School. It also includes a list of portfolio guidelines and instructions for questions or comments regarding the portfolio.

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Portfolio Guidelines

Master of Divinity (M.Div.) | Master of Theological Studies (M.T.S.)

Duke Divinity School seeks to engage its Divinity students in a broad and ongoing dialogue with the masters of the Christian tradition for the purpose of promoting and modeling the pursuit with clarity, power, and reverence.



Duke UNIVERSITY | SAKAI@DUKE | DUKE SAKAI LOGIN | NEED HELP?

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<http://sakai.duke.edu>

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Sakai ePortfolio module

(course-level matrix)

Click on a cell to view/edit

Ichthyology Assignment Matrix	Anatomy Lesson Plan	Formal Essay	Fascinating Fish	Reflections on Learning Fish Identification
Click on cell to submit work				

Legend

- Ready
- Completed
- Pending
- Locked

Credit: Yvonne Belanger, CIT 22

Sakai ePortfolio module

(Program matrix from Virginia Tech)

NCATE Standards	(1) Undergraduate	(2) EDCI 5724 (Fall)	(3) EDCI 5964 (Fall)	(4) EDCI 5744 (Spring)	(5) EDCI 5254 (Spring)	Reflect
Content Knowledge						
Pedagogical Content Knowledge						
Prof. and Pedagogical Knowledge						
Student Learning						
Prof. Dispositions						

Legend

- Ready
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Credit: Yvonne Belanger, CIT 23

Sakai ePortfolio module

(Example from Lourdes College
Masters of Organizational Leadership)

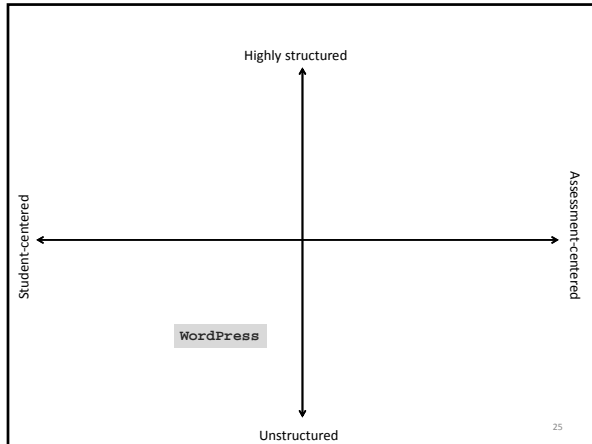
Click on a cell to view/edit

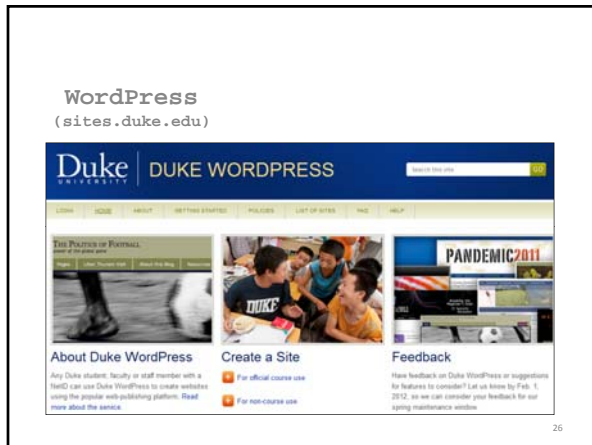
MOL Learning Outcomes	Year 1	Year 2
1. Engage in meaningful, graduate-level scholarly activities appropriate for their discipline.	Press Esc to exit full screen mode.	
2. Communicate effectively in oral and written form commensurate with the discourse of their discipline.		
3. Integrate Franciscan values 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 profession/discipline.		

Legend

- Ready
- Completed
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- Locked

Credit: Yvonne Belanger, CIT 24





WordPress
(sites.duke.edu)

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

See also <http://sites.duke.edu/websites/>

WordPress
(sites.duke.edu)

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WordPress
(<http://sites.duke.edu/cdscapstone2011/>)



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Global Semester Abroad 2012
Development Economics and Global Health in India and China



WordPress
(<http://dukegsa2012.wordpress.com/>)

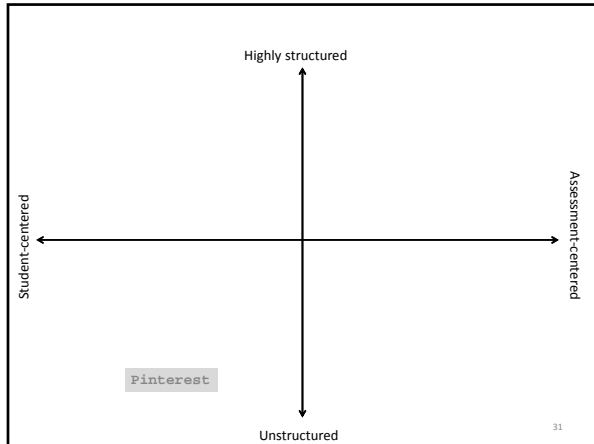
Repost from the Duke Chronicle: State of the Union

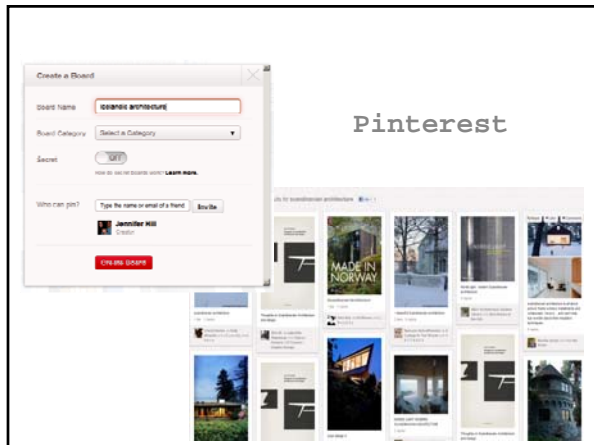
India: A Place of Contrasts

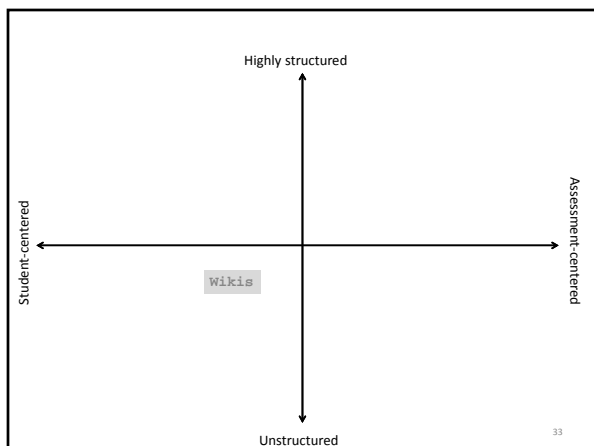
I have been to India probably more than 10 times in my life. Prior to this trip, I knew India as the place where the vast majority of my relatives and extended families lived. It has been the country of ringing temple bells, endless cups of chai, cheap Bollywood films, and food-filled visits with relatives 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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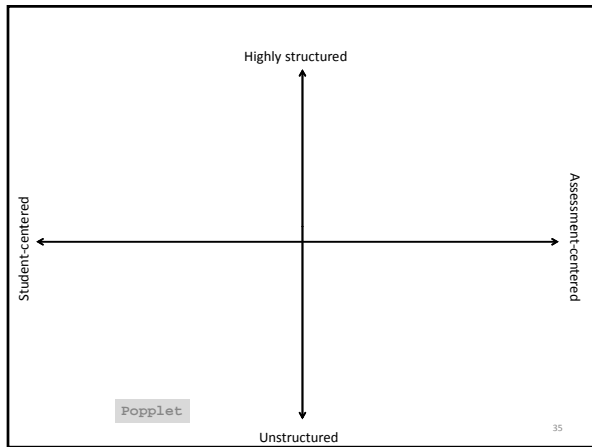





Wikis

(see wiki.duke.edu)







Popplet

(or any mind mapping web service)

	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 <i>within</i> 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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AGAIN: What can we do to enable students to present themselves and their learning authentically?

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Questions or comments?

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