



ePortfolios: Process and Product

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Learning Outcomes of Today's Session

After the session, participants will be able to:

- explain how ePortfolios can enhance student learning
- describe how ePortfolios can contribute to a student's career success
- discover how ePortfolios might be integrated into their courses and/or program



Structure of Today's Session

1. What are ePortfolios?
2. Why do ePortfolios work?
3. Evidence of Efficacy
4. Examples of Instructor Implementations
5. Best Practices

What are ePortfolios?

Solange Bonilla

Welcome

Mission Statement

Competencies

Culminating Experience

Leadership Skills

SFSU MPH Overview

Contact Information

Traductor

Select Language ▼

Translate

Welcome

"The world is not dangerous because of those who do harm but because of those who look at it without doing anything." ~ Albert Einstein

This eFolio provides a reflection of my academic experience and evidence of competence gained in community health education as a graduate student in the Master of Public Health at San Francisco State University. You will be able to read my reflective statements and evidence of competency in each area of the Public Health core functions that pertain to Community Health Education. You will also be able to see and download my work, papers, presentations, and other related work.

I hope you enjoy my site, projects and work.

¡Gracias por visitar mi portafolio!



A screencast overview of another good ePortfolio is [here](#).

What are ePortfolios?

Product

A collection of digital artifacts that belong to or represent someone, such as essays, posters, photographs, videos, artwork, and other course-related assignments; volunteer experiences, employment history, and extracurricular activities.

All of the above are “products.”

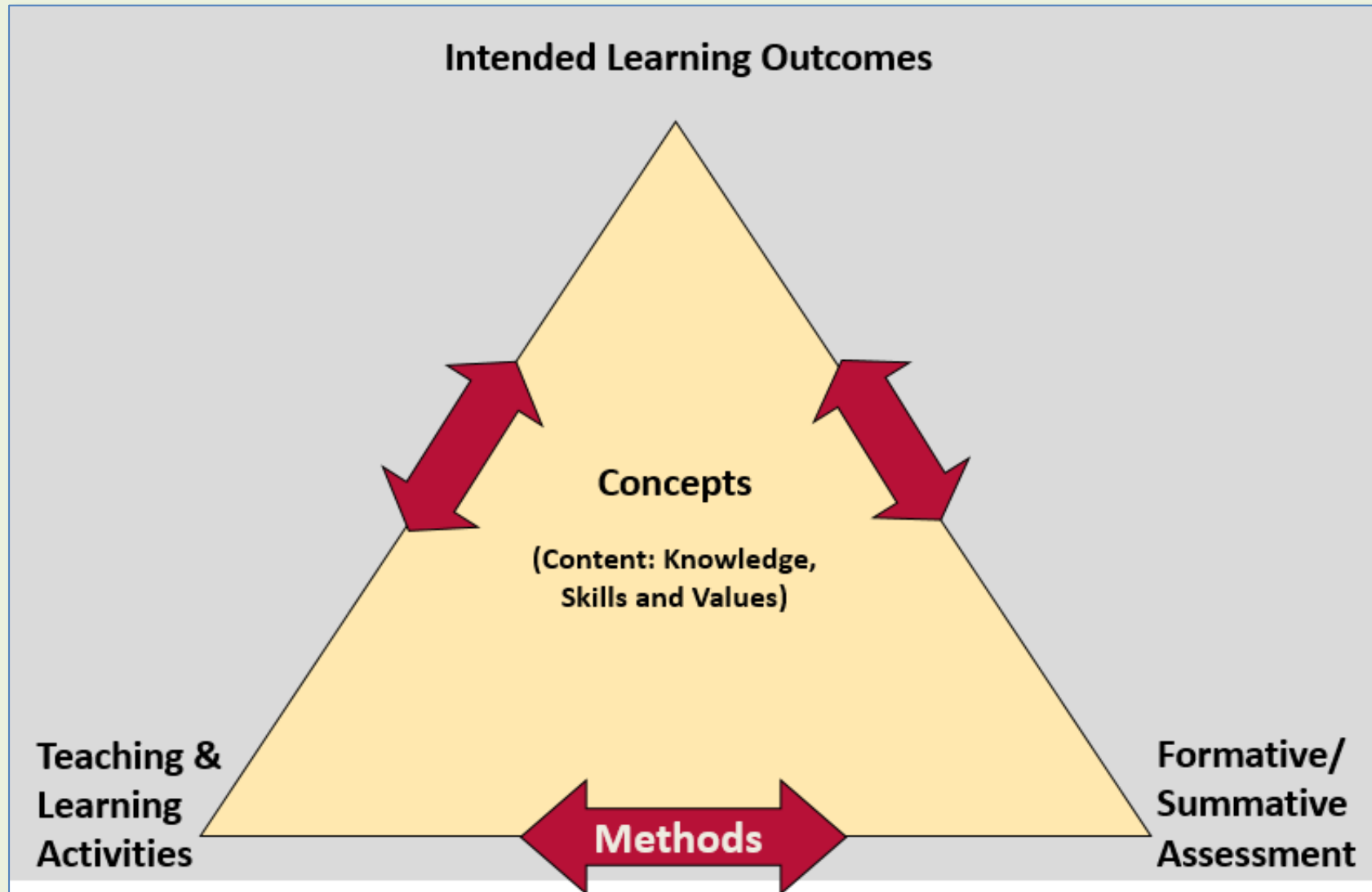
Process

But ePortfolios are also a “process.”

For the learners, ePortfolios are a process of generating new or deeper learning by reflecting on one’s existing learning and/or experiences.

For instructors, ePortfolios are a pedagogical process.

Alignment in Course/Program Design





Different purposes of ePortfolios

- **Showcase**

A selective collection of the student's best work, used for career purposes.

[Example](#)

- **Assessment**

A record of the student's assignments, tied to learning outcomes or rubrics.

[Example](#)

- **Reflective** (AKA "Learning Portfolios")

Personal reflections on what the content means for the student's development.

[Example](#)



Different purposes of ePortfolios

A brief small-group activity:

In your course or program, what “digital artifacts” might your students include to foster critical self-reflection or personal development?

In your course or program, what “digital artifacts” might your students include if you wanted to assess them?

Why do ePortfolios work?

They make “invisible learning” visible. Invisible learning is:

- The intermediate steps that occur whenever a student, or any person, is attempting to learn something or do something.
- Aspects of learning that go beyond the cognitive to include the affective, the personal, and issues of identity.

Why do ePortfolios work?



Why do ePortfolios work?

They leverage ownership and choice

“When students perceive that they have choices in how to learn subject matter they are more engaged and motivated to move beyond simple information acquisition to trying to gain an understanding of the subject.” <http://www.cjlt.ca/index.php/cjlt/article/view/97/91>

Why do ePortfolios work?

They facilitate Personal Development Planning:

- Critical self-reflection
- Articulate learning, achievements, and competencies more explicitly
- Become independent, self-sufficient learners
- Develop an awareness of the concept of lifelong learning
- Be prepared for the process of continuous professional development
- Make the most of extra-curricular activities
- Enhance employability

Why do ePortfolios work?

They leverage a learning theory called Social Constructivism, which says that learning happens most effectively...

- when students construct a system of knowledge for themselves, rather than simply having information presented to them.
- when it happens in a social context – that is, when a student constructs knowledge through dialogue and interactions with others.

Evidence

- “Undergraduates using electronic portfolios had higher grade-point averages, credit hours earned, and retention rates than a comparable set of students who did not use the system.” -- Bowling Green State University
- “In ePortfolio courses, the pass rate is 77%; in comparison courses, sections of the same courses where ePortfolio is not being used, the pass rate is 72%. For a high pass -- a C or above -- the pass rate in ePortfolio sections is 74%; in non-ePortfolio sections of the same courses, the pass rate is 67%. -- LaGuardia (C2L ePortfolio Research Project)
- Additionally, the LaGuardia study revealed 76% of students using ePortfolios in one semester returned the next semester; for non-ePortfolio students, the return rate was 71%.



UW Examples of ePortfolio Implementations

- ePortfolios have been used at UW since 2000
- Courses using ePortfolios at UW in the W2015: **19**
- Number of students using ePortfolios at UW:
 - W2014- ~ 2100 unique users
 - S2014 - ~ 1200
 - F2014 - ~2600

UW Examples of ePortfolio Implementations

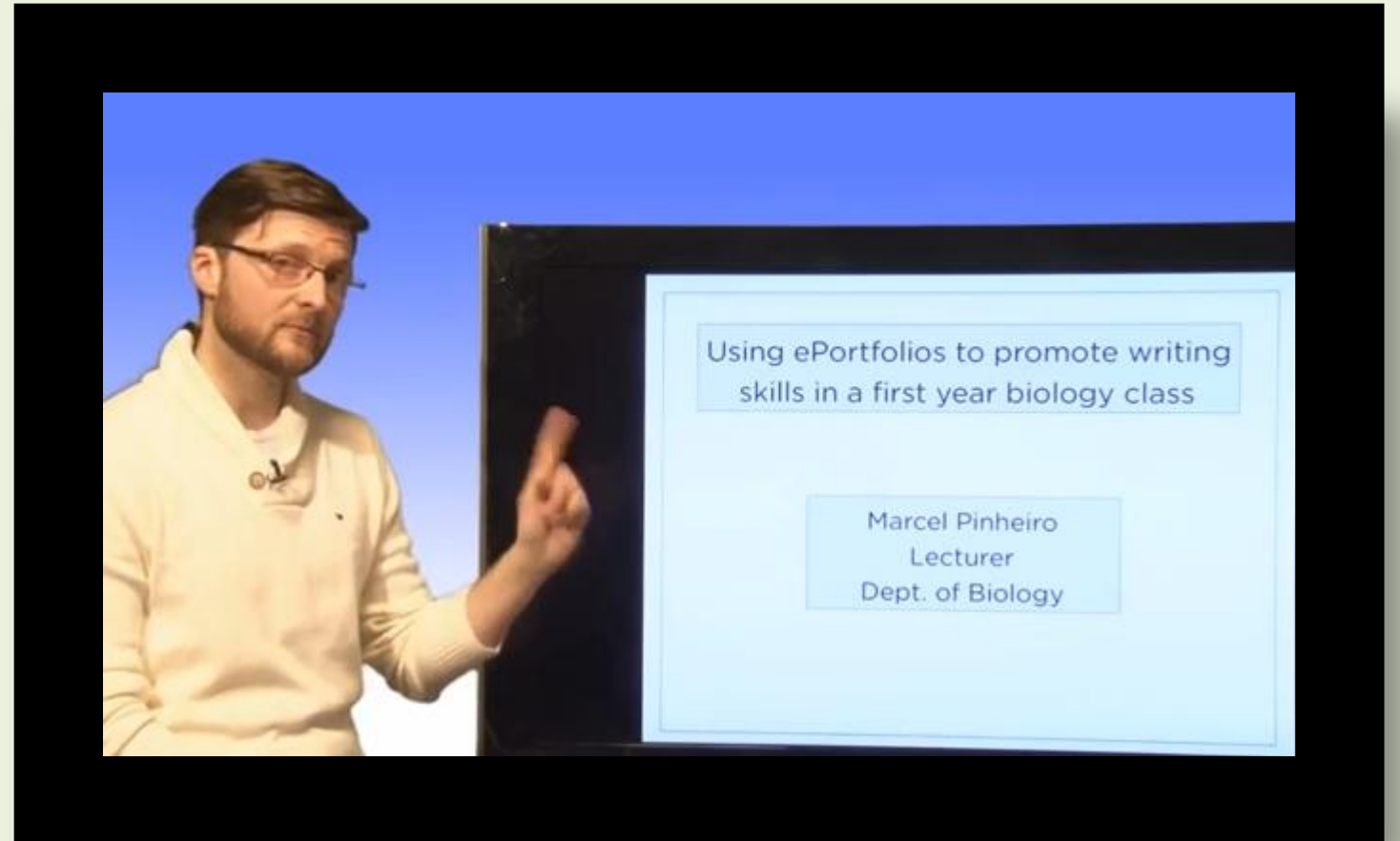
- Jay Dolmage
- Online First-Year Writing
- Class size: 320 - 390



[A template for providing structure](#)

UW Examples of ePortfolio Implementations

- Marcel Pinheiro
- First-Year Biology
- Class size: 270



Examples of ePortfolio Implementations

- Leeann Ferries
- Third-Year Recreational Therapy
- Class size: 48

Rec 351: Therapeutic Recreation
Facilitation Techniques

Group Facilitation

Topics 1-3

Topics 4-6

Topics 7-9


Topics 10-12

Topics 13-15

Topics 16-17

Moving Forward

Learning From Mistakes



Debriefing the Debriefs
Last modified on Apr 7, 2014 10:34 AM

Today's Topics: Yoga-Mindfulness, Social Skills, Sensory Stimulation

What part of the class stood out the most:
Today, the influence of participant abilities on programming and the need for mindfulness of the diagnoses and experiences of the participants stood out to me. I find it really interesting to compare my notes about each session with the points that are raised during the debrief following the session. I think the debrief adds a lot of value to the course as we are able to learn from the experiences and insights of others. A lot of my insight comes from theoretical knowledge as I don't have a lot of experience working with these client groups so I really value hearing the insights of the rest of the class.

Today, I found Leeann's feedback extremely valuable as they were things I would have never considered but she knows from experience in the field. For example, with the sensory stimulation group, it would not occur to me that things like mouthwash could potentially be problematic if the participants have a history of alcoholism due to the alcohol content in the mouthwash. Additionally, Leeann mentioned the point that we may need to remind individuals with dementia how to smell and experience the sensory stimulants as they may not know what to do with them. Another student in the class contributed to this point in mentioning that there could be some inherent risk in using cups as it may trigger the impulse to drink or eat whatever is in the cup. These were all things that I didn't really consider in giving my feedback and things that I now am cognoscente of as a result of the debriefing session.

Another thing I learned is the importance of making the introduction and debrief of an activity match the client group. This was especially evident in the sensory stimulation and social skills group. With the social skills group the language and the methods for debriefing could have potentially been tailored differently to suit young boys with Autism Spectrum Disorders. Instead of having a discussion the facilitators could have engaged in an activity to debrief with the group in a more interactive way. Fortunately, for the facilitators the individuals participating were surprisingly talkative during

- How might you use ePortfolios?
- What steps will you take to introduce them to your students?
- What kind of support will you need?



Best Practices

- Spend time explaining the benefits of ePortfolios to your students.
- Explain to your students what you expect them to do in their ePortfolios.
- Provide your students with numerous examples of successful ePortfolios that have been developed by other students.
- Encourage your students to look at and comment on one another's ePortfolios.
- Create an ePortfolio for yourself, and share it with your students.
- Make the ePortfolio an integral and ongoing part of how you assess your students.
- Scaffold your students as they begin to develop their ePortfolio.



Best Practices

(High Quality, High Impact)

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

-- Kuh, G. D., O'Donnell, K., & Reed, S., 2013

Select Resources

- Bass, R. (2012). [Disrupting Ourselves: The Problem of Learning in Higher Education](#). *Educause Review*, 47(2).
- [Catalyst for Learning: ePortfolio Research and Resources](#)
- CTE's [ePortfolio Resources](#)
- [International Journal of ePortfolio](#)
- Reynolds, C., & Patton, J. (2014). *Leveraging the Eportfolio for Integrative Learning: A Faculty Guide to Classroom Practices for Transforming Student Learning*.