

APPROACHES TO INTEGRATING EPORTFOLIOS THROUGH HIGH IMPACT FACULTY DEVELOPMENT

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EPORTFOLIOS AS A HIGH IMPACT PRACTICE

ePortfolio: An electronic collection of learning that integrates and showcases the learner's identity, knowledge, abilities, experiences, and reflective thoughts to an audience (e.g., peers, professors, program administrators, or potential employers). See examples from [Auburn's University Writing](#) and [Old Dominion University's Center for High Impact Practices](#).

EPORTFOLIOS AND HIPS

ePortfolios achieve features that Kuh et al. (2018) connect to HIPs.

"ePortfolio is also a process that, when done well, deepens reflection and dispositional and integrative learning, over time and across these boundaries. Together, those practices and processes yield an organic product—an evolving multimedia collection of artifacts, reflections, and experiences that form a digital narrative of a student's academic journey" (Kuh et al., 2018, p. 16).

EIGHT KEY FEATURES OF MEANINGFUL LEARNING



From Kuh et al. (2017). HIPs at Ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16.

Further, ePortfolios have the potential to become a “meta-HIP” (Watson et al.) that “can record, extend, and deepen the dispositional attributes associated with a HIP[...] By narrating and making sense of their experiences as they go along, and sharing with others their evolving sense of learning and personal development, students can demonstrate the degree to which they have developed these dispositional attributes and other important outcomes” (Kuh et al., 2018, p.7).

To learn more, look to...

- Eynon, B., & Gambino, L. M. (Eds.). (2018). *Catalyst in action: Case studies of high-impact ePortfolio practice*. Sterling, VA: Stylus.
- Kuh, G. D., Gambino, L. M., Bresciani Ludvik, M., O'Donnell, K. (2018, Feb.). Using ePortfolio to document and deepen the impact of HIPs on learning dispositions. Kuh, G. D., Gambino, L. M., Bresciani Ludvik, M., O'Donnell, K. (2018, Feb.). Using ePortfolio to document and deepen the impact of HIPs on learning dispositions. (Occasional Paper No. 32). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
<https://learningoutcomesassessment.org/documents/Occ%20paper%2032Final.pdf>
- Mueller, R. A. & Bair, H. (2018). Deconstructing the notion of ePortfolio as a “High Impact Practice”: A self-study and comparative analysis. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(3).
<https://doi.org/10.5206/cjsotl-rcacea.2018.3.6>
- Watson, C. E., Kuh, G. D., Rhodes, T., Penny Light, T. & Chen, H. (2016). ePortfolios—the eleventh high impact practice. *International Journal of ePortfolios*, 6(2), 65–69.
- Yancey, K.B., ed. (2019). *ePortfolio-as-curriculum: Diverse models and practices*. Sterling, VA: Stylus.

EPORTFOLIO FACULTY LEARNING COMMUNITY & HORIZONTAL MENTORING PROGRAM AT ODU

In coordination with the Center for High Impact Practices (CHIP), ePortfolio Advocates, who have successfully implemented at the course and program levels, model their practices then mentor faculty teams over the course of an academic year. Goals are to:

- Align ePortfolio design with program learning outcomes

- Increase **efficacy** of existing ePortfolio practice
- Increase **integration** throughout program curriculum
- **Demonstrate the value** of ePortfolio use
- Generate a **sustained community** of practitioners (at all stages)

ASSESSING THESE EFFORTS

1. Assessment Institute

- Mentors and implementing faculty review student ePortfolios from adopting programs
- Calibrate on rubric that considers ePortfolios as vehicles for integrative learning tool
- Group discussion regarding trends and general feedback

2. Program Group Reflection

- Review experience for what was effective, could be improved
- Consider changes & next steps for FLC and Mentoring Program
- Identify potential participants

EPORTFOLIOS AND THE FACULTY ACADEMY AT AUBURN

Faculty teams work with University Writing for a sustained period of time (36 hrs) to integrate ePortfolios throughout program curriculum. Meetings are designed using the 8 features of HIPs. Goals are to...

- Align ePortfolios to program learning outcomes, experiences, and professional standards
- Create a **shared language** for ePortfolios in the program
- Integrate the **ePortfolio process** throughout program curriculum and courses
- Communicate the **value** of ePortfolios to students, faculty, and stakeholders

ASSESSING THESE EFFORTS

1. **Departmental:** Faculty teams create a process for assessing HIPs within their departments
2. **Implementation Report (Qualitative):** Deliverables and reflective narrative. The reflective narrative asks participants to...
 - Describe and self-assess their efforts;
 - Identify steps for continuing to promote HIPs in their department;
 - Articulate the benefits to participating in this program in relation to their teaching goals;
 - Explain hurdles they encountered and how they overcame them;
 - Describe the impact this experience had on their approach to teaching HIPs, teaching, or teaching writing; and
 - Imagine what they would say to a skeptical colleague to communicate the value of ePortfolios in their department, discipline, or profession.
3. **Pre-/Post-Surveys (Quantitative):** Confidence in certain abilities (assignment design, reflective prompt design, peer review, giving meaningful feedback, creating opportunities for students to display knowledge)

ACTIVITY 1: REFLECTING ON YOUR OWN INSTITUTIONAL CONTEXT

Access this activity at <http://bit.ly/eplocalcontext>

ACTIVITY 2: SOLVING EACH OTHER'S PROBLEMS

Now respond to a peer. Please read your peer's slide after yours. Offer suggestions or comments that you think may be helpful or relevant.

ACTIVITY 3: ELEVATOR PITCH, EXPLAINING THE VALUE OF EPORTFOLIOS

Access this activity at <http://bit.ly/eppitch>