ePortfolio Pedagogy
2018 MT Engage Summer Institute
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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?

MT Engage Integrative Thinking and Reflection

How will integrative thinking and reflection impact your learning?
What is ePortfolio?

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

Courtesy Candyce Reynolds
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

Courtesy Candyce Reynolds
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(Eynon and Gambino 38-39).
“Without reflection, ePortfolios are just glorified file cabinets—a catalog of work with a brief index.”

- Candyce Reynolds -
What Are the Components of Effective ePortfolio Pedagogy?

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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.
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.

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 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?
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(Eynon and Gambino 38-39).
Connective ePortfolio technology 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.
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

Courtesy Candyce Reynolds
A Student’s Voice on ePortfolio

Student & FrogFolio eTern
Mackenzie Hall
Texas Christian University

Association of American Colleges and Universities
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

Courtesy Candyce Reynolds
Where next with ePortfolio pedagogy?
ePortfolio as a High Impact Practice
THAT'S SO META
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?

MT Engage Integrative Thinking and Reflection

CONNECT experiences to what you are learning

DEVELOP a sense of self as learner: build on past experiences to respond to new challenges

TRANSFER Adapt and apply learning to new situations

CONNECT what you are learning with your discipline

COMMUNICATE effectively to enhance the quality of assignments

How will integrative thinking and reflection impact your learning?


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.

Courtesy Candyce Reynolds
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

Brainstorm memorable learning experiences

What might your students learn from this experience?

What learning goal does this experience connect with?

What artifacts or evidence would students have to support that those 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.