

Gen Ed ePortfolios

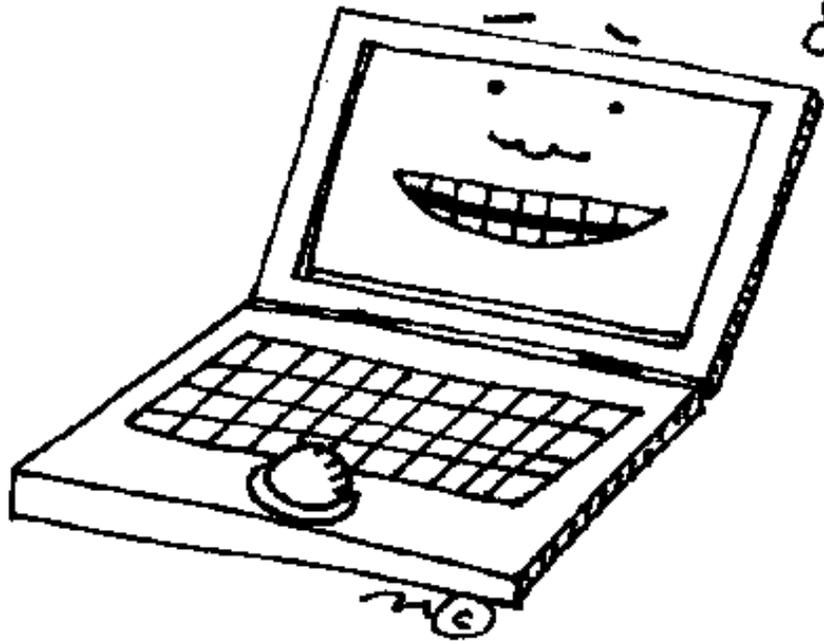
The Non-Branded Presentation



First Principles

- I agree with the NWCCU (and many others) that General Education should reflect “an integrated course of study.”
- In good academic programs, we expect students to demonstrate what they know and can do; that same philosophy should exist in General Education.
- The primary focus of ePortfolios should be on teaching, learning, and student engagement, while the secondary focus should be on assessment.
- Web 2.0 technology, when wisely employed, can be very empowering for students, and SLCC will stay relevant to the extent that it blends discipline knowledge with empowering technology.

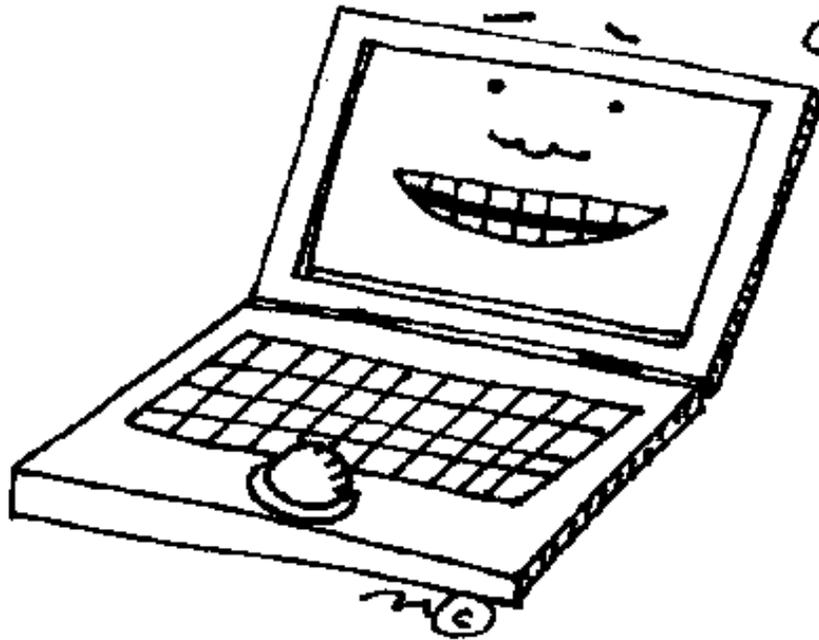
If only there was a way to harness the Web 2.0 technologies students love to use, and channel them into educational purposes....



But there is!



If only there was a way to harness the Web 2.0 technologies students love to use, and channel them into educational purposes....



But there is!

Gen Ed ePortfolios!



Lessons from LaGuardia Community College

- “Large-scale eportfolio implementation *can* be successfully undertaken in a big urban community college and with high-risk students.”
- “An integrative approach to eportfolios can help combine different elements of students’ learning experience and help students explore and express new identities as learners.”
- “LaGuardia’s experience demonstrates that eportfolios, implemented with institutional and pedagogical strategies that value integrative learning, help high-risk students engage more deeply in the learning process, leading to measurable improvement in student learning.”
- LaGuardia’s research showed that eportfolios positively affected student engagement, retention, and success.
- “Go for what you want...We hope this record encourages others to aim high in their vision of what is possible for eportfolios.”

What is the Vision?

1. Students use free web-tools to create a Gen Ed ePortfolio that follows an SLCC-defined outline. Students use this portfolio in all Gen Ed courses because all faculty require it.
2. The College provides live and online help for students creating ePortfolios. This help consists of drop-in assistance at a variety of sites, a module in CIS 1020, and an online help site for each supported platform.
3. Students put the address of their Gen Ed ePortfolio into MyPage, and thus into Banner.
4. Faculty identify signature assignments in their Gen Ed courses and require students to put one assignment artifact (plus accompanying reflective writing) into their Gen Ed ePortfolio.
5. Students complete assignments, turn them in for grading, and put them in their ePortfolios with their reflective writing.

What is the Vision?

6. Faculty grade the signature assignments as they normally would, but also devise a method for checking that students have placed the artifact and reflective writing into the Gen Ed ePortfolio.
7. The Gen Ed ePortfolio is thus a common required experience for students in all Gen Ed courses, but is not a graduation requirement.
8. Imagine SLCC students finishing their time here with a web-based showcase that contains:
 - a. Evidence of the kinds of things they know and can do as a result of General Education,
 - b. A collection of reflective writing about their educational experiences and aspirations,
 - c. Documentation of their extra-curricular learning, and
 - d. Their resume.

How Will Students Make ePortfolios?

- Students are free to choose their ePortfolio platform.
- The College will provide help if students choose one of several supported platforms.
- We'll pick supported platforms that are easy to use, yet capable of building a nice Gen Ed ePortfolio.

ePortfolio Examples

- <http://davidhubert.yolasite.com>
- <http://davidhubert.wordpress.com/welcome>
- <http://dhubert.weebly.com>

How Will We Help Students?

- Live Help
 - Drop-in Assistance
 - CIS 1020
- Online Help
 - <http://slcceportfolio.jimdo.com>

How Will Students Enter ePortfolio URLs into Banner?

Like We do for Emergency Phone #s

Emergency Alert System

Cricket and Tracfone services are not supported by this system

David Hubert

Primary Job Staff

	Phone Number	Location	Text Address	Type	Provider (if SMS or Pager)
1	801	Home	1	Email	
2	801	Mobile	2	Email	
3	801	Work	3	Email	
4		Home	4	Email	
5		Home	5	Email	

Submit Emergency Contact Information

What are Signature Assignments?

- A signature assignment is one that addresses two or more of the College-wide student learning outcomes and constitutes a real-world application of knowledge. Courses already have signature assignments, but faculty may not be familiar with this particular terminology.
- Written Essay or Lab Report, Powerpoint, Art Work, Oral Presentation, Service-Learning Project, Solution to Real-World Math Problem, Group Project--All with a small reflective writing component.

How do Signature Assignments Work?

- Faculty decide--either individually or within departments--what signature assignments to make.
- Sample Syllabus Entry:
 - Response Papers—This semester you will write five 3-page response papers addressing the supplementary readings. Choose one of these response papers to put into your Gen Ed ePortfolio along with your reflective writing about how these response papers connect with assignments you've done in other courses.

Why Reflection?

“While course syllabi and college catalogs may declare what learning is supposed to take place, the structured reflection required for an e-portfolio can push students to ‘own’ learning outcomes when they describe their progress and cite specific evidence of learning within their collections of work.”

--Ross Miller and Wende Morgaine, “The Benefits of E-portfolios for Students and Faculty in Their Own Words,” *Peer Review*. Winter, 2009. Page 9.

What Kinds of Reflection Should Faculty Assign?

- How does your performance on this assignment demonstrate achievement of--or progress toward--SLCC's college-wide learning outcomes?
- Make connections between this assignment and one done in another Gen Ed course.
- What impact did the assignment have on you or your understanding of the world? Did it challenge any of your assumptions?
- Write about *the process* of completing the assignment.
- Briefly describe three challenges you faced in completing the assignment. How did you address them?

How Will Students Turn in Signature Assignments and Faculty Grade Them?

- Hand them in hard copy and then email a link to the professor, like so:
- Example: “Hey Professor Freud, Here’s my assignment.”
<http://davidhubert.yolasite.com/american-institutions.php>
- In Blackboard Vista, Instructor creates an assignment window where students paste the URL.
- Faculty grade assignments as they normally do.