Using ePortfolios to Connect, Curate, and Create Meaningful Learning Experiences

Laura Dominguez Chan, Helen L. Chen, Jenae Cohn
AAC&U General Education and Assessment
San Francisco, February 15, 2019
tinyurl.com/aacu19eportfolios
What does 21st century learning look like?
Digital Sanctuary: Protection and Refuge on the Web?

Chris Gilliard,
“Shaming and Framing”

Audrey Watters,
“Hack Education”

Media Literacy Is About Where To Spend Your Trust. But You Have To Spend It Somewhere.
Michael Caulfield
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World
  • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including
  • Inquiry and analysis
  • Critical and creative thinking
  • Written and oral communication
  • Quantitative literacy
  • Information literacy
  • Teamwork and problem solving
  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including
  • Civic knowledge and engagement—local and global
  • Intercultural knowledge and competence
  • Ethical reasoning and action
  • Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including
  • Synthesis and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Stanford University
High-Impact Practices (Kuh, AAC&U 2008; AAC&U 2016)

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Bridging Academic Rigor with Practical Application to Empower Students/Faculty
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Agenda

1. Explore How ePortfolios in 21st Century Learning Contexts Reflect AAC&U’s Essential Learning Outcomes
2. Describe Our ePortfolio Class and its Activities
3. Connect ePortfolios to Learning Transfer in Career Contexts
4. Experience Activities to Scaffold ePortfolio Creation
Learning Outcomes of an ePortfolio

- Content curation
- Metacognition
- Audience awareness
- Self-advocacy
- Creativity
- Ability to compose in multiple media and genres
- Synthesis
- Analysis
Our Class: PWR 91OID

- Offered through the Program in Writing and Rhetoric
- Fulfills “Creative Expression” general education requirement
- All undergraduates can enroll
- Partnership with PWR (Jenae), Engineering Education (Helen), BEAM: Career Education (Laura), and Graduate School of Business (Sheetal)
Building Your Story

- What’s Your Story Now?
- Purpose & Audience
- Story Building Blocks
- Evidence & Architecture
- Build ePortfolio

- Experiences
- Values
- Skills
- Themes
- Story Strategies
Values

“Relating narratives about defining moments and significant experiences are ways to understand an individuals’ needs, values and interests.”

--Pope, Flores, Rottinghaus (2014)
The Role of Values in Careers
Meaningful Work Kit Activity
Building Your Story

In this course, **defining moments and significant experiences** are described as:

- Closely tied to your academic and professional interests
- Experiences you view as meaningful and where you utilized a skill(s)
- Opportunities where you were deeply engaged in what you were doing
- Activities you consider a highlight of your Stanford career
# Building Blocks to Your Story

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Community-Based Learning

First Aid Team Leader
St John Ambulance
City Division XII

Volunteered at community events to perform first aid on injured participants.

Impact
Cooperation
Relationships
Excitement

Work in teams
Lead
Empathy

Certificates, logo

Global Learning

Oxford Studying Abroad

Stanford BOSP
Studying abroad program at Oxford University. Tutorial

• Intellectual Challenge
• Learning
• Travel
• Adventure

Analyze
Global Mindset
Language Fluency

Pictures
tutorial papers

Undergraduate Research

Honors Thesis Poster Session

Conducted analysis of the effectiveness of CA's top-two primary system in evaluating moderate candidates.

Intellectual Challenge
Passion
Excellence

Thinking critically
Analyzing
Communicating verbally
Make presentations
Quantitative Research

Poster PDF
Writing sample

Internships

Wealth Management Internship in Chicago

Worked as a financial analyst intern at Goldman Sachs in Chicago managing investments on behalf of ultra-high net worth client

Learning, Intellectual Challenge,
Integrity, Productivity, Trust,
Excellence

Analyze, communicate verbally, focus on clients,
Make presentations, manage finances.

?? ??

Stanford University
Themes from Experiences

- **Ethical Reasoning**
  - integrity
  - excellence
  - trust

- **Intercultural Understanding**
  - empathy
  - global mindset
  - relationships

- **Lifelong Learning**
  - Intellectual challenge
  - passion
  - impact
Experience Reflection Session

Write down the following:

■ Describe an experience (teaching experience/class assignment) OR personal project/experience
■ What skills/values do you hope are gained from your class project OR what skills/values did you gain from your personal experience?
■ What is the evidence that signifies this experience/project?

Share your experience with your group:

■ Quickly comment on any themes.
■ What other thoughts come to mind as you hear that person share?
The Why

- What skills do you hope students gain from your course/activity/assignment? What artifacts could a student use?
- What skills did you gain from your personal experience, i.e., publication, conference, recent new responsibility/activity? What artifact(s)/evidence can you use?
Curating Your Narrative for an ePortfolio

1. Get into the same groupings as your experiences reflection.
2. Each group is going to receive two things: a stack of small slips of paper and a stack of Post-It Notes.
3. On the slips of paper, descriptions of real artifacts from past student ePortfolios will be listed. **It is your group’s responsibility to look at the artifacts and decide under what themes or categories they should be organized.** In other words, you and your group members will **create a site map of an ePortfolio** based on the artifacts you’ve been given. Use the Post-It notes to generate the categories or themes under which the artifacts can be grouped.
4. Be prepared to share how you all decided to organize the artifacts you were given!
Curating Your Narrative for an ePortfolio
The Why

- What story does the configuration of your artifacts communicate?
- How might your story change with a different configuration? Would different artifacts change that story or that configuration too?
- Were there other possible artifacts/evidence that you would consider adding?
Resources

https://tinyurl.com/aacu19eportfolios
Q&A
Thank you!

Laura Dominguez Chan, ldchan@stanford.edu
@ldchan

Helen L. Chen, hlchen@stanford.edu
@helenlchen

Jenae Cohn, jdcohn@stanford.edu
@Jenae_Cohn
Panel of Career Educators
Providing input on content
Including Expertise
PWR91 OID
DIGITAL
PORTFOLIO
SHOWCASE

Featuring the work of:

Jonathan Booher
Greg Chi
Paul Crews
Maika Isogawa
Jacob Lansgner
Gabby Wright
Vivian Yang

1:30-3:00 PM | JUNE 5, 2018
Including Recruiters/Organization Reps
Example ePortfolios