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THE AAEEBL ePORTFOLIO REVIEW



ePortfolio and Transformation

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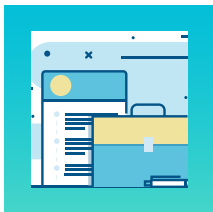
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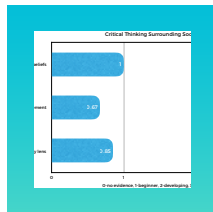
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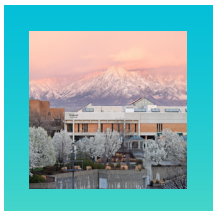
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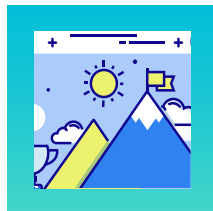
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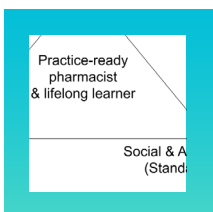
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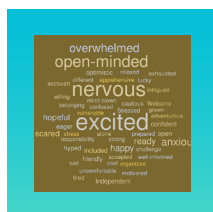
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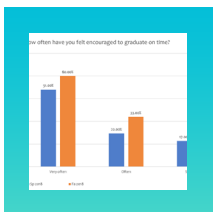
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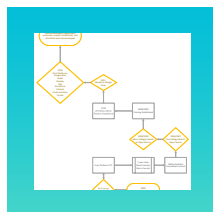
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About

The AAEEBL ePortfolio Review (AePR) invites you to submit articles and reports covering the broad area of ePortfolio use. We publish articles about pedagogy, research, technical, and organizational issues bi-annually. Our readership includes ePortfolio practitioners, administrators, and students. AePR is an online journal serving the needs of the global ePortfolio community and seeks to promote portfolio learning as a major way to transform higher education.

The AePR is a theme-based journal; therefore, acceptance is competitive. After a paper proposal has been accepted for a specific issue, the authors are paired with one of our peer reviewers. Paper proposals submitted for a current issue may be considered for a subsequent issue if it fits the upcoming theme.

Article Types

We're particularly interested in the following types of articles:

- Longer articles (3,000 to 5,000 words) about practical research, administrative reports, or case studies with generalizable results - again, not as peer-reviewed research but as reports.
- Short articles (1,000 to 1,500 words) discussing a case study at an institution/course, offering advice and opinions to other ePortfolio practitioners.
- How-to articles, tutorials on specific tools or approaches (500 to 1,500 words).
- Interviews (500 to 1,000 words) with key individuals directly involved with the use of ePortfolios.
- Announcements (up to 300 words) of items regarding the use of ePortfolios in the field.



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From the AAEEBL Board

Welcome Readers,

I'm excited to share with you the 2019/2020 issue of AePR. Past issues have been dedicated to important trends and topics like evidence-based learning, ePortfolio as a high-impact practice, reflection, and assessment. This year is AAEEBL's 10th anniversary as an organization, so it is fitting that we close out 2019 with an issue centered on furthering conversations from AAEEBL's Annual Meeting and its theme, "ePortfolios and Transformations."

AePR is designed to highlight emergent practices and research in order to move the field forward in a way different than double-blind peer-reviewed journals. The research and peer-review process can be lengthy, and important thought processes, conversations, and budding stories can go untold without a relevant venue that is accessible and consumable. To foster momentum and transformation, we work to share current and timely information about what the leaders in the ePortfolio field are doing right now. In this way, AePR facilitates innovation and transformation of praxis.

Together as the AAEEBL community, we have transformed the ePortfolio field through dedication, discourse, and collaboration since 2009 and, for some individuals, even earlier. Indeed, AAC&U's PEARL (eportfolio.aacu.org)—a website archive of peer-reviewed ePortfolio publications—includes journal articles published as early as 1999. After decades evolving ePortfolio practice, AAEEBL offers this collection of articles exemplifying the diversity of the field while marking a decade of transformational service.

The articles in this issue represent a variety of trends and increasingly relevant conversations, from digital ethics to current assessment practices and tools to stories of innovative ePortfolio programs to transforming how we utilize and think about ePortfolios. Each article provides a deeper look into what ePortfolio leaders are doing to transform the field, and how they're doing it well. Please take this opportunity to enjoy a few examples of what we've accomplished and where we're heading as an ePortfolio community and field.

Jessica Chittum
AAEEBL Board of Directors
Associate Editor, *International Journal of ePortfolio*



From the Editor's Desk

Dear Readers,

Winter is upon us and many of us like to sit with a nice cup of hot chocolate and read a good book. We hope that this edition of AePR will be something you pick up to read, as well. Our current edition is full of articles related to this past year's AAEEBL Annual 2019 meeting held in Bronx, New York. This issue showcases articles related to the theme ePortfolios and Transformations: Students, Curriculum, Assessment, and Institutions.

Elaine Gray and Beverley McGuire bring to light ethical issues related to students' digital identities. Gray and McGuire dive into student vulnerabilities and self-representation, as well as digital literacy and purpose. Both authors raise a lot of questions that help to set a foundation for conversation and decision-making behind these very important areas. David Hubert and Emily Dibble offer insight into Salt Lake Community College's formal program review of its ePortfolio initiative. Hubert and Dibble provide valuable information related to the history of their program initiatives, assessment processes, shared governance, and many valuable realizations during the review.

An exciting look into engagement tools for cultivating students' collaborative experiences related to a first year seminar (FYS) course in business is presented by authors Ahmed Abdelhalim, Javier Serna, and Sada Jaman. These authors enlighten us to aspects of the FYS course and making connections within development of student ePortfolios. We are excited that Andrew Longhofer, Melanie Foeppele, and Pauline Low provide us with their experience related to a Doctor of Pharmacy degree program and assessment within this degree. Valuable rubric levels are provided and connections to ePortfolio development.

Lucy Smith delves into service-learning classes, reflection of projects within ePortfolios, and various assessment of student learning within these projects, such as: working with others, community engagement, civic knowledge, and more. Cindy Stevens reviewed multiple ePortfolio implementation programs at multiple institutions and visually allows reader to interpret formulas for success. Stevens also connects Blevins and Brill's ePortfolio Implementation Approach to each of these institutions in order to find commonalities across this valuable framework. Finally, we are also excited that Sonja Taylor places an emphasis on building a digital learning archive (DLA) versus solely focusing on the end product. A DLA will allow adaptation based on different audiences, which provides a much needed flexibility for a digital identity.

We hope this issue highlights many of the presentations delivered at the AAEEBL 2019 Annual meeting conference and also provides many, many ideas to stimulate ePortfolio Transformation.

Happy reading,

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Many Thanks to Dave Dannenberg

Dave has been a founding member of our AePR team since inception. He is stepping down as Executive Co-Editor due to moving to a new position. We want to thank Dave for all his help and welcome him back to the team after he is settled!



A Student-Centered Framework for Digital Privacy, Digital Ethics, and Digital Literacy

Authors: Elaine Gray & Beverley McGuire
Review Editor: Dirk Matthews

Guiding students through the realities of digital ethics is rising to the forefront of ePortfolio pedagogy, raising questions such as: To what degree are we mentoring students about the purposefulness and vulnerability of their digital identity as they construct ePortfolios? How do we balance critical feedback and encouragement about their personal reflections and representations of self, knowing this information may persist, create bias, or be re-represented as data? ePortfolio scholars have acknowledged a dearth of literature about ethical policies and guidelines for students, or how to address ethical challenges unique to the digital environment including privacy, consent, confidentiality, and data protection (Wilson et al., 2018).

This is especially important considering that young people today tend to have online identities that are “nonymous” — tied to their real names, identities, and offline relationships

Even when universities have policies, for example about social media, it remains unclear how students understand the complexity and implications of policies or check box agreements on terms of use in relation to their own

digital content. Some K-12 educational organizations such as the International Society for Technology in Education (ISTE) have developed standards for guiding students and teachers in digital citizenship — the responsible use of technology to learn, create, and participate. The ISTE Standards for digital citizenship (2019) emphasize the need for students to recognize their rights and responsibilities when learning in an interconnected digital world by (1) cultivating and managing their digital identity with awareness of the permanence of their actions in the digital world, (2) engaging in positive, safe, legal, and ethical behavior when using technology, including social interactions online, (3) understanding and respecting the rights and obligations of using and sharing intellectual property, and (4) managing their personal data to maintain digital privacy and security, with an awareness of data-collection technology used to track their navigation online. This is especially important considering that young people today tend to have online identities that are “nonymous” — tied to their real names, identities, and offline relationships — and have digital footprints that are co-produced with peers who take photos, upload them, and tag each other in posts (James, Weinstein, & Mendoza, 2019, p. 7). Common Sense Education, in collaboration with the Project Zero team at the Harvard School of Education, developed a digital citizenship

curriculum that takes a dispositional approach, focused on developing students' sensitivity to recognize, deliberate over, and respond to potential digital dilemmas with care, so that students can be "reflective, responsible, and ethical decision makers in their connected lives" (James, Weinstein, & Mendoza, 2019, p. 10).

While the legal interpretations of privacy policies for ePortfolios may remain mired with FERPA implications, we recommend providing students with key questions to interrogate how and why their identity and representations within an ePortfolio will be used by multiple and possibly unknown audiences. If our students are better informed this could create the impetus to drive institutions, vendors, and professional ePortfolio associations to take collective action. We also suggest that students should be able to "opt out" of any dissemination of their ePortfolio representations beyond sharing it with their instructor. Furthermore, we describe possible approaches for professionals in the ePortfolio field to address the ethical issues surrounding ePortfolios. For example, we explore the need for common language which clarifies privacy rights and student responsibilities for professional identity construction that is similar to the better-known IRB informed consent process. We also offer preliminary thoughts for empowering our students to protect their identity and intellectual property as it applies to ePortfolios. Finally, we provide an ethical framework to guide our students in understanding the vulnerabilities and benefits of self-representation in ePortfolios as an extension of digital literacy skills and advocate for next steps to be taken by educational institutions.

Encourage Students to Question

Given the lack of guidance on digital ethics, we recommend providing students with key questions to interrogate how and why their identity and representations within an ePortfolio will be used by multiple and possibly unknown audiences. This must go beyond informing students about different privacy settings of ePortfolio platforms, or directing them to privacy policy

statements. As Watson remarked during the Digital Ethics forum at the 2019 AAEEBL annual meeting, "There's a misalignment in what we can do legally, and what we should do ethically. What is, what could be, and what should be." At the present moment it may be legal to require students to build ePortfolios, but it may not be ethical.

We need to better prepare our students to work ethically with ePortfolios. Here we propose a "student-centered digital ethic" that begins with encouraging students to ask discerning questions about how their content will be viewed or used. As Nissenbaum (2010) notes, our expectations about privacy relate to our understanding of "contextual integrity": when personal information is collected, we have assumptions about what the information is for and who is involved in that particular context. Information technologies alarm us when they violate or disregard such norms of "contextual integrity." Because informational norms are context relative — "targeted to specific ends, values, and purposes of these contexts" (Nissenbaum, 2010, p. 15) — we must be clear about the ends, values, and purposes of ePortfolios with our students to prevent such privacy violations.

At the very least, students should ask about the underlying purpose of their ePortfolio: why are we constructing ePortfolios? This also conforms with good pedagogy, as it requires instructors to clearly align their learning outcomes with their ePortfolio activities. Presumably students would move beyond the basic distinction of a learning ePortfolio or career ePortfolio, identifying specific goals in the case of the former, or specific audiences in the case of the latter. A follow-up question might be: why are they e-Portfolios — electronic as opposed to paper? There should be a valid reason or justification why students are working in a digital environment, given that it opens up ethical questions and uncertainties about subjectivity, ownership of data, privacy, and disclosure in an online context (Ross, 2014). In fact, there may be justification for having students reflect offline — even by hand — as it encourages a slower process of reflection.

After ascertaining the purpose behind the ePortfolio, students should ask: who will be viewing my ePortfolio — both now, and in the future? This further clarifies the boundaries of the context in which their ePortfolios will be viewed. Students should be informed about the privacy settings of the ePortfolio platform, and additionally be made aware of those who will have access to their ePortfolios even when they are set to “private” — ePortfolio administrators, vendors, etc. A follow-up question would ask how their information or content would be used, addressing the question of ownership, since most people presume a sense of privacy and ownership over the content they generate (Jurkiewicz, 2018). Another follow-up question might be: who has permission to track or record not only the content of their information, but also their demographics and other personal data. They should know what happens to their personal information in the future — for example, whether the institution or vendor has access to the ePortfolio after graduation, whether the content endures after deletion of the ePortfolio, etc. Instructors should encourage transparency by fully disclosing how student information will be used in simple and direct language (Jurkiewicz, 2018).

As Lyon (2017) notes, to discuss transparency is to raise the deeper question of visibility. He writes, “Ethical questions arise over how we are made visible and how we make ourselves visible, or cloak our visibility” (p. 834). Visibility is tied to social and political ways of seeing, with some excluded, some supervised, and some falling in between (Lyon, 2017). Therefore, students should critically reflect on what type of personal information to include in — or exclude from — their ePortfolio. They should be aware of how sharing personal photos or information in their ePortfolio exposes them to potential biases, and they should consider what and how much to share (Weber, 2018). Instructors might engage students in discussion and analysis of case studies so students can make informed decisions about how to present themselves online and manage their online presence. As Gardner

and Davis (2016) argue, today’s youth tend to be more externally oriented, career-focused, and pragmatic; their familiarity with presentation and performance on social media — a “packaged self” — may make them more amenable to discussing how to construct and manage their online identity. Even if we ground our online reflective writing in an understanding of how the digital environment heightens issues around audience, identity and disclosure, we cannot fully control or manage our digital footprints. As Ross (2014) remarks, “Every time we act online, something is left behind that is us, but not us — a trace. Database structures, the technical underpinnings of online services and applications, including blogs and e-portfolios, produce and work with traces through categorization, identification, sorting, storage, and reconfigurability” (p. 103). Given our lack of control over our digital traces, and the association between online writing and performativity, if instructors want to encourage reflection, which entails a certain amount of vulnerability and disclosure from their students, they may consider offline reflection more advantageous.

Allow Students to Opt Out

Not only should we encourage our students to ask questions about their ePortfolios, but we should also provide guidelines or permissions for students to complete so that they understand their rights and responsibilities in regards to their digital identities and intellectual property. Just as we do when we follow Institutional Review Board (IRB) protocols, we should tell students who might see their ePortfolio and the duration it will be kept by the university, allowing them to opt out of sharing it publicly. We should ensure that private data is not collected without our students’ knowledge and consent. As Mize (2019) suggested in her presentation at the 2019 AAEEBL annual meeting, we should ask questions about what the ePortfolio tools are actually doing with student data, consider what we are asking students to accept when having them work with such tools, and

enable faculty and students to have greater agency about selecting and using such tools.

We should allow students to “opt out” of any public or peer exposure of an ePortfolio assignment, to protect those students who may be uncomfortable with the idea of leaving a digital trace or footprint of themselves online. Our students may not question or be aware of the layers of visibility that go well beyond their instructor, fellow students, the institution, and the software company. If students are required to post papers, images, resumes and other personal identifying information in exchange for grades, they may unquestioningly believe they are protected when in fact it is possible their content may be scanned, scrapped, tracked, assessed, analyzed, and commodified by a variety of entities. Specifically, if instructors require the development of a graded ePortfolio assignment, students should be able to “opt out” of any and all dissemination of their ePortfolio representations beyond sharing it with their instructor with no impact on their grade for the assignment.

If we take seriously the vision of ePortfolios as enabling students to take ownership of their learning, supporting autonomy in learning and promoting lifelong learning (Eynon & Gambino, 2017; Reynolds & Patton, 2014), we should advocate for their right to refuse to share their ePortfolio. In our big data society, as Richards and King (2014) note, “Individuals have little idea concerning what data is being collected, let alone shared with third parties. Existing privacy protections focused on managing personally identifying information are not enough when secondary uses of big data sets can reverse engineer past, present, and even future breaches of privacy, confidentiality, and identity” (p. 393). Given the degree of opacity surrounding the use, disclosure, and flow of private data in ePortfolios, we would encourage students to seriously reflect on what they share in their ePortfolios and whether they consent to others viewing them. When students understand the implications of sharing their information with a public audience, and begin using digital technologies

in conscientious and critical ways, they develop their digital literacy skills (Clark, 2010).

Address the Ethical Issues

The ethical issues surrounding our students’ ePortfolios are entangled with vulnerabilities via public exposure, FERPA, datafication, re-representation and informed consent. Institutions, vendors, and faculty rest comfortably on the assumption that the checkbox “terms of use” statements protect them. We suggest that faculty, vendors and institutions begin in earnest to extend students’ own digital literacy skills and protections into this area by using clear and common language.

The three ethical issues we suggest our students be informed about prior to initiating ePortfolios are what is the purpose/audience, who and what will have access to their materials along with the duration of that access, and to what degree they can opt out of public exposure.

To avoid lengthy guidelines and legal language we propose common language which clarifies these ethical issues, along with privacy rights and student responsibilities for professional identity construction that is similar to the better-known IRB informed consent process.

Take for example this statement:

The materials you are creating in this ePortfolio are private and strictly for viewing by the instructor of your course or assessment administrators in your university or college. Your information, data, and materials represented in the ePortfolio will not be shared, re-represented, sold, or accessed by any other entity or individual without further authorization from you. The only exception to this would be in the case of overt criminal activity or indications that a threat is posed to yourself or others.

Few if any of us could stand by the above claim to privacy in an ePortfolio. Instead we might consider the following:

The materials you are creating in this ePortfolio are semi-private and intended for educational purposes only. Your instructor, classmates, assessment administrators at your university or college as well as the site hosting your

ePortfolio may view, collect and re-represent your information, data, and materials. If you have a concern about the semi-private nature of your ePortfolio please alert your professor and administrators at your institution. You have the right to opt-out of any public exposure beyond your instructor's access.

For those courses and institutions requiring students to develop public ePortfolios on free websites, a stronger statement on the degree of exposure would be:

The materials you are creating in this ePortfolio are not private. You are sharing your data, identity, and materials with everyone who has access to the internet and the general public at large. Your materials may be collected, re-represented, used for data analytics, sold to other entities, and can persist even when deleted. You are advised to limit your vulnerability by discussing any concerns you may have about the public nature of your ePortfolio with your professor and administrators at your institution. You have the right to opt-out of any public exposure beyond your instructor's access.

These sample statements acknowledge the general degree of exposure and suggest a path for students to discuss or raise their concerns, to perhaps even opt out, or at the very least, to seek methods to set password protections on an otherwise public site.

Furthermore, as an integrated component of digital literacy and digital ethics students should be encouraged and coached to critically examine the privacy implications of typical term of use statements from vendors and sites where they post their ePortfolio materials.

Discuss the Benefits and Risks of Self-Representation

Yancey (2004) prophetically declared "what we ask students to do is who we ask them to be" (p.739). When we ask our student to be transparent, authentic, reflective and original in their representations of self we are also asking them to take a risk in revealing these aspects of who they are, and what and how they know. Their trust and willingness to comply with deep introspection and self-revelation should be honored with an assurance for some level

of confidentiality. Are we in fact asking them to be a public scholar? How do we monitor their readiness, both academically and emotionally for scrutiny and observation beyond the classroom? How do we caution and support those students who have not prepared an exemplary ePortfolio, which in fact might not gain them any favor in the professional world?

Self-representation and branding for a professional audience, like other career related tools, works well only when done well. As Reynolds and Patton (2014) note, "Students need to learn to manage their presence on the Internet and make sure it matches who they are and what they hope to portray. ePortfolios help students manage their digital presence by creating a digital identity that reflects their values, skills, and accomplishments." (p. 102). Instructors can model their digital fluency for students by showing how they intentionally create and manage their online presence and digital footprint (Lowenthal, Dunlap, & Stitson, 2016). Reynolds and Patton offer a helpful activity designed to raise students' awareness of their digital presence and digital identity (Reynolds & Patton, 2014, p. 107). When students have identified their "digital shadow" or passive digital footprint, they better appreciate the value of creating and managing their online presence. Instructors can then share best practices for creating professional ePortfolios, such as tailoring their skills and experiences for particular employers, showcasing their ability to communicate in visual, auditory and textual modes, and creating an aesthetically pleasing ePortfolio by following design principles.

Explore the Steps Your Institution Might Take

As Floridi (2018) emphasizes, digital ethics shapes digital governance and digital regulation. By analyzing and evaluating ethical problems related to data and information (such as recording, curating, processing, disseminating, sharing and using it), algorithms, and corresponding practices and infrastructures, digital ethics can inform what policies should be established and implemented by offering ethical guidelines and recommendations for

the use and management of ePortfolios, which may overlap with, but not be identical to, current legal regulations. Applying the “Big Data Ethics” outlined by Richards and King (2014) to ePortfolios, we would suggest that institutions pay special attention to the following recommendations concerning privacy, confidentiality, transparency, and identity in ePortfolios:

First, we should develop rules governing the use, disclosure, and flow of personal information in ePortfolios, so that students can weigh the advantages and disadvantages of allowing their ePortfolio to flow beyond the context of their class. Institutions should disclose what they are doing with ePortfolio information, and give students the choice to opt-out of any ePortfolio uses that they disagree with.

Second, we should recognize that information shared between students and instructors in ePortfolios can remain confidential. ePortfolios are intermediate states between completely public and completely private where students expect that their shared private data will remain confidential. As Richards and King (2014) note, “Confidentiality is a kind of privacy that is based on trust and reliance on promises in the context of relationships” (p. 413). Outside of the instructor-student relationship, private digital information should still be regulated by privacy law.

Third, we should make transparent any use of ePortfolios for assessment, data analytics, or other purposes, and we should be held accountable. This becomes especially important in regards to secondary uses of data, for example, the kinds used in the increasingly popular types of data analytics used for student success and retention.

Fourth, we must acknowledge ways that big data analytics can compromise identity through institutional surveillance that identifies, categorizes, modulates, and even determines who we are (Richards & King, 2014). As Fernbeck (2016) remarks, “the invasiveness and the exposure that individuals endure and the construction of a potentially false data self are clear indications that the current Fair Information Practices need an ethical update to reflect the omniscience of the data-brokering enterprise” (p. 223).

Institutions should consider what kinds of data predictions and inferences are ethically permissible and those that are not.

Conclusion

As Yancey (2019) notes, when ePortfolios are only used as “wrappers” for collecting artifacts, the learning occurs prior to the ePortfolio, but when approached as “curriculum,” ePortfolio creation becomes an integral part of learning as students develop ePortfolio literacy — “knowledge about ePortfolios; about reflective practices represented in them; and about ePortfolio makingness, defined as ways to create ePortfolios” (p. 3). We would suggest that learning can occur in both wrapper and curriculum contexts: whenever students use ePortfolios, they should explore issues of digital privacy, digital ethics, and digital literacy.

About the Authors



Elaine Gray is the campus ePortfolio Director and is responsible for faculty development and students support for ePortfolios. She teaches a First Year Seminar class entitled “The Art of Attention” and a course on “Contemplative Leadership” in Interdisciplinary Studies. She earned her master’s

degree in Liberal Studies from Rollins College and holds a Ph.D in Integral Studies from the California Institute of Integral Studies. Elaine is currently working towards completion of an Ed.D in the Educational Leadership doctoral program at Appalachian State University. Her publications include the textbook “Conscious Choices: a Guide to Self-directed Learning” (Pearson, 2004). Contact: Elaine Gray, PhD, ePortfolio Director, Appalachian State University, Boone, NC (grayje@appstate.edu)



Beverley McGuire is the former director of the ePortfolio initiative and general education program at UNCW. In addition to courses in Asian religions, she teaches First Year Seminars entitled “Moral Attention & Digital Technology” and “Mindfulness.” She has an MS in Instructional Technology from

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Formative Program Review of Salt Lake Community College's ePortfolio Initiative

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Review Editor: Diane Holtzman

Salt Lake Community College's (SLCC) ePortfolio Office recently undertook a formal program review of its 10-year old ePortfolio initiative. We offer here an overview of the broad context of program reviews and our own history of ePortfolio before sharing how we conducted our program review, what we found, and how we are moving forward with an action plan to improve and expand reflective ePortfolios at our institution.



Figure 1. Salt Lake Community College

Academic programs in higher education have long employed program reviews for external accreditation and for internal quality improvement. Perhaps because of the ubiquity of this practice in higher education, much good advice exists to guide the work of faculty, staff, and administrators as they engage in formative and summative program reviews (Barak & Breier, 1990; Bresciani, 2006; Hanover Research, 2012; Fox et al., 2018). As Banta (2014) has indicated with respect to IUPUI, and Bers (2011) has argued

generally, program reviews done correctly have positive impacts beyond discrete programs, often impacting institutional effectiveness.

Department-level and institutional ePortfolios have not been around nearly as long as academic programs, of course, but we argue that the time has come for ePortfolio offices and initiatives to engage in—and benefit from—formal program review. Fortunately, we need not reinvent the wheel, but can instead adopt many of the practices already established for academic program review. As Bers (2011, p. 71) put it, “While clearly academic and nonacademic units focus on different indicators of quality, efficiency, and effectiveness, the methods used to prepare and the format of the review can be the same, or nearly so.”

Keeping with the pedagogical spirit that animates the heart of ePortfolio, we wanted our program review to be reflective and grounded in evidence. Again, this is not new ground for program reviews in general, as best practice suggests that they be reflective and evidence-based opportunities for stakeholders to pause and take stock of the program's effectiveness (Renguette et al., 2018). We took Bresciani's (2006, p. 64) advice that “The point is to keep the program review process genuine and meaningful and progress along with good practices as you are able so that your process of purposeful reflection, evaluation, and decision making will be enduring, effective, and efficient.”

ePortfolio at SLCC: A Short History

SLCC's ePortfolio initiative was born in a fertile period in the college's history that stretched from 2004 to 2010 when ideas around assessment and integrated learning came together and reinforced each other. Reviewers from the Northwest Commission of Colleges and Universities (NWCCU) visited SLCC in the fall of 2004 and their report early in 2005 expressed concerns that the College's General Education program did not have integrated learning outcomes and did not directly assess student learning. Administrators and faculty were already thinking about ways for students to experience our fragmented General Education menu as a more integrated, foundational program. An ad hoc committee of stakeholders from across the college wrote a set of General Education learning outcomes and kicked off a process by which they were translated down to the course level in all General Education courses. While this was happening, SLCC received a small technology grant made possible by the Utah System of Higher Education that allowed faculty to begin piloting integrative ePortfolio pedagogy and platforms in several courses such as English, Math, Geosciences and Political Science.

We quickly realized that we could accomplish our pedagogical goals and address our assessment needs via a large-scale adoption of ePortfolio in General Education. The idea was rather simple: ePortfolio would be a course-level requirement in all General Education courses. Each General Education course required students to upload at least one signature assignment—a demonstration of student learning that directly addressed two General Education learning outcomes—and reflection to their ePortfolio. The reflection component focused on the kind of integrative learning that Reynolds and Patton (2014) articulated as “helping students pursue their education in more intentionally connected ways” (p. 2). Thus, faculty have been encouraged to ask students to make connections between General Education courses, between learning on campus

and students' lives, between course material and the broader world, and to examine how courses are challenging students' assumptions and pushing them as learners. With ePortfolios as learning spaces where signature assignments and reflection come together, they also became ideal for directly assessing our General Education program exactly as students experience it. By looking at student artifacts we could see where they were receiving ample opportunities for achieving the learning outcomes and where they (and as a result, we) were falling short.

In early 2009 we made a formal proposal to our shared-governance curricular bodies--the General Education Committee, the Curriculum Committee, and the Faculty Senate--to require the integration of ePortfolios in our General Education program. The conversation and debate lasted over a year, but eventually all three bodies approved the proposal and we started the initiative in the Summer of 2010. We began using ePortfolios to assess General Education in 2012 and have produced an annual General Education ePortfolio assessment report each year. Each report indicated improvement over its predecessor and, as a result, we have developed such significant insight into how our students experience General Education that we received a commendation in 2015 after NWCCU's accreditation visit. The adoption of ePortfolios has also transformed our conversations in the General Education Committee when each course comes up for five-year renewal, as the discussion now centers on learning outcomes, integrative pedagogy, signature assignments, and reflection.

In April 2018 the Associate Provost of Learning Advancement (David Hubert) and the ePortfolio Coordinator (Emily Dibble) first discussed the idea of conducting a program review for the ePortfolio Initiative. Even though the ePortfolio is not an academic program, we were interested in a formative review process that would help us to grow and improve ePortfolio practice at the college. Although we have seen much success and made many advances with this initiative, we also realized that there are still existing tensions

(on many levels) around ePortfolio at SLCC. We decided that conducting a review would be a good way to encourage discussion and bring increased understanding about ePortfolios, particularly outside of General Education.

Our Program Review

The literature cited above is unanimous that there is not one “right” way to conduct a program review. Models range from very standardized to quite freeform, from those that focus on learning outcomes to those centered on a program’s viability in terms of student recruitment and market opportunities for graduates. We decided to keep it simple, and followed Hanover Research’s (2012) advice that “While there is no universally-accepted model or methodology for conducting a program review, three primary elements are commonly employed” (p. 2). These elements are an internal self-study, a report compiled by an external evaluation committee “typically comprised of academic peers and other specialists,” and an evaluation of the two studies that results in recommendations or an action plan (Hanover, 2012, p. 2).

In August and September 2018, the ePortfolio Coordinator conducted and wrote a self-study about the ePortfolio program. The purpose of the self-study was to take a deep internal look at how ePortfolios are currently working at SLCC. We wanted to see where we were having success and find areas that still needed work. Keeping in mind that one size does not fit all, we offer in Figure 2 a suggested outline for a self-study of an ePortfolio initiative. We arrived at it after

1. Goals of the ePortfolio initiative.
2. Alignment of the ePortfolio initiative with the mission, vision, and values of the institution, school or academic program.
3. History to date of the development and implementation of the ePortfolio initiative.
4. Description of the current ePortfolio operation, including curricular integration, services, budget, personnel, physical space(s), and platform(s).
5. Synopsis of reflective self-assessment by stakeholders (ePortfolio staff, faculty, academic administrators, and partners across the institution):
 - What are the strengths of the ePortfolio initiative?
 - What aspects of the ePortfolio initiative could be improved?
 - What opportunities do we foresee for the ePortfolio initiative in the next few years?
 - What challenges does the ePortfolio initiative currently face?
 - Is the ePortfolio initiative sustainable as currently structured?
 - Is the ePortfolio initiative accomplishing its stated goals?
6. Important statistical information concerning the ePortfolio initiative, which might include:
 - Numbers of ePortfolios created--total, per semester, trend lines, etc.
 - Most recent five-year budget trend.
 - Numbers of students visiting online tutorials or support labs.
 - Number and type of faculty development workshops offered, attendance, etc.
7. Use of ePortfolio for learning outcomes assessment.
 - How is ePortfolio used for program learning outcomes assessment?
 - How well does the program use assessment data?
8. Peer and best practice comparisons.
 - What is the state of the art with respect to ePortfolio implementations that have similar goals to ours? (Regardless of institution type)
 - What is the state of the art with respect to ePortfolio implementations at institutions similar to ours? (Regardless of ePortfolio implementation type)

Figure 2. Suggested Outline for ePortfolio Self-Study

the fact, based on our experience with our program review, but our self-study addressed much of the outline in Figure 2. Institutions that are anticipating a self-study are welcome to adapt it as needed.

When the self-study was completed, it was sent to all members of the team that we selected to review SLCC’s ePortfolio program. The ePortfolio review team consisted of Robyn Thompson, Paul Wasko, and Alex Ambrose. Robyn Thompson was the internal reviewer. She is an associate professor in SLCC’s Occupational Therapy Assistant (OTA) program who

has used ePortfolio extensively with her students. The other two team members were from schools outside of Utah. Paul Wasko, who is with the University of Anchorage at Alaska (UA), and Alex Ambrose from Notre Dame, have both done much in their respective universities to further their well-developed ePortfolio initiatives. Additionally, both universities are using the same platform that we use at SLCC.

The formal ePortfolio program review took place October 11-12, 2018. Over the course of two days, the review team came to the SLCC Taylorsville-Redwood campus where they met one-on-one with various groups of stakeholders from across the college. These groups included students, faculty, administrators, and staff from eLearning, Information Technology, Advising, and other campus partners. They discussed strengths and weaknesses and listened to concerns and suggestions. Most of those with whom they met were either groups we currently collaborate with, or groups such as Advising, with whom we felt it could be beneficial to deepen our collaboration in the future.

The team toured the ePortfolio lab on one of the main campuses and met with employees and peer mentors who work in the lab. The peer mentors provided them with their perspective as students, but more specifically as students who frequently interact with other students who are working on ePortfolios. At the end of each day, the review team met and de-briefed

by discussing ideas and issues that stood out to them most.

After the on-campus visit was completed, the members of the review committee collaborated online from their home institutions to produce a report of the team's findings. In November, 2018, they submitted the report to us. We read the report carefully and considered the reviewer's findings as we wrote a response, which took the form of an ePortfolio Action Plan. As we looked at the external review report and our self-study, we realized that collectively they had surfaced a more comprehensive set of possible action items than we felt we could successfully address. Therefore, we had to make decisions about our priorities and resources.

Throughout this process we have done our best to be transparent and reflective. As soon as we finished the program review, we put the self-study, the report from the review committee, and the Action Plan on SLCC's ePortfolio website and sent the link to faculty and academic administrators. We then met with the Provost to talk about the program review and hear his suggestions on our goals and action steps. The Provost put the program review on the agenda of the College President's executive cabinet, and we gave a presentation about it to that group.

Our Action Plan

Our vision for SLCC's ePortfolio initiative over the next several years focuses on two goals and multiple action items. Within the next five years we would like to be able to say the following with a high degree of confidence:

1. ePortfolio is a true High-Impact Practice for the majority of students in SLCC's General Education program.
2. Twenty academic programs (outside of General Education) have designed and implemented ePortfolios in high-impact ways.

We have intentionally targeted one of these goals to our General Education program and one to SLCC's other academic programs. When the ePortfolio Initiative was being debated, we argued that firmly grounding ePortfolios in General Education would make it easier for



Figure 3. Occupational Therapy Assistant student Kimberly Paur's ePortfolio

the initiative to spread across the college than if it was started in isolated programs first. We have come to the point of being able to test that proposition.

Our two goals are supported by a number of specific action items--too many to review here. However, we would like to review several of our action items and how they support the goals.

1. *Create a focused strategic plan for signature assignments and reflections in General Education.* Both faculty and students expressed a desire for clearer expectations and guidance and less redundancy around signature assignments. We hope to address this by doing a few things including better aligning our General Education Learning Outcomes with specific course signature assignments. We envision each discipline identifying outcomes that already fit with their particular area of study--for example, the English department naturally focuses on effective communication and all Math courses address quantitative literacy. Faculty would still have the academic freedom to design their assignments as they wish as long as they address the identified learning outcomes. As a secondary effect we believe this will also provide more actionable assessment data, which administrators wanted.
2. *Create a holistic rubric allowing us to define a High-Impact General Education ePortfolio.* Many students have been creating quality ePortfolios, but there is room for improvement. Students requested a more clearly defined expectation of what a high-impact holistic ePortfolio looks like. We will create this rubric for students (and faculty) to demonstrate what a truly high-impact ePortfolio should look like by the time students graduate. The rubric will also allow us to track college-wide improvements in the proportion of graduating students who have had truly high-impact ePortfolio experiences.
3. *Expand the number of programs that require ePortfolios.* During the review Deans and Associate Deans discussed the benefits of having a "department-level bottom-up effort" to assist in meeting the goals and needs of various departments. SLCC currently has a few programs with program-specific templates that are using ePortfolio extensively (such as the Occupational Therapy Assistant and Dental Hygiene programs) and there are a few others that are presently moving in this direction (including Criminal Justice, Interior Design and Fashion). Over the next several years we will continue to approach additional programs about implementing ePortfolio in their respective areas. This is particularly timely since SLCC has been encouraging Pathway design teams. In the process of adopting this model we have been encouraging Areas of Study design teams to consider integrating ePortfolios in these programs.
4. *Stabilize lab support and seek greater prominence for the ePortfolio lab on our largest campus.* Over the past decade student and faculty use of our ePortfolio labs has been growing steadily. Most of the causes of this increase have come as a result of a burgeoning ePortfolio culture at the college. We have observed this in the increased integration of ePortfolios happening in General Education (and some non-General Education) courses, the transition from binder to digital portfolios for the rank and tenure process for faculty, and the adoption of ePortfolios in specific programs. Our self-study showed a 20% increase in lab use between Fall 2016 and Fall 2017. In the past year (2018) alone over 17,500 new ePortfolios were created. As a result of this growth and the need to keep up with corresponding demands on the labs, we have seen a need to a) increase funding for lab support--labs are currently staffed mostly by students and peer mentors who are working there part-time and b) move the ePortfolio lab from its current more obscure site to a more prominent location where students will have convenient access to the services offered.

Full documentation of our ePortfolio program review, including our self-study, external review report, action plan, and historical documents can be found at <http://www.slcc.edu/eportfolio/program-review.aspx>.

Lessons Learned and Recommendations

Our experience with a formal review of our ePortfolio initiative was positive, and we learned much in the process. However--and with the benefit of hindsight--we decided that we would have changed several aspects of the external

review visit. First, we found that giving the team time to debrief together each day was very important. However, more opportunities for de-briefing and longer debriefing periods would have been even better. The team had much to discuss at each meeting and often not enough time to go over everything they wanted to in the time that was scheduled.

We also found that it would have been beneficial to have planned more time for—and in between—each of the formal meetings with stakeholders. Conversations frequently went over time and it was difficult to cut those conversations short when good ideas were being discussed, but we wanted to respect the next group's allotted time.

Our preparation for the program review visit was more rushed than we would have liked. As a result, several of the SLCC individuals we wanted the reviewers to speak with were out of town at various conferences at that particular time. Next time we would start planning the review process earlier—a year in advance would be ideal—in order to more effectively schedule and enable optimal meeting attendance by key stakeholders.

In hindsight, we also would have been more expansive and explicit in the questions we directed at the external reviewers. They have a difficult job to do, and we felt that we owed them more direction in what we were asking them to

review. Consequently, we have developed a baker's dozen of potential questions for external reviewers of ePortfolio implementations, which are depicted in Figure 4. Again, this is a suggested starting point and should be modified to suit each particular institution.

One big takeaway from this review is that we were able to see our ePortfolio program from an outside perspective. It was encouraging to see that SLCC is generally on the right track and doing many things right. As an institution we certainly have not mastered ePortfolios and our system is not perfect. However, we have made progress and in general the ePortfolio initiative at SLCC has been successful. Moreover, we have concrete tasks ahead of us to improve our ePortfolio implementation.

1. To what extent have our goals and vision for ePortfolio permeated our institution, school or academic program? Have we created an ePortfolio culture?
2. How would you recommend we improve the ePortfolio culture in our institution, school or academic program?
3. How well aligned is the ePortfolio initiative to the institution, school or academic program's mission, vision, values, and goals?
4. How effective is ePortfolio in providing its services? Are the services offered professional and meeting current practice standards?
5. What organizational and process changes should be made in the ePortfolio initiative to improve services and advance its purpose?
6. Are there potential ePortfolio clients who are not being served who should/could be considered for future services?
7. Does the ePortfolio initiative have adequate resources for its current operations? What resources does it need to accommodate and sustain future growth within the institution, school or academic program?
8. How well does ePortfolio cooperate and collaborate with other departments or campus partners? Are there areas of the college with which ePortfolio should/could be collaborating?
9. How effectively is the ePortfolio initiative structured and administered?
10. Does the initiative have adequate processes in place to continually assess its services and respond to assessment data?
11. What are the major limiting factors in the quality, effectiveness and efficiency of current services and in the future growth of services for the ePortfolio initiative?
12. How effective has ePortfolio been in assessing the institution or academic programs that use it? How might it be improved?
13. What were the most positive and negative things you heard from your campus conversations with students, faculty, staff, and administrators?

Figure 4. A Baker's Dozen of Questions for ePortfolio Reviewers

About the Authors



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Beginning With the End in Mind: Developing a Rubric for Formative Assessment of Social and Affective Learning Outcomes in the PharmD Curriculum

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 Review Editor: Andrew Harver

Introduction

In 2016, the Accreditation Council for Pharmacy Education (ACPE) introduced Standards 3 and 4, requiring delivery and assessment of ten interpersonal and self-management competencies in all Doctor of Pharmacy degree programs. These standards stood in addition to Standard 1 and 2, concerned primarily with the basic and pharmaceutical science knowledge and clinical

skills necessary for pharmacists. ACPE’s educational outcome standards, along with their Key Elements, are summarized in Table 1.

At the same time, faculty, staff, and administrators at Pacific University School of Pharmacy (PUSOP) perceived a student need for additional support in developing the skills and strategies necessary for career readiness. PUSOP faculty, staff, and administrators developed the

Social and Affective Skills Assessment Plan (SASAP) to address these perceived needs and to fulfill ACPE’s requirement for delivering and assessing the learning outcomes established in Standards 3 and 4. In SASAP, students self-assess their level of competency on each of the Key Elements of Standard 3 and 4 and assemble a portfolio to justify their self assessments.

These portfolios include narrative reflections illustrating their self-assessed levels of competency for each Key Element, video recordings of responses to mock job interview questions mapped to Key Elements, curated artifacts (e.g., samples of coursework or documentation of co-curricular involvement) to provide additional evidence, and plans to focus on specific Key Elements targeted for improvement over the next semester. Students complete these tasks seven times throughout the three-year PharmD curriculum. An article accepted for the next issue of AePR will describe SASAP in detail within the larger

Standard	Key Element
1: Foundational Knowledge	1.1: Foundational knowledge (biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences)
2: Essentials for Practice and Care	2.1: Patient-centered care
	2.2: Medication use systems management
	2.3: Health and wellness
	2.4: Population-based care
3: Approach to Practice and Care	3.1: Problem solving
	3.2: Education
	3.3: Patient advocacy
	3.4: Interprofessional collaboration
	3.5: Cultural sensitivity
	3.6: Communication
4: Personal and Professional Development	4.1: Self-awareness
	4.2: Leadership
	4.3: Innovation and entrepreneurship
	4.4: Professionalism

Table 1: Key Elements of ACPE Standards 1-4 (ACPE, 2015).

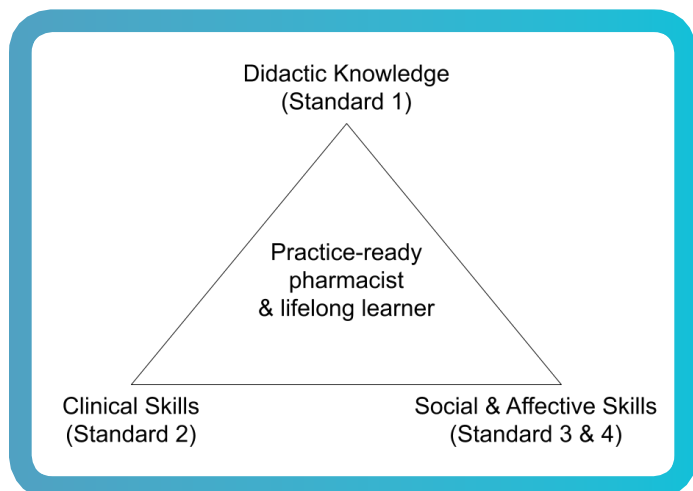


Figure 1. Trifecta for development of practice-ready pharmacists (B1-B2) toward complete independent ability (C1) to do the skills described. Some students will be less prepared in some skills than others at the beginning (A1), and some will show exceptional development beyond expectations by the time they graduate (C2).

The three tiers were assigned letters in ascending alphabetical order, in order to subvert expectations of a traditional letter grade system, in which an A indicates superior performance.

Each of the six levels describes behaviors as objectively and nonjudgmentally as possible to encourage students to consider their skill level realistically, rather than choosing the level with the most positive valence. Described behaviors are written to be observable and concrete to help students select evidence and write narratives that closely align with the levels they have chosen in their self-assessments. This concreteness also helps faculty and staff assessors distinguish reliably between rubric levels when scoring a portfolio.

The A1 and C2 levels are included in order to allow for appropriate feedback and support needed by students with skill levels outside of

context of the ePortfolio implementation at PUSOP.

A rubric was developed for students to use in their SASAP self-assessments and for faculty and staff assessors to use as they review the students' semester portfolios. This rubric is structured to provide a point-in-time snapshot of the student's current abilities and to facilitate ongoing formative assessment in social and affective skills development. By using the same rubric, faculty and students can discuss this development using a common reference and calibrate students' self-assessment over time to become more realistic and evidence-based. Faculty can also provide concrete examples of behavior changes that would represent growth to the next level on the rubric as they advise students throughout the program. Additionally, the rubric provides common language among administration, faculty, and students about development at the individual, cohort, and programmatic level.

Rubric Description

The SASAP rubric includes six levels for each of the ten Key Elements of Standards 3 and 4. These six levels are described in general terms relative to milestones through the PharmD curriculum in Table 2.

The six levels are organized into three tiers: the A tier, describing behaviors expected of students before Pharmacy school; the B tier, describing behaviors expected of students during Pharmacy School, and the C tier, describing behaviors expected of students after Pharmacy school.

As students progress through the PharmD curriculum, they should move from preparation (A2) through increasingly effective attempts

A Level: Before Pharmacy School		B Level: During Pharmacy School		C Level: After Pharmacy School	
A1	A2	B1	B2	C1	C2
Underprepared to begin Pharmacy school	Prepared to Begin Pharmacy school	Prepared to begin P2 year of a 3-year program	Prepared to begin P3 year of a 3-year program	Prepared to enter practice	Exceptionally prepared to enter practice

the range of ability expected of student pharmacists. Students at the A1 level can receive additional mentorship to help them match the preparation of their peers. Students at the C2 level can receive acknowledgement for their exceptional strengths and support in using those strengths to develop in other areas.

Development Process

In order to develop the SASAP rubric, the behaviors described for each Key Element of Standard 3 and 4 were taken as a starting point: the concrete verb phrases were taken from each Key Element and established as the criteria for the C1 level.

The A2 level was then determined by considering what behaviors were necessary at the beginning of the curriculum in order to reach the C1 level by graduation. This starting point generally involves demonstrating willingness or interest in developing the necessary skills with support from educators.

Next, the B-tier levels were determined by identifying the behaviors that represent sufficient progress throughout the PharmD curriculum. The B1 level was established as the expectation for the end of the first year, at which point students must make regular attempts to exercise these skills with some support. In the B2 level, these attempts should be increasingly effective, demonstrate greater independence, and have broader impact, consistent with expectations of students at the end of the second year.

Finally, the A1 and C2 levels were generated as the poles. The A1 level was created to describe behaviors that would indicate less preparation than expected for the beginning of a Pharmacy program. This generally involved a lack of willingness or interest in attempting to use the skills related to each Key Element. The C2 level was created to describe behaviors that indicate exceptional development beyond expectations for graduates. This generally involved independent exercise of these skills, paired with an active, intentional investment in the development of others' ability to exercise the same skills.

As an example, Standard 4: Personal and Professional Development, Key Element 4.2 Leadership states: "The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position" (ACPE, 2015). The rubric levels derived from this standard can be seen in Table 3.

Further Development & Implications

Based on the first year of implementation, several opportunities for further rubric and process refinement have been identified.

The B1 and B2 levels, describing behaviors expected at the end of the first and second years respectively, need clearer differentiation. Students and faculty assessors have struggled to decide reliably between these levels for a given example or piece of evidence.

One opportunity for this clarification is specifying the degree and nature of support,

A1	A2	B1	B2	C1	C2
Does not see the need for contributing to achieving shared goals; sees achieving shared goals to be the sole responsibility of those in leadership positions; does not respond to feedback or guidance	Open to contributing toward achieving shared goals, regardless of position; willing to receive feedback and guidance	Contributes effectively toward achieving shared goals, regardless of position; responds to mentor and instructor feedback and guidance	Accepts increasing levels responsibility for creating and achieving shared goals, regardless of position; pursues mentor and preceptor feedback and guidance	Demonstrates independent responsibility for creating and achieving shared goals, regardless of position	Actively supports others in their efforts to demonstrate responsibility for creating and achieving shared goals, regardless of position

Table 3: Rubric levels for ACPE (2016) Standard 4, Key Element 4.2: Leadership

feedback, and intervention is required from an educator, rather than specifying that educator as an instructor or preceptor. This differentiation could also include providing more detail about what constitutes independence, incorporating intrinsic motivation and initiative as criteria for higher levels. A further differentiator could be the explicit evidence consistent, ongoing habits, rather than engagement in higher-level behavior through isolated activities.

The language describing behaviors related to a few standards, at all levels, has generated some confusion among students and faculty assessors. The behaviors associated with Key Element 4.3, Innovation and Entrepreneurship, could be made more concrete, whether by highlighting differences between true innovation generating novel solutions and workaday problem solving requiring less creativity, or by incorporating the literature on self-entrepreneurship. The behaviors related to Key Element 3.2, Education, could be clarified to address the education of others, explicitly relegating self-directed and lifelong learning to other Key Elements.

Further rubric revisions are planned as additional faculty assessors begin to use it, identify issues needing clarification, and suggest improvements. Inter-rater reliability issues may arise as additional assessors become involved, and plans are emerging for a rigorous investigation of rubric validity when compared against other assessment tools in use at PUSOP.

These planned improvements notwithstanding, this rubric has been instrumental in the development and implementation of SASAP; it has helped to support students in overcoming the gap in their interpersonal and professional skills, and it has contributed to achieving full compliance with accreditation standards. As a result, further work is being considered to develop similar rubrics for the other curricular outcomes specified in ACPE Standards 1 and 2, with the hope of establishing a comprehensive, longitudinal view of student learning at the individual and cohort-level across the Pharmacy curriculum.

About the Authors



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Making Connection With Students in the First Year Seminar

Authors: Ahmed Abdelhalim, Javier Serna & Sada Jaman

Review Editors: Rita Zuba Prokopetz & Barbara Ramirez

This paper discusses engagement tools for cultivating students' collaborative experiences and accessing faculty through an effective online learning environment. One of the primary goals of the First Year Seminar (FYS) courses for the business discipline is student retention. Students in their first year must overcome many obstacles to succeed academically, and faculty at LaGuardia Community College (LAGCC) need to be able to address these needs so that they can graduate on time. Thus, the Business and Technology (BAT) Department at LAGCC provides the opportunity to use collaborative online tools such as Connect To Completion (C2C) and ePortfolio simultaneously to meet these needs while helping them understand the importance of timely graduation. Faculty in the FYS courses use the virtual advising tool C2C to communicate with their students about various needs, while the ePortfolio serves as a tool that influences student learning. Both tools provide an opportunity for first-semester students to reach out to their faculty and advisors, which creates a strong support system. The C2C tool facilitates students in developing a strong bond with their advisors and faculty through receiving constant alerts about their performance in the course. Both applications are easy-to-use for all the stakeholders, making the students feel welcome at and invested in LaGuardia. The approach of using the C2C and ePortfolio tools simultaneously not only helps students to think comprehensively about their

needs but also helps them to understand the importance of graduating on time.

Introduction

Students' first-year experience is always challenging because they are transitioning from high school to college life. In addition, they struggle during this first year navigating to college resources and obtaining the right help to understand their major and to identify their academic goals. Although LaGuardia Community College (LAGCC) aims to have a strong support system and to respond effectively when students seek help, students still struggle to adjust to using the new tools needed to reach out to the appropriate divisions when they need guidance. According to the CCSSE (2012), data suggest only about 45% of community college students complete a degree. These data indicate that either students lack the skills to persevere in college or the institution lacks a collaborative tool for addressing the students' needs. Such support is important as students should be able to think critically in establishing their academic goals in a realistic manner so that they don't waste time at the community college figuring out what courses to take next semester or simply dropping out for a semester because they are uncertain. Students in the first semester need to develop the academic skills for solving problems not only for selecting appropriate courses but also for reaching out for academic support when needed. LAGCC addresses this

issue by using a single sign-in system to access the robust online tools; in the FYS courses, students get a chance to explore these tools and to learn how to stay connected with the campus and to cultivate their learning experience.

First Year Seminar

LAGCC offers a discipline-based First Year Seminar (FYS), where faculty members remain involved in understanding students' needs. In other words, faculty remain very open with the FYS students throughout the semester so that they feel welcome to ask for help. The FYS course is designed to include lecture hours and lab hours where students are facilitated by a mentor known as a Student Success Mentor (SSM). During the lab hours, SSMs serve as role models and help the students to work on their ePortfolios. Conversely, in the lecture hour, faculty help the students develop the academic skills to succeed in college while ensuring students learn how to use the technology suites that include CUNYFirst, Blackboard, Connect To Completion (C2C), Degree Audits, ePortfolio, email and many more options. FYS is one of the high-impact practices (HIP) that demonstrate student engagement and success (Chen et al., 2016; Conefrey, 2017). In FYS courses, faculty implement a series of activities to engage the students, all of which are necessary for student success. Donaldson et al. (2017) defined engagement as “the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution” (p. 2922).

Lack of engagement can create frustration for the students because they don't find the learning meaningful, resulting in a disconnect in their studies. Students may also experience disengagement when they do not feel connected to the campus. Donaldson et al. (2017) defined active learning as meaningful learning activities that allow the students to remain engaged. Active learning includes collaboration,

participation and involvement through which learners are enabled to learn from one another. Technology supports the active learning process if used to create the “sense of community and connectedness” that is crucial for students' academic success (Donaldson et al., p. 2922). Faculty in the FYS seek ways to engage the students by using the ePortfolio platform and C2C so that students find ways to connect with the campus and achieve academic success which may lead to graduation on time. One of the most meaningful assignments in the FYS is Planning my Degree; students appreciate it primarily because this assignment leads to a clear curriculum guide. Later students have less confusion in choosing the appropriate courses since they can easily refer to this assignment facilitated in the FYS courses.

ePortfolio

Technology usage is a common practice in academic institutions, and the expectation is that students use online tools in submitting their assignments, registering, and searching for course materials, among other tasks. In the FYS, the students are introduced to the login procedure of the LaGuardia portal, where they can easily access the online tools. As soon as they login, they can view the dashboard, which includes the features of the C2C system and the link to ePortfolio. Students in their first year of study struggle to understand the use of the different tools being offered to them, and faculty in the FYS courses continue to reinforce the use of ePortfolio and C2C to help students gain a sense of belonging to the campus. FYS students can easily become frustrated especially if they do not understand the array of technology suites. To motivate them, students receive kudos via the C2C platform to encourage them. Similarly, if students actively use the ePortfolio platform to add their academic work, they can see their longitudinal growth.

Though students do not at first appreciate the use of ePortfolio, they slowly understand its purpose when they look at one another's work.

Because defining academic goals can be confusing for students, the completion of the Advisement form by the faculty member can assist them in understanding their current status in relation to their goals.

Today social engagement is a popular trend that students can easily adapt, and ePortfolio can serve as a social pedagogy tool that facilitates not only student engagement but also a means to exchange dialogues between learners from an academic standpoint. This use of an ePortfolio can be seen as a social space where students can foster growth and a sense of belonging throughout the semester (Eynon & Gambino, 2018). They also receive comments from their peers, inspiring them to continue editing their ePortfolios.

C2C

At first, faculty thought that the C2C application was just another tool that requires the students to remember their login credentials and to learn how to use the platform. However, because the C2C application is integrated with the LaGuardia portal, students do not need to struggle to login. As Bayne (2010) mentioned, it is important to consider student energy, adding “if a technology is requiring too much of the students’ energy, then we need to refocus on the learning” (p. 12). The Business and Technology Department (BAT) piloted the C2C system, a communication tool that allows students to exchange messages interactively with their faculty and advisors, in the Spring of 2017. The system incorporates additional features that allow the faculty to:

- Provide feedback to their students using the kudos—Thumbs Up, Heads Up, Reminder
- Add referrals for their students based on their needs
- Exchange messages with students and advisors
- Prepare a programmatic plan using the Advisement form

- View students’ records/dashboards

Students also benefit by using the system. They can easily connect to faculty and advisors to discuss their needs on a one-on-one basis rather than looking for office hours and office locations. When students receive kudos from their faculty, they are encouraged to do better in their studies and to stay focused throughout the semester to achieve their academic goals. Because defining academic goals can be confusing for students, the completion of the Advisement form by the faculty member can assist them in understanding their current status in relation to their goals. The Advisement form in the C2C platform also clearly defines each step. As a result, students in their first year of study are able to comprehend the bigger picture, so moving forward, they are confident and have developed a sense of belonging to the institution.

Survey Results

A C2C survey including five questions was administered in six FYS courses in the 2018 Spring and Fall semesters to capture students’ experiences using the C2C system. Based on the survey results, the use of C2C can significantly impact students’ academic success. On average we noticed an increase in awareness and use of C2C as the semester progressed. The findings reported here represent the comparison between the end-of-semester survey data. The survey results from Spring 2018 to Fall 2018 demonstrate the encouragement the students felt upon receiving the kudos—thumbs up, heads up, reminder (Figure 1). More specifically, approximately 62% of the students felt encouraged when they have received a thumbs up (see Figure 1). Students further expressed that the system helped them to stay focused and acted as a reminder to graduate on time (see Figures 2 and 3). In addition, the survey results indicate how the application created a strong sense of encouragement, which students appreciated. Students also appreciated how they can use the application to get in touch with the faculty and staff members at the institution. Hence, the ease-of-use of the C2C application enabled

the students, faculty and advisors to create a strong bond.

Though the C2C survey has not been able to capture college-wide data, we have shared the data we have collected from our colleagues to investigate the students' perceptions of the application. The survey would have to be implemented and documented on a large scale to obtain enough data to identify root cause

analysis and implementation of best pedagogical practices. As depicted in these figures, we noted significant, supportive and correlative observations (Figures 1-3). The fact that the FYS seminar is comprised of recent high school graduates as well as returning or transferring students along with the dynamics of the class may explain some of the preliminary variances found from semester to semester.

Conclusion

Students exposed to the C2C and ePortfolio tools are more likely to have a better understanding of how to use the system effectively. Because both tools are so interactive, students remained engaged throughout the semester and created a bond with their faculty and advisors. The system also stores evidence while keeping track of the messages exchanged. Students, faculty and advisors can then reflect on the previous messages to make future academic decisions. At the end of the semester, students had gained confidence, and they knew the support system better and how to reach out to the appropriate staff members. As a result, students could stay focused and continue their academic journey to graduate on time. The student dashboards helped them to view their academic progress while understanding the importance of the Grade Point Average (G.P.A). They gained a sense of responsibility while keeping close connections to faculty and advisors. Students also became aware of the need to become involved in the curricular activities. In their responses to the survey, students expressed positive attitudes towards and valued the opportunity of using the C2C and the ePortfolio.

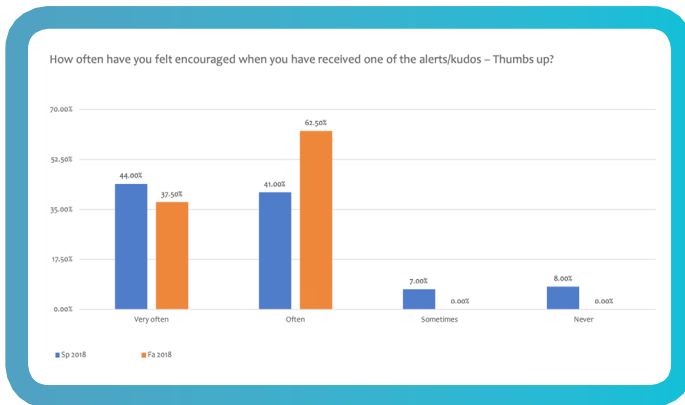


Figure 1. Responses to encouragement question

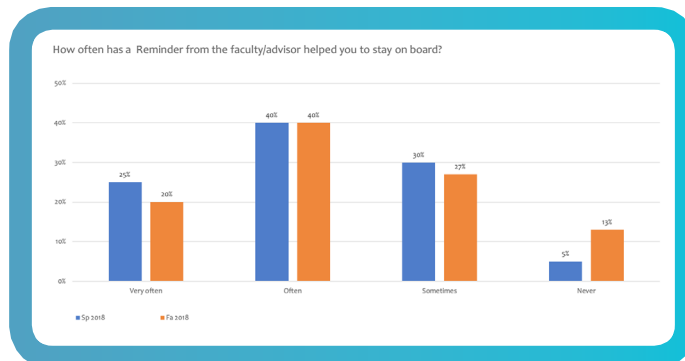


Figure 2. Responses to Reminder question

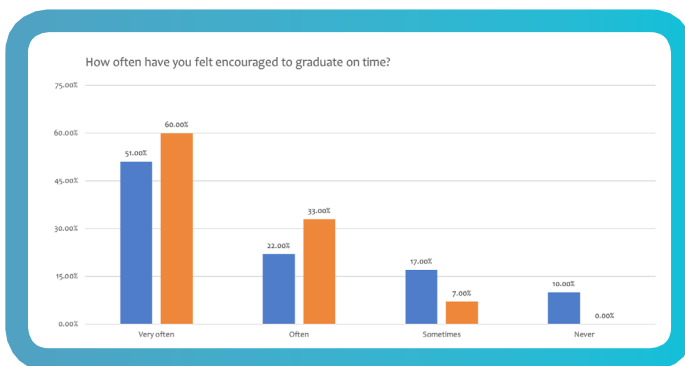


Figure 3. Responses to graduation question

About the Authors



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Sada H Jaman is the faculty of Business and Technology department (BAT) at LaGuardia Community College (LAGCC). She got her Associates Degree in Programming and System, from LaGuardia, the Bachelor's Degree in Computer Systems from New York City College of Technology, the MBA from University of Maryland (UMUC). Currently, she is pursuing Doctorate of Business Administration (DBA). She has been involved with the First Year Seminar (FYS) at LAGCC since 2010 and perceives First Year Experience as one of the key elements towards academic success. Her strong involvement with the FYS helped her to better facilitate successful transition of incoming students where students can cultivate the essential academic skills to strengthen awareness of the disciplinary themes, program curriculum, dispositions, co-curricular activities and technology tools.

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Civic Literacy Student Learning Outcome ePortfolio Assessment

Final Report for Academic Year 2017-2018

Author: Lucy Smith

Review Editor: Adam Wear

The Engaged Learning Office sought to determine how effective designated service-learning classes were at facilitating students' demonstration of the Salt Lake Community College (SLCC) civic literacy student learning outcome (CLSLO).

Sample and Method

The study used a random sample of service-learning designated sections, including General Education courses. The sample included 181 undergraduate service-learning students who received an AS or AA degree by May 2018. Out of the sample of 181 students, 123 were selected because their service-learning course was included in the ePortfolio, thereby allowing reviewers to access it.

Two teams that included two assessors each evaluated assignments under the course work tab within individual ePortfolios. Each team reviewed half of the sample. Assessors met in person and discussed each ePortfolio, creating a scoring consensus for the team. Each course received scores under the characteristic subcategories of each criteria and then this score was averaged to create an overall score for each broad criteria. The CLSLO rubric (Appendix A) outlines the subcategories of each criteria. If there were multiple assignments within one course, the assessors reviewed all assignments and gave an overall score. Each unique course received individual scores for those included in

the sample that took multiple service-learning courses.

SLCC's [General Education CLSLO](#) reads as follows:

Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.

The current rubric operationalizes the CLSLO in the following manner:

- **Develop civic literacy/knowledge**
Students gained knowledge of political, historical, or economic social issues and/or social change. They developed knowledge of agencies/ organizations that address social issues and had awareness of democratic structures, including key democratic text and/or principals.
- **Critical thinking surrounding social issues/ capacity to become a community engaged learner**
Students gained the aforementioned civic knowledge and then critically analyzed it. This knowledge was filtered through a disciplinary lens where students defined, explained or analyzed facts and theories from their own academic field

and identified impacts on society. This category also included a commitment to community engagement which evaluated students' intention to participate in service. Students also reflected on personal values, attitudes, and/or beliefs.

- **Working with others**

Students were able to state, explain or analyze their perspective on ethical and cultural issues. They expressed interest or discussed interacting with others of diverse backgrounds or actively sought out interactions.

- **Civic action/students act in mutually beneficial ways**

Student's role in addressing social issues looked at how they were involved in community; either through others' prompting, they actively sought out service opportunities or they took it one step further and took independent initiative and recruited others to address social issues. Students participated in one to three types of community engaged activities. The reciprocity and collaboration subcategory was focused on how students collaborated with community partners, meaning there was a self-centered perspective, learning from a third party, or they were actively collaborated with the partner, learning about community need, ideally on an on-going basis.

The scoring rubric has evolved in the past five years. Originally, we used a modified version of the [Civic Engagement Valid Assessment of Learning in Undergraduate Education \(VALUE\) rubric](#) from the Association of American Colleges & Universities (AAC&U). Then we incorporated components of the [Civic-Minded Graduate Rubric 2.0 from Indiana University Purdue University-Indianapolis](#) along with the verbiage from the SLCC CLSLO. The SLCC assessment coordinator provided feedback on each revision and then approved the final version of the rubric. The rubric was also evaluated by the college-wide Student Learning Outcomes Assessment committee and its members suggested no changes. The review teams checked inter-rater reliability with ten ePortfolios to ensure that the rubric was validated. The rubric uses a scoring system of 3-competent, 2-developing, 1-beginner, and 0-no evidence that ranks each characteristic subcategory.

Initial Findings: Summary of Scores by Criteria

Figure 1 shows the scores for development of civic literacy, critical thinking, working with others, and civic action for the sample drawn from the averages of the characteristic subcategories within each criteria. With an overall average score of 0.91, students ranked highest in the criteria focused on working with others.

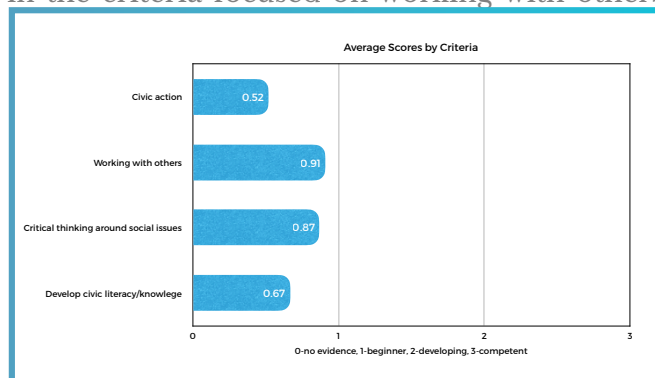


Figure 1. Student Scores for Overall Criteria Areas

The second highest ranking criteria—average score of 0.87—was critical thinking surrounding social issues/capacity to become community engaged learners. Reviewers gave students a score of 0.67 for the criteria focused on developing civic literacy. The lowest ranking criteria was for civic action/students act in mutually beneficial ways, with an overall average score of 0.52.

These results may demonstrate that SLCC students are more often highlighting activities focused on how they are working with others as well as their awareness about social issues. They are also reflecting on their values, attitudes and beliefs surrounding these issues but often they are not showcasing their service.

Although all students are required to participate in service as a part of their service-learning course, they do not appear to be adequately highlighting this in their ePortfolios. This is an area where future development needs to focus in order to help increase both the quality and quantity of artifacts that highlight the civic action piece of service-learning in addition to the civic knowledge, critical thinking, and working with others components. This needs to occur prior to the next evaluation cycle.

Summary of Scores by Characteristic Subcategories

Figures 2, 3, and 4 show the average scores for each individual characteristic subcategory. The highest subcategory overall was reflection on values, attitudes and/or beliefs, in which students scored 1.0, which indicates that when students post to their ePortfolio, reflection usually accompanies it. The second highest subcategory was knowledge of a social issue at 0.97, demonstrating that students are learning about the social issues pertinent to their service, but at a relatively low level. This should be a focus of improvement. The category focused on perspective taking ranked third (overall score of 0.90), followed by civic knowledge through a disciplinary lens (0.85) and openness (0.76). Students do not have enough knowledge of agencies/organizations that address social issues (0.69), and awareness of democratic structures was at only 0.37. Student understanding of their role in addressing social issues (0.59) and their focus on reciprocal, collaborative engagement (0.49) could both be improved. Finally, reviewers scored the breadth of student community engagement activities at only 0.48, but this is less of a concern because students usually only highlighted one service activity.

Overall, the findings demonstrate that faculty who teach service-learning courses need to be more cognizant of what the College hopes students take away from their experiences. Faculty also need to help students be more intentional about meeting these expectations. There is considerable variability in the types of assignments that students upload to their ePortfolio, which is only appropriate given faculty freedom to design the learning environment, but a more coordinated and intentional approach to the outcomes of service-learning should result in better student learning. Additionally, we should increase the use of ePortfolio to highlight signature assignments and reflection related to the civic literacy student learning outcome, because this is the best way to surface civic engagement among SLCC's students.

Student Scores for Civic Literacy/Knowledge

In this category, students rank highest on knowledge of social issues. This makes sense since this is a common category of knowledge that would likely be covered in many classes.

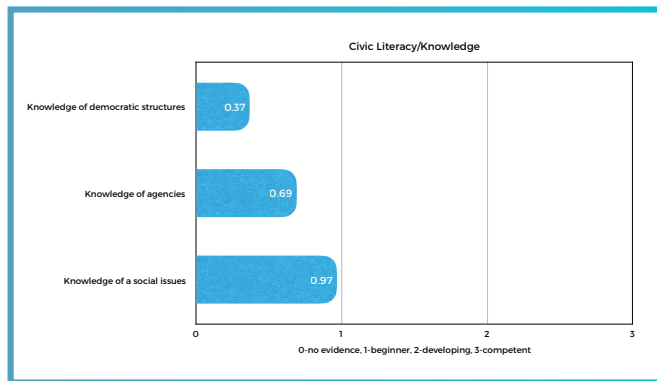


Figure 2. Student Scores for Civic Literacy/Knowledge

Student Scores for Critical Thinking

In this category students take the knowledge gained in the aforementioned civic literacy category and then critically analyze it, making relevant connections to one's own possible civic engagement and/or its impact on individuals/society. Overall some of the higher criteria scores are related to critical thinking. Taking into consideration all subcategories, students ranked highest on reflection on values, attitudes, and beliefs. This is followed by their civic knowledge as seen through a disciplinary lens. Critical thinking is also a unique SLCC student learning outcome (separate from civic literacy) and therefore may receive additional focus within courses.

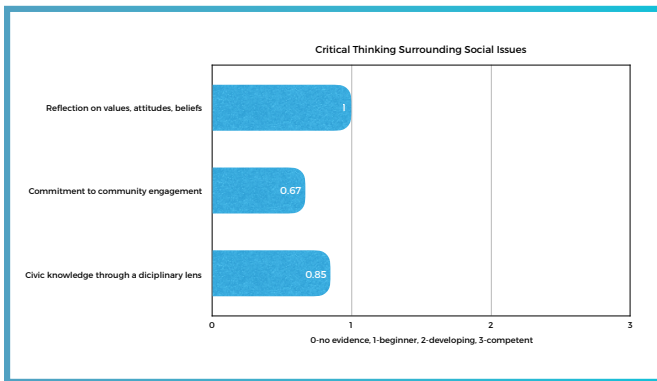


Figure 3. Student Scores for Critical Thinking

Student Scores for Working with Others

The second highest ranking for all the criteria falls within the working with others subcategory. Specially, students in service-learning courses are beginning to understand perspective taking, meaning that they were starting to transcend a self-centered perspective.

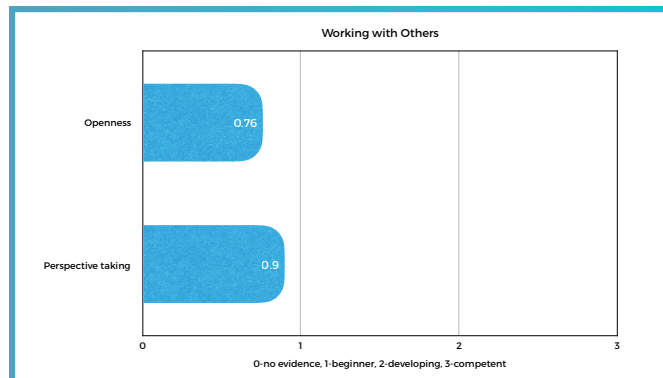


Figure 4. Student Scores for Working with Others

Student Scores for Civic Action

The Civic Action criteria was the lowest ranking category in terms of student scores on the rubric. All students are required to do service as a part of service-learning courses, so it does not appear that they are effectively highlighting their service work via ePortfolio. For service-learning courses, sometimes the assignments posted to the student’s ePortfolio do not focus on civic engagement (it may focus just on discipline-based content). In addition, the other criteria are broader and therefore, may be easier to identify. This is the case for other General Education student learning outcomes such as communication. It was also difficult to

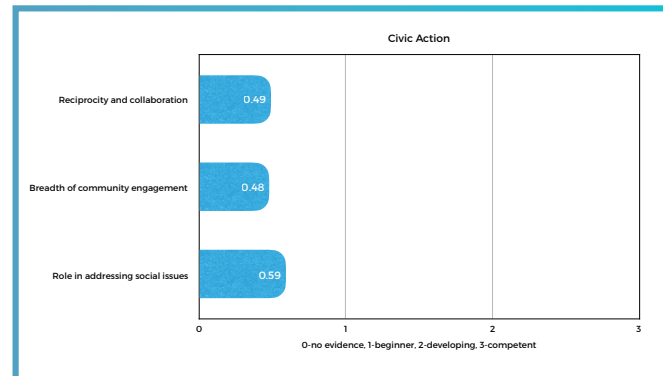


Figure 5. Student Scores for Civic Action

assess whether students were participating in multiple service projects because courses usually focused on one project.

Learning Outside the Classroom

We also wanted to see how civic literacy manifests in other areas of the ePortfolio such as the *Learning Outside the Classroom* page which is separate from the aforementioned academic course work pages. Our reviewers looked at the *Learning Outside the Classroom* pages of student ePortfolios since this is the primary area where co-curricular service activities may be highlighted. The assessors did not look at student’s *Welcome page* or *Goals and Outcomes page* as previously done because these areas rarely highlight student’s service. The *Learning Outside the Classroom* tab is an overall requirement when creating an ePortfolio as a part of a students’ General Education experience.

After examining the Learning Outside the Classroom pages in the sample, we conclude that students may not be reporting service work in this area effectively and/or regularly since the average score is 0.27 in this category. On this tab, students are asked to highlight internships, travel, hobbies and talents, family and friends as well as volunteer work. Since volunteer work is only one component of a large list of items that students can include, it may get overlooked. This shows students are adding content to their ePortfolios more often when they are required to do so for their General Education courses. That said, students who are heavily engaged in the community such as Civically Engaged Scholars or Student Government participants often have well-developed co-curricular material in this area that could be further analyzed qualitatively.

Recommendations

There are several recommendations based on the data in this report:

- **Faculty Professional Development:** While recognizing faculty freedom to design service-learning assignments as they see fit, SLCC should develop a more coordinated and intentional approach to service-learning professional development. Faculty should come to a consensus informed by the

civic literacy learning outcome and rubric. What knowledge, skills, and attitudes do we want students to develop as the result of participating in a service-learning course? How can we prompt them to demonstrate those abilities?

- **Collect, Connect, Reflect in ePortfolio:** The Service-Learning and ePortfolio programs should continue to encourage service-learning faculty to require that students consistently upload signature assignments focused on civic literacy, critical thinking, working with others, and especially civic action in their ePortfolio. Currently, existing service-learning faculty do not always require that the signature assignment posted in ePortfolio for their class focus on the aforementioned categories. In addition, some service-learning courses do not carry a General Education designation which means that ePortfolio may not be prioritized. We should also consider that student reflections are heavily reliant on the specific prompts that are provided. Often these prompts are focused on other student learning outcomes besides civic literacy. Therefore, the assignment that is evaluated may not adequately reflect the service-learning students' acquisition of the civic literacy goals in their scores in each category. This is especially true regarding the lack of evidence in the scores for civic action. Although civic action in the community is required for all service-learning courses, this is not reflected in students' ePortfolios.
- **Collaboration:** The Service-Learning and ePortfolio programs should continue to collaborate to ensure that all faculty teaching service-learning courses also receive training in ePortfolio pedagogy.
- **Reflection Prompts:** It would be helpful to further explore the areas that received lower scores (i.e. awareness of democratic structures, knowledge of agencies/organizations that address social issues etc.) and create additional prompts that help focus student reflection on these areas.
- **ePortfolio Templates:** In the Learning Outside the Classroom tab, perhaps prompts could encourage students to highlight volunteer work and service outside of their academics more.

About the Author



Lucy is the Engaged Learning Coordinator at Salt Lake Community College (SLCC). Her primary focus is managing the service-learning and study abroad programs for the college thereby supporting two major high-impact practices (HIPs). She helps integrate service-learning pedagogy as well as international and global learning in the curriculum. Lucy also supports other HIPs at SLCC that need a “home.” Major focus areas include faculty professional development, curriculum design, assessment, and co-leadership of Study Abroad trips, Alternative Break, and other student programs. Lucy also leads a cross functional team focused on assessing the General Education Civic Literacy Student Learning outcome via ePortfolio. Lucy’s Master’s Degree is from the University of Utah in Parks, Recreation, and Tourism with an emphasis in Experiential Education. You can view her ePortfolio here: <https://slcc.digication.com/LucySmith>

Appendix

Civic Literacy Student Learning Outcome Assessment Rubric

Criteria	Characteristic	0	1-Beginner	2-Developing	3-Competent
Develop civic literacy/knowledge	Knowledge of a social issue	No evidence.	Lists some social issues or states basic details of a political, historical, economic, or sociological aspect of social change.	Explains social problem(s) or the political, historical, economic, sociological aspects of social change-or lack of change based on research with a social issue.	Compares and contrasts different perspectives and/or ideas detailing social problems or the political, historical, economic, sociological aspects of social change.
	Knowledge of agencies/ organizations that address social issues	No evidence.	Emerging awareness of agencies/ organizations focused on addressing social issues.	Lists agencies/organizations responsible for addressing social issues.	Recognizes relevant agencies/organizations and explains how they address a social issue.
	Awareness of democratic structures	No evidence.	Lists key democratic text and universal democratic principles.	Explains key democratic text and universal democratic principles.	Analyzes one or more key democratic text and/or universal democratic principles.
Critical Thinking/Surrounding Social Issues/ Capacity to become community engaged learner	Civic knowledge through a disciplinary lens	No evidence	Lists or defines issues (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement or its impact on society.	Explains issues (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections/ implications to civic engagement or its impact on society.	Analyzes issues (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement or its impact on society.
	Source(s) of responsibility or commitment to community engagement	No evidence.	Mentions that they have to do service for a class or as a part of a group.	Mentions that they are required to do service for a class or as part of a group and expresses value in it.	Mentions that they want to do service to support the community or society at large.
	Reflection on values, attitudes, and/or beliefs	No evidence.	Little to no reflection on personal values, attitudes, and beliefs.	Aware of personal values, attitudes, and beliefs in relation to others.	Critically examines personal values, attitudes, and beliefs in relation to others.
Working with others	Perspective taking	No evidence.	States own perspective (i.e. cultural, disciplinary, and ethical).	Explains own perspectives and identifies perspectives of others.	Analyses multiple perspectives for points of commonalities and differences.
	Openness	No evidence.	Expresses willingness to interact with diverse others.	Discusses a plan to initiate interactions with diverse others.	Actively seeks out interactions with diverse others.
Civic Action/ Students act in mutually beneficial ways	Role in addressing social issues	No evidence.	Others prompt their involvement in the community or service.	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a responsibility (e.g. takes the initiative) in addressing a social issue through involvement in the community or service.
	Breadth of community engagement (e.g. direct, indirect, advocacy, research, fundraising/ philanthropy, in-kind contributions)	No evidence.	Participated in one type of community engaged activity.	Participated in two types of community engaged activities.	Participated in three or more types of community engaged activities.
	Reciprocity and collaboration	No evidence.	Only talks about service activity from personal feelings or through the lens of the course assignment.	Provides evidence that they learned about the partner or partners needs from third party (includes web research).	Personally spoke to the partner and learned about the community need, perhaps on an on-going basis.

Digital Learning Archives: Beyond ePortfolios

Author: Sonja Taylor

Review Editor: Barbara Ramirez

Introduction

In many cases ePortfolios are seen as an end product where emphasis is on the showcase rather than the process. Instead of thinking of ePortfolio as an end product, emphasis should be placed on building a digital learning archive (DLA) from which students and faculty could take “snapshots” in the form of an ePortfolio with a specific audience in mind. Artifacts from a DLA might be appropriate in a number of different contexts, thus maintaining a DLA ensures that students and faculty can hit the “pause” button at any time and design an ePortfolio that authentically reveals a collection of evidence showcasing the relevant digital identity required. Further, having such an archive provides depth to the kinds of connections students and faculty can make.

A Digital Learning Archive

I have been requiring that students develop ePortfolios in my classes for almost a decade and during that time I have engaged in the practice myself, as a way to model ePortfolio building for my students and in order to document my own professional development. Along the way I have worked on bridging and blending my digital identity so that it reflects a more authentic picture of who I am and what matters to me. As a consequence of my own work with digital spaces I have shifted the way I think about ePortfolios so that the process of collecting learning artifacts in a digital form has

become my primary concern. This allows me to quickly put together ePortfolios on the fly that showcase my learning around a particular goal. My digital archive is located across several different platforms, which allows me to integrate my digital identities into an evolving digital citizenship.

Multiple Platforms

Although my archive is located across several different platforms, I primarily use Pebblepad, Facebook, Instagram, Timehop and Google Drive. Pebblepad is a personal learning platform that is supported by Portland State University and functions as my professional ePortfolio tool. Facebook is what I would consider my digital living room and provides a space where I engage in digital citizenship – often bringing in content from the academic realm and certainly with an academic lens of analysis. Instagram is my creative outlet, but also a space where I reflect and try to make connections with ideas that matter to me. Timehop and Facebook memories prompt reflection by showing me past photographs and commentary that I can view through my present context. Google Drive houses documents and presentations that I can link to through Pebblepad, in order to provide examples of professional development, such as my CV, presentations and assignments from different classes.

Because I have worked on blending my identity across my digital spaces, I have noticed that my

reflections and learning process have deepened both personally and professionally. I have also noticed that I am much more likely to have evidence at hand when a friend or colleague has a question or needs an example. In the remainder of this article I will focus on two specific instances where my digital archive has deepened my reflective process. The first is a project that I worked on with my teenage son and the second is my professional practice of putting together a portfolio for review and promotion.

A Personal ePortfolio

The personal example I want to focus on is a portfolio that I built with my son as a project for him to get extra credit in English and World History his freshman year of high school. For the project we interviewed my grandmother who was living with us at the time and who was 96 years old. My son and I conducted a series of interviews where he asked her about history and politics and we put them together in an ePortfolio with images and reflections from both of us. My son got credit for his class, but we also gained an archive of recorded conversations with my grandmother who passed away a few months later. At the same time, I was writing a blog about helping my grandmother through the process of dying and I used some of the recordings in my blog. I have also used the ePortfolio created by me and my son as an example of personal ePortfolio for presentations in different settings. I have shared that ePortfolio with different friends and family who knew and loved my grandmother so that they could hear our conversations and because it provides an amazing memoir of her life. Clearly, the digital archive my son and I built serves many different functions and can be showcased in multiple ways.

A Professional ePortfolio

The professional example I will discuss is my own annual review and promotion ePortfolio. I started using ePortfolios for annual review a few years ago and since I have started focusing on building a digital archive I actually look forward to the process. I look forward to building

my professional ePortfolio because I have all the materials available to me. I save assignments and slideshows and I have an archive of letters of support. When it is time to create my annual review portfolio, I just reflect on what I have done and link to the evidence that I have saved in Google Drive. Most of the assignments and presentations that I want to showcase are already on my public ePortfolio where I keep my updated teaching/learning philosophy. In this way my digital archive does double and sometimes triple duty since the artifacts are on my public ePortfolio and I have often reflected on the outcomes on Facebook – where I get feedback from friends and colleagues. Having conversations in multiple spaces about my digital learning artifacts better prepares me to discuss them in my professional review.

Conclusion

In sum, the benefits of focusing on building a digital learning archive are many and varied. Integrating digital identity across multiple platforms allows for a deeper and more connected reflection in all contexts. Focusing on the process and collection of digital learning artifacts provides a virtual warehouse of learning on which to draw and helps to avoid anxiety about putting together showcases at the last minute.

About the Author



Sonja Taylor is the Director of Senior Inquiry at Portland State University. Senior Inquiry is a dual credit program where high school seniors take an embedded first year seminar course taught by a team of faculty made up of two high school faculty and one PSU professor. Dr. Taylor has an MS in Conflict Resolution and a Ph.D. in Sociology. She brings her passion for social justice and authentic relationships to her work as an administrator, instructor, and researcher.

Developing Innovative Reflections From Faculty Development: Lessons Learned

Authors: Mark Urtel, Rachel Swinford, Steve Fallowfield, & Lisa Angermeier
Review Editor: Barbara Ramirez

Introduction

“Life can only be understood backwards; but it must be lived forwards.”
~Soren Kierkegaard

This quote attributed to 19th Century Danish Philosopher Kierkegaard concisely summarizes how we currently know and understand reflection. While his words greatly pre-date even the earliest academic citation on reflection, they have, nonetheless, aged beautifully. In fact, these 12 words have stood the test of time as they underpin more formal scholars on reflection and still resonate with practitioners today. In particular, Dewey (1960) and Schön (1983) have echoed this theme, and each has provided a more formal anchor for *looking back* on an experience as a necessary pre-requisite to learning. And this has resulted in the coining of reflection as the formal process to stimulate learning.

In the current landscape of higher education, reflection is a generally accepted and essential characteristic of the teaching and learning process, generally (Brookfield, 1998; Rogers, 2001; Zeichner, 1996) and of those more refined experiences illustrative of *engagement indicators* necessary for student success and learning, explicitly (Kuh, 2002). In particular, Di Stefano et al. (2014) point out that reflection codifies learning and does so with experience and context, to the extent, after a while, reflection promotes learning better than simply more

practice. In a more robust manner, Yancey (2016) offers an exhaustive review of how reflection can be used to not only promote learning, but also help develop writing skills, aid in assessment, and, with its natural *rhetorical power*, help us make new meaning of experiences and contexts. In essence, reflection is potent in many ways. Yet, while outside the scope of this paper, it is important to acknowledge that some academics hold an antithetical view to the significance of reflection and question the true utility of thinking back on an experience (Atkins & Murphy, 1993; Mackintosh, 1998).

We ascribe to the productive role of reflection on student learning and continually look at ways to improve the process of reflection

We ascribe to the productive role of reflection on student learning and continually look at ways to improve the process of reflection. It is relatively clear that certain elements are expected to be integrated into a reflection to make it impactful. It may be easier, however, to start with what reflection is not. It is not simply ruminating about a prior event. In fact, Bullough and Gitlin (1995) are more direct and state that reflection is more than “thinking hard about what you do.” Stated differently, reflection is not merely logging what you did or re-hashing an event or

experience. Rather, reflection is contextual, and not episodic. Reflection is an intentional effort that allows us to wonder or doubt about what we know, plan-to-do, or did. . . all in the hopes of learning and improving. As Liston and Zeichner (1987) point out, it is an inquiry into underlying assumptions and consequences of our actions.

Though this essence of effective reflection is known and highlighted (though perhaps worded differently) in the literature, what is less confirmed and evident in the literature is, literally, how best to reflect. The act of reflection itself is left out of the broad discussion. This is a bit ironic as the benefits and utility of reflection have long been understood, yet the process of reflection is not. Recently, both Giaimo-Ballard and Hyatt (2012) and Huang (2017) have indicated that instructors are left to their own when crafting reflection modalities for their students given the lack of action research focused on reflection and student learning.

One could argue that written reflection is the most common form of reflection in higher education today (Kember et al., 2008). And given the scoring rubrics for student reflection that are readily available, it appears this is a plausible claim. In fact, a quick survey of the literature on student reflection rubrics reveals that many of the criteria listed, along with the accompanying descriptors, are aligned with writing conventions and standards.

This paper will introduce how our departmental ePortfolio faculty cohort re-cast the notion of reflection from the typical expectation of writing into more innovative and efficacious forms of reflection for learning. We have and, to an extent, continue to foster forms of written reflection, but with heavy teaching loads, high student enrollments, and managing multiple high impact practices in the same semester, it becomes unwieldy. On top of this, our students are equally as busy with both on-campus and off-campus responsibilities. Therefore, we found a need to explore and find alternative forms of student reflection.

Context

Our department is one of seven academic departments in a larger school. We have three majors and approximately 550 students at the undergraduate level. While high impact practices and reflection are not new to our curriculum, ePortfolios are. Recently we implemented a department-wide ePortfolio program across all of our majors for all students.

Students begin their ePortfolio freshman year in a first-year seminar course and then build upon it throughout the curriculum adding key assignments and experiences. The ePortfolio is finalized in a senior level capstone course.

The ePortfolio serves as a visual representation of each student's personal journey to professionalism

The ePortfolio serves as a visual representation of each student's personal journey to professionalism. One of our primary goals is to provide students a venue (i.e. the ePortfolio platform), tools, and resources to help them become reflective practitioners. As we began implementing ePortfolio, we quickly realized we needed to include a variety of reflections to help students deepen their learning in a more meaningful way. When we reviewed student reflections from typical written prompts, the expected depth of learning and understanding was evidently lacking. It appeared students were either (1) writing what we wanted to hear or (2) writing in a manner that simply addressed the prompts, and not from where "they were at" from an experience. As such, finding ways to foster effective and significant reflections were something we were determined to address and improve.

This led to an exploration of innovative reflection practices. Each of us reviewed the scholarship of reflection and acquired as much information as we could. Then, we experimented with various modalities. Our decisions for exploration and eventual adoption factored in the context of our course load (including

enrollments), experiential learning opportunities of the course, and our own individual preference. Just as important, these modes of reflection have, thus far, met the expectation that student reflection should not be an onerous or cumbersome task. Moreover, it should reveal to a faculty member the extent to which a student questioned their own abilities, considered their actions, and then the consequences on others (among other things). Each reflection should also be assessable so that a faculty can attribute a level of achievement to the student.

Innovative Reflections

From the larger mosaic of reflection practices we picked up, Table 1 illustrates several innovative reflections along with an explanation and example prompts. We believe these techniques meet the criteria and therefore employ them.

With these innovative reflection practices, it appears (and we support this) students are able to think more analytically and deeply about their experiences. The use of a variety of reflections helps to nurture metacognition along with fostering the importance of creative and

Innovative Reflection	Explanation of reflection	Example prompts
6-Word Reflections (Hamm, 2015)	This assignment was created to replace a more traditional daily journaling assignment. It is a spin on 6-word memoirs. Rather than creating a memoir, students choose six independent word that describe an experience and/or their feelings.	Reflect back on your first day during Summer Bridge and choose six independent words to describe your experience.
Small-Moment Reflections (Bleicher & Correia, 2011)	A small-moment reflection is a writing strategy that allows students to focus on a small moment (of an experience) and discuss/reflect the meaning of that one moment in greater detail.	During the service-learning experience, recall a moment that was “meaningful” to you. Describe the moment and explain what happened. Reflect on why this particular moment was significant and meaningful to you.
Insta-Snap-a-Tweets (Renner, 2018)	During the first-year seminar courses, students are asked to submit weekly social-media-like posts to reflect on their first semester in college.	Choose a picture (e.g. a selfie with a new friend you made, your favorite activity of the week, something on campus that stuck out for you, etc.) and a short caption (less than 140 characters) to explain your picture.
Digital Storytelling (McLellan, 2007)	Digital storytelling allows students to use technology, specifically computer-based tools, to tell their story of an experience.	Tell us the story of your first semester of college using pictures and videos to help illustrate your story! Start with your experience at orientation and then into the fall semester. How did you feel starting school? What were the ups/downs? Etc.
About Me Poem (Talusán, 2012)	The “I am” poem allows students to share more about themselves and their identities with their classmates. The sharing can range from light-hearted to more personal details. Students can share their poems orally in class or via posting to their LMS.	How did it feel to write your poem? How did it feel to share your poem? Were there personal details you did not share in your poem? Why did you not share? What commonalities did you hear/read in your classmates’ poems? What surprised you most?
Cultural Artifact (Talusán, 2012)	Students bring an item to share with the group that they highly value. This provides a way to self-disclose part of their identity.	What was this experience like for you? What did you learn that you might not have known if we did not do this activity? What commonalities did you find in the group? What differences? How did this activity allow you to understand yourself and your group better?

Table 1. Innovative Reflections used in ePortfolios

critical thinking skills so that all students are able to make meaning of their course experiences. Somewhat self-serving, these reflection types are also very manageable and allow us, as faculty members, to maintain our rigorous teaching load and offer timely feedback to our students. We see this as a win-win.

Student Examples

Below are two examples of the 6-word reflections using a word cloud to illustrate students' choice of words. Examples of Insta-Snap-a-Tweets, an About Me Poem, and a Digital Story are also included.

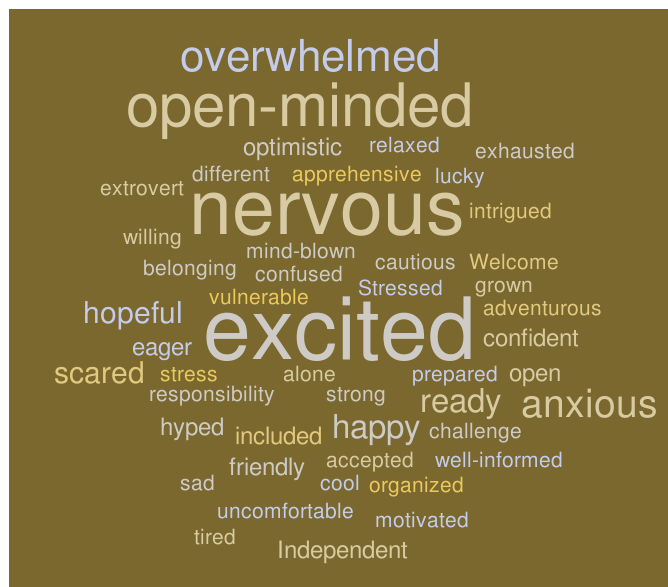


Figure 1. Responses to 6 Word Prompt About Starting College



Figure 2. Responses to 6 Word Prompt About Seminar Experience

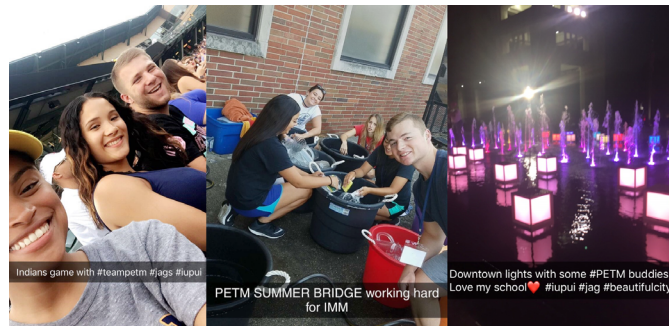


Figure 3. Bridge Insta-Snap-a-Tweet Examples

About Me Poem Example

Being me does not come from my clothes,
 Being me does not come from my race,
 Being me does not come from age, religion, or
 where I am from.
 Being me comes from my heart, mind, and soul.

-Freshman student, 2019

Figure 4. About Me Poem Example

Digital Story Example

Link to a students' digital story reflecting on her first semester in college — <https://www.youtube.com/watch?v=rc8VaJtxqVc&feature=youtu.be>

Conclusion

As educators committed to striving for excellence in teaching through the use of high-impact practices to better serve our students, we fully embrace reflection as an evidence-based tool in building a conduit to learning. Understanding written reflection, however qualified it may be, does not always accommodate all students and all faculty in all situations. Innovative reflection practices offer choice and diversity in meeting the needs of the many versus the few. Quite simply, it can achieve the same goal, but in an alternative way. This important lesson learned through the experience of implementation motivates us to not only continue to use a variety of reflections but to also seek to create and discover new and innovative reflections in the future.

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Institutional ePortfolio Implementation: A Review of Program Transformation

Author: Cindy Stevens

Review Editors: Barbara Ramirez & Adam Wear

Introduction

ePortfolio program implementation is nothing new. However, as institutions continue to develop and adopt ePortfolio programs, mapping out a formula for success and exploring lessons learned will help other programs transform their practices. A visual representation of the implementation routes of multiple programs and institutions will help in this understanding. It seems that no matter the implementation pathway, similarities in the process directly impacted interdisciplinary approaches and learning designs. Valuable learning lessons along the way will also help to connect ePortfolio implementation processes to educational mission and goals. Comparing

these processes to the Blevins and Brill (2017) framework will add another layer and help to understand these institutional journeys.

It seems that no matter the implementation pathway, similarities in the process directly impacted interdisciplinary approaches and learning designs.

Four different models (school or program) were chosen to showcase ePortfolio implementation. For the visual learner, these models were mapped out in a process-oriented way based on interpretation of these implementation cases. Lessons learned were extracted from the cases and process methods were compared to the Blevins and Brill (2017) framework. These models consisted of a bottom-up, top-down, technology-driven, and middle-tier approach. Multiple cases were reviewed. These approach descriptions are shown in Table 1. ePortfolio Implementation Approach Definition.

Implementation Approach	Aspects
Bottom-up	Usually driven by faculty/staff/committee Early Adopters /Diffusion Formal/Informal Could be Grassroots
Top-Down	Strategic plan VP/CIO Mandated Formal
Technology-Driven	Bottom-up/Top-down Formal Tech Acquisition Process Project Based
Middle-Tier	Championship Approach Programs/Department Level

Table 1. ePortfolio Implementation Approach Descriptions

ePortfolio Implementation Framework

Blevins and Brill (2017) developed a modeling framework capturing six components that reflect an understanding of ePortfolio implementation. The chosen

school/programs within the four different approaches were matched to this framework for an additional understanding of each process model. The Blevins and Brill ePortfolio implementation framework (2017) consists of the following components as shown in Table 2. ePortfolio Implementation Framework Components.

Component	Definition
Awareness	Knowledge
Motivation	Incentive(s)
Commitment	Value, Participation
Resources	Time, Money, People
Leadership	Support
Evaluation	Assessment

Table 2. ePortfolio Implementation Framework Components

Bottom-up Approach

The first case chosen for analysis includes a bottom-up approach. University of Michigan’s Dearborn campus began ePortfolio implementation with a grant as shown in Figure 1. Bottom Up Approach (Luera, Brunvand, & Marra, 2016). Dearborn’s process is very interesting. The ePortfolio implementation process began with a grant, early adopters, and free platforms. Several years later a committee was formed and several years after that open source platforms were chosen. By 2008 more adoptions were taking place and training began. In 2010 an ePortfolio admin was hired and by 2011 Google Sites was adopted as the platform. Currently, there are multiple free platforms in use and outcomes, support, and resource needs are in place and identified.

Lessons learned included:

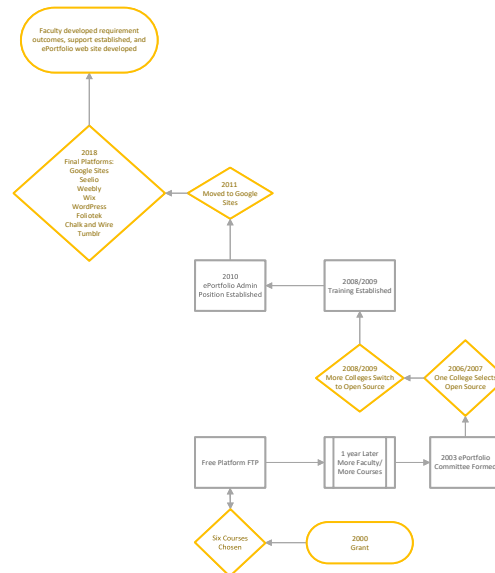


Figure 1. Bottom-Up Approach (See next page)

- In the beginning editing code
- Became teaching aids
- Systems issues
- Realized resources were needed (i.e. a Committee)
- Many questions after questions
- Alignment of assessment started
- Recruit small core faculty for early adopters
- One department after another jumped on board
- Core values/alignment
- Needed training
- Should be faculty driven not tech driven
- No more open source
- Be flexible to change

Dearborn’s processes and decisions fit into Blevins’s and Brill’s framework, as shown below in Table 3: Blevins and Brill Bottom-Up Framework.

School/Model	University of Michigan – Dearborn (UMD)
Awareness	Six courses chosen
Motivation	One year later, more faculty/more courses
Commitment	Committee formed
Resources	Grant
Leadership	Training established
Evaluations	Faculty developed requirement outcomes, support, and resources

Table 3. Blevins and Brill Bottom-Up Framework

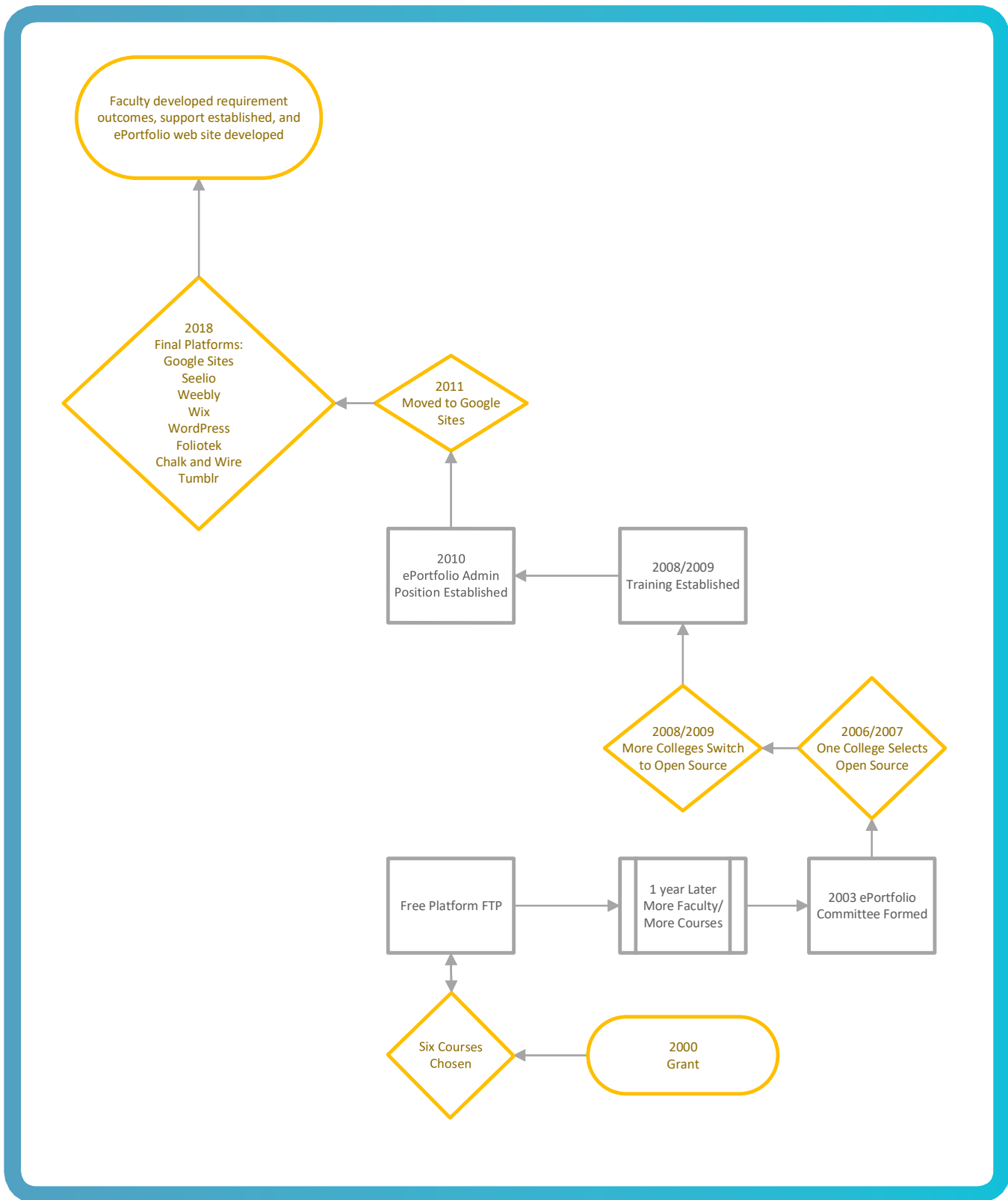


Figure 1. Bottom-Up Approach

Federation’s top-down approach indicates a logical and/or methodical process-oriented approach to ePortfolio implementation.

Top-Down Approach

The second case chosen for analysis includes a top down approach. Federation University of Australia began ePortfolio implementation with a four-tier top-down strategy as shown in Figure 2. Top Down Approach (Hains-Wesson, Wake-ling, & Aldred, 2104). Federation’s top-down approach indicates a logical and/or methodical process-oriented approach to ePortfolio implementation. The four-tier process includes determining key barriers, platform selection, testing, and committee formation, formal assessment, outcomes, and evaluation.

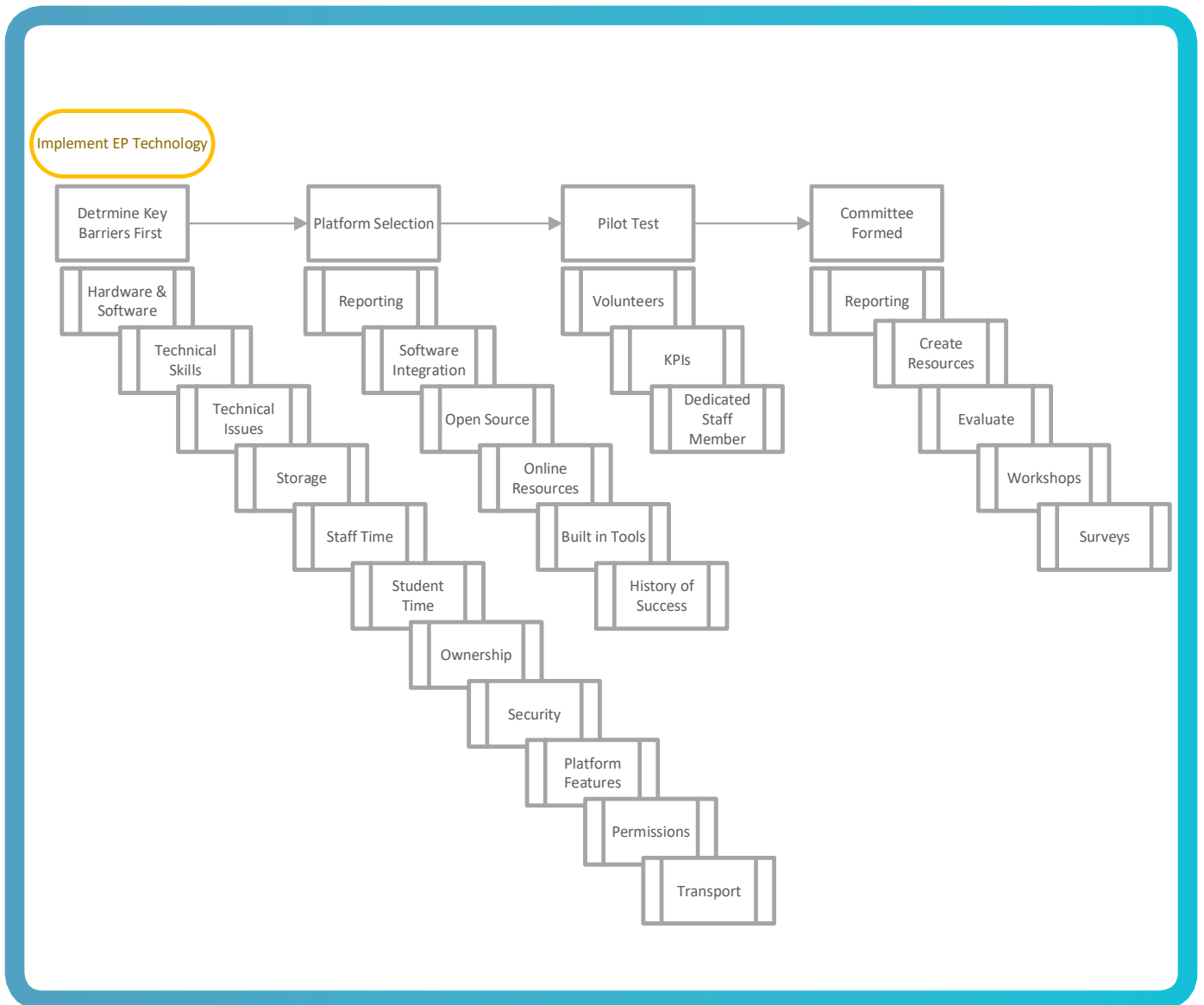


Figure 2. Top-Down Approach

Lessons learned included:

- Limited funds
- Time constraints
- Limited tech support
- Back end technology needed an upgrade
- Wanted technology right upfront
- Three-tier approach
- Pilot test
- Dedicated staff member hired
- Committee formed
- Started with a purpose:
 - Hardware/software
 - Technical skills
 - Technical issues
 - Storage
 - Staff training
 - Student training
 - Ownership
 - Security
- Platform features
- Permissions
- Transportability

Federation’s processes and decisions fit into Blevins’s and Brill’s framework (2017), as shown below in Table 4. Blevins and Brill Top-Down Framework.

School/Model	Federation University of Australia
Awareness	Determine key barriers first
Motivation	Volunteers
Commitment	Committee formed
Resources	Platform selection (Acquisition Study), training, workshops
Leadership	Hired dedicated staff member
Evaluations	Pilot testing, KPIs, reporting, surveys

Table 4: Blevins and Brill Top-Down Framework

Technology-Driven Approach

The third case chosen includes a technology-driven approach. George Washington University conducted a full tech acquisition process as shown in Figure 3. Technology-Driven Approach (Posey, Plack, & Snyder, 2015). George Washington’s approach indicates a formal technology acquisition project management approach. Faculty and admin from five colleges formed an ad hoc committee to push ePortfolio implementation strategy with a technology-driven approach. This approach consists of identifying needs first using a weighted scoring method and pilot testing of platforms. Next, students were recruited to test, feedback was collected, and a platform was chosen. A one-year grant continued the process.

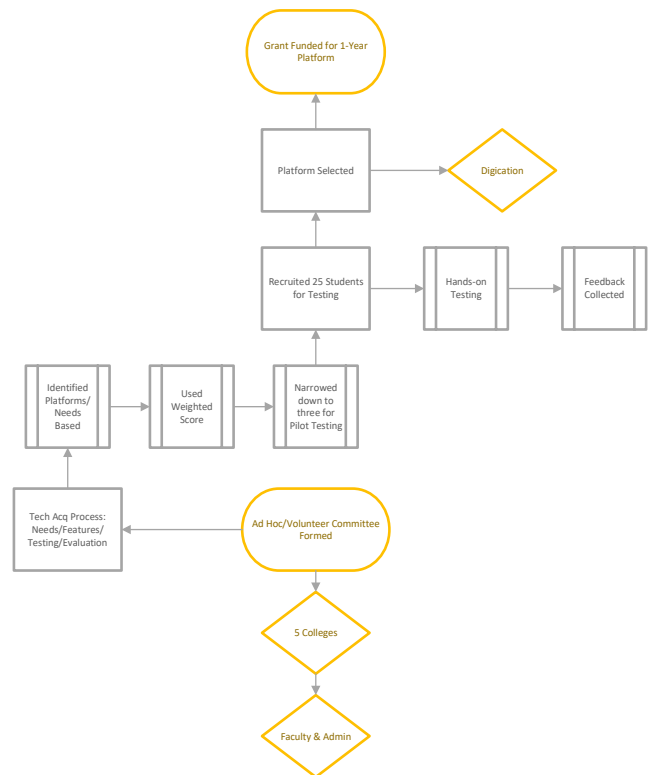


Figure 3. Technology-Driven Approach (See next page)

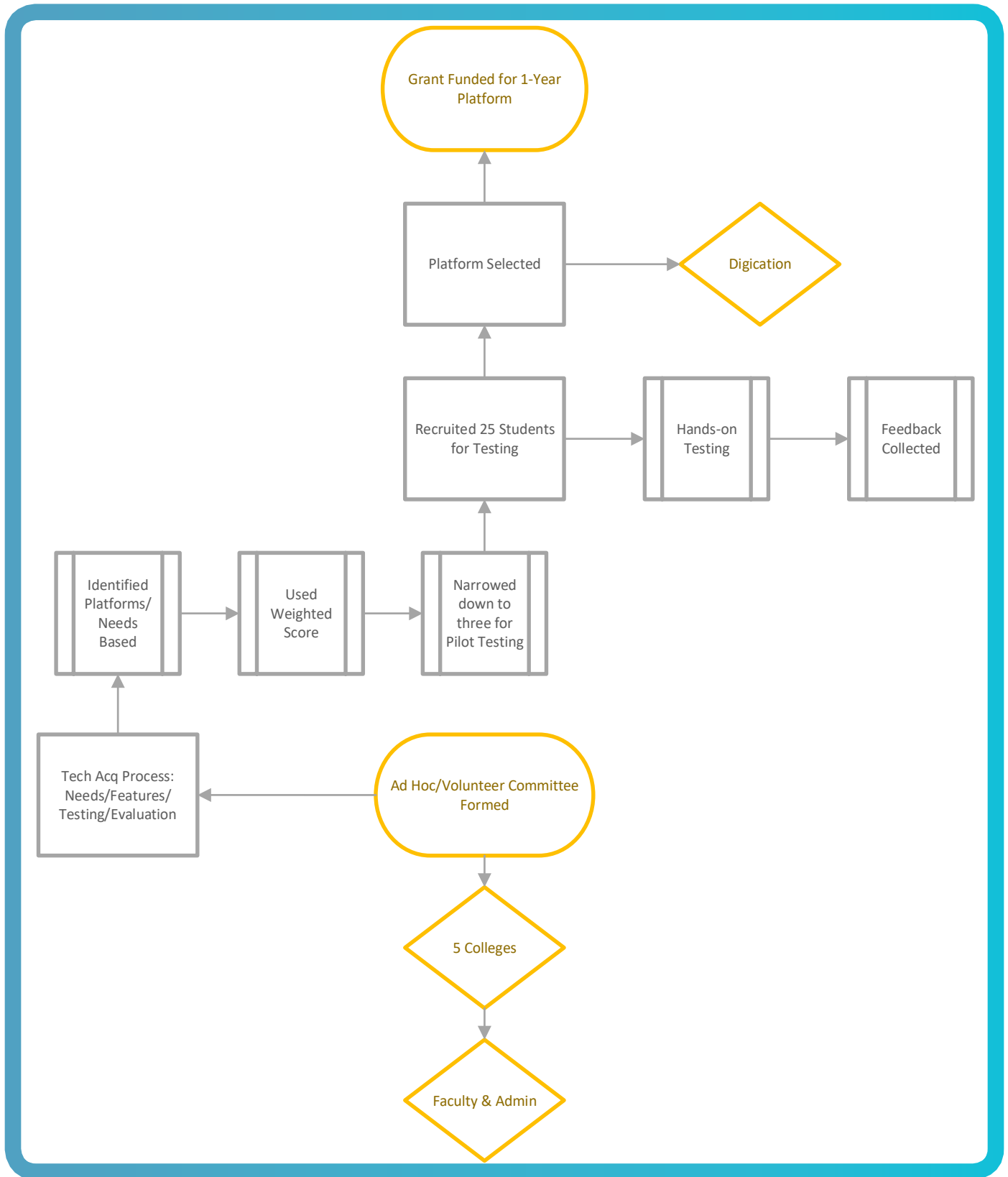


Figure 3. Technology-Driven Approach

Lessons learned included:

- Process brought about an interdisciplinary experience
- Should have defined purpose first
- Committee was able to identify benefits and strategy
- Selected platform based on needs and not functionality
- Future issues:
 - Ongoing support
 - Funding
 - Security
 - Long-term maintenance
- Resulted in a five-phase process:
 - Needs analysis
 - Select platform
 - Platform testing
 - Pilot testing
 - Evaluations

George Washington’s processes and decisions fit into Blevins’s and Brill’s framework, as shown below in Table 5. Blevins and Brill Technology-Driven Framework.

School/Model	George Washington University
Awareness	Grassroots effort all over campus
Motivation	Volunteers from five colleges and admin (teaching and learning, student affairs, and technology services)
Commitment	Committee formed
Resources	Grant
Leadership	Admin (teaching and learning, student affairs, and technology services)
Evaluations	Technology acquisition weighed scoring, platform testing, pilot testing, and survey feedback

Table 5. Blevins and Brill Technology-Driven Framework

Middle-Tier Approach

Finally, the fourth case includes a middle-tier approach. Portland State University approached ePortfolio implementation through a leadership program as shown in Figure 4. Middle-Tier Approach (Kutten & Reynolds, 2018). The middle-tier or championship approach indicates an emphasis more on the student, related to student learning. This embedded approach seems more integrative and focused more around the purpose of the ePortfolio and assessment of specific student learning. Meaning, the approach is centered around specific goals of gaining skill, knowledge, and experience versus reflecting and displaying in the student ePortfolio.



Figure 4: Middle-Tier Approach (See next page)

Lessons learned included:

- ePortfolio a powerful resource
- Serves as an extension of class time
- Learned more about the individual student
- Students realized more about real life experience
- Level of accountability
- Intentional about classroom discussion of ePortfolio efforts
- Employer rankings drove certain areas:
 - Team-work
 - Problem-solving
 - Written communication
 - Leadership roles
 - Engagement
- Identification of ePortfolio audience (students)
 - Cohort, peers, potential employers

Portland State’s processes and decisions fit into Blevins’s and Brill’s framework, as shown below in Table 6. Blevins and Brill Middle-Tier Framework.

School/Model	Portland State University	Commitment	Application process Open to students who hold leadership roles on campus (120 per year) Year-long
Awareness	More student based and not campus based Reflect on learning outcomes Engage in learning strategy: generative knowledge interviewing Student experience versus artifact Dialogue and Feedback	Resources	PebblePad already in place Leadership cohorts: teamwork, social responsibility, community engagement, social justice
Motivation	Student Activities and Leadership Program (SLAP) Very competitive Engaging activities: lecture, discussion, problem-solving, presentation, and reflections	Leadership	Leadership program Seven C's: Consciousness of self, Congruence, Commitment, Collaboration, Common purpose, and Controversy with Civility
		Evaluations	KPIs to be met, SLAP Assessment, Facilitator review

Table 6. Blevins and Brill Middle-Tier Framework



Figure 4. Middle-Tier Approach

Consolidated Model of Framework

A consolidated table of the four different types of ePortfolio implementation process are shown in Blevins’ and Brill’s model as shown in Table 7. Blevins and Brill Consolidated Model Framework (below).

Conclusion

ePortfolio implementation is nothing new. Models indicating the decisions and processes provide an understanding of each approach. Lessons learned indicate similarities across these approaches as well. In addition, matching these processes to Blevins’ and Brill’s Framework further indicates that no matter the ePortfolio Implementation approach, certain processes can be matched to its’ components.

School/ Model	University of Michigan - Dearborn (UMD)	Federation University of Australia	George Washington University	Portland State University
Approach	Top Down	Bottom Up	Technology Driven	Middle Tier
Awareness	Six courses chosen	Determine key barriers first	Grassroots effort all over campus	More student based and not campus based Reflect on learning outcomes Engage in learning strategy: generative knowledge interviewing Student experience versus artifact Dialogue and Feedback
Motivation	One year later, more faculty/ more course	Volunteers	Volunteers from five colleges and admin (teaching and learning, student affairs, and technology services)	Student Activities and Leadership Program (SLAP) Very competitive Engaging activities: lecture, discussion, problem-solving, presentation, and reflections
Commitment	Committee formed	Committee formed	Committee formed	Application process Open to students who hold leadership roles on campus (120 per year) Year-long
Resources	Grant	Platform selection (Acquisition Study), training, workshops	Grant	PebblePad already in place Leadership cohorts: teamwork, social responsibility, community engagement, social justice
Leadership	Training established	Hired dedicated staff member	Admin (teaching and learning, student affairs, and technology services)	Leadership program Seven C’s: Consciousness of self, Congruence, Commitment, Collaboration, Common purpose, and Controversy with Civility
Evaluations	Faculty developed requirement outcomes, support, and resources	Pilot testing, KPIs, reporting, surveys	Technology acquisition weighed scoring, platform testing, pilot testing, and survey feedback	KPIs to be met, SLAP Assessment, Facilitator review

Table 7. Blevins and Brill Consolidated Model Framework

About the Author



Cindy is a Full Professor at Wentworth Institute of Technology, Boston, MA, in the Business Management department. She received her Ph.D. in Technology Management at Indiana State University, her Masters in Technical & Professional Communication from East Carolina University and her Baccalaureate Degree in English from Hilbert College. She also just recently completed a Certificate in Facility Management. Her full biography can be found at www.cindypstevens.com. She is also the Executive Co-Editor of AePR, AAEEBL's Online Journal.

These visual processes, lessons learned and framework matching provide guidance for choosing an ePortfolio implementation method, helping practitioners understand which ideas to consider, avoid certain pitfalls, and recognize commonalities across approaches.

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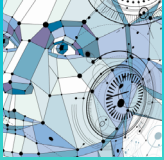
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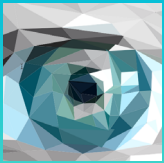
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