Attendee Question and Answer

1. Evaluating portfolios can be a very intensive/exhausting, especially for part-time instructors OR full-time adjuncts. Do you have suggestions for reducing the workload & emotional labor of reviewing them, especially when there are so many? Thanks!
   a. We use rubrics that can be customized for the ePortfolio. Faculty members can click on their selections and the ePortfolio is graded within the platform. Comments can be offered in each section or holistically at the end
   b. We also encourage folks to make screencasts, which allows the student to hear authentic responses and allows the user to move through very quickly while being able to be specific since the student will see the evaluators screen. Thank you!

2. I’m currently at UW-Madison where we are launching the first fully online undergraduate degree (first cohort fall 2020). Do you have tips or suggestions for how to provide support to students virtually if asking them to work on an e-portfolio? Also, with many of them likely being returning adults with busy lives, do you have recommendations or advice about messaging in a way that allows them to see the value in e-portfolios--i.e. buy in to an "additional" thing to do?
   a. We offer Zoom meetings with the eP assistants, who are similar to writing tutors. We’ll soon be moving to WCOnline which provides a similar tool to meet online. We also use screencasting to share video feedback/support if students don’t have time to meet.
   b. One way to foster student buy-in has been to 1) share student/alumni models 2) share emerging information regarding the skills employers are looking for when cybervetting applicants.
   c. We use the language of “showcase” or “professional” ePortfolios that help students see the “why”. We also talk about crafting an intentional online presence.
3. Hello - At this stage what proportion of faculty have adopted and/or otherwise advocate for ePortfolios? are some departments/disciplines more eager than others?
   a. At ODU we’ve FORMALLY trained over 120 faculty through the eP3 program. We’ve also offered many, many more workshops within departments and elsewhere. So, it can be harder to track how many are using ePs because they have to self-report. Many faculty have begun using ePs because advocates we’ve trained convinced them, but our office hasn’t yet trained them. We do, however, have an ERPT course designation in the works, to help us better capture this spread beyond our formal training.

4. Per Kuh, "when done well," ePortfolios will help students engage in higher learning in the metacognitive realm. This "when done well" typically means a reflection that someone has to assess, which makes scaling tricky. Some of the grad students I support suggested assessments are recorded conversations between a grad student mentor and UG that are put online. Only those conversations that pass the rubric will be put online. Question: can reflections be orally communicated, or do we stick to the written?
   a. I, for one, fully advocate for reflection in various modes. Oral reflection can also practice public speaking, which many fields find very valuable. It also humanizes the student for the unfamiliar viewer.
   b. I couldn’t agree more. Reflective practice can take place in many forms and building oral skills is deeply valuable for students
   c. We have been doing a rollout over time. We started with a pilot of 250 students, then introduced ePortfolio to all first-years in 2018. We add ePortfolio to each first-year class until we reach full campus saturation in AY21-22.
   d. We try to reach all students by offering ePortfolio per faculty request and in student workshops.

5. Do you have examples or resources for how ePortfolios have been/may be used at the Graduate level?
   a. Liz Clark has curated a wonderful archive of eP samples from various institutions. For graduate students in particular, the Stanford examples are helpful: https://www.jelizabethclark.com/eportfolio-examples/
   b. Our Occupational Therapy program has great ePortfolios. Feel free to contact me and I’ll connect you rhouston@pugetsound.edu

6. How to "secure" student’s content to make sure another doesn't plagiarize their original work? Thanks so much!
   a. One strategy is to have them only put partial material on public facing pages with an invitation to share more if a viewer wants to see the whole item.
b. Another strategy is to have students lock down pages where material that might be copied to password-protected or certain users only (this is platform specific - you’d need to see if page level control is possible)

c. Similarly, our ePortfolios are set to private only, unless the student chooses to share it more broadly. They can share their ePortfolios with their faculty member only.

d. Renee, so that means you use a specific platform (not platform-agnostic)? I *suspect* my students will be concerned with privacy/FERPA, making sure someone doesn't "steal" their identity or credentials?

7. What % of students on your respective campuses have portfolios?
   a. At ODU a quick survey (not comprehensive) this AY we were able to identify at least 5k instances of students being asked to work with ePortfolios.

8. How do students and faculty access the eportfolio platform? Is it a paid subscription for students?
   a. We bought Portfolium. It's being rolled out by our Center for Innovation and Learning team.
   b. We adopted Digication. It is a paid subscription and the students keep the ePortfolio even after graduation as long as we maintain our subscription. If we change platforms, students can purchase their accounts.

9. Are "digital badges" incorporated into the portfolios?
   a. While I've heard of folks using badging with ePortfolios and took part in a small scale effort to do so within a program, ODU does not have a larger badging system.
   b. Some campuses do incorporate digital badges...I think those decisions should be made when determining what evidence is needed to convince the campus stakeholders that the learning outcomes are being met

10. AT UMKC in our School of Dentistry all students are required to produce an eportfolio. The portfolios are built around the students respective program competencies. We utilize Foliotek to build the ePortfolio.

11. Can you speak more about program assistants? Are they full time staff or students? Seems expensive...15 people!
   a. Our program assistants are students. They work about 6 -8 hours per week.

12. Are student ePortfolios tied to the institution's learning outcomes? How do you evaluate student ePortfolios?
   a. I believe they always should be - it’s a way to ensure that the institutional LO’s are connected to the program LOs - and, of course, any co-curricular outcomes should also align. It is an opportunity for all campus stakeholders to think through how they might leverage the ePortfolio for broader clarity about what we are doing on our campuses with our learners and why
13. I'm at a public research university with about 8,000 undergraduate students, mostly first generation and underrepresented minorities, where the faculty recently narrowly approved a new GE program requiring use of the e-portfolio in all GE classes for student reflection, supporting the job search, and program assessment. This is a graduation requirement. Do you have any advice on how we can move from a position of very limited practice (1-2 programs, e.g. writing) to a campus wide practice (including sciences and engineering)? Specifically: Resource requirements - technology, pedagogy? Generating buy-in?, Process milestones and time required to navigate them?
   a. Buy-in: advocates from a variety of disciplines, models of ePortfolios, students who practice with ePs and then advocate to students/student groups. World tour of “why” ePs presentations for Faculty/admin
   b. Tech: this is institutionally specific. There are several dedicated platforms: Digication, for instance is a big player and produces nice portfolios. If resources are limited or folks can’t agree on platforms, there are plenty of free tools that can be turned to: Wix is a great example and will even come to campus for free.
   c. Pedagogy: stress integrative learning, process, synthesis, curation, REFLECTION, and multimodality - faculty need help knowing how to break these into stages and think through digital affordances
   d. I find it hard to envision that we can achieve all this at once. Any comments on what some beginning and intermediate steps might be?
      i. I would begin with a faculty and admin working group to set the stage and get a lay of the land. Who might be units you can work with? What resources already exist? What tech constraints or programs are available? How fast is this scale up supposed to happen? Can you set a goal of X departments per year? Could you mentor 2-3 programs/ departments per AY for instance? Do you want to start with training individual faculty through workshops, etc. There’s a lot more to be said here.

14. We are just starting using ePortfolios in disciplines at my institution. What co-curricular experiences most helped you when you were first starting on your campuses?
   a. We used them in internship programs. This allowed us to create beautiful examples to share

15. Has anyone followed up with employers to ask about what they look for in eportfolios in their hiring practices? Do they use them? Which industries?
   a. It's a good tool for discussion, from what students tell me.
b. We have been conducting focus group research with local employers. The response has been positive. That said, there is a good deal of literature available. Happy to share. Email me: rhouston@pugetsound.edu

c. We are working with our Career Development Services for this as well. There is research to show employers DO look at these. We also bring employers to events that include eP presentations to raise awareness with local employers.

d. But employers DO look applicants up and if an eP is available and comes up during the search, they are likely to look at it. If students include them in resumes, email signatures, business cares, social media accounts, etc, the ePs are likely to be better professional tools for them as well, since it makes them more visible.

   i. a good number of our seniors link their ePortfolio to their LinkedIn page and vice versa -- and they are beginning to see more and more invitations for 'additional material' in entry-level position descriptions

16. How do you ensure that the ePortfolio is portable, meaning that it remains a resource that students can continue to use and build upon after they leave your institution?

   a. At ODU, because we allow the faculty/students to pick their tools (with our input), we’ve generally advocated for tools that allow for portability. For instance, WordPress can be exported from the ODU instance. Wix is browser based and outside the institutional framework. If your institution is buying a platform, it is necessary to ask them about their policies regarding continued access and portability.

   i. We are in the initial exploration phase, thinking of how we can incentivize student engagement through cocurricular experiences and integrated learning. LinkedIn has been used by our College Readiness faculty and remains on the table as a possibility.

17. On your campuses, what are the typical "interface" points for students with e-portfolios? Who advises/monitors/collects student e-portfolios?

   a. Faculty members are the primary users. We are now working on accreditation possibilities

18. Interested in the institute but dates won't work for me- any possibility to participate online?

   a. Hi Merrilee, please reach out to me at watson@aacu.org - we can discuss.  
      - Eddie