Exploring ePortfolio Pedagogy to Build a Culture of Reflection
(Telling Our Story So You Can Plan Yours)

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Why?

Telling Our Story
Our “Why”

Experiential Learning

Culture of Reflection

Articulate Narrative
How?

Telling Our Story
Experience Puget Sound

Realize Your Potential
UNIVERSITY OF PUGET SOUND

Compass
Mentorship
RISE
Study Abroad
Internships
Community Projects
Research

CAREER
Problem Solving
Writing
Communication
Teamwork
Critical Analysis
ePortfolios support reflection

What was learned?

How it was learned?

Why is it valuable?
Partnerships and Resources

Leverage Campus Partnerships

Program Assistants
What?

Telling Your Story
Identify Your “Whats”

Taking Stock
Faculty Workshops

Individual Consultations

Template Development

Training and Support

Scaffolded Experience

Course Implementation
Reflection on the Process of Learning about Kyrgyzstan’s Manas Epos

My perspective on Kyrgyzstan’s Manas Epos definitely changed over the course of this research, since I never knew that the epic trilogy existed before this project. I was able to learn a fair bit about it musically, but due to the many reasons I will mention below, I learned a lot more about how the epic has impacted the broader Kyrgyz culture and its historical significance.

I was able to find general information on how tightly this tradition was tied to culture, such as how it was adapted to nomadism through the use of lightweight or no instruments, and how it conveys the history of the area well through the plot of the epics. But, I was relatively unable to acquire good recordings of Manas performances, due to the general shortage of resources I could access (and read). I was able to find one 10-minute sample of a Manas performance through the university’s library resources, and otherwise relied upon fairly low-quality YouTube videos, until I was lead to a wealth of high-quality, translated recordings by Elmira Kyzylkumbul, my Knowledgeable Person. She was able to point me to those resources for a few reasons: first, she is a PhD scholar on the very subject, and wrote a section for the textbook which they were associated with; and secondly, she was much more able to sort through resources only in Kirghiz than I was since she speaks Kirghiz - her PhD project was to translate sections of the Manas in English.

I came to realize just how important her project is to the broader context on the Manas in Kyrgyzstan, as it is being used to promote nationalism and cultural tourism. I was incredibly lucky that this topic happens to relate perfectly to a unit in one of my other classes, Asia in Motion, where we are discussing how newer Asian nations (like Kyrgyzstan, 1992) are using...
Reflection on the Process of Learning about Kyrgyzstan’s Manas Epos

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Reflective Immersive Sophomore Experience (RISE)
“I finally found myself in real world situations that directly applied to what I have been learning about human development. Finally, AmeriCorp allowed me to re-evaluate the privilege I have as a college student attending the University of Puget Sound.”
RISE Assessment

Students reported they somewhat agree, agree, or strongly agree to the following:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>connect internship experience with major/coursework</td>
<td>85%</td>
</tr>
<tr>
<td>connect internship experience and career after Puget Sound</td>
<td>92%</td>
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<tr>
<td>gain relevant and valuable advice on professional pursuits</td>
<td>83%</td>
</tr>
<tr>
<td>build career knowledge in a self-defined area of interest</td>
<td>75%</td>
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<tr>
<td>feel empowered to move confidently towards (or away from a chosen career field)</td>
<td>83%</td>
</tr>
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</table>
Post Program Survey Responses

“I did not fully grasp in the beginning of my RISE course how important reflection is. I continuously looked back on my reflections in my ePortfolio during the internship to know how I could improve each week. As I look back now I can undoubtedly say that reflection is not only important to success in the RISE program, but for any future endeavors.”

“This program requires an immense amount of personal reflection. I feel that this reflection maximizes understanding of the self, as well as what one gains from participating in a summer internship...Also, reflection throughout the duration of the course helped me realize my strengths and weaknesses and the goals and hopes I had for an internship experience.”
My Sounding Board
First Year Rollout
Why ePortfolio?

Typical Response to our work and experiences?
Why ePortfolio?

Typical Response to our work and experiences?
Better response to our work and experiences?

Collect and Forget
Why ePortfolio?

Typical Response to our work and experiences?
Better response to our work and experiences?
Best response to our work and experiences?

Collect and Forget
Collect and Protect
My Portfolio

What?
So
What?

reflect reflect reflect
Why ePortfolio?

Typical Response to our work and experiences?
Better response to our work and experiences?
Best response to our work and experiences?

Collect, Protect, Reflect, Connect

Collect and Forget
Collect and Protect
Collect and Protect
My Sounding Board
First Year Rollout

Template

(Student Work)

Juliet Balkian

(dedicated, logical, active, encouraging)

My name is Juliet, and I'm from Thousand Oaks, California. My tentative major here at UPS is Biology with a minor in Chinese, but my end goal is to attend medical school and become a physician. My weekly activities include weight lifting, Ultimate Frisbee, and RDG. Since I'm new to Tacoma, my plan for this year is to find some good eats and generally familiarize myself with the city.
Writing Your “Why”

“Why” and Future Plans
Using the Goals Grid

Do we have it?

yes  no

yes

no

Nickols & Ledgerwood, 2005
Goals Grid

Do we have it?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
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<td></td>
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Maintain or Strengthen or Scale

Nickols & Ledgerwood, 2005
Goals Grid

Do we have it?

Yes  

Maintain or Strengthen or Scale

No

Acquire

Nickols & Ledgerwood, 2005
Goals Grid

Do we have it?

yes  no

<table>
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<th>Do we want it?</th>
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<tr>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>Eliminate</td>
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Nickols & Ledgerwood, 2005
Goals Grid

Do we have it?

yes  no

yes  Maintain or Strengthen or Scale  Acquire

no  Eliminate  Avoid

Nickols & Ledgerwood, 2005
**Goals Grid**

- **Do we have it?**
  - yes
  - no

- **Do we want it?**
  - yes
    - Maintain or Strengthen or Scale
  - no
    - Acquire
    - Eliminate
    - Avoid

Nickols & Ledgerwood, 2005
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- **Internship Programs**
- **Template Library**
- **Intentional Course Implementation**
- **Faculty Workshops**

- **Support peer-review and social pedagogy**
- **Comprehensive showcase portfolios**
- **Pathway to communicating growth across the years**
  > Integrative first-year program

- **Implementation absent of pedagogical and technical support**
- **Gaps in ePortfolio feedback**

- **Focus on the technology**
- **Substitution**
- **Student/faculty busy work**
Identifying Your Goals

Goals Grid
Tell the story of your 1st semester with Sounding Board

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