Inviting the Margins into the Center: 
Making the ePortfolio 
a more authentic and engaging learning space

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ePortfolios as Authentic and Engaging Work Spaces

**Authentic:**

*Of undisputed origin, Genuine*

- Vulnerability
- Transparency
- Integrity

**Engaging:**

Occupy, attract, or involve (someone's interest or attention)

Participate or become involved
At the Center....

Learning

Face to Face
Happening Within the Academic Sphere

Face to Face
The Ultimate Goal: Integrative Learning

Learning Over Time +
Learning Across Context +
Intention

= Integrative Learning

(Reynolds and Patton, 2014)
Integrated Learning in the Academy

Intention

Academic Learning

Face to Face

Across Context

Over Time
Learning Academic Personal Across Context Over Time

More Integrated Learning in the Academy

Intention

Learning

Academic

Personal

Face to Face

Across Context

Over Time
More Integrated Learning in the Academy

Intention

Across Context

Over Time

Learning

Academic

Personal

Online (Digital Life)

Face to Face In Real Life (IRL)
True Integrated Learning in the Academy

Face to Face and Online = In Real Life (IRL)

Across Context

Over Time

Intention

Digital Life (DL)

Personal

Academic
True Integrated Learning in the Academy

- **Intention**
  - Personal
  - Academic

- **In Real Life (IRL)**
  - $=\text{FtoF and Online}$

- **Across Context**

- **Over Time**
Reflection is the Mechanism that Enacts Integrative Learning

REFLECTION IS OXYGEN (Aeration)

HOW TO CONNECT THE LAYERED LIVES OF OUR LEARNERS

PRACTICING REFLECTION
Strategies for Reflective Practice—Integrative Learning

- Social Media
- Academic Identity: Personalizing Education & Autoethnography
- Student Driven Planning Processes
- Autoethnography
- Personal Branding
- Personal Choice Portfolio
Background

Social Media & other online platforms are part of the fabric of a student’s life

Should we be ignoring this?
GEOGRAPHIC LANDSCAPE
Academic Identity: Personalizing Education

Power & Voice

“Doing nothing is very hard to do...you never know when you're finished.”

Quarter 1 Reflection

1. What did you learn about yourself this quarter?
I learned that what I hope about fake news and real news was true, but it was nice to go in depth on how to differ from fake to real news. It made me think that I should look more in depth instead of skimming things. You can always gain from going over things more than once.

2. What did you learn about the world this quarter? I learned that I am super aware on current events and that I'm actually very interested in them. It was really cool to learn about social contracts and how they affect different people in their daily lives. Making me reflect a lot. Reflecting my life and wondering what my social contracts are. Also in the beginning of this quarter we went over single stories, I enjoyed going over them. It may feel good and I found myself connecting to many of them.

3. How do you want to approach 2nd quarter knowing that is what will appear on your transcript? I want to approach 2nd quarter fresh. Getting organized with my assignments would be one. And things I'd recommend to better myself. Instead of staring at a lot, and it really interfere with my studies. What makes it worse is I don't notice I'm until it gets really bad. Even when I do notice it I'm too late to not reach out for help. This quarter I have opened up a lot to my teachers. They're easier to approach and I can really seek myself reaching out to them more often. This next quarter is going to be great and I can't wait for it.

Personal Reflection

Looking back to the beginning of the school year

GHS17

Gresham High School 11/30/16
"The difference between a broken community and a thriving one is the presence of women who are valued."

Michelle Obama

Quarter 1 Reflection

1. What did you learn about yourself this quarter?
   I learned I love discussion-based classes. They help me to form a much more well-rounded worldview, and to solidify my stance on a subject even as my thoughts evolve and change.

2. What did you learn about the world this quarter?
   I learned about social contracts and how we engage in them in our everyday lives. I also learned about tragedy of the commons, and how the solution to saving our world is not technical—it is ideological.

3. How do you want to approach 2nd quarter, knowing that is what will appear on your transcript?
   I want to continue to work hard and get all my stuff done, to participate in class discussions and arrive to class ready to engage.

Using Voice to Empower

I feel heard when my opinion and thoughts, based in my personal experiences and heritage, are sought and validated. I feel silenced when my status as a teenage girl makes my thoughts invisible to the rest of the world, or when my experience as a white girl trying to navigate also being mixed race is invalidated. I feel powerful when I am advocating for a cause I am passionate about, and when I am heard and validated. I feel powerless when I look at the mass injustices happening across the world and feel helpless to make any impact. I hope to use my passion for language to educate women and develop literacy in minority language communities.

Empowered Women
Unheard voices

With all the talk about how unheard the voices of minorities are, my hope is that in the time that I am alive that everyone’s voices are heard and appreciated and valued just the same as everyone else. I aspire to hear everyone’s voices the same as I hear white people’s.

The Voiceless

They have no voice for themselves with no power.

Quarter 1 Reflection

1. What did you learn about yourself this quarter? I learned that there is a lot more about race and social justice that I didn’t know, and I realized that it interested me more than I anticipated.

2. What did you learn about the world this quarter? The world is a messed up place with unequal rights where certain skin tones are favored over others in society. I also learned that in most cases suffering is at the root of societal growth and advancement. The actions of the individual impact the community as a whole in possible of negative ways.

3. How do you want to approach 2nd quarter, knowing that is what will appear on your transcript? I want to come in the best way possible in order to be able to maintain the grade I have so that my GPA goes up or stays the same. I plan on doing all my work on time and to the best of my ability.
Capabilities, Opinions, and Aspirations

My hopes and aspirations are to stay afloat on this sea of challenges, hardships and negativity that drown and consume my entire entity. Graduating from high school in June and going to a 4-year university on a full ride is my aspirations and will be the beginning of a new life. I would like to be in discussions with struggling African American youth and use my voice to encourage them that there is light at the other end of the tunnel and that we do not half to live up to other people’s definition of African Americans as thugs, drop-outs, dangerous, 16 and pregnant. We define who we are, what we are capable of, also strength and independence of each unique individual.

Quarter 1 Reflection

1. What did you learn about yourself this quarter?
I learned that I procrastinate when it comes to voicing my opinion at times. I know what I want to say and what I am passionate about, but it gets stuck inside my throat waiting for the courage to be expressed.

2. What did you learn about the world this quarter?
I learned that we all enter in social contracts without actually being aware of it. We go to work and do as we are told to complete the job. Going to school each morning and staying so that you can get an education. These are all choices and social contracts that we decided to accept.

3. How do you want to approach 2nd quarter, knowing that is what will appear on your transcript?
I want to be more engaged and speak my opinions and be more open about the type of person I am even if other people do not like it because it is who I am. By using and expressing my voice, I am adding to the diversity of the classroom. I also need to frequently ask for help when I am confused because I have many people at school and at home that are there to help me become successful in life.

Don’t be afraid to use your voice. Your thoughts, opinions, and ideas are just as important as anybody else’s. When you speak, speak with boldness and purpose. Have courage, be confident, and always be true to yourself! Live your life fearlessly! Your voice has GREAT power; don’t be afraid to utilize it when needed. You’re NOT an angry Black woman; you’re a woman who has something important to say. Your voice matters and so do YOU.  

-Lahri Wilson
Autoethnography: Photovoice and Digital Expression

Who I am...

Race & Social Justice in Modern Times

The best I can do as an individual is honestly being aware of my surroundings and learn as much as I can from the people around me, and from what I learn I spread it to as many people as I can. The stories I believe are you learn from your mistakes. I have heard it so many times but I honestly never understood till last year and I am now enforcing it with myself. We are told many things but doing we actually mean it? Do we really allow mistakes? I was always afraid of making mistakes, honestly speaking and pronouncing things are so hard for me because my tongue is so heavy. I am embarrassed about it, but at this point I don’t care. In order for me to improve I say what I can and someone laughs at how I pronounce it and they fix it then I laugh with them but now I know how to say something properly. I learned from my mistakes.
Autoethnography
Storytelling Culture

Cultural

Social

Political

VOICE
Developmental Models for Framing and Supporting Voice

PERRY, 1981

* BELENKY et al., 1986 (VOICE)

BAXTER-MAGOLDA, 2009

Dr. Jeanne Enders, *Harvesting Old Theory for New Results*; 3:15pm, Independence F/G
Personal Choice Portfolio’s & Student Driven Planning

How do we articulate experiences that are disconnected?

Planning:

• Practice - reflective and integrative work
• Procedural - both structural and digital formation

How do students often experience the solicitation of their voice?

• Regulated
• Monitored
• Goal-specific
• Comparative

How are we responding to reflective work?
Foster an Animal

Helping change the life of a pet.

What does Fostering an Animal mean?

Animals placed in a humane society or animal control sometimes have a hard time. They might get depressed from losing their family or being stuck in a cage all day long. These pets can be hard to find a home for, since they do not present as them true selves to potential adopters. By fostering a pet, you help ease this
Let me tell you a little bit about myself...

My name is Madeleine.

I recently graduated from Portland State University with a Bachelor's degree in Business Management and Leadership. While in school full time I worked full time as a supervisor at Starbucks I spent four year learning and growing with the company. If you've ever seen me there, you may have caught me offering coffee with an apron.

Black and white photos have endured throughout history and this program is one of the main reasons. To expand the idea that I enjoy skateboarding. I was visiting a skate park in Oregon, where I met my friend Daniel McDavid. He introduced me to the world of rollerblading, which has become my passion.

Rollerblading in Oregon and the many skate parks it has to offer...

My name is Daniel McDavid, an avid rollerblader in the great state of Oregon, and I am here to show you some of my favorite skate spots and the many diverse options for parks that Oregon has to offer.

The Holmes and Rahe Stress Scale

The Holmes and Rahe Stress Scale was created in 1967 by two psychiatrists, Thomas Holmes and Richard Rahe. They surveyed medical patients in order to gather information about various events that they may have encountered in the past two years.

The various events were labeled as "Life Change Units (LCU)" and are assigned different weights to measure stress. The stress scale is calculated by the number of events selected and the weights that they carry. The higher the score, the higher your chances are of becoming sick.
"If your actions inspire others to dream more, learn more and become more, you are a leader"

- John Quincy Adams

When I was 10 I wanted horseback riding lessons, but my parents couldn’t pay for those, but if you want them bad enough they will mean by this, but I was open to what he had to say. They took me down to the horse stalls and asked to speak with the manager agreed to give me lessons in exchange for 2 hours of work around the barn for 10 hours a week. I worked that entire summer for horseback riding lessons. Although in this day and age I am not a strong employee and leader.

That lesson is the backbone of who I am and the work I do.

"My own prescription for health is less paperwork and more running barefoot through the grass"

- Terri Guillemets

Living a healthy lifestyle doesn’t have to be complicated, in fact, the less complicated it is, the better!

Growing up, I never cared about my health. It wasn’t until I moved to Portland, Oregon in 2015 that health began to become on my radar.

The turning point for me was when I learned how to read a nutrition label. YES, A NUTRITION LABEL! Some of you
If you dream it, you can do it

~Walt Disney

I am a dreamer. I have always enjoyed the creative side of things. As a student, I have not had time to enjoy arts and crafts, but now that I have come to the end of my academic career I look forward to exploring the arts and developing my portfolio of the arts. This portfolio will highlight my learning, aspirations and dreams.

I have created this portfolio so I can share with family my journey back to the arts. I will share my learning as I explore and learn new techniques.

Keeping It Green

Welcome to my page! My name is Alex Steele and throughout this portfolio you will find many things that interest me outside of my work life, all of them stemming from my time spent working in the renewable energy industry for 10 years. Working in renewable energy has opened my eyes to the importance of battling global warming and doing whatever we can to live an earth-friendly lifestyle. Sustainability and living a clean and “green” life is important, as we have to think about the future generations and the planet we will leave to those that will inherit it.

Please feel free to explore the other tabs to read more about my interests, such as the American Wind Energy Association, sustainable viticulture or improving the urban tree canopy.
Conclusion

Inviting the margins into the center is not the same things as meeting learners where they are at.

Results
• Learners become authentically engaged
• We need to ask and understand why
• How do we leverage this?

Tension:
• Integration vs. Disintegration
• Leaving out large portions of our learners lives

*Forthcoming, Doreen Dodgen-Magee "Deviced! How Technology Shapes Us and How We Might Respond", Rowman & Littlefield
Thank You & Questions

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