

# Come Train with Us: On-going Support for Faculty Using ePortfolios

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# Generating an “ePortfolio Culture”



# Faculty Development

## eP3: Praxis, Process, and Production Workshop

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

# ePortfolio Types

## Archive eP

- [Google Drive](#)
- [Dropbox/Box](#)
- [OneNote](#)

## Showcase eP

- [Wix, Weebly](#)
- [Wordpress](#)

**Everything Not Saved will  
be Lost.**

**Nintendo's  
"Quit Screen" Message**



# eP3 Materials



<http://bit.ly/AAEEBL16EP3>

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

# May 2015 Implementation

## Initial Cohort Data

- **19 faculty**, with additional participants representing the University ePortfolio committee observing.
- At least **848** students affected by this initial workshop.
- An additional **305 students** through Writing for College Success Program.
- Following disciplines represented: Engineering Technology, Foreign Languages and Literatures, Communication, Marketing, Academic Skills, Philosophy & Religious Studies, English, Biological Sciences, Mathematics and Statistics, Biological Sciences, Sociology and Criminal Justice, African American Studies/Sociology / Criminal Justice

# Assessment: Methodology

## Evidence of Professional Development

- Survey with frequency analysis
- Focus groups in Spring 2016

## Evidence of Student Integrative Learning

- Assessment Summit (May 2016)
- 10 raters
- Approximately 150-200 student reflective pieces.
- Used AAC&U's Integrative Learning VALUE Rubric to determine how successfully archive ePs fostered connections between students' course work, course objectives, and personal goals.

# Assessment: Results

## Faculty Development: Survey

- **57% (8)** indicated that they connected course material to eP **multiple times** throughout the semester. **21% (3)** indicated they connected materials to ePortfolios only at key points.
- **50% (7)** of instructors made ePortfolios a significant portion of their overall grade. **43% (6)** indicated that ePs account for a small part of a student's grade. Instructors indicated the ePs account for **5 - 20% of their course grades**.
- **57% (8) did not require** their students to produce **showcase portfolios**, though some offered it as an option.
- Instructors referenced enjoying the innovative nature or creative element in designing and implementing eP assignments. At least two spoke to marketability and future employment as a valuable aspect of ePs. Three instructors **praised shared digital repositories' ability to enable an ease of exchange and collaboration**. Three referenced students building on previous knowledge or transferring skills.



# Assessment: Results

## Faculty Development: Focus Groups

- 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.”**

# Assessment: Results

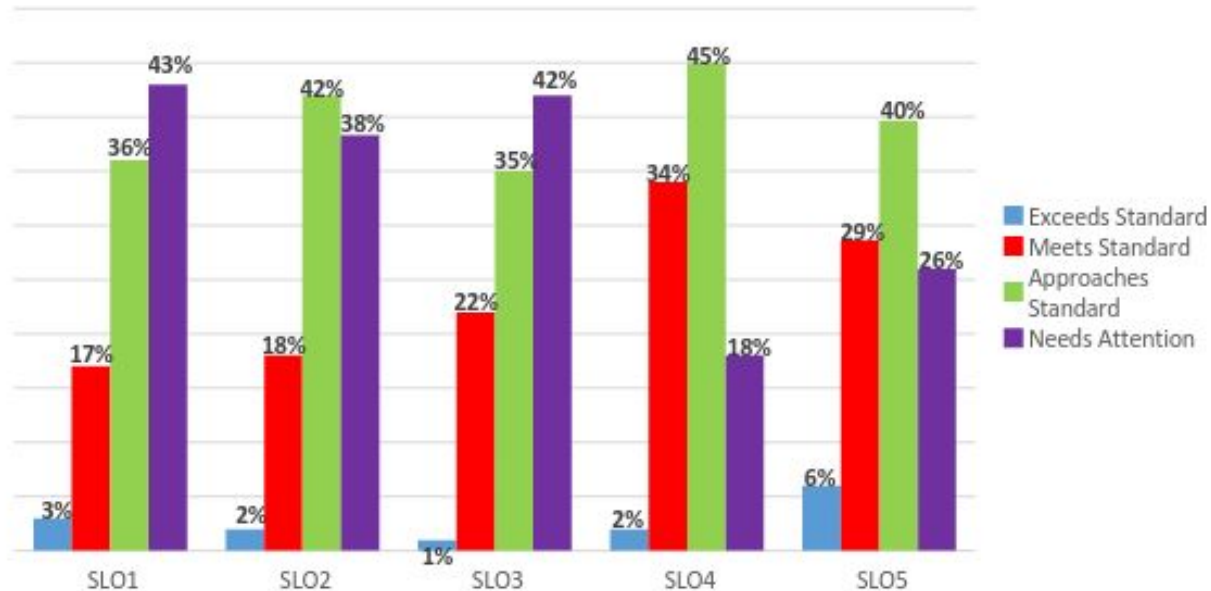
## Integrative Learning Assessment Summit

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

# Assessment: Results

## Integrative Learning Assessment Summit



# Assessment: Results

## Integrative Learning Assessment Summit

Recommendations included:

- Starting subsequent workshops with a discussion about what Integrative Learning is and why it is important
- Sharing the SLOs and the rubric with workshop attendees (and their students)
- Discussing the pedagogy of addressing the SLOs in courses
- Designing appropriate prompts and assignments in order to produce artifacts that address all SLOs
- Applying the rubric to one of their own assignments
- Exchanging assignments with colleagues to ensure that the assignment is interpreted as it was intended

# Evolving Support: Faculty

## Wordpress Template Design

- Available to eP3 participants
- Instructors meet with eP Coordinator and Wordpress Specialist GA
- Collaborate in creation of a WP template for a course or program
- 6 templates are in-progress for Fall implementation, with 4 more programs planned.
- [Sample Template](#)

# Evolving Support: Students

## Embedded ePortfolio Assistants

- Available to eP3 participants during the first semester of their implementation.

## Upperclassmen eP Initiative

- Monthly meetings with eP Assistants
- Guided construction of showcase ePortfolios
- Aimed at developing showcases for graduate school or job market.

# Contact

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<https://www.odu.edu/success/programs/eportfolios>

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