

The What and How of Learning: Eportfolio Reflection as Connective Discourse

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Kathleen Yancey, Florida State University

What have students learned? And how? Electronic portfolios offer a space and often a structure for students to show what they have learned and to explain how they have learned. The discourse connecting the what and the how is reflection. This interactive session/workshop will focus on ways to bring the what, the how, and the discourse together so two goals are served: students are supported; and program assessment is informed by student work and student experience.

Kathleen Blake Yancey, the Kellogg W. Hunt Professor of English at Florida State University, directs the graduate program in Rhetoric and Composition Studies. Past President of The Council of Writing Program Administrators, she is also a Past Chair of the Conference on College Composition and Communication, the largest scholarly organization for college writing faculty. Currently, she is President of the National Council of Teachers of English, a 50,000+ member organization of literacy educators from pre-K to graduate school. With Barbara Cambridge and Darren Cambridge, she directs the International Coalition on Electronic Portfolio Research, which has brought together over 40 institutions to focus on and document the learning that takes place inside and around electronic portfolios. And as part of her near-decade-long work with the middle and high schools in Virginia Beach, she is working with English teachers to develop a “new literacies” curriculum culminating in electronic portfolios.

The Lifelong and Lifewide Learning Vision: Implications for Use of ePortfolios in Higher Education

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Darren Cambridge, George Mason University

This presentation considers: How should we use ePortfolios in higher education if we take the vision of portfolios as a means for lifelong and lifewide learning seriously? It begins with an imagined story about a learner's experiences with ePortfolios through multiple stages of life. The philosophical and sociological grounding of that vision is read through the work of Charles Taylor on authenticity, Richard Sennett on integrity, Mary Catherine Bateson on life narratives, and Howard Gardner and collaborators on good work. This analysis reveals two styles of integrative learning, networked and symphonic, which both are essential to personal and professional development. Supporting both these styles has implications for how we integrate portfolios into the curriculum, as both ongoing reflective practice and iterative reflective synthesis; for how we think about assessment, moving beyond quality assurance to community dialog; and for the technology we use to support both. Throughout, examples from research on existing projects are used to ground the discussion.

Darren Cambridge is assistant professor of Internet Studies and Information Literacy at New Century College, which offers integrative studies, first-year experience, and experiential learning programs at George Mason University in Fairfax, Virginia, USA. He is associate director of the Inter/National Coalition for Electronic Portfolio Research, coordinating research teams from forty-four higher education institutions in the United States, Canada, England, Scotland, and the Netherlands. He also leads the IMS Global Learning Consortium's work on ePortfolios and contributes to the development of the Open Source Portfolio and Sakai. With Barbara Cambridge and Kathleen Yancey, he is editor of *Electronic Portfolios 2.0: Emergent Research on Implementation and Impact*, to be published in July 2008 by Stylus.

Interactive Workshop**Monday July 7 1:45pm – 3:00pm****Exploring Ontario's Undergraduate Degree Level Expectations and the Promise of ePortfolios****WR***Tracy Penny Light, St. Jerome's University; Katherine Lithgow and Nicola Simmons, University of Waterloo*

The recent adoption of the OCAV Undergraduate Degree Level Expectations by Ontario Universities presents a unique opportunity for individual instructors, programs and campuses to consider how the use of ePortfolios might provide evidence of student learning. This workshop will provide participants with an opportunity to begin to consider how to use ePortfolios in their own context with a view to taking away a working plan for use upon return to their own institutions.

Concurrent Sessions #1**Monday July 7 1:45pm – 2:15pm****Developing a Vocabulary for Reflective Learning****STJ 3027***Wendy Clark, Northumbria University*

The purpose of this presentation is to discuss a strategy to help students to reflect on their own learning, and give them a vocabulary with which to articulate their insights.

Reflection is an important part of learning, and the compilation of an ePortfolio provides students with material and opportunity for reflective practice, as well as a means of sharing their reflection with others. However, many students find formal, written reflection unfamiliar and difficult, and they need help to develop a consciousness of their own learning, and a vocabulary with which to articulate their insights.

The presentation will give attendees an insight into a research project using The Effective Lifelong Learning Inventory (ELLI) questionnaire which introduces the students to seven dimensions of learning power and provides a graphical representation of their personal learning profile, thus giving them a tangible artifact to reflect on and a vocabulary with which to discuss it.

All together now...exploring e-PDP (ePortfolio Personal Development Planning) across a whole institution at Level 1**STJ 3020***Emma Purnell, University of Wolverhampton*

This presentation aims to share practical advice on how ePortfolio can be used to integrate Personal Development Planning into the curriculum, across subject disciplines at level 1. We will share learner and teacher stories of the e-PDP experience (eportfolio Personal Development Planning) from all 10 schools at the University of Wolverhampton, with examples from some of the 35 faculty and 1600 students involved. The project harnessed the expertise of our experienced ePortfolio staff and used developmental mentoring to cascade, develop and support new e-PDP practitioners and learners. We hope that attendees will benefit from sharing the experiences surrounding larger scale pilot projects that span across subject disciplines. In addition, attendees will gain further insight into ePortfolio within the UK context and some of the government policy drivers. Finally, we hope to share the potential issues of developing successful post project exit strategies, to ensure scalability and sustainability of project work.

Break**Monday July 7 2:15pm – 2:30pm**

Reflective e-portfolios and Integrative Learning in the Transition to Higher Education: Challenges and Possibilities**STJ 3027***Serena Bufton, Richard Pountney and Anthony Rosie, Sheffield Hallam University*

Reflective e-portfolios were introduced to first-year students on a large, social science degree programme in Sheffield Hallam University, UK, during 2006/7, following research which revealed issues in relation to levels of student integration and engagement and a poor evaluation by some students of their learning experiences. Our current data indicate the complexities surrounding students' reflections on their learning, their use of 'evidence' to assess progress and the actions they take in response to their assessment. Nevertheless, our data also suggest that reflective e-portfolios can help to integrate learning, promote confidence and collaboration and encourage the development of metacognitive skills.

The session develops the conference theme of eportfolios and integrative learning. Planned outcomes of the session are a sharing of experience of the challenges we face in helping students to integrate their learning and a collaborative exploration of the ways in which e-portfolios can be used to help meet these challenges.

E-Portfolio Implementation: The "Sure! I guess I can ask my students to do that" Phenomenon**STJ 3020***Colleen J. Burnham, Thomas College*

The 2007/2008 academic year marks the point at which the first group of Thomas College students to be introduced to E-Portfolios as first-year students will graduate. The timing offered the opportunity to reflect on our own process and progress of implementation as we reviewed completed student portfolios at the end of both the fall 2007 and spring 2008 semesters. While many interesting trends and changes emerged in our data analysis, the most striking phenomenon was that those students who were required to complete an E-Portfolio by instructors who were not quite committed to the project scored consistently lower across two semesters in all categories of the review rubric. Those required to complete an E-Portfolio by instructors who support the philosophies associated with reflecting on one's own performance achieved higher scores regardless of academic discipline. Data supporting the phenomenon will be discussed as it relates to the overall E-Portfolio implementation

Student Voices in ePortfolios: Capturing Student Experiences and Lessons Learned in a Service-Learning Course

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Dr. Diana Denton, Katherine Lithgow, Craig Garbe, University of Waterloo

This panel, composed of third year students in a Service Learning Organizational Communication course and their professor, will provide an opportunity to hear what students have to say about the use of an ePortfolio to help them articulate their insights into what they learned during the course through means that allowed them to be creative, artistic and at the same time demonstrated how they achieved course objectives in a way that was personally meaningful.

Participants will be able to see the ePortfolios through the eyes of the students and hear what the students and their professor have to say about creating an ePortfolio. They will also examine how the ePortfolio process compares with learning through the more typical essay assignment, and how sharing the ePortfolios impacted the dynamics of the class experience. The panel will include a discussion of the support mechanisms in place to help students complete their ePortfolios

At the end of the panel discussion, participants will have a better understanding of how ePortfolios can be used to help foster students' abilities to integrate learning that takes place in academic, community, social and workplace environments in a way that is meaningful and relevant to students.

Dinner Speaker: Dr. Tom Carey**Innovations in Knowledge Exchange for Exemplary Teaching**

Dr. Tom Carey is a Professor of Management Sciences in the Faculty of Engineering at the University of Waterloo and a Visiting Senior Scholar in the Chancellor's Office of the California State University. He is currently Principal Investigator in the Knowledge Exchange for Exemplary Teaching pilot study for the Higher Education Quality Council of Ontario, Program Leader of the *ELIXR* research and innovation program funded by the U.S. Dept of Education's Fund for the Improvement of Post-Secondary Education, and Lead Catalyst for the *Transforming Course Design* initiative in the California State University.

At Waterloo, Tom's most recent campus position was as Associate Vice-President - Learning Resources & Innovation, where his mandate focused on enhancing learning through innovations in teaching and technology. He also has served as Chief Learning Office of the MERLOT network [www.merlot.org] in the U.S. and founding Director of the Cooperative Learning Object Exchange [cloe.on.ca] in Ontario. Dr. Carey has ongoing roles in several higher education collaborations and advisory groups, including serving as a Senior Associate of the TLT Group in Washington D.C., a member of the Adobe Higher Education Advisory Board, and a member of the External Experts Advisory Group for the Carrick Exchange project in Australia.

Interactive Workshops**Tuesday July 8 9:00am –10:30am****Reflective portfolios as a tool for self-authorship within the disciplines****WR***Nicola Simmons, University of Waterloo*

Self-authorship (Baxter-Magolda, 1999; Kegan, 1994) depends upon using self-knowledge to articulate personal values and beliefs, and is central to determining identity within a context, such as a particular discipline. Portfolios can encourage deep personal reflection and thus can be a critical support to this process (Wright, Knight, & Pomerleau, 1999).

In this session, we will discuss how portfolio assignments promote reflective and critical synthesis of learning. Hear how students responded to the opportunity to express their learning in creatively individual ways through stories of their personal and professional development and transformation. We will explore criteria that encourage creativity and the use of authentic portfolio assignments to promote reflection in multiple disciplines.

Concurrent Sessions #3**Tuesday July 8 9:00am –9:45am****In there, it's like an invitation to reply isn't it?" Creating and sustaining eportfolio dialogues****STJ 3027***Julie Hughes, University of Wolverhampton*

This presentation, based upon one of the case studies for the INCEPR III, will explore how the potential for reflective dialogue with self, peers and tutors within an eportfolio system can support integrative learning which extends beyond the classroom. Drawing upon four years of eportfolio practice in a School of Education a UK University, this presentation will be richly supported by student narratives and artifacts – their eportfolio stories. Underpinning this 'show and tell' will be an exploration of the changing role of pedagogy and technology and an examination of a dialogic approach to learning and teaching adopted to support the personal and professional development of students.

Attendees will:

Explore the use of an eportfolio system in a professional vocational context in the UK;

Consider how to create and sustain dialogue cultures within an eportfolio system;
Discuss and debate how the approach might be transferable to home contexts.

Making Connections: Students Develop Critical Thinking using ePortfolios

STJ 3020

Tracy Penny Light, St. Jerome's University

Developing critical thinking is a learning outcome that most of us believe is central to learning in higher education. This session will share how students in a history course and a sexual ethics course developed critical thinking using ePortfolios to document their learning. A framework for building reflective activities will be presented and student examples will be shown to illuminate the process.

Concurrent Sessions #4

Tuesday July 8 10:00am –10:30am

Students' Strategies for the Integration of Evidence from Experiential and Classroom Learning

STJ 3027

Julie Owen and Darren Cambridge, George Mason University

This presentation will review emergent results of research at George Mason University on how students integrate evidence from experiential and classroom learning into eportfolios. The inquiry examines data from one co-curricular and two course-embedded portfolio composition experiences from 2006-2007 and 2007-2008, which involved diverse student populations and multiple technologies. We will focus particularly on how both curricular and experiential learning are framed in student reflections and the match (or mismatch) between this framing and the actual content of the artifacts students include as evidence. The presentation will conclude with suggestions for supporting integrative learning with eportfolios that build on the results.

Linking learning e-portfolios to learning in social software environments

STJ 3020

Lise Agerbæk, University of Southern Denmark

Self-representation is becoming a prerequisite for success in modern life. In schools and universities the curriculum is being "shadowed" by an e-portfolio programme. This activity is set in motion by the teachers. At the same time a whole generation of youngsters is creating digital self-representing content voluntarily in social software environments like FaceBook, MySpace, Plaxo etc. This content is seldom linked to the e-portfolios. The purpose of this presentation is to correlate learning e-portfolios with the learning that takes place within social software environments and suggesting a double strategy for learning institutions: Firstly through employment of a programme of learning e-portfolios to enable and empower the pupils/students as learners; secondly to enable the student to gain knowledge of his or her own competences in creating and maintaining relations through dealing with self-representation in social software. Conference theme is ePortfolios and Integrative Learning.

Networking Break

Tuesday July 8 10:30am –11:00am

Keynote

Tuesday July 8 11:00am –12:00pm

Electronic Portfolios and the Scholarship of Learning

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Barbara Cambridge, Inter/National Coalition for Electronic Portfolio Research

This presentation describes eportfolios as learning sites and as research sites, the nexus of the scholarship of learning. Scholarly practices are enacted in creating and sharing eportfolios, so that students and teachers become scholars together as they consider context, examine evidence, build arguments, open their arguments to feedback and critique, and alter their arguments as they gather more evidence. This merger of learning and research links to current issues in higher education, including increased attention to student learning outcomes, access and success of diverse student populations, and preparedness for work and civic life.

Barbara Cambridge is director of alliances and advocacy for the National Council of Teachers of English and consultant for the Carnegie Academy for the Scholarship of Teaching and Learning. Past president of the International Society for the Scholarship of Teaching and Learning and commissioner for the Western Association of Schools and Colleges, she currently serves on the Boards of the Washington Internship Institute and the Teacher Education Accreditation Council. Cambridge co-directs the Inter/National Coalition for Electronic Portfolio Research and serves as consulting editor for *Change* magazine. Cambridge is professor of English at Indiana University Purdue University Indianapolis. Her latest publications include edited books on electronic portfolios for students, teachers, and institutions and on campus support for the scholarship of teaching and learning.

Lunch

Tuesday July 8 12:00pm –1:30pm

STJ Courtyard BBQ

Interactive Workshops

Tuesday July 8 1:30pm –3:00pm

e-Portfolios: An Interactive Teaching and Learning Tool using Blackboard

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Susan Schwartz, Michael Morrow, Reed Thomas, Ontario Institute for Studies in Education, University of Toronto

Use of portfolios in the Initial Teacher Education programs at OISE/UT as a flexible pedagogical tool to promote student documentation, reflective practice, and integration of learning is considered an important teaching/learning tool in the process of becoming a professional. The purpose of our presentation is to share how the e-Portfolio is being implemented across two programs by utilizing Blackboard's e-Portfolio functionality, along with customized templates and corresponding instructional and assessment materials. Technology enhancements such as Podcasting and Screencasting are also discussed.

'It looks really pretty but it's not doing anything I can't do without': students assess e-portfolios **STJ 3027**

Serena Bufton, Richard Pountney, and Anthony Rosie, Sheffield Hallam University

Those introducing e-portfolios into their teaching are frequently extremely enthusiastic about them but is this enthusiasm shared by their students? Reflective e-portfolios were introduced on a large social science degree programme at Sheffield Hallam University, UK, during 2006/7 and, whilst many students have commented very positively about this, others have been less enthusiastic. The lesson we have learned is that the benefits of e-portfolios are not immediately apparent to some students at the start of their degree programmes and that we have work to do to convince them of their value.

This session develops the conference theme of 'student voices and e-portfolios' through consideration of our research data, group activities and the sharing of experiences. A major outcome for participants will be the identification of challenges to successful e-portfolio adoption by students and of strategies to meet these challenges.

Break

Tuesday July 8 3:00 - 3:15 pm

Concurrent Sessions #5

Tuesday July 8 3:15 - 4:00pm

Education, Ecstasy, ePortfolios

STJ 3027

Kevin Kelly, San Francisco State University

This presentation will go deeply into one or two actual examples to illustrate the pedagogical points of using ePortfolios: an exercise in de-constructing and re-constructing meaning, and higher level thinking and hyperlinking that students have to do to truly integrate school and life. Questions explored include:

- * What does this really look like?
- * How can students be given permission & guidance to make these links/leaps in thinking?
- * What steps do they need to take to make sense of it all?
- * Who benefits?

When students are given guidelines, but also allowed to have some radical expression of their gifts/passions you get social justice in action, art and design in the real world, and more.

Bob Sproule, University of Waterloo

The University of Waterloo's Competency Project seeks to help students, faculty and staff connect student learning experiences in a variety of different contexts (academic, workplace and community) to demonstrate competencies / outcomes attained. ePortfolios allow students to not only "show" but to demonstrate concretely what they know to the world. Integral to the attainment of outcomes is the development of a reflective capacity. Here in the School of Accounting (with a 100 % co-op program) we also are responding to the inclusion of required outcomes in the Ontario government's program reviews and the identification of competencies by Professional Accounting Associations. Our approach to work-term reflections ties in student experiences in the workplace with course learning. Our focus is on the soft skills of teamwork, communication and leadership. We make use of Residence Learning Communities that further support integration. We will share findings from our use of this model over the past two years.

Roundtable Discussion

Tuesday July 8 4:15pm –5:00pm

The Future of ePortfolios: What's Next?

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Helen Chen, Stanford University; Katherine Lithgow, University of Waterloo; Kevin Kelly, San Francisco State University; Tracy Penny Light, St. Jerome's University and Special Guests

Over the conference we have heard about the different ways that ePortfolios are being implemented at various institutions. It is clear, though, that the educational landscape is shifting, particularly as Web 2.0 is becoming part of everyday life. What's next for ePortfolios? What have we learned in this conference that can help us point the way forward for the field? This session is an interactive "fishbowl" discussion with established and emerging ePortfolio leaders from St. Jerome's, the University of Waterloo and beyond. Please join us to explore this important issue!