From “What’s an ePortfolio?” to ePortfolios for Everyone
Integrative Learning & Change: Large-Scale Reform and the Learning College

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AAC&U INTEGRATIVE LEARNING & THE DEPARTMENTS INSTITUTE
13 JULY 2016
The Learning College Model

What does a learning college look like? How does large-scale institutional change happen? This session will share an extended case study of LaGuardia Community College’s work on integrative learning from individual courses to large-scale institutional reform. This session will focus on the process of change including curriculum, professional development, technology, and assessment. It will show how LaGuardia used paired courses, learning communities, ePortfolio, accreditation visits, an evolving assessment process and participation in projects like AAC&U’s Integrative Learning Project and Project VALUE as critical steps along the way. It will also focus on the slow pace of large-scale change and the significant considerations important to a cultural shift.
A Whole College Project

Who is involved in your project? Why?

Who isn’t at the table? Why?

How does your project push beyond the boundaries of a single department, program, or office?

Who would have to be at the table for it to be a whole college project?

What would have to happen to bring all of those people together?

How are those people connected?

What’s at the center of your project?
ePortfolios at LaGuardia: Some History & Context
Other Fast Facts

35% come seeking a BA Degree, 29% an Associate’s Degree, 27% a Certificate Program, 7% non-degree seeking, 2% a Master’s Degree or higher

45% spend 6 hours or more a week commuting to LaGuardia

71% spend 0 hours on Student Activities

80% spend 0 hours on internships
Working

52% work
  ◦ 82% work to pay for living expenses
  ◦ 42% work to pay for college tuition
  ◦ 29% work full-time
  ◦ 47% say work has affected academic performance

48% do not work
  ◦ 53% say they want to work, but cannot find employment
AMAZING ACADEMIC TIME MACHINE!
2001...
Key Moments & Principles

Investigated best practices--literature reviews, interviews, site visits (2001-2002)

Wrote a college-wide white paper

**Adapted for local conditions**

Brought in outside consultants: Kathleen Blake Yancey, Terrel Rhodes, Judith Patton to ground national context for local work

Piloted with early adapters (2002)

**Focused professional development on ePortfolio & pedagogy (technology is minimized)**

**Developed departmental buy-in through professional development programs**

Supported by grants & significant institutional investment

**Participated in AAC & U/Carnegie’s ILP Project, AAC&U’s Project VALUE, Cohort 1 of the NCEPR**
Key Moments & Principles

Built on a pedagogical culture to build assessment culture (ePortfolios & pedagogy first)

Experimented and adapted

Provided consistent technology support: professional development, in-classroom student support, Studio Hours

Connected to the growing national & International ePortfolio community

Engaged in a college-wide, multi-year plan to change the system when the original platform no longer met our needs

Supported faculty inquiry with mini-grant programs

Wide-scale implementation for assessment and the 2013 Middle States review
Key Moments & Principles

Stayed close to our roots: professional development, inquiry, and making the work of the classroom intellectual work to shape our community

Began Connect to Learning, a national research project on ePortfolios

An inclusive leadership model

Back to the beginning: reshaping rubrics for assessment (new competencies, new processes), reestablishing ePortfolio in the first year

Always focusing on integration & connections

(You can see more of our history and milestones here: eportfolio.laguardia.edu/about/milestones.htm and here: ekstg.laguardia.edu/uploadedFiles/T2/middlestates/PDFs/Chapter8%281%29.pdf)
9,325 Students Enrolled in ePortfolio Classes, 2008/9

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Immigration of Slovaks to America

I. When parents are the reason for immigration

I was born in a small country, Slovakia, as the first of four children. My family lived in a village that had about one hundred citizens and where all people were neighbors. My parents were both working and we belonged to the middle class. When I got married, I moved to a big city where my husband lived. We got a small apartment and I was happy. I loved life there. It was something completely different than my life before. Suddenly, nobody cared what I was wearing when I went shopping. My life was almost like I wanted with one exception; the requirements that my parents and my parents in the law had on me. My parents, because they had lived all their lives in a village, could not understand how I could spend all week in the city and they wanted me and my husband to come over every weekend. My husband's parents spent all of their lives in a city and wanted us to spend the weekends with them, especially because my husband was their only son. And we tried to satisfy both families. It was hard, but we did our best. The situation became even worse when our son was born. Sometimes I felt like there were competitions to show "who loved us more."

One day I realized that I was not living my life anymore. I was living life that our parents wanted me to live. I was in a cage and could not get out. I was not strong enough to stand this solution was to move! But Slovakia is a very small country and I was married to my husband, and we started to think about other countries. We decided that the United States would offer us the chance for a good economic situation and a better quality of life. The United States is far away from Slovakia.

The next week, after we had decided on this country, we went to the U.S. Consulate in Bratislava. Obviously, we did not mention it to our parents. They had no idea what we were doing. We went smoothly. We asked for tourist visas because we knew that we could not get them. Then, something even worse than the conversation with the consulate happened. We had to talk with our parents. So the next Sunday, we invited all of them over to the house and told them our plans.
The ticket to new life in the United States.

The first picture of my son in the United States at Newark Airport. (Rakovszka)

II. Searching for Freedom
ePortfolio Pedagogy & Practice at LaGuardia
Adaptive
Interactive
Embodied
Recursive
Collaborative
Integrative
ePortfolio as Social Pedagogy
Student Centered, Life-Long Learning: An Integrative Approach
### ePortfolio: Scaling Up—Who Is Involved?

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Technology</th>
<th>Shared Leadership</th>
<th>Resources</th>
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<td>Faculty Development</td>
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<td>Planning</td>
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<td>Platforms</td>
<td>Administration</td>
<td>College-Wide Coordination</td>
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<td>Training &amp; Support</td>
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<td>Visibility</td>
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Denise Aikens  
Major: Biology  
Graduation: Fall 2015  
Faculty: Preethi Radhakrishnan

Md A Baksh  
Major: Civil Engineering  
Graduation: Fall 2014  
Faculty: Abdou Drame

Keisha Baxter  
Major: Civil Engineering  
Graduation: June 2016  
Faculty: Yves Ngabonziza

Mobassera Begum  
Major: Accounting  
Graduation: June 2016  
Faculty: Andrea Gombor

Jacqueline Bolt  
Major: Paralegal Studies  
Graduation: Spring 2015  
Faculty: Stacy Perry

Jessica Chauca  
Major: Bilingual Education  
Graduation: Spring 2016  
Faculty: Sundeese Borden
The Whole College Approach: What Goes Into An ePortfolio?

<table>
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<tr>
<th>Students</th>
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<td>Student Success Mentors</td>
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<td>College-wide Curriculum</td>
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<td>Professional Development</td>
<td>Changes to the Assessment Plan</td>
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<td>Advisors</td>
<td>Resources (financial, time, physical, technological)</td>
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<td>Student Affairs</td>
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<td>Registrar</td>
<td></td>
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<tr>
<td>Faculty</td>
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About Me

My LaGuardia Journey
My Inspirations
Autobiography

"Don't tell me the sky's the limit when there are footprints on the moon."
Paul Brandt.

I am sharing this meaningful quote because, after almost three years in the United States, I still remember being in a car on my way to the airport to take a plane to come to America. In the car, someone said to me: "I don't really think you will ever learn English. You will most likely end up cleaning bathrooms or doing something like that".

Originally from Bucaramanga, Colombia, I have been in the United States since March 2013. And now, after others doubted my ability to learn English and to participate in American society, I am proud to be graduating from LaGuardia Community College with my Associates Degree in December 2015.

Now that I am close to graduation, I can see how much I have changed and how much my goals and dreams have grown as I have. I realize that I cannot be successful in a career and as a member of society without a strong education. I truly understand how education can change one's life and when you multiply that, by many, education can change the world.
My LaGuardia Journey

When I recently came to the United States, I started going to Zoni Language Centers, an English school located next to the Empire State, which truly inspired me to learn English. I had a great time with my professors and classmates there, since it was the first time I had the opportunity to meet people from different places of the world.

After nine months of studying at Zoni, it was time for me to take the next step: LaGuardia Community College was waiting for me to change my life forever. The person who told me about this diverse college in Long Island City was my dad, who has always encouraged me to continue my education. Therefore, I started the tedious process of applying online, visiting CUNY in Manhattan to receive advice, and after two months, I finally enrolled in my classes.

However, the frightening thought of going to college is very common. In my case, one of my challenges was dealing with my lack of confidence. I knew that attending school in New York, involved all of my coursework to be in English, but this was a challenge that I knew I could overcome with hard work.

I utilized the LAGCC Writing Resource Center for editing assistance for every essay I wrote. I would practice my presentations for class in front of the mirror, many many times. I became more comfortable giving speeches, my essays had less grammatical errors, and both my written and verbal skills became more articulate. Although it was not easy at first, little by little I felt that I was starting to learn and became more comfortable with my writing and speaking skills.

As a student, I still have tons of things to learn. However, I am proud that so far I went from being in an English course, to be graduating from LaGuardia Community College in December, 2015.
## Achievements

- Course Work
  - Spring 2014
  - Fall 2014
  - Spring 2015
  - Fall 2015
  - Portfolio Scholars Reflection

## Course Work

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<th>Course ID</th>
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<td>William Kurzyna</td>
<td>Spring 2014</td>
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<tr>
<td>EL102</td>
<td>Elementary Italian II</td>
<td>Paola Dalmonech</td>
<td>Fall 2014</td>
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<td>HUC115</td>
<td>Phonetics</td>
<td>Sandra Dickinson</td>
<td>Fall 2014</td>
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<tr>
<td>ENG103</td>
<td>The Research Paper</td>
<td>John Silva</td>
<td>Spring 2015</td>
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<tr>
<td>LIF100</td>
<td>First Year Seminar</td>
<td>Michele Piso</td>
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<td>ENG247</td>
<td>The Woman Writer</td>
<td>Gail Green-Anderson</td>
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<td>SGH105</td>
<td>World History from Ancient Times</td>
<td>Eiko Fukuda</td>
<td>Fall 2015</td>
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<td>SCB101</td>
<td>Topics in Biological Sciences</td>
<td>Carla Canales</td>
<td>Fall 2015</td>
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<tr>
<td>HUP101</td>
<td>Introduction to Philosophy</td>
<td>Dana Trusso</td>
<td>Fall 2015</td>
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First Year Seminar Assignments

Educational Autobiography Project:

AngieBermudez.Ed Autobiography-PartII(ThePresent).docx
AngieBermudez.Ed Autobiography-PartII(ThePast,SectionA).docx
AngieBermudez.MyPersonalTimeline2.docx
AngieBermudez.Ed Bio,PartII(SectionC).docx
My Neighborhood
AngieBermudez.CareerPlans.docx
AngieBermudez.Ed Autobiography(PartIV,Conclusion).docx
AngieBermudez.FinalReflection.docx

My Educational Autobiography has been one of the most significant projects I have done at LaGuardia. This is an exploration of my educational life, basically since I was born. With this assignment, I had the chance to explore my past, present and future. For example, with the part called “My Personal Timeline,” I had to describe what was happening in the world while I was growing up, till the present. It was exciting, since I never thought of my life this way. Moreover, I never stopped to think how much cultural, political, and social events around the world could shape my life. Also, the video called “My Neighborhood” was a challenging task to do, since we were supposed to record a video from the neighborhoods we grew up in. However, I was raised in Colombia, but this assignment was beneficial to me, since I could become a little more “tech-savvy” while also reflecting on the city and neighborhood I was raised in, and how both of them shaped my life.

The neighborhood I Grew Up In
The Learning College: A Culture of ePortfoliо

Photos by Pablo Avila, http://www.pabloavila.com
Learning & Leading: the Catalyst

Catalyst for Learning
ePortfolio Resources and Research

Catalyst for Learning: ePortfolio Resources & Research

Created by 24 campuses in the Connect to Learning project, this site demonstrates and deepens the value of ePortfolio to higher education. It offers data, practices and strategies, showing how ePortfolio can advance learning, deepen pedagogy and assessment, and support institutional change.
Public C2L Partner ePortfolios

Each of the campuses in this section created a robust public portfolio which showcases their ePortfolio initiative. Click on any of the icons below to learn more about a particular institution’s ePortfolio project.
Design Principles: Inquiry, Reflection, Integration (I-R-I)

What overarching principles inform the work of successful ePortfolio initiatives? What themes unify their work across all five sectors of the Catalyst framework? Research has revealed three design principles that inform and strengthen multiple aspects of effective ePortfolio practice: Inquiry, Reflection, and Integration.

Inquiry

ePortfolio pedagogy engages students in a recursive inquiry into their own learning and their evolving identities as learners. Through sustained collective inquiry in ePortfolio-related professional development and outcomes assessment, faculty, staff, and the broader institution construct new knowledge and understandings about the teaching and learning process.

Reflection

Reflection is pivotal to meaningful student ePortfolios, which function as sites for prompting, documenting, and sharing students’ reflection on their learning. And reflection helps to move outcomes assessment beyond accountability as individuals and programs reflect on assessment findings and their implications for curricular and pedagogical change.

Integration

Students use ePortfolios to bring together work from multiple contexts, to consider the relation between their classrooms and their lives outside of class, and to construct new identities as learners. In ePortfolio-related professional development, an integrative approach prompts faculty to develop and test strategies that help students integrate their learning; and also helps faculty and staff to transfer knowledge and insight from specific instances to broader contexts and applications.

Click here to read more about Inquiry, Reflection, and Integration.
Catalyst for Learning
Scaling Up = Paradigm Shift: Recursive, Reflective, Engaged Community of Practice

- What's in the field?
- What's changing?
- What do our students need?
- How can we make that work here?
- Is it working?
INTEGRATIVE LEARNING
Adapted from the AAC&U VALUE Rubrics

Definition
Integrative learning builds the ability to make connections among ideas and experiences, across the curriculum and co-curriculum, to synthesize and transfer learning to new situations within and beyond campus.

Framing Language
The ability to integrate learning is a skill that students practice across courses, over time, and between campus and community life. While it can take place in the classroom, integrative learning can often also occur as learners address real-world problems. Ideally, integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice. Because integrative learning involves making connections, it can surface in reflective work, self-assessment or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace. The key to building integrative learning will be designing assignments, activities and units that include reflective thinking, supporting and providing evidence of students' examination of their learning and the connections they make to their evolving personal, professional and civic lives. In a complex, rapidly changing, and increasingly connected world, the capacity to integrate and apply learning is not just a beneficial skill, but a necessary one.

Glossary
The following definitions were developed to clarify terms & concepts as used in this rubric.

Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. Challenging contexts help students stretch beyond their current frames of reference.

Co-curriculum: A parallel component of the academic curriculum in addition to formal classroom (student government, community service, student organizations, etc.).

Learning Experience: Activities and processes that help students engage with important content and concepts and build relevant skills. Classroom learning experiences can be short or extended, ranging from reading and listening to research, writing, creating, collaborating, solving problems, and making presentations. Learning experiences can also take place outside the classroom walls.

Life Experience: Learning that takes place in a setting outside of the formal classroom, such as family life, workplace, friends, community, service learning site, student government, community service, student organizations, internship site, field studies, or study abroad, etc.

Reflection: A meta-cognitive act of examining a learning experience in order to explore its significance & consequences.

Self-Assessment: Examining one's skills, knowledge and/or growth, in order to guide plans for further learning.
ePortfolio Research & Development: What Does The Next Generation of ePortfolio Look Like?
Sample Research Questions

Academic Programs
- How can we help students relate core competency progress/achievement/learning back to their FYS portfolio work without having a plethora of portfolios for each student?

Professional Development
- What role could ePortfolio play in the promotion and tenure process?

Campus Connection & Co-Curriculum
- For club/group ePortfolios, how do we (should we?) evaluate them? Same rubrics? Or do we develop a new rubric for co-curricular groups? Should eP be a part of yearly evaluation for student groups?

Advisement
- How can badges and learning analytics be used to further advisement and co-curricular learning?

The Platform
- Can ePortfolios fro a class or academic program be searched by tags? What type of tagging system would help students reflect on their learning?
Key Moments & Principles

• Adapted for local conditions
• Focused professional development on ePortfolio & pedagogy (technology is minimized)
• Developed departmental buy-in through professional development programs
• Built on a pedagogical culture to build assessment culture (ePortfolios & pedagogy first)
• Participated in AAC & U/Carnegie’s ILP Project, AAC&U’s Project VALUE, Cohort 1 of the NCEPR
• Provided consistent technology support: professional development, in-classroom student support, Studio Hours
Key Moments & Principles

• Staying close to our roots: professional development, inquiry, and making the work of the classroom intellectual work to shape our community
• Back to the beginning: reshaping rubrics for assessment (new competencies, new processes), reestablishing ePortfolio in the first year
• Learning from others & sharing what we know
• Creating a culture of ePortfolio
• Creating a culture where it was safe to experiment, fail, and revise
• It takes time.
eP @ LaGuardia

Catalyst for Learning:
http://c2l.mcnrc.org

ePortfolio Gallery and Site:
http://eportfolio.laguardia.edu

Videos:
LaGuardia, ePortfolio Overview
  www.youtube.com/watch?v=r2j-h1KzFrA
Business
  www.youtube.com/watch?v=EdZJhWkWtJI
Education
  www.youtube.com/watch?v=XduK5M4ryg
Fine Arts and Humanities
  www.youtube.com/watch?v=o-qaYUa6Szg&feature=youtu.be
Thank You!

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@JELIZABETHCLARK ON TWITTER