ePortfolio as a Large-Scale High-Impact Practice

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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 Internet
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?”
ePortfolios at SLCC
ePortfolio Pedagogy as High Impact

- ePortfolio use associated with student success, deeper learning, and retention.
Students engaged as active rather than passive learners. Why important for students to narrate and curate their educational experience?

Students devote extended time and effort on tasks that are intentionally designed to result in tangible and specific—but unscripted—outcomes. What is the value of working on an ePortfolio over time?

Public (at least as far as the student’s professors) demonstration of competence. Impact of the audience effect?

Periodic, structured opportunities to reflect and integrate learning. Why is reflection important?
THE HIP ARCHIPELAGO

WHAT ARE THE BENEFITS OF STUDENTS EXPERIENCING MULTIPLE HIPS?

- CAPSTONE PROJECTS
- SERVICE-LEARNING
- STUDY ABROAD
- FIRST YEAR EXPERIENCES
- INTERNSHIPS
- COLLABORATIVE PROJECTS
- COMMON INTELLECTUAL EXPERIENCES
- LEARNING COMMUNITIES
- UNDERGRADUATE RESEARCH
- EPORTFOLIO
ONE WAY TO COORDINATE HIPS

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- UNDERGRADUATE RESEARCH
Showcasing HIPs
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- Study Abroad (Professor)
- Study Abroad (Student)
- Service Learning
- Writing Intensive

Why might Showcasing HIPs in ePortfolios be important to your scaling up efforts?
Reflection for Integrated Learning

- COMPOSITION
- GEOLOGY
- DIVERSITY
- PHYSICS
- BIOLOGY
- DANCE
- HISTORY
- POLITICAL SCIENCE
- MATH
- AMERICAN LITERATURE
- ECONOMICS
- HUMANITIES
- SOCIOLOGY
- AMERICAN LITERATURE
- DIVERSITY
Reflection for Integrated Learning
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- GEOLOGY
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- PHYSICS
- BIOLOGY
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- HISTORY
- MATH
- ECONOMICS
- AMERICAN LITERATURE
- HUMANITIES
- SOCIOLOGY

POLITICAL SCIENCE
Reflection for Integrated Learning

- Economics
- Composition
- Geology
- Humanities
- Physics
- Biology
- Math
- American Literature
- Diversity
- Political Science
- Mathematics
- Economics
- American Literature
- Geology
- Diversity
- Physics
- Biology
- History
- Sociology
- Dance
Reflection for Personal Understanding

- SERVICE-LEARNING
- STUDY ABROAD
- LEARNING COMMUNITIES
- UNDERGRADUATE RESEARCH
- CAPSTONE PROJECT
- FIRST YEAR EXPERIENCE
Reflection for Personal Understanding

- STUDY ABROAD
- SERVICE-LEARNING
- LEARNING COMMUNITIES
- UNDERGRADUATE RESEARCH
- CAPSTONE PROJECT
- FIRST YEAR EXPERIENCE
- STUDENT AS LEARNER, INTELLECTUAL, REFLECTIVE PRACTITIONER
Reflection in the Real World
ePortfolios and Other HIPs Combine for Authentic Assessment

- Students in HIPs produce signature work.
- Signature work keyed to the learning outcomes of the program to be assessed. Example
- Direct assessment using VALUE rubrics or other instruments.
How Can We Assure Ourselves ePortfolios are High-Impact Once We Take Them to Scale?

- Adopt particular teaching methods
- Assess completed student ePortfolios
High-Impact ePortfolio Teaching Methods

- Integrative Learning
- ePortfolio as Curriculum
- Social Pedagogy
Teaching for Integrative Learning

Learning over time

+ 

Learning across context

+ 

Intention

= 

Integrative learning
Student Intentionality

- Surveys of students in General Education courses.

- Spring 2010—27% of students said they had been introduced to SLCC’s General Education learning outcomes.

- Summer 2010—ePortfolio begins.

- Spring 2015—63% of students said they had been introduced to SLCC’s General Education learning outcomes.

- Spring 2019—81% of students said they had been introduced to SLCC’s General Education learning outcomes (smaller survey investigating a different issue).
ePortfolio as Curriculum

(Learning happens inside and through the practice of creating the ePortfolio, and students learn to think like an ePortfolio maker.)

ePortfolio as Wrapper

(Learning happens in the artifacts represented in the ePortfolio.) ANTH Example
Social Pedagogy

In the classroom, ePortfolios should be used in ways that have students construct understanding and communicate it to an authentic audience.

- Faculty and peer feedback
- Collaborative work
- External audiences
- Knowledge communities
Holistic Assessment of Completed ePortfolios
Thank You

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