Eportfolios- Benefits, Challenges and Impact on Student Learning

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Opportunities and New Directions

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University of Waterloo

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Why ePortfolios?

- *helps students articulate their insights into what they learned during the course* ***and beyond***
- *through means that allows them to be creative, artistic and*
- *at the same time that they demonstrate how they achieved course/program objectives*
- ***in a way that is personally meaningful.***

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A Space for Learners To

Select

Reflect **Connect**

Integrate

Share **Showcase**

Engage

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Student Voices

Christina (3:02)

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So…what has to be in place in order for our students to achieve these desired outcomes?

Integrating ePortfolios: The Process

1. Introduce ePortfolios and Expectations Early
2. Give ‘em Grades!
3. Provide Feedback (Early and Often): Perceived Value
4. Respecting disciplinary context
5. Encourage meaning making (making connections-reflection)
6. Acknowledge ePortfolios as a threshold

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Foundations

- **Provide *Rubrics* or some statement of expectations (Alignment)**
  - Provide a template- some sort of structure in the early years- decrease over time
  - Especially useful for external evaluators- they know where to look for the evidence
- **Respect Disciplinary Conventions (threshold concepts)**

RUBRICS

http://www.aacu.org/VALUE/rubrics/index_p.cfm

Criteria	Level points
Originality & Affect (includes: creativity, innovation, dynamism; and emotional engagement and connection) 20%	The objectives of this assignment have been fulfilled in a highly innovative and original way; demonstrating that an exceptional level of creativity and personal reflection has been applied. Defined as perfect and representative of the top 2% of any submission received this semester or over the last year.
Artifacts and multimedia (includes: relevance of artifacts, artifact captions, variation and use of multimedia.) 30%	All artifacts are relevant and clearly supported by captions that identify the significance of the meaning. Use of multimedia is varied and does a superior job at enhancing the presentation. Defined as perfect and representative of the top 2% of any submission received this semester or over the last year.
Reflections (includes: depth of thought, critical thought, and growth) 30%	All reflections clearly identify and describe aspects of growth, achievement, accomplishments, and goals for ongoing learning. All reflections demonstrate an ability to think critically and constructively. Defined as perfect and representative of the top 2% of any submission received this semester or over the last year.
Layout and Readability (includes: structure, organization, appearance [font and colour], and navigation) 10%	Superior layout and readability. Defined as perfect and representative of the top 2% of any submission received this semester or over the last year.
Professionalism (includes: quality of writing, proofreading and citations) 10%	Superior writing skills. Perfect grammar, spelling, punctuation and referencing. Defined as perfect and representative of the top 2% of any submission received this semester or over the last year.

ARBUS Experience

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ARBUS Experience

- What has to be in place for ePortfolios to work in the classroom?
  - Instructor commitment
  - Relevant assignments
  - Professional outcomes
- Discussion on current challenges and successes

What has to be in place for ePortfolios to work in the classroom?

Instructor Commitment

- Discussion on having a commitment to fostering meaning-making, reflection and integrative learning through ePortfolios.
- Why it works for ARBUS 200, 300 and 400

What has to be in place for ePortfolios to work in the classroom?

Relevant Assignments

- How it works in ARBUS 200,300 and 400 – brief description of course objectives and assignments.
- How the assignments are relevant
  - Relate directly to the needs and interests of the students
  - Relate directly to the disciplinary context

What has to be in place for ePortfolios to work in the classroom?

Professional Outcomes

- in-class context
- out-of-class context

Senduren's ePortfolio

About me | The Professional Me | Reflections | Book Reviews | Mentorship | Things to Read

About me

Last modified on Friday, November 23, 2012 11:50 PM EST

Welcome to my portfolio!

My name is Senduren Sivakumar.

This portfolio started off as a requirement for a course at the University of Waterloo (Practical Business Skills - ARBUS300) but I hope to evolve it into a point-of-interest for friends, family, colleagues, employers and prospective employers alike. Through this portfolio I will attempt to post meaningful reflections as well as updates on significant aspects of my personal and professional life.

This ePortfolio is in companion to my personal website: Senduren.com .

A little bit more about me...

As mentioned above I am a student at the University of Waterloo. I am currently in my fourth year of studies

Senduren Sivakumar

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Education and Work

University: Economics/Arts & Business - University of Waterloo

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Carla Valerio

- Home
- About Me
- Success
- Influences
- My Route
- Contact

Challenges and Successes

Process	Current challenges and successes in our context
Early introduction/Communication Expectations	*"What expectations do learners have?"*
Give'em Grades	*" How will you communicate the importance of documenting learning to your students by assigning grades?"*
Provide feedback early and often	*"How will you provide feedback to students on their work?"*

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Challenges and Successes

Process	Current challenges and successes in our context
Disciplinary Context	*"How can the ePortfolio be incorporated in a way that makes sense for the discipline?"*
Meaning Making	*"How can you provide the time and space for learners to make connections between the learning in your context and that which happens in other contexts?"*
Threshold for using ePortfolios	*"What resources will you provide to enable learners to use the ePortfolio effectively and efficiently?"*

Challenges and Successes: Student Perspective

- Challenges
  - Time consuming
  - Student resistance to reflection
  - ‘ePortfolio fatigue’
  - Challenges working with D2L
- Successes
  - Reflective skills
  - Relational learning
  - Business communication skills
  - An online portfolio

School of Accounting and Finance Experience

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Why ePortfolios in the School of Accounting and Finance (SAF)?

- Developmental tool for our students
- Professional requirement

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ePortfolios in SAF

- AFM 131- team work – 1A – Benchmarking
- SPCOM 111- Oral Communication – 1B
- 1st Co-op- Re-visit Team Work – 2B

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What Challenges Exist

- D2L's ePortfolio tool
- Size of our cohort
- Managing feedback
- Develop student meaning making

Oral Presentation Enabling Competency

Description

You are developing your oral presentation skills in SPCOM 111 through response assignments, an informative presentation and a team presentation. presentations are being video taped. You are doing a self evaluation of your informative presentation. You are receiving feedback from your instruct peer on these presentations. Finally, you have created an outline and slides for your team presentation. We strongly encourage you to add these a artifacts to your **My Items** area in your ePortfolio AND to add these items to your ePortfolio **presentation**. These artifacts will serve as benchmarks o oral presentation skills. You will be able to refer back to these artifacts to see what what aspects you'd like to further develop AND, over time, you w able to see how you have improved. You will be submitting your **presentation** which will include all your oral presentation material. Submitting your **presentation** will allow your ***reviewer*** to access on an "as needed" basis artifacts to further inform their feedback. The ***reviewer*** will provide you wi feedback. And, once again, you will be asked to react to the feedback you receive.

You will use your LEARN **ePortfolio** to support this process.

Instructions

When completing the steps below please refer to the ePortfolio Help Guide (PDF).

Step 1

Create artifacts (by scanning in some instances) the following:

- response assignments including instructor feedback
- self-evaluation on your informative presentation with instructor feedback
- peer evaluation of your informative presentation
- instructor feedback on your informtative presentation
- team member feedback of your team presentation
- instructor feedback on your team presentation
- outline and slides of your team presentation

Then, add each of these to **My Items** in your ePortfolio. Name each of the **artifacts**, as appropriate including "...from SPCOM 111". Refer to the ePor Help Guide (PDF) for step-by-step instructions; especially the section titled "How do I upload a File to My Items Area?". You may want to add appropr such as "peer feedback" or "instructor feedback" to these items to help you locate them at some point in the future. This process will add seven **artif** your ePortfolio.

Step 2

Drama 101 online

Jennifer Roberts-Smith
j33robertssmith@uwaterloo.ca

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<Project Title>

<Your Name> <Your Student Number>

Evidence 1

Evidence 2

Evidence 3

Essay

Source Classification:

This is a piece of primary/secondary evidence, because...

Evidence 1

THE BLUE TOWEL SKETCH - WITH CITATIONS

Jennifer Roberts-Smith 000000000000000000

Evidence 1

Evidence 2

Evidence 3

Essay

Evidence 3

About This Source

This is a detail from a painting by Gerard David called *Rest on the Flight into Egypt*. I got it from a book of images of the Virgin Mary called *The Queen of Heaven*. The book was given to me by my mother.

Mary screen shot

Citation:

David, Gerard. *[Detail:] Rest on the Flight into Egypt*. C. 1460-1523. The Andrew. W. Mellon Collection. National Gallery of Art, Washington, District of Columbia. *The Queen of Heaven*. By Bruce Bernard. London and Sydney: Macdonald Orbis, 1987. Plate 40.

Tufte, Edward (1983). *The Visual Display of Quantitative Information*. Cheshire, Conn: Graphics Press.

----- (1990). *Envisioning Information*. Cheshire, Conn: Graphics Press.

-----. (1997). *Visual Explanations: Images and Quantities, Evidence and Narrative*. Cheshire, Conn: Graphics Press.

----- (2006). *Beautiful Evidence*. Cheshire, Conn: Graphics Press.

<Project Title>

<Your Name> <Your Student Number>

Evidence 1

Evidence 2

Evidence 3

Essay

Source Classification:

This is a piece of primary/secondary evidence, because...

Evidence 1

THE BLUE TOWEL SKETCH - WITH CITATIONS (Under "banner title", add "with citations" to the title of your project.)

Jennifer Roberts-Smith 000000000000000000 (Under "banner description", enter your full name and student number.)

Instructions

Evidence 1

Evidence 2

Evidence 3

Essay

Source Classification:

Replace the text in this area of each page with an MLA-style citation for the evidence it describes. To see examples, click on the

Instructions

Use the *MLA Handbook* to build citations, and figure captions or parenthetical references as appropriate, for the evidence you included in your e-portfolio presentation for Essay 1.

Make a copy of your Essay 1 e-portfolio and add "with citations" to its name. Replace the text in the "Classification of Source" areas of the new presentation with the MLA-style citations you have built. (Note that even if you use the 'paste from word' button, the spacing and indentation for your citation may not copy correctly. We are aware of this problem and will not penalize you.)

Save, and submit your new presentation to the Research Task 3 Drop-box.

For examples, click on the navigation links at left; but remember that your citations may be formatted differently, depending on the evidence you have provided.

For more help with e-portfolios, download the *E-help Community Help Files* document below.

About This Source

Use this "content area" of the page to explain where you found this piece of evidence and why it matters to you.

Evidence

FEEDBACK - ESSAY 1: BRING YOUR OWN THEATRE (RESPONSE ESSAY)

FOCUS: USING EVIDENCE, MATERIAL ELEMENTS OF PRODUCTION, LANGUAGES AND SYSTEMS OF COMMUNICATION

Criteria	Score	Comments
Evidence (Does your evidence represent the performance you have chosen? Is the performance represented vividly and concretely in your essay?)	/30	
Acknowledging Sources (Have you identified each piece of evidence fully and appropriately?)	/10	
Reasoning (How clearly have you linked the elements of your performance to its affect?)	/30	
Expression (How easily can we understand your essay? Have you provided essential explanations and additional information? How much information does your essay give us? How successful have you been at helping us imagine the performance itself, and how you felt about it? Does each section of your essay proceed logically from the previous one?)	/20	
Style, Grammar, Spelling, Format (Have you used standard English? Are your grammar and spelling correct? Have you submitted your essay in the format required?)	/10	
Technical Difficulties Reported (by email or on the Ask Your Instructor forum)	n/a	
Total: **Late Penalty?** **Final Grade:** Grader's Initials:		

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Setting up for success

Intentionality

Interaction

Reflection