



**YOU ARE HERE:**

**Recording Your Excellent Adventure**

As you settle in, if you do not have a Google Account or the Google Drive app on your mobile device, please create an account and upload the Drive App. This link or QR Code provides instructions on how to do so:  
<http://bit.ly/driveap17>





Recording Your Excellent  
Adventure:

Archiving for Transparency &  
Transfer in Faculty  
Development

<http://bit.ly/012817eP>

Megan Mize & Shelley Rodrigo

# Activity

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- List what you have done and/or learned at the conference
- List evidence of what you have learned at the conference

# Faculty Professional Development:

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## Fostering an Archival Habit of Mind



# Critical Framework

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The [Integrative Learning VALUE rubric](#) breaks down Integrative Learning into five student learning outcomes (SLOs):

1. Connections to experience
2. Connections to discipline
3. Transfer (of knowledge, skills, and abilities to new situation)
4. Integrated communication
5. Reflection and self-assessment

# ePortfolio Types

**EXCELLENT TIMELINE**

**BILL & TED'S EXCELLENT ADVENTURE**

Join Bill & Ted on a most EXCELLENT adventure through time and space! Solve the **BOGUS** and the **TRIUMPHANT** as we travel from 1989 back through time to learn about the accomplishments of some of the world's greatest historical figures.

**SOCRATES**

The triumphant leg of Bill & Ted's journey takes them to ancient Athens where they introduce the great Socrates with their **NON-HEN-DUST** theories on life.

**THE MOST EXCELLENT** philosophy in Western history is based on Socrates' philosophy for his contributions to the fields of ethics and logic.

**Google Drive**

**Dropbox/Box**

410 BC 1209 1429

**BOGUS TIMELINE**

**OneNote**

**GENGHIS KHAN**

This **ODIOUS** conqueror showed a deep love for Twitter - they clearly help him keep his strength for activities such as sword-fighting & destroying sporting goods stores.

**JOAN**

Joan of that see France, Jazzer!

Despite of Arce due to a heresy

**Showcase eP**

King's tactics resulted in the mass murders of civilian populations, although he did promote religious tolerance in the Mongol Empire. **HEINOUS!**

via the **HEINOUS** from maiden, in reality, it wasn't invented until the 19th century.

Tell Tale

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- Wix, Weebly
- Wordpress

# Dust in the Wind

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# ODU: Faculty Development

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## eP3: Praxis, Process, and Production & Beyond eP3

- Three-day or two-day workshop each semester;
- 20-25 faculty participants;
- Focus on strategies to promote active and integrative learning;
- Instructors incorporate ePortfolios with a Reflective component within a course the following semester;
- Instructors share student materials and reflective pieces for assessment;
- Instructors are asked to participate in faculty focus groups;
- Participants receive a \$500 stipend.



# eP3 Activities that Foster Archiving Habits

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- [Defining Integrative Learning](#)
- [Incorporating ePs into Syllabus](#)
- [Exploring Transfer through Social Media](#)

<http://bit.ly/aacucep17>

# UA: Writing Program

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## New TA Training

- Work in Google Drive from the beginning.
- Required to build initial teaching portfolio in Gdrive.
- Continuing TAs have yearly ePortfolio requirement
  - Teaching Philosophy
  - Professional Development Activity
  - Major Course Materials (syllabus, assignment prompts, etc.)
  - Assessment/Comment Examples

# Activity

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Return to your list of what you learned at the conference. Using the Google Drive App, (plan to) archive all evidence of learning from the conference. What fits? What doesn't?

# Need for Transparency in PD

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- Document Learning
- Document Implementation
- Recursive loop between documenting need, impact, and revision for budget lines



Some Data:

Is this focus  
on Archive  
working?



# 2015- 2016 ODU Implementation

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- 3 eP3 Cohorts
  - 58 Faculty
  - At least 4k Students affected
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- 1 Beyond eP3 Cohort
  - 14 Faculty
  - Close to 700 Students affected

# Initial Reactions to ePs (before workshop)

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n=33; seven had two that were combo of negative and positive;  
one had two with double positive

Unconvinced/Negative	4
Unsure/Confused	8
Interested/Curious/Intrigued	11
Excited/Positive	16
Other	1 (didn't answer question)

# How did Faculty Implement ePs?

n=33; one did not implement, one implemented as extra credit

Archive/Collect	21
Showcase	16
Reflect	9
Scaffold	4
Collaborate	3
Extra Credit	2
Other	2 (multimedia), 1 (not yet)



# What Encouraged Faculty to Use ePs?

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Colleague	8
Improve Student's Learning	9
Improve Student's Future	10
Previous Experience w/ePortfolios	5
Improve Teaching	8
Work/Program Required	6
Previous Professional Development	2
Other	3 (advertising, practical, ease)

# Have ePortfolios Helped?

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n=33; six had two that were combo of positive and neutral (usually planning revisions); one had two with positive and negative

Positive	30
Negative	1
Neutral	6
In-Process	4

# Assessment: Focus Group Results

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- Most faculty **did not make major changes** in their courses other than those required to incorporate the eP.
- All faculty participants **would recommend** the use of eP to their colleagues – many already have.
- Some faculty thought that it would be good to implement eP in their **program across courses**.
- Most faculty found eP **helpful to their teaching and student learning**.
- Faculty got to know students better, both professionally and personally – eP **“humanizes students to us.”**

# Activity

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Using the Google Drive App, create a video reflection (or simply brainstorm a list of multimedia objects that would capture your experience) in which you describe your purpose for attending the conference, as well as 1-2 takeaways that you plan to work with upon returning to your institution. What will you need to implement your new ideas? Upload this video to your

# Contact

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