From Subjugation to Self Authorship: A Critical Discussion of Performativity, Subjectivity, and ePortfolios

Presenters/Facilitators

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Process:
We will do three 15-minute lightning rounds that explore ePortfolio issues of student agency and identity construction, privacy and transparency, and ways of accommodating fluid processes of becoming. They will be structured as:
-   First, two minutes to reflect and write a response
-   Next, we will go around to share your written reflection
-   Then, if time allows, further discussion on the topic.

Lightning Round 1: Exploring the paradox of student agency and identity construction
-   What constrains students' choices about what to include or exclude in their ePortfolios?
-   When we ask students to define their identity as a scholar, what sorts of boundaries might we create and perpetuate (for example, define oneself according to a discipline), and in what ways does the pedagogy of ePortfolios support pushing of those boundaries?

Lightning Round 2: Reflecting on the assumptions of the discourse of privacy and transparency in ePortfolios
-   What would a balance between transparency and privacy look like for student ePortfolios?
-   In an ePortfolio we put students in the position of becoming a public scholar, and sometimes we have them make their ePortfolios public not just to their classmates and instructor, but to the world, and we collect data on them. What are our assumptions about students' right to privacy, and how might we guide and prepare them (emotionally and otherwise) to be a public scholar?

Lightning Round 3: Discuss strategies for accommodating fluid processes of becoming in ePortfolios?
-   Understanding that we can use ePortfolios as a way to normalize students and position them for careers, how might we also prepare them to not be over-identified and over-attached to that as the way their life must be?
-   The question of becoming is really a question of purpose. Do we really ask students to deeply reflect on aligning their life purpose, or even exploring their life purpose, beyond a career? Are there ways ePortfolios can be more exploratory and acknowledging of the life purpose that may not always correspond to career purpose?

With your permission, we would like to send you a link to a survey that contains these questions and others, as part of a research study that we are conducting on ePortfolios. You can access that survey here: https://appstate.az1.qualtrics.com/jfe/form/SV_exiIsUNNMZRPkZ7