

# ePortfolio Pedagogy

## 2018 MT Engage Summer Institute

### Scott Haupt and Mary Hoffschwelle



Engage Academically. Learn Exponentially.  
Showcase Yourself.

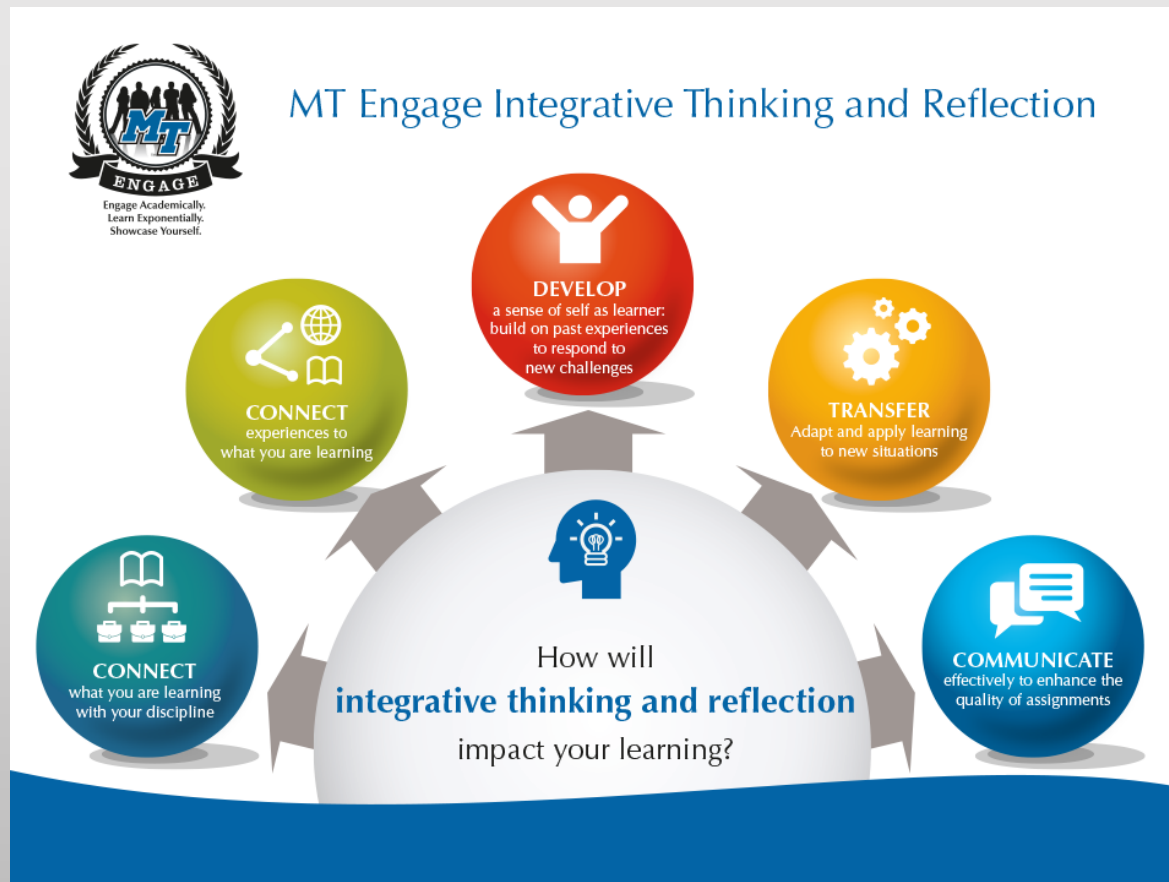
What is ePortfolio?

What is ePortfolio pedagogy, and what are the components of effective ePortfolio pedagogy?

How can I integrate ePortfolio pedagogy into my MT Engage course?

Where next with ePortfolio pedagogy?

# Preflection: What Is ePortfolio?



# What is ePortfolio?

“a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” (Lorenzo & Ittelson 2005).



Courtesy C. Edward Watson



# Integrative ePortfolio

Reflective: students make linkages and connections visible across academic and cocurricular experiences

Longitudinal: students can integrate their college experiences across time and disciplinary boundaries

Students construct and express an identity based on what they know and what they can do and thus serves as a springboard to their future lives as professionals and members of communities.

# Folio Thinking

- Encourages **engagement** in active reflection and meaning-making
- Fosters **reflection** on the principles central to an academic discipline and the university as a whole
- Facilitates the **integration** of topics and themes across disciplines and over time

Courtesy C. Edward Watson

# What is ePortfolio pedagogy?



**The ePortfolio does  
not magically  
enhance learning; it  
is what the teacher  
does with it that  
adds value to the  
learning**



# eportfolio

publish

worldwide

development

connect

select

goals

collect

career

build

share

types

broader

portfolio

archive

web-based

display

experience

presenting

graphics

work

web-links

point

range

process

easily

evidence

context

various

link

personal

powerful

others

become

actively

culture

professional

assessment

moved

media

achieving

learning

shared

reflect

multimedia

interests

academic

electronic

responsible

planning

life

students

video

also

audio

bridge

involved

wide

educational

# Problem

- Potential for superficial eportfolio
- Design may not be student driven - highly prescriptive
- Student driven portfolios often lack expertise - highly creative but may be hard to use for assessment
- Creation can take place with little or no reflection
- ePortfolios can lack meaningful connections (i.e. integrative learning)

# Solution: ePortfolio pedagogy means

- Asking students to INTEGRATE their learning
- Integrating Learning is a VERB



Courtesy Candyce Reynolds

<https://en.oxforddictionaries.com/grammar/word-classes/verbs>



# What Are the Components of Effective ePortfolio Pedagogy?

“What is particular to ePortfolio pedagogy is the **centrality of integrative learning**, supported by reflection, community, and connective ePortfolio technology.”

(Eynon and Gambino 38-39).

# The Ultimate Goal of ePortfolio Pedagogy: Integrative Learning

Learning Over  
Time

+

Learning Across  
Context

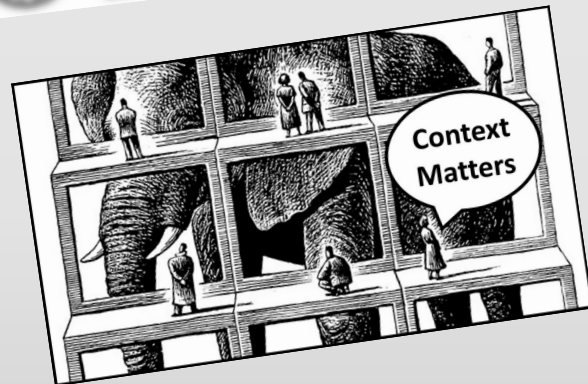
+

Intention

=

Integrative  
Learning

**OVER TIME**



# What Are the Components of Effective ePortfolio Pedagogy?

“What is particular to ePortfolio pedagogy is the centrality of integrative learning, **supported by reflection,** community, and connective ePortfolio technology.”

(Eynon and Gambino 38-39).



**“Without reflection,  
ePortfolios are just glorified  
file cabinets—a catalog of  
work with a brief index.”**

**- Candyce Reynolds -**

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(Eynon and Gambino 38-39).

When I die, I want  
the people I did  
group projects with  
to lower me into  
my grave so they  
can let me down  
one last time.



som<sup>ee</sup>cards  
user card



*I really enjoyed reading your page and I had no idea about any of the things this woman did! I guess that shows where the education system in regards to female expansions of the political system, but nonetheless, I feel like I could have a good discussion about this woman just from reading the intro essay alone. As always, my main point of advice is to*

*When writing for the public, rather than one person, I found myself going back to check my work much more often than usual. This was mostly due to the fact that I certainly do not want to embarrass myself*

*have someone else other than yourself proof-read the page because they're more inclined to catch mistakes than you are on your own work. I don't have much in regards to a review, but I do have a couple questions that I assume are probably covered in your chapter and may even turn into more points you cover here, if you choose to do so.*

*-Was she an only child or did she have other siblings?*

*-Do you think the fact that she was a woman is a reason why her contributions to Polk's presidency are loosely covered in history books?*

*-Did she remarry after Polk's death or was she a "one-man" widow who stayed single until she died so many years later?*



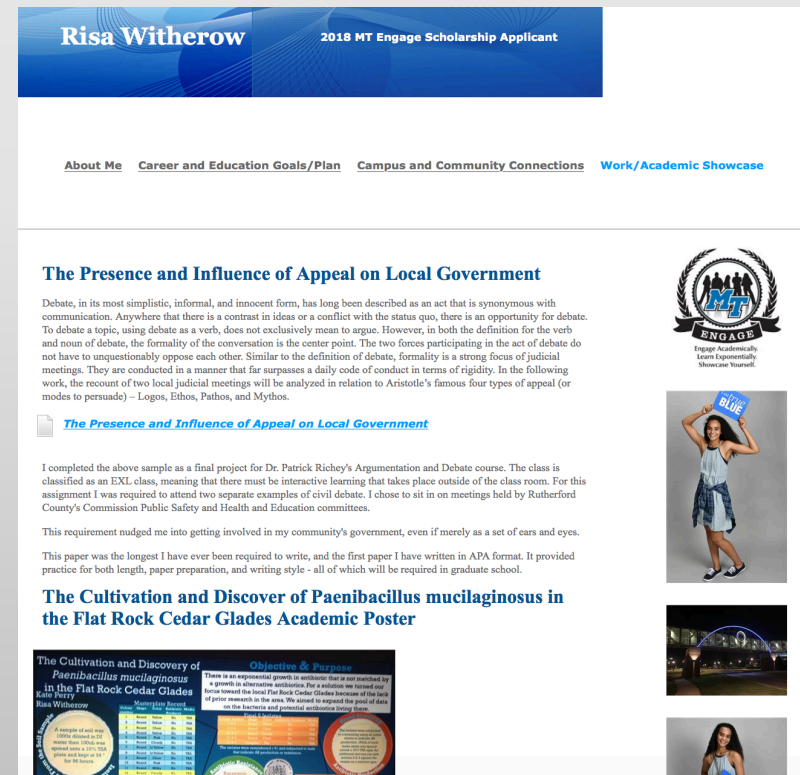
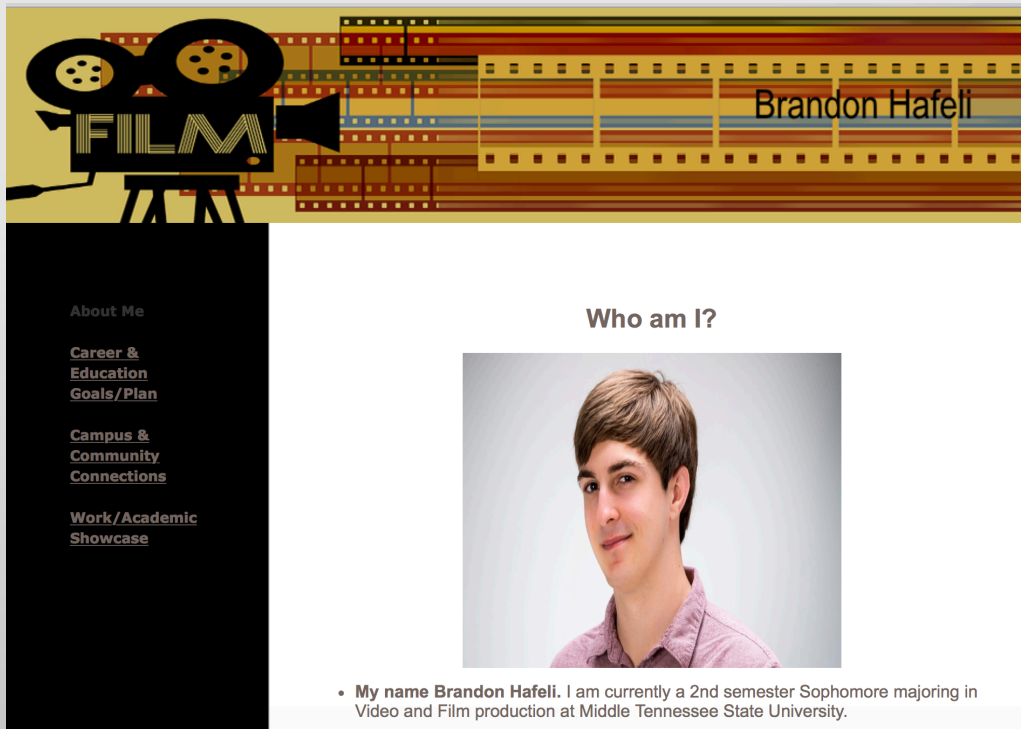
# What Are the Components of Effective ePortfolio Pedagogy?

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# Connective ePortfolio technology

ePortfolio allows students to demonstrate learning in creative ways. It accommodates original art, video, audio, as well as the use of color and design.



# How and Why Does ePortfolio Work for Integrative Learning?

The student  
**literally**  
creates **links**  
between the  
components--  
different  
artifacts and  
reflections.



**Caroline Parker**

**A history and Russian Studies student with a passion for research and creating real change.**

[About Me](#) [Career and Education Goals/Plan](#) [Campus and Community Connections](#) [Work/Academic Showcase](#)

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## Who am I?

I am an **activist**. I believe that I can change the world, and I want my work to focus on this goal. When I first got to college, I was very unsure of my goals and myself. I did not have a true sense of purpose, I just knew that I wanted to learn history and find a way to use history contribute to society. As I have grown through my collegiate experience, I have realized that being an activist historian is possible.

Beginning the summer after my freshman year, I began working for a professional canvassing organization that fundraised for nonprofit organizations like the American Civil Liberties Union, the Southern Poverty Law Center, and Planned Parenthood, and this is when I transformed into the activist I consider myself today. Since then, I have attended rallies and protests and have given everything I can to activist causes, be it in money or my time.

I have met many interesting and inspiring people through the work I have done, and one of my favorite parts of civil service work was making connections with incredible strangers who care about the same social issues I am **passionate** about. I am able to use the interdisciplinary skills I've gained from my curriculum as a History, English, and Russian studies student to better fulfill my role as an activist, through things like researching and analyzing both past and current events to make arguments and figure out how historical events affected the lives of marginalized groups.



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## Strengths & Weaknesses

Through my life and education, I have most learned to be **flexible** and **resilient**. The world is constantly changing and evolving, and every day new technologies become more accessible to historians. In the modern age, fields like digital history, oral history, and GIS are becoming extremely important and prevalent, and this forces students of history to study concepts through a different methodology. History is a much broader and more modern field than it is often perceived to be.

Luckily, I am very **inquisitive**, and thoroughly enjoy learning new things about my world. I have chosen a career path that will allow me to examine the effects of events across multiple cultures. Russia is a massive landmass with many different



# ePortfolios as Authentic and Engaging Spaces

## **Authentic:**

Of undisputed origin  
Genuine

- Vulnerability
- Transparency
- Integrity

## **Engaging:**

Occupy, attract, or involve  
(someone's interest or  
attention)

Participate or become  
involved

# A Student's Voice on ePortfolio

*Student & FrogFolio eTern*  
**Mackenzie Hall**  
*Texas Christian University*





How can I  
integrate  
ePortfolio  
pedagogy into  
my MT Engage  
course?



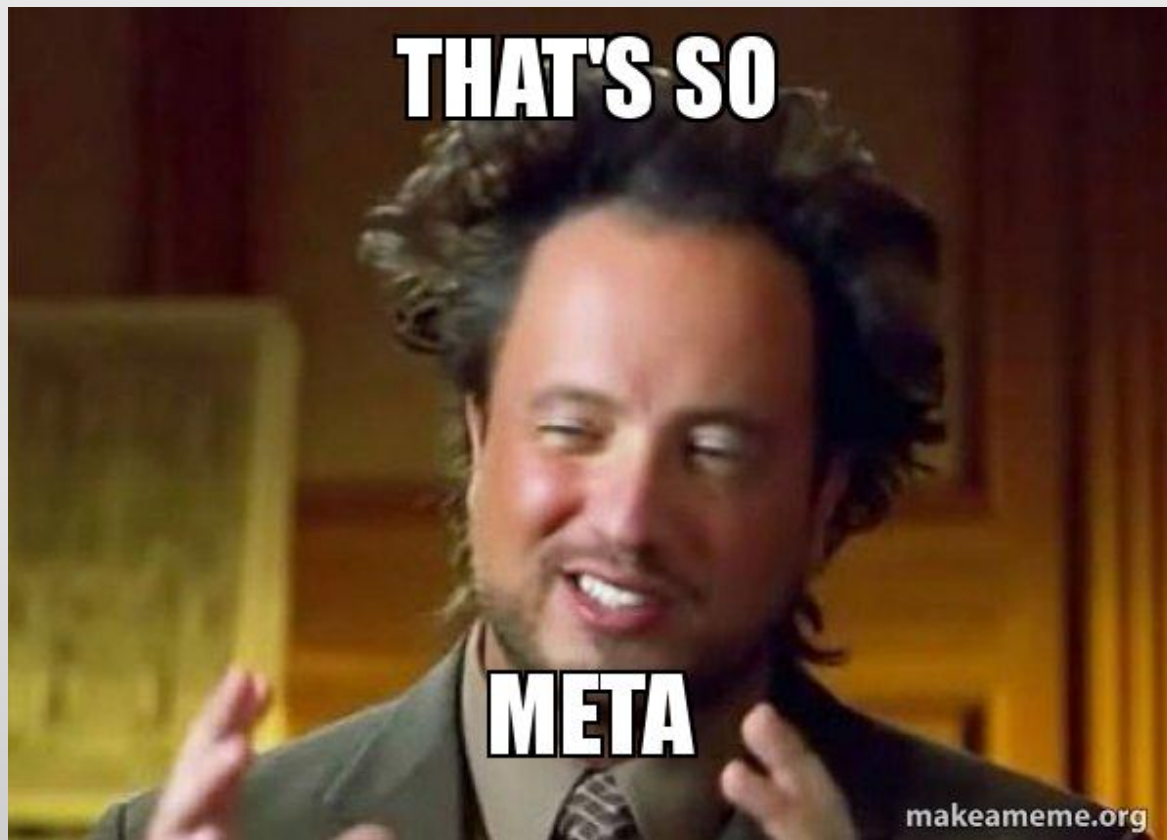
# ***Lay a Foundation for Folio Thinking In Your Course or Assignment***

- Do you have an EXPLICIT Integrative Learning Outcome?
- What is it?
- Or, what could be your integrative learning outcome(s)?
  - Connections to Experience
  - Connections to Discipline
  - Transfer
  - Integrated Communication
  - Reflection and Self-Assessment

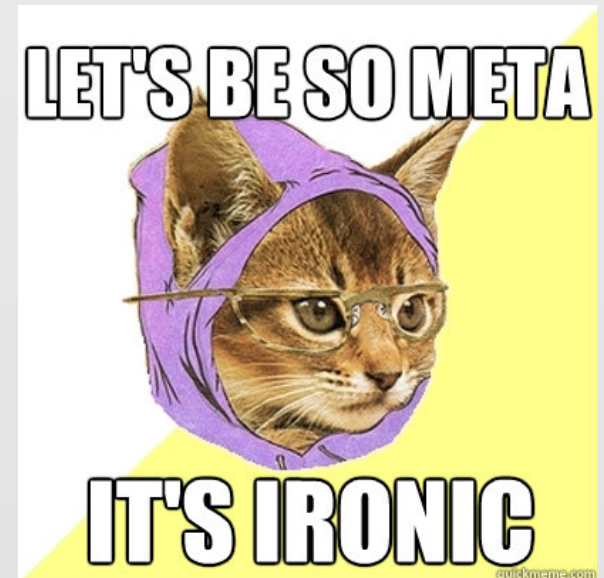


# Where next with ePortfolio pedagogy?

## ePortfolio as a High Impact Practice

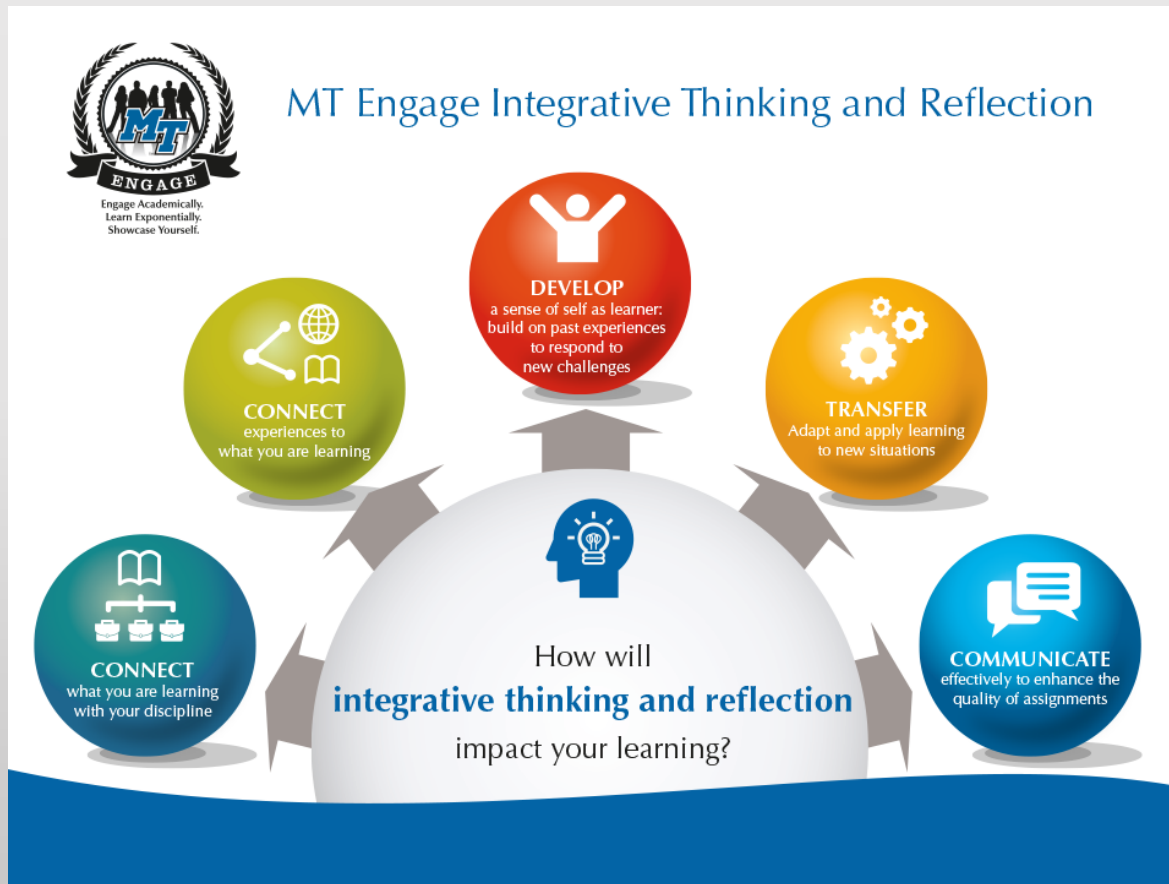


Is ePortfolio the “Meta” HIP?



ePortfolio “can facilitate the integration of multiple HIPs across a student’s academic trajectory,” and thus become a “transformative learning experience for students” (Eynon and Gambino 202).

# Remaining, New Questions?



## References

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# Folio Thinking—Integrating Learning

a process of engaging in the collection, organization, reflection and connection that leads to a person's ability to speak intelligently and concisely (i.e. tell stories) about one's learning experiences, what they mean and their value, and how the experiences relate one to each other.

Folio thinking is a habit of mind.

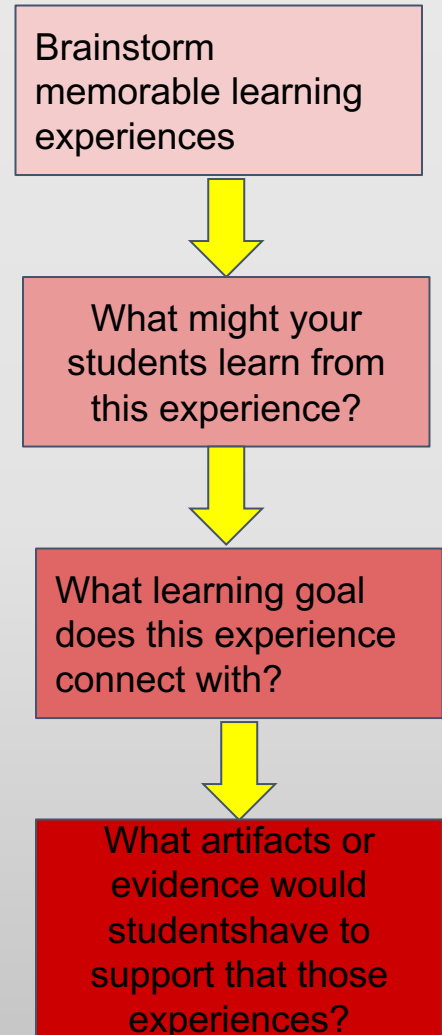


# Folio Thinking Idea: Student Defined Learning

## Memorable Learning Activity

- Ask them—Don't tell them
  - What was Memorable?
  - What did you learn about?
  - What was important?
- Connect to Learning Outcomes of the Course
- Work Sample/Artifact that represents their learning
- Write reflection based on their Memorable Learning Experiences

# Activity - Memorable Learning Experiences



# What can we and our students do with ePortfolios?

University of Michigan study (Peet, et al.) found:

Gains in demonstrating knowledge and transferring knowledge to new situations were significant, regardless of level of participation.

- Students gained more when they created more components of their portfolio.
- Students who participated in more than one experience using portfolios demonstrated the greatest gains.