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Educational Technology Heuristic

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Section 1: Pedagogical Purpose

Guiding Questions
- For what projects will students use the technology?
- What learning outcomes will students work toward with those projects?
- What pedagogical benefits do you hope the technology will provide?
- What limitations might the technology have when it comes to pedagogy?

How Do These Tools Measure Up?

	Primary Uses	Learning Outcomes Supported	Pedagogical Benefits	Pedagogical Limitations
Portfolium	*Create ePortfolios for pedagogical purposes.* *Transform private ePortfolios into public*	● *Reflective practice.* ● *Knowledge transfer.* ● *Communication literacies.* ● *Digital literacies.*	*Attached to students' accounts inside LMS instead of class. Has the potential to facilitate knowledge transfer across contexts.* *Can be made public, so it encourages students to consider audiences outside the classroom.*	*Not fully integrated in LMS assignments, so it seems like an extra task.* *Not widely adopted yet, especially on residential campuses, so the potential to facilitate transfer is limited.*
Wix	*Drag-and-Drop public Website Builder.*	● *Digital literacies.* ● *Visual/Design literacies.* ● *Public writing literacies.* ● *Communication literacies.* ● *Accessible Design literacies.*	*Free to students.* *Lots of existing support resources for instructors to use for student support and training.* *Can be tailored to different audiences and situations.*	*Students create user accounts and comply with EULA.* *No on campus support staff* *Not able to submit in LMS; has to be published and shared.* *Learning curve and labor.*
Your Technology				

Section 2: Assessment Needs

Guiding Questions
- For what assessments will the tool be used?
- Briefly describe the assessment process the tool will support.
- What assessment capabilities do you need from the tool?
    - Here you might consider what you need from the tool to streamline the assessment process and/or generate and report the necessary data.
- How will the ePortfolio live online and in the assessment tool?

How Do These Tools Measure Up?

	Assessment Purpose & Process	**Assessment Benefits**	**Assessment Limitations**
Portfolium	*Direct Assessment:* ● *Collect artifacts* ● *Assign artifacts to reviewers* ● *Complete calibration session* ● *Reviewers score artifacts independently on a 5-point scale* ● *Artifacts that are more than 1 point off get a third read* ● *Scores for each SLO are averaged and reported*	*Artifacts can be anonymized (to a degree) and pulled directly from Canvas LMS* *Reviewers can read the artifacts and score them in Canvas.* *Assessment administrator can see breakdown of scores for each SLO and rater.* *Anonymized artifacts can be re-identified after the assessment process concludes.*	*Pulls files from LMS assignments, not Portfolium ePortfolios* *Assessment administrator must look through an Excel spreadsheet to determine which artifacts need a third read.* *Artifacts needing a third read must be manually compiled into a separate folder and reassigned.* *If students add their names to artifacts, they must be downloaded, anonymized manually, and re-uploaded.*
Wix	*Does not connect to assessment systems. Assessment done externally and manually.* *Portfolios need to be archived manually (saved as PDF) to historically capture links.*	*Public links are easily accessed by any device with internet connection.*	*Not linked to assessment portals.* *Assessment needs to be constructed as separate process outside of Wix technology, including archiving portfolios for assessment period.*
Your Technology			

Section 3: Student Needs and Concerns

Guiding Questions
- What do your students most want/need from the tool?
- What concerns might your students have?
- What privacy and ethical constraints do you need to consider/
- What usability needs will students have?

How Do These Tools Measure Up?

	Student Needs	Student Concerns	Student Benefits	Student Limitations
Portfolium	*Some students can use this to network outside of ERAU and connect to LinkedIn.* *Employers want to see Catia models and other projects.*	*Privacy is always a concern. Some projects connected with companies shouldn't be public.* *The technology should be easy to use.*	*User-friendly for students.* *User-controlled privacy settings (selected sharing)* *Users can feature 3-D projects, videos, and other artifacts.* *Connected to their Canvas LMS account but follows them after graduating.*	*Some employers of ERAU students don't read applicant ePortfolios, and some had never heard of them.* *Some students post information directly to LinkedIn and may not want to add an additional portfolio.*
Wix	*Device friendly* *Range of Wix support resources, including AI assistance.* *Students can personalize design based on their identity, profession, and stylistic choices.* *Features like Accessibility Wizard and phone screen view*	*Compliance with user data policies in EULA.* *To share, links have to be published (password protection possible).* *Can be overwhelming to learn a technology and do the work of ePortfolio thinking.* *Frustrating to design using phone.*	*Students can use Wix outside of the ePortfolio project to design websites.* *Public links can be added to professional documents, like resumes and LinkedIn accounts.* *Students take ePortfolio with them after they graduate.*	*Students have to create accounts and comply with existing EULA.* *No on campus staff/support.*
Your Technology				

Section 4: Technological Affordances

Guiding Questions
- Looking at your assessment of technology, do the benefits of this technology outweigh the limitations?
- Are there any additional technology questions that you need to consider at this time?
- Who on campus can be a partner in identifying and answering these questions?
  - *Our answer: Information Technology, Office of Assessment and Accreditation, Employers (Industry Boards), Career Centers, Centers for Teaching and Learning, Writing Center Tutors*

How Do These Tools Measure Up?

	Benefits	**Limitations**	**Need(s) Technology Best Serves**
Portfolium	*Links directly to LMS, so streamlines assessment.* *ePortfolio is portable, so it can facilitate knowledge transfer and be used by students in the professional world.*	*Assessment feature is separate from ePortfolio feature, which was unexpected.* *ePortfolios can be useful on the job market, but their value varies according to the audience*	*Direct juried assessment*
Wix	*Freedom for design and user choice.* *Ability to house different kinds of media artifacts.* *Resources for getting started and support.* *Ability to share and keep post-graduation.*	*Privacy & Data Storage* *Interoperability with assessment processes.* *On campus customer service support options.*	*Digital design and communication.* *Non-coding web design building.* *Creating individualized, memorable sites that can be highly tailored to student identity and choice.*
Your Technology			

Final Takeaways

- What is your most important take-away?
- What questions does this raise for you?
- What are your next steps?

Heuristic Questions in 1-Page Format

What learning outcomes will students work toward with those projects?
What pedagogical benefits do you hope the technology will provide?
What limitations might the technology have when it comes to pedagogy?
For what assessments will the tool be used? Briefly describe the assessment process the tool will support.
What assessment capabilities do you need from the tool?
Do you need the tool to streamline the assessment process and/or generate and report data?
How will the ePortfolio live online and in assessment tool?
What do your students most want/need from the tool?
What concerns might your students have?
What privacy and ethical constraints do you need to consider/
What usability needs will students have?
Looking at your assessment of technology, do the benefits of this technology outweigh the limitations?
Are there any additional technology questions that you need to consider at this time?
Who on campus can be a partner in identifying and answering these questions?

Additional Resources

AAEEBL Digital Ethics Task Force. (2023). Digital ethics principles in ePortfolios. Association for Authentic, Experiential, Evidence-Based Learning.
https://aaeebl.org/digital-ethics-principles-in-eportfolios/

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Anstey, L. & Watson, G. (2018, Sept. 18). A rubric for evaluating e-learning tools in higher education. EDUCAUSE Review.

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