ePortfolios for General Education and Beyond: 
The Development Process

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Utah Valley University
IUPUI Assessment Institute
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Utah Valley University

- 33,000 students
- University status in 2008
- Carnegie – Community Engaged
- Certificates – graduate programs
• Integrated and Applied Learning
  o Engaged Learning
  o Integrated Learning
  o Applied Learning

• Intellectual and Practical Skills Foundation
  o Communication
  o Quantitative Reasoning

• Stewards of Place
  o Local Community
  o Global Community
  o Interdependence Among Communities

• People of Integrity
  o Ethical Reasoning and Understanding
  o Personal and Social Responsibility

• Professional Competency
  o Ability to Adapt and Change
  o Teamwork
  o Problem Formation and Solution

• Knowledge Foundation
  o Core and Distribution
• Evaluate/assess student learning; collect & analyze data related to the ELOs across GE courses and majors; meet accreditation expectations

• Promote student ownership and responsibility for learning; change focus from a checklist of requirements to deep learning

Purpose
1. Gathering Information

- Conferences – IUPUI, The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL,) AAC&U
- State-Wide Discussions – Educated Persons, State GE Task Force
- Networking – SLCC, Westminster College
• **Why?**
  - Student learning
  - Student ownership

• **Level of use?**
  - Institutional
  - GE
  - Major
  - Course

• **Key criterion/most important elements?**
  - Ease of use
  - Compilation of data & reports
  - One system
  - Use of rubrics
  - Portability
  - Aesthetics

• **Design?**
  - By course or ELO

• **Portfolio Contents?**
  - Signature assignments
  - Reflection
2. Building Foundations

- Subcommittee
- Two faculty members reassigned time
- Platforms
- Connected with other institutions
- Piloted in own classes
- Technical issues – Banner, Canvas
- Innovation Center
- Student support kiosks
- Faculty training
- Student Affairs connections
- Other interested parties
3. Determining Learning Outcomes

General Education & Beyond
UVU Mission: prepares professionally competent people

Regents purpose: Integrative Learning

UVU Mission: foster engaged learning

UVU Mission: serve as stewards of a globally interdependent community

Regents purpose: Personal and Social Responsibility

UVU Mission: prepares people of integrity

Regents purpose: Intellectual and Practical Skills

Regents purpose: Knowledge of Human Cultures and the Physical and Natural World

Professional Competency

Engaged, Integrated and Applied Learning

Stewards of Place

People of Integrity

Intellectual and Practical Skills Foundation

Knowledge Foundation

Community

Communication

Critical/Creative thinking

Core and knowledge foundation
4. Addressing Technical Issues

Canvas
Word Press
Weebly
Yola
Campus Labs
Mike’s Genius Bars
5. Training & Piloting

- Recruitment – committee members, department chairs, faculty center
- Requirements - GE course, fall pilot
- One-week training with stipend

- Outcomes
  - course in Canvas
  - signature assignment - critical thinking ELO
  - student reflection
  - VALUE rubric
  - assessment plan
  - collect data
  - share with others
## ePortfolio Summer Training (draft schedule)

<table>
<thead>
<tr>
<th>Monday 5/7</th>
<th>Tuesday 5/8</th>
<th>Wednesday 5/9</th>
<th>Th 5/10</th>
<th>Friday 5/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:45</td>
<td>introductions via guided small &amp; whole group work.</td>
<td>→?’s + sharing homework</td>
<td>optional workshop w/ bonnie</td>
<td>@ home</td>
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<tr>
<td></td>
<td>→ GE Course coordination w/ ePortfolios (now + future goals).</td>
<td></td>
<td></td>
<td>→ share, small groups</td>
</tr>
<tr>
<td>9:45 - 10:00</td>
<td>→ Forecast nature of ePortfolio pilot at UVU (Signature Project -- “significant across sections” &amp; significant relative to Critical Thinking Outcomes + Reflection)</td>
<td>→ bonnie on “guided reflection”</td>
<td>optional workshop w/ bonnie</td>
<td>:</td>
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<tr>
<td></td>
<td>→ bonnie: options for the ePortfolio (Canvas, Weebly, WordPress, Yola).</td>
<td>→ Mike Harper on future vision (Phase 2 ...). WordPress.</td>
<td>otherwise, work @ home on course, ePortfolio prompt, etc.</td>
<td>→ share, whole group</td>
</tr>
</tbody>
</table>
Assessment Tools: Rubrics

Key to the production of a meaningful ePortfolio is Guided Reflection (more on that, later). That is, students are guided to reflect upon how their work in a particular course project -- the Signature Project -- has helped them to achieve a range of course goals or "Learning Outcomes." Exploring the Learning Outcomes together helps create a realistic sense of the end goal. Additionally, the metacognitive aspects of contemplating and reflecting upon what happened in the project aids learning powerfully. To help articulate how the Learning Outcomes are measured in assessment (in student terms, "grading"), teachers often use Rubrics.

For this Gen Ed ePortfolio Pilot, we are focusing on 1 of 3 Gen Ed Learning Outcomes -- Critical Thinking. The 3 Gen Ed Learning Outcomes are:

1. Communication: A student will demonstrate the ability to communicate effectively in oral and written forms, and exhibit mastery of information and technology literacy.
for friday (new checklist)

Check here for updates on revisions to the checklist of deliverables for the conclusion of the training, tomorrow, Friday, 4/11. So far, they include:

1. Your GE Course Shell should contain a **Signature Project** (even a rough outline -- you may want to paste in or upload a former assignment prompt).
2. Your GE Course Shell should contain **Outcomes**, which you will use to generate a **Rubric** as criteria for assessing the students’ ePortfolios (note: Consider the VALUE Critical Thinking Rubric as "baseline," and refine it by...
3. How satisfied were you with the speakers at the ePortfolio training and workshops? (check one: comments optional)

[ ] Dissatisfied
[ ] Somewhat satisfied
[ ] Satisfied
[ ] Very satisfied
Comments:

4. Which was your favorite session(s)? Why?
   Opening session was engaging in small groups.
   Workshop time with helpers was excellent.

5. Which session(s) was the most useful? Why?
   The workshop time helped me generate documents etc. were valuable.
   The presentations from G & Michelle created authority ethos for our assignments.

6. Please give recommendations on what you would like to see offered in future ePortfolio training and workshops.
   Perhaps take one step at a time - present it, work on it; then step 2, etc.
I am happy to report a variety of successes associated with the ePortfolio Training.

1. First, logistically, speaking, everyone completed the essentials.
2. Participants seemed enthusiastic about the project.
3. I can see that most of the participants will be able to integrate the ePortfolio this fall.
4. Some of the heartiest early resistors seem poised to shift toward seeing the real value in this "authentic assessment"
5. As a team effort, the training workshops... When someone struggled, someone stepped in to help; we worked it out together. I dare say that we bonded, a bit.
6. Going forward, we'll have the blog to share our experiences, and perhaps eventually we can get some support for creating a static site that can be integrated at the GE site and sustained in an ongoing manner as the project evolves

Again, I appreciate your faith in my efforts. I think we've done some good work.
Example

Dr. Stephen Whyte
Course Objectives:

1. Connect classroom discussion/learnings to real-world applications.
2. Identify career possibilities available in various communication fields.
3. Demonstrate improved strategic skills in research, relationship development, application of knowledge and creative problem solving.

Overview:

The signature project of this course will be for students to create an award winning professional blog that they will use an ePortfolio for future internship and employment opportunities.
Signature Project Description

Student Requirements:

- Include at least one image (300 dpi jpeg format) and one URL link (related to the subject matter of the blog post) with each blog entry.
- Prior to participating in the communication field experience in San Francisco, submit at least six blog posts. Ideas for posts include:
  - Research findings: presenters, participating companies, industry trends, etc.
  - Personal preparation: practice interviews, resume, business cards, etc.
  - Team preparation: relationship development, etc.
- Submit at least one blog post each during the communication field experience in San Francisco and at the academic conference. Ideas for posts include:
  - Examples of how the day’s conference/activities have improved your skills in developing relationships, applying knowledge to real-world situations and solving problems.
  - Examples of how classroom learnings / discussions relate to real-world application.
  - Reflection: what you learned, how you learned it, what you have learned about yourself, what was the most significant learning experience that happened during the day, what you would do differently today if you could do it again, etc.
- After returning from the communication field experience in San Francisco, submit at least three blog posts. These posts should include:
  - Your experience teaching UVU PR students in their PR classes the knowledge and skills taught during the academic conference and communication field experience.
  - Your written report summarizing how the communication field experience helped you meet the objectives of the class/experience.
  - A 3-8 minute video essay reflecting on the personal and professional value of the communication field experience.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
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<tbody>
<tr>
<td><strong>Creative problem solving</strong></td>
<td>Exemplary: Offers deep and multifaceted insights into the creative problem solving process; spontaneously offers metacognitive insights during the creative problem solving process. 4 pts</td>
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<tr>
<td></td>
<td>Satisfactory: Offers multiple reflections on the creative process, with no teacher guidance 3 pts</td>
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<td></td>
<td>Beginning: Will engage in thinking about the creative problem solving process, with teaching prompting, but reflections are minimal in number and lack insight. 2 pts</td>
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<td></td>
<td>Insufficient: Cannot or will not engage in reflection on the problem solving process. 1 pts</td>
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<tr>
<td></td>
<td>Does Not Meet Expectations 0 pts</td>
</tr>
<tr>
<td><strong>Research skills</strong></td>
<td>Exemplary: Demonstrates understanding of breadth and depth of research. Synthesizes and integrates information from a variety of sources. Draws meaningful conclusions. Clearly communicates ideas. 4 pts</td>
</tr>
<tr>
<td></td>
<td>Satisfactory: Uses appropriate information to accomplish purpose. Draws relevant conclusions. Synthesizes information from a sufficient number of sources. Effectively communicates ideas. 3 pts</td>
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<tr>
<td></td>
<td>Beginning: Uses incomplete information and only partially accomplishes intended purpose. Draws incomplete conclusions. Inconsistently communicates ideas. 2 pts</td>
</tr>
<tr>
<td></td>
<td>Insufficient: Does not use relevant information. Fails to accomplish intended purpose. Does not draw conclusions. Fails to effectively communicate ideas. 1 pts</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations 0 pts</td>
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<tr>
<td><strong>Relationship dev</strong></td>
<td>Exemplary: Fully engaged in one-on-one and group interactions through appropriate interpersonal and written communication. 4 pts</td>
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<tr>
<td></td>
<td>Satisfactory: Engaged in one-on-one and group interactions through appropriate interpersonal and written communication. 3 pts</td>
</tr>
<tr>
<td></td>
<td>Beginning: Had minor one-on-one and group interactions through appropriate interpersonal and written communication. 2 pts</td>
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<tr>
<td></td>
<td>Insufficient: Had very little to no participation in one-on-one and group interaction through appropriate interpersonal and written communication. 1 pts</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations 0 pts</td>
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</tbody>
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**Total Points: 12**
# Intellectual & Practical Skills

**Assessment Period:** Fall Semester

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**UVU General Education Mission Statement**

General Education assists students to become independent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime, regardless of their career paths.

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**Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)**

A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies.

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<table>
<thead>
<tr>
<th>GE Essential Learning Outcome</th>
<th>Plan</th>
<th>Report</th>
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<tbody>
<tr>
<td><strong>2012-2013: Critical Thinking</strong></td>
<td>Demonstrate critical thinking skills in the form of abilities to:</td>
<td>Summary &amp; Analysis of Assessment Evidence</td>
</tr>
<tr>
<td></td>
<td>1) Connect classroom discussion to real-world application.</td>
<td>Use of Results</td>
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<td></td>
<td>2) Identify career possibilities available in various communication fields.</td>
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<td></td>
<td>3) Demonstrate improved strategic skills in research, relationship development, and creative problem solving.</td>
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<tr>
<td>Course Objectives or Outcomes which align with Critical Thinking</td>
<td>Students will create and submit a blog as the signature assignment with the ePortfolio project. The blog will be a compilation of learning outcomes and reflection expressed in words, images and video. A rubric will assess the learning outcomes associated with this project and class.</td>
<td></td>
</tr>
<tr>
<td>Means of Assessment: Signature Assignment &amp; Rubric</td>
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<tr>
<td>Plan submission date: May 11, 2012</td>
<td></td>
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<tr>
<td>Submitted by: Stephen L. Whyte</td>
<td>Report submission date:</td>
<td></td>
</tr>
<tr>
<td>Department Chair:</td>
<td>Submitted by:</td>
<td>Department Chair:</td>
</tr>
</tbody>
</table>
1. Gathering Information:
   - Participation in conferences & state-wide discussions
   - Networking
   - Committee & learning circle discussions

2. Building Foundations:
   - Task force
   - Initial piloting
   - Connections with other institutions
   - Determining purposes, elements, level of use, design, and content
   - Exploring platforms and support

3. Determining Student Learning Outcomes:
   - Emphasis on critical thinking and communication for general education
   - Discipline-specific outcomes
   - University outcomes

4. Addressing Technical Issues:
   - Platforms
   - Banner
   - Student support kiosks

5. Training and Piloting:
   - Recruitment
   - Training portal & blog
   - Signature assignments, student reflection, common rubric, assessment plan, data collection