

eLearning to Learn:
The Pedagogical Role of ePortfolios in an
Online Learning Strategies & Skills Course

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Small-Group Discussion

- * Form groups of 3-5 people to discuss:
 - * What kind of work do you do?
 - * How does being online make your life *more* efficient?
 - * How does being online make your life *less* efficient?
 - * Have you ever made/directed others to make ePortfolios?
 - * If so, how?
 - * If not, how might you do so?
 - * Why did you choose to attend the ePortfolio Forum?

Overview

- * EPL 159: Online Learning Strategies and Skills
 - * Purpose, content, and structure
 - * Examples of student work
 - * Why use ePortfolios?
- * Expectations for students
 - * Reflection
 - * Application

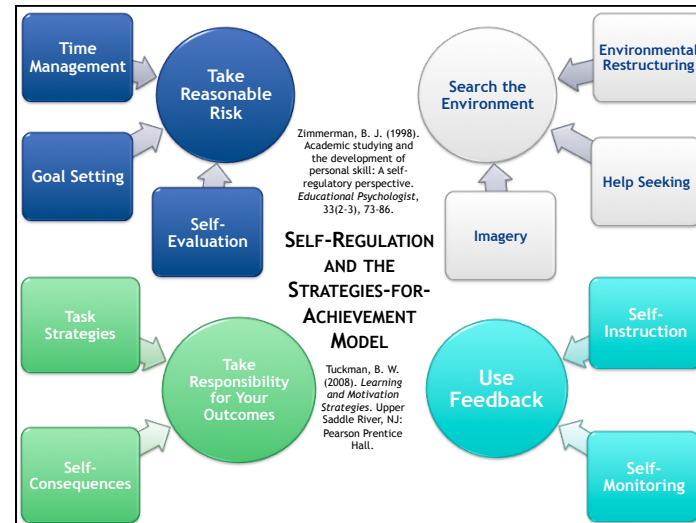
EPL 159 Topics

1. Ohio State and Networked Computing
2. Strategic Approaches to Learning Online
3. Efficiency in the Digital Age
4. Learning through the “Blogosphere”
5. Web-Enhanced Academic Products
6. Searching and Researching
7. Collaborating at a Distance
8. Learning on (and via) the Web
9. Academic Content in the Digital Age

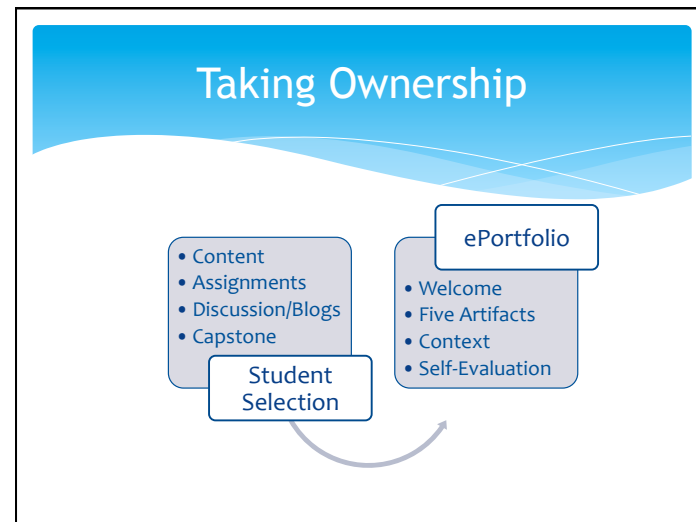
Week 3 Session 2: Searching and Researching

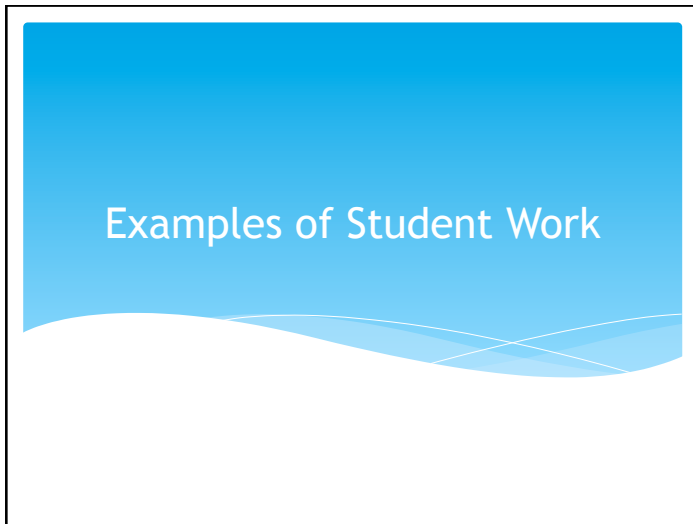
This module encourages self-efficacy in searching, navigating library databases and tools, and determining the relevance of online content.

<p>Pre-Class Readings due by 10:30 am Thursday, July 8</p> <ul style="list-style-type: none"> e-Learning Companion Chapter 3: Technology Tips for Online Students e-Learning Companion Turning in Assignments Online & e-Research <p>Topics</p> <ul style="list-style-type: none"> Information Literacy and Source Credibility Avoiding Accidental Plagiarism Searching Basics Boolean Logic and Advanced Searching Google Scholar OSU Libraries' Catalogs and Services Storing Searches Creating Bibliographies 	<p>Activities and Assignments due by 10:30 am Tuesday, July 13</p> <ul style="list-style-type: none"> Search Strategies <i>Carmen Quizzes – 2 points</i> Refworks Bibliography <i>Carmen Dropbox – 2 points</i> Reflection Post 3 <i>www.blogspot.com – 3 points</i>
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Strategies and Skills	
Strategies	Skills
Self-monitor	Use online spreadsheets
Visualize	Use online calendars
Set goals	Use online task lists
Seek help, evaluate info	Search web and library databases
Ask and answer questions	Access podcasts/videos
Use feedback	Write, share, and revise online
Learn from others	Use wikis
Synthesize, self-direct, self-evaluate	Develop ePortfolios





Martin's EPL159 Portfolio Search this site

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 Capstone Post
 Learning Styles Quiz
 Time Tracking
 Spreadsheet
Webliography
 Sitemap

Webliography

A webliography is a combination of electronic documents or websites into a list that relate to a particular subject that someone is writing about or studying. It is especially used in scholarly works. My webliography is a list of helpful websites that can make doing tasks for school on the internet much more efficient. Being able to put together a well constructed webliography show that I can not only find helpful tools on the internet, but be able to easily share those tools with others.

Easybib.com
<http://www.easybib.com/>

Easybib.com is a website that helps students with bibliographies. The student simply enters the information of their source, such as the website, or the book's title, and Easybib sets up the bibliography for the student. This website, if used correctly, can save an amazing amount of time.

Internet Public Library
<http://www.ipl.org/>

The Internet Public Library (IPL) contains an insane amount of reference information, like almanacs and geography resources. IPL librarians are also available to answer any questions you have while using the site. If someone could not find the information they need on Google, or at their public library, the IPL most likely will have the information they need.

Information Literacy
http://www.webs.uidaho.edu/info_literacy/

The University of Idaho set up this website to provide assistance to those who are having trouble finding the information they want on the internet. It is very helpful, and easy to navigate. This website can be very helpful because many people's internet skills need improvement, and this website can help them.

Refdesk
<http://www.refdesk.com/>

Refdesk (short for reference desk) is a helpful fact checker. Checking facts in internet sources is one of the most important ways to

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Blog

Below is my blog website. One of the course requirements was to create a blog in which I wrote biweekly reflection posts. The posts included my thoughts on and reactions to the assignments and readings related to several class sessions. Before this blog assignment, I had little to no experience reading blogs and absolutely no experience creating and maintaining one. I had also never thought of blogging as a learning tool. But after completing this assignment I can see how a blog could promote learning and discussion. Through blogging I was able to share my thoughts on what I have learned and have dialogue via comments with my classmates. Although I do not see blogging outside of this assignment in my near future, it was very interesting and beneficial for me to experience it. Enjoy my thoughts!

Embed Blogger

Week 4 Session 2 - Pros and Cons of Healthcare Reform Bill

ABOUT ME
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Mind Map

A Mind Map of a Class

This is a mind map of Operations Management 630 class that I have taken in Summer Quarter. This shows my thought process for each of the topic on the subject. It's interesting what a Mind Map can do to link ideas together. [Clicking on the image will give you an expanded view of my ideas for this class.](#)

There is also a PDF version of my Mind Map for your convenience. Hope you enjoy my work!

Attachments (1)
 Rasheed's Mind Map.pdf - on Jul 26, 2010 1:04 AM by Rasheed Hassan (version 1) [Remove](#)
 105k [View](#) [Download](#)

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Time Tracker

This Google spreadsheet is a chart of how I spent my time for a week this quarter. I color coded the map according to categories like commuting or school work. This really helped me see where my time was going. I found areas for improvement like getting more sleep and dividing my homework into smaller chunks. Because this week fell in sync with my Fourth of July vacation, I had more free time than normal. My goal is to do this activity at the beginning of every quarter to incorporate my new class schedule with my study and work time. This time tracker shows that I am armed with the necessary tools to manage my time better than I have in the past.

Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
Shower and breakfast	Shower and breakfast	Sleep	Sleep	Sleep	Sleep
Shower and breakfast	Shower and breakfast	Sleep	Sleep	Sleep	Sleep
Research	Research	Shower and pack for trip	Sleep	Sleep	Sleep
Research	Research	Shower and pack for trip	Sleep	Sleep	Sleep
Research	Drive to School	Drive to School	Sleep	Sleep	Lunch
Edu P&L	Poli Sci 245	Edu P&L	Breakfast	Sleep	Lunch
Edu P&L	Poli Sci 245	Edu P&L	Breakfast	Breakfast	WaterSkiing
Edu P&L	Poli Sci 245	Edu P&L	Running around the lake	Swimming and Water Skiing	WaterSkiing
Edu P&L	Poli Sci 245	Edu P&L	Vacation	Swimming and Water Skiing	Fun Stuff
Edu P&L	Poli Sci 245	Edu P&L	on the Lake	Swimming and Water Skiing	Fun Stuff
Lunch	Lunch	Lunch	Vacation	Swimming and Water Skiing	Fun Stuff

Mona's Portfolio Search this site

Capstone Post

This is my Capstone Post. In this short essay, I reflected upon the course EPL 159. This post demonstrates what I have learned in this five-week class and how I intend to utilize all of the helpful online resources that I learned about. When writing the Capstone Post, we had peer editors. I got to edit someone's post and someone edited mine. This was very helpful in that I got helpful feedback that has allowed me to better my writing. Also, when writing this post I used Google Documents. Google Docs is a great tool for things like this. No messy email attachments or a million copies of one post. I wrote one copy and my peer editor edited on the same copy!

Mona's Capstone Post

I could have taken another class to boost my GPA, but I chose this one because it was interesting. I did a small research project about the Walter E. Dennis Learning Center and I came across this class and I knew that this was something that would help me later. I hoped to gain online skills that will be of benefit to me. Since I'm still new to college, I thought it would be a good idea to take a class like this now so that I have the background knowledge to succeed, rather than waiting until my last year to figure out how to utilize useful tools.

I have learned so much about online tools, technology, and resources! After taking this course I definitely know how to use my computer more efficiently. For example, in this class we experimented with Google and its many features. In using Google Calendar and Tasks, I was able to better organize my life. It's much easier for me when I can see what I have to do all mapped out. Using Google sites to make our E-Portfolios is nice. I've never made a site before and this is a good idea if I'm asked to do a project for another class. Finally, using Google Documents is a very nifty tool. It's like Word on the go. I can access this from anywhere and allow others to use it too. We also learned about the many branches of Wiki. I knew about

Assignments Become Artifacts

"The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy."

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

Why ePortfolios?

- * Mastery experiences
- * Deep learning
- * Planning, bite-size pieces, self-evaluation
- * Flexibility plus structure
- * Reasonable risk
- * Increased interest in learning

therton, J. S. (2010). Deep and surface learning. *Learning and Teaching*. Retrieved from <http://www.learningandteaching.info/learning/deepsurf.htm>

The Grid: Expectations for Students

- * What learning, motivation, and technology strategies do undergraduates need to be successful?
- * In the four quadrants, write down the ones:

	You want	You don't want
They have	1) You want students to have, and they typically do	4) You don't want students to have, though they typically do

Adapted from The Thiagi Group. (2001, June). The grid. *Play for Performance*. Retrieved from <http://www.thiagi.com/pfp/Generic/june2001.html>.

The Grid: Expectations for Students

Thought Triggers

- * Activities
- * Attitudes
- * Beliefs
- * Competencies
- * Experience
- * Personality traits
- * Skills
- * Strengths
- * Technologies
- * Tools
- * Study environments
- * Peer relationships
- * Faculty relationships

Reflection Questions

Process

- * Did you work in a systematic manner, or did you jump around among different quadrants?
- * Did you work at the same pace, or did you work fast some times and slow down at other times?
- * Did the thought triggers suggest more items than your earlier set, or did they add only a few more?

Content

- * Which items came to you quickly? Which items did you have to drag out slowly?
- * Which quadrants have more items? Which ones have fewer?
- * Which items had you thought of before? Which items appeared from nowhere?

Application Questions

- * **What implications does your grid have?**
 1. How do the items in each quadrant differ?
 2. Which strategies would you say are most vital?
 3. How could you use ePortfolios to help undergraduates develop effective learning, motivation, and/or technology strategies?