Making it Happen: 
Integrating the ePortfolio into an Online Business Degree Program
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Agenda

• Background of Online Program
  • Co-creation with Students
  • Leveraging Three Pillars

• Role of ePortfolios (making a case)
  • Reflection and Integrative Learning
  • Career Bridge

• How do you do this in an online environment
  • Overview of Scaffolded Activities
  • ePortfolio Examples

• Discussion
  • Paired Reflection - time permitting
  • Questions?
Pilot Students: Program Motivation

Mary

• Single mom
• Earning her B.A. at PSU in Management and Leadership

Mary says:

There is no way for me to finish without online coursework.

Polly

• Non-native speaker
• First Gen college student
• Mother of three

Polly says:

With the opportunity to take online classes I am able to manage my work, family and education schedule to finally complete my education. I will be the first in my family to earn a college degree while mentoring my children to do the same.
COURSE WORK

- Six courses per year
- Four live video conferences per course
- Standardized format, use of tools and master classes

SELF-PACED SUPPORT MODULES

- Twenty academic and career support videos - Google: PSU SBA SUCCESS SHORTS

EXAMPLES:

- Using Spreadsheets to Tell a Story
- Academic Integrity
- Project Management for School and Life
- “The Voice” in Writing
- Personal Finance
- College Finance
- Curating Your Digital Identity Using the ePORTFOLIO

EPOR TLIO

- Designated assignments throughout the program
- Culminates in two-credit course to redact

YEAR ONE

- Organizational Behavior
  Leadership purpose

- Business Environment
  Stakeholder ID/prioritization

- Team Processes
  Collaboration skills reflection

- Managing Innovation
  Intra/entrepreneurial mindset

YEAR TWO

- Contemporary Leadership
  Leadership purpose II

YEAR THREE

- Gen Ed/Business Capstone
  Consulting project reflection

- Digital Identity
  Redacted ePort - Career-facing

EPORTFOLIO

- Goal Setting
- Career Planning
- Leadership Purpose

- Archive Projects
- Internship Reflection
- Special Projects

- Redact/Export into Custom Linked-In Community
- Capacity to Deliver at “Tight” Career Purpose Narrative
Listening Sessions
From The “Universe” - several hundred value statements
To The “Vital Few” - twenty eight value statements
From The “Universe”
To The “Vital Few”

“Customer” Requirements
Making the Case for ePortfolios in Online Programs

- digital skills essential for this population
- online programs can be isolating - ePorts can be like windows to peers, faculty and community
- extra perks for students likely to be underserved by the institution due to their distance from campus
- legitimizing online degree in eyes of employers
- building program brand
- response to student request for bridging degree program to their career (from listening sessions)
- reflection and integrative learning (Candyce)
- implementation is do-able (Melissa)
Role of ePortfolios in Online Programs

Promotes and enhances reflection

- Online learning can be content heavy
  - Learn and Test
  - Competency based

- Provides meaning to content

- ePortfolios in online classes are one way to make meaning of course and program content
Role of ePortfolio: Integrative Thinking

*Promotes and enhances integrative learning*

**Integrative Learning** =

Learning over time + Learning across Context + Intention
Role of ePortfolio: Career Advancement

Bridge to Career (Online Students)
- Identity formation/development
- Person-Career Fit
- Leadership Purpose
- Personal/Professional Narrative

The Value of Process Over Product
Creating Great ePortfolios in an Online Program

• Preview the model we built at PSU in the SBA
• Reflective activities throughout the program and final ePortfolio Course
• Minimum requirements:
  • Video guidance
  • Student and faculty technical support
  • Student and faculty change management support
The ePortfolio Pillar in the Online Program

Year One
• Goal-Setting
• Purpose Statement
• Ethics Project

Year Two
• Develop and Deposit Culminating Assignments
• Special work projects
• Internships
• Team strengths
• Innovation/Value Creation Persuasive Presentation

Year Three
• Redact/Port to Custom PSU LinkedIn Community
• Community Consulting Project
Model By Year
Stars represent key ePortfolio courses in the three-year program

Year One

- A/C MODULE ON EPORTFOLIO AT ORIENTATION
- Proposed: Follow up videos in same style throughout program
Year Two

- Human Resources Management
- University Gen Ed Requirement
- University Gen Ed Requirement
- Competing with Information Technology
- Team Processes
- Innovation for Shared Value
Year Three

University Gen Ed Requirement → Contemporary Leadership Issues → Career Management and Digital Portfolio

Organization Design and Change → Project Management → Business Strategy Community Capstone

Redact and port out to LinkedIn
Keys to Using This Program-Level Model

- Faculty buy-in from key instructors in selected courses
- The “master course” model
  - Requires that faculty and programs front load the work
  - Allows for faculty to enjoy the results and outcomes of the course once the term begins
Video

• Classic video created in advance
• Short term video - topic/feedback-related
• Portfolio guidance videos appear in key courses
• Logical progression of “folio-thinking” occurs throughout the three-year program
Course Level Overview

Plan your Portfolios
- ePortfolio Planning worksheets
- Audience, format, and evidence selection

Creating your online identity
- Biography, photo, self-introduction (written and video)
- Personal leadership philosophy

Using PebblePad
- Create two portfolios in PebblePad
- Provide feedback on the platform

Make connections
- Memorable learning experiences worksheet - reflective practice
- Provide evidence/artifacts for your portfolio with reflective summaries

Branding
- Relationships and Affiliations (co-branding)
- Blog, Resume, CV

Reviewing
- Peer Drafts
- Incorporate Instructor feedback
Course Level Videos

- 21st Century Learning
- 21st Century Learning Requires 21st Century Proof
- ePortfolio Interview with Candyce Reynolds | MGMT 485
- ePortfolio Process
  - Collect
  - Re-Create
  - Select
  - Reflect/Connect
  - Communicate
  - Create
Digital Identity
Reflection and Integrative Learning

Reflective Practice with Dr. Candyce Reynolds

Integrative Learning with Dr. Candyce Reynolds

Three Pillars of Integrative Learning

- Learning over time
- Learning across Context
- Intention
Platform Support

PebblePad Design Tips

Designing Pages in Pebblepad

Working with PebblePad Blogs

Blogs in PebblePad
Leadership & Branding

Personal and Co(branding)

Developing Your Leadership Philosophy

Developing your own leadership POV

Know your core values and display proof of how you relate your decisions and actions to them.

Write it out:
1. Your background
2. Your purpose and values
3. Your beliefs about leading and motivating people
4. What others can expect from you
5. What you expect of them
6. How you will set an example

Leading at a Higher Level, Ken Blanchard (2010)
ePortfolio Examples

Samples from:
School of Business Administration 2016
“Even as you stop, look, and listen to messages in the present, you also need to raise your head and gaze out toward the horizon.”

Kouzes and Posner’s the Leadership Challenge (2012, pg. 110)
"Remember yesterday to gain strength for today and vision for the future. Depend on those who depend on me to be my guiding light when times are dark. Realize that being truly successful is not measured in dollars but measured in the inspiration I provide for others."
My name is Drake George and I am a native to Oregon. I attend Portland State University and am enrolled in the Urban Honors College. I am finishing up my final terms here, with majors in both Marketing and Management & Leadership. I am graduating in three years and spend much of my time in work or in class as I have three jobs.

One of the positions I work at is a gym, helping me to lead a more active lifestyle. I try my best to workout 5-6 times a week. I have recently started to get involved in rock climbing as I had done so when I was much younger. Additional to this, my interest tend to be revolved around my small, but close group of friends. I enjoy trying new restaurants around Portland as well as visiting small pop up shops in the city.
Leadership purpose statement

I seek truth and freedom so that I may live an enlightened and fulfilling life.

I know myself and stand strong to my values, never swaying to others desires.

I bring warmth and kindness by being generous with those I love. I create beauty all around me and believe the possibilities are boundless.

I will reveal the best in those around me and cherish all life.
Kelly Pifer is a 26-year-old Senior at Portland State University, majoring in Business Management and Leadership. She is expected to graduate with a Bachelor's of Science degree this upcoming June 2016. Currently, she is a full-time online student while working part-time at Swedish Medical Group as an Administrative Assistant to a Cardiac Electrophysiologist.

Previously, Kelly has spent time working in multiple different industries, allowing her knowledge to grow. From 2006-2011, she worked as a receptionist and manager of a salon and day spa while also attending school full-time at Oregon State University. During that time, she also decided to attend beauty school to which she graduated from in 2010. After graduation, Kelly decided to move to Portland, Oregon where she started working in the retail and sales industry (Nordstrom) and also the automotive industry as a Contracts Clerk (Toyota). Kelly spent three years with Toyota before moving to Seattle, Washington; it wasn't until then that she started working in the healthcare field and truly found her passion.
Dianna Chourarath's ePortfolio
integrative

Move forward with an aggregate of what you have experienced, and recognize that every experience is unique and new. Do not try to replicate, learn, approach and respond differently. To truly see things differently, we must lambast our brain with unfamiliar stimulus and experience; we must invite our teams and constituents to boldly embrace new and exciting procedures and ideas if we hope to collectively achieve new and exciting victories. We must forfeit old ideas, and abandon our own ego in pursuit of what is best for the team. As leaders blaze a trail with their cohort, their task is to remind and reinvigorate dedication to purpose and outcome. No process is holy; no personal belief is so important as to stand in the way of progress. Almost recklessly, leaders recognize the potential for sustained growth or stagnation in daily decision making, building upon an ever growing foundation.

BA 385 Homework 4
Life is beautiful! I learned to value my surroundings and cherish everything that comes my way from a very young age. As a child, my parents never spoiled me and a big contributor to that has been the fact that our family's financial situation has always been tight. I dreamed like any other child of growing up, getting rich, and helping my family out while also fulfilling my own dreams. Unfortunately my home country couldn't provide me and my family with a good future. We immigrated to the U.S. in 2001 because of religious prosecution, my experience has been nothing but an adventure. It
ePortfolios in Your Online or Other Program

• What have you learned that you can take home to use?

• What would you need to do in your setting to introduce/use ePortfolios in online setting?
  – What would be similar?
  – What would be different?
  – Barriers/Accelerators?
In Conclusion

- ePortfolios are useful for advancing learning and bridging to career (telling a “tight” story)
- Online programs CAN provide the tools for the process and online students deserve support
- Assumptions about your own setting may stand in your way
- Relationships and connections across the institution will ease the journey
Thank you!

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