EPORFOLIOS AND INTEGRATIVE LEARNING

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“Integrative learning is a shorthand term for teaching a set of capacities. . . we might call the arts of connection, reflective judgment, and considered action—that enable graduates to put their knowledge to effective use. . .

It should . . . lead students to connect and integrate the different parts of their education, to connect learning with the world beyond the academy, and, above all, to translate their education to new contexts, new problems, and new responsibilities.”

—Carol Geary Schneider (2003)
SESSION OVERVIEW

- ePortfolio 101
- Reflective Pedagogy
- Connection-Making Across General Education Courses
- Connection-Making From Academics to Students’ Lives
- Showcasing and Integrating HIPs
WHAT IS AN EPORTFOLIO?

A web-based collection of significant artifacts and reflections representing a student’s curricular and co-curricular experiences.
THE MODERN ROOTS OF EPORTFOLIOS

- Portfolios long used in the arts, architecture, teacher education, etc.
- Theories of reflection in education. (Dewey, Kolb, Schon, etc.)
- Computer Technology and the Interwebs
THE PREHISTORIC ROOTS OF EPORTFOLIO

- Paleolithic Portfolios from HNT 1010 “Introduction to Big Game Hunting”

- “Killing big animals is hard.”

- “Interesting point, but can you please elaborate?”
REFLECTIVE PEDAGOGY
“Highly productive and creative individuals think about their own thinking while they are thinking. This process, called metacognition, allows people to engage in a valuable conversation with themselves, exploring their background, questioning and correcting their thinking in the process, and pursuing the dynamic power of their minds.”

—Ken Bain, *What the Best College Students Do.* (2012)
ABSTRACT CONCEPTUALIZATION IN DAVID KOLB’S (1984) EXPERIENTIAL LEARNING MODEL

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualization
DONALD SCHÖN (1983): TWO MODES OF REFLECTION

❖ **Reflection on Action** Reflection after an experience is over.

❖ **Reflection in Action** ”Turning thought back on action” while in the process of doing. “It is this entire process of reflection-in-action which is central to the ‘art’ by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict.”
Reflecting with others:

- Affirms the value of one’s experience.
- Offers alternative meanings, broadening the field of understanding.
- Supports one’s self-discipline and provides a sense of responsibility.
A Brief Practice Exercise in Reflective Pedagogy
Connection-Making Across General Education
Connections Across General Education

- Political Science
- Math
- Economics
- American Literature
- Humanities
- Sociology
- History
- Dance
- Biology
- Diversity
- Physics

Connections among different fields of study, indicating how they intersect and contribute to a well-rounded education.
Connections Across General Education

- Political Science
- History
- Sociology
- American Literature
- Economics
- Humanities
- Mathematics
- Diversity
- Biology
- Physics
- Dance
- Geology
- Composition
- Math
- American Literature
- Economics
- Humanities
- Politics
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Connections Across General Education

- COMPOSITION
- GEOLOGY
- DIVERSITY
- PHYSICS
- BIOLOGY
- DANCE
- HISTORY
- POLITICAL SCIENCE
- MATH
- AMERICAN LITERATURE
- ECONOMICS
- HUMANITIES
- SOCIOLOGY
Connections Across General Education

- COMPOSITION
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- MATH
- AMERICAN LITERATURE
- ECONOMICS
- HUMANITIES
- SOCIOLGY
Study group

Public speaking

Service-learning

Composition papers

Social science data analysis

Math problems

Study abroad

Student club

Biology lab report

Group presentation

Photography project
Study group

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Group presentation
Social science data analysis
Math problems
Photography project
CONNECTION-MAKING TO STUDENTS’ LIVES
Assignment Received
Self at Time A
Work on Assignment
Final Product
Reflection
Self at Time B

Jason Warhurst @ 55 seconds
Scholarship Applications

Educational Coherence

Evidence of Engagement

Pride

Scholarly Identity

Education as Creative Journey

Intentionality

Reflective Practitioner
A Brief Practice Exercise in Assessing Student Reflection
EPORTFOLIOS—HIPS
HIGH IMPACT EDUCATIONAL PRACTICES

- Capstone Courses and Seminars
- First-year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments and Practices
- Undergraduate Research
- Internships
- Diversity/Global Learning
- Service/Community-Based Learning

- ePortfolio Pedagogy
CHARACTERISTICS OF HIPS

• Educationally purposeful work in a realistic setting.
• Substantial interaction with diverse faculty, fellow students, and (possibly) community members over time.
• Reflection built into the task.
• Frequent feedback about performance. Summative and formative.
• Emphasis on applying course concepts, knowledge and skills.
• Production of signature work, worthy of showcasing.
Peer Review

Reflective E-portfolios: One HIP to Rule Them All?

By: David Hubert, Jason Pickavance and Amanda Hyberger

As colleges and universities embrace high-impact practices (HIPS), we can envision a future—as yet a fantasy world—where they become more common, anchored in curricular pathways and designed to improve the retention and graduation rates of new majority students. At the same time, we see the accelerating adoption trajectory of electronic portfolios (e-portfolios), which suggests that they might also become commonplace in our higher education system. What would the educational landscape look like in this future where HIPs and e-portfolios took prominent places in the lives of students at colleges and universities?
THANK YOU

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EXAMPLES OF HIPS IN EPORTFOLIOS

- Study Abroad and Study Abroad
- Service Learning (Luciana Salmi 2:03-3:25)
- Writing Intensive