Reflective Deliberation about Integrative Evidence: Defining and Documenting Student Learning with Eportfolios

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George Mason University
Cornell University, 10 Nov 2009

Overview

• What is an eportfolio? What is it good for?
• What needs to happen for those good things to happen?
Eportfolio is a genre not a technology

A genre has associated social practices and forms of meaning

History

• 1980s: From Assessment to Learning
• 1990s: Digital
• 2000s: Interactive
European Language Portfolio

- Funded by the European Union
- A variety of frameworks for different national contexts and languages
- Three components
  - Passport – Europass
  - Dossier
  - Biography

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<th>B2</th>
<th>C1</th>
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<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes and current affairs or texts of personal or professional interest when the delivery is relatively slow and clear.</td>
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| **Listening** | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. |

| **Reading** | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. |

| **Writing** | I can communicate in simple and short everyday messages. I can write short notes on familiar topics and express basic views and needs. | I can write short messages on familiar topics, personal experiences and immediate needs. I can write a simple, short text on familiar topics, personal experiences and immediate needs. |
ELP Biography
Key elements of an eportfolio

- **Evidence** of learning
  - Authentic
  - Diverse

- **Reflection** on evidence and identity
  - Interprets change over time
  - Examines performance across contexts
  - Articulates commitments and future aspirations

Interpretation using a common **conceptual framework**
- Connects evidence and reflections to shared standards
- Facilitates conversation

Portfolio Processes

- Collection
- Reflection
- Selection
- Projection
- Connection
Research on Impact

- Learning
  - Reflective and metacognitive abilities (Rickards, 2008, 2009; Peet, 2005; Syverson, 2000; Cambridge, et.al., 2008)
  - Student engagement (Eynon, 2009; Kirkpatrick, 2009)
  - Retention (Eynon, 2009; Easterling, 2009)
  - Learning skills, self-efficacy, and self-regulation (Kirpatrick, 2009; Atwell, 2007; Hartnell-Young, 2007)
  - Professional, role, and disciplinary identity (Cambridge, 2008; Hughes, 2006, 2009; Stevens, 2009; Young, 2009; Peet, 2005)

- Assessment
  - General skills, such as writing (Hamp-Lyons, 2000; Fournier, 2007; Loernzo, 2005; Acker, 2008, Yancey, 1998, 2004; Hallam, 2000)
  - Learning competencies, such as self-regulation and self-assessment (Rickards, 2008; Meeus, 2006; Ross, 2006)
  - Ineffable outcomes, such as ethical reasoning and social change agency (Chickering, 2005; Peet, 2005)

Factors Influencing Impact

- Audience
  - Institutional and personal
  - Meaningful feedback, rewards, and the opportunity for dialog

- Integration
  - Across disciplines and experiences, curricular and co-curricular
  - Between academic and other spheres of life
  - Student as whole human being

- Networked and symphonic
  - Ongoing reflective practice
  - Synthesis at key points of transition

- Evidence and design
  - Reflections grounded in authentic and diverse evidence
  - Design as reflection

- Institutional support
  - Integration into curriculum, particularly guidance for documentation and reflection
  - Peer mentoring
Role of Technology

- Enabling multimedia and hypertextual reflection
- Easing management and archiving
- Offering rapid feedback and facilitating collaborative learning
- Scaffolding the learning process
- Interacting with new audiences

Implementation Threshold Concepts

- Purposes must be aligned to context
- Learning activities must be consciously designed and supported
- Processes for creation and use must be understood and supported
- Students must have ownership of eportfolio processes and outcomes
- Eportfolios are disruptive, pedagogically, technologically, and institutionally

--Jones, Gray, and Hartnell-Young (2010)
PURPOSE

Georgia Writing Portfolio

- Assessment of first year composition outcomes
- Three essays, one revised, and cover letter
- Collected and analyzed through <emma>
George Mason Graduation Portfolio

- Graduation requirement in New Century College
- Organized around nine competencies
- Several reflective essays linked to student-chosen artifacts
- Designed using generic tools

Seton Hall First Year

- First-year portfolio focused on four non-cognitive factors related to retention
- Research demonstrates all four factors predict persistence and success (GPA) beyond otherwise available data
- Social integration and quality of effort most significant → new curricular emphasis
• Clear learning outcomes
• Opportunities for students to achieve them
• Assessment of that achievement
• Use of the results for improvement

• Useful
• Cost-effective
• Reasonably accurate and truthful
  – Multiple
  – Direct
• Planned, organized, systematized and sustained
• Kinds of direct evidence
  – Portfolios of student work
  – Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the course or program
What is reflection?

- The act of stepping outside of acting and believing to examine out what it means
- A cycle of planning, acting, and interpreting
- A fad?
Theories of Reflection

- John Dewey - Critical Thinking
  - Tacit knowledge
  - Rigorous analytical thinking
- Donald Schön - Reflective Practitioner
  - Key to effective professional practice and human thought
  - Reflection-in-action, Reflection-on-action
- David Kolb - Stages of Reflection
  - Description, analysis, judgment, planning
- David Boud - Linking cognitive and affective
  - Examining feelings
- Pablo Friere, Stephen Brookfield, et. al - Critical Reflection
  - Questioning assumptions
  - Understanding and challenging domination

Reflection as an End of Its Own

- Dewey: Rigorous analytical thinking
- Schön et. al.: Key to professional practice and human thought
- Friere et. al.: Understanding and challenging domination
- Boud: United cognitive and affective
LEARNING ACTIVITY DESIGN

Human Biology at Indiana

- Interdisciplinary integration through reflective writing over four years
- Assessing teamwork in physiology through reflection and tracking strategies
Design Engineering at Stanford

- Folio thinking: learning principles and processes associated with portfolios
- Design engineering
- Reflective “Idealogs” composed throughout the semester
- Wikis and blogs

Linking/Thinking at Clemson

- Psychology undergraduate research program
- Complexity of arrangement mirrors sophistication of disciplinary and professional identity
Kathleen Yancey’s Dimensions of Reflection

**Reflection-in-action**
“reviewing, projecting, revising”

**Constructive reflection**
“developing a cumulative, multi-selved, multi-vocal identity”

**Reflection as conversation**
with artifacts, with self, with others

**Reflection-in-presentation**
“articulating the relationships between and among” creation, creator, and context of creation

(— Yancey, *Reflection in the Writing Classroom*)

Sharon Hamilton’s Matrix Thinking

- Second-order reflection through reframing or recontextualization
- (Re)examining experience and artifacts in relationship to an integrative conceptual framework
- Often accomplished through portfolios
Career Choice | Lifelong Learning | Who I Am in Today's Global Society
--- | --- | ---
Most Important English Goal | Most Important Principle | Why I Became an English Major

![Diagram](image-url)
# Kapiʻolani Hawaiian Values

<table>
<thead>
<tr>
<th>Nā Waʻa</th>
<th>Pae Ulu</th>
<th>Pae Kūkūlo</th>
<th>Pae Hūaka’i</th>
<th>Pae Pae</th>
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<tbody>
<tr>
<td>Nākama</td>
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<td>Æ fleece</td>
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<tr>
<td>Kākahi</td>
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<td>Aʻpōkōkō</td>
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<td>Nuʻuʻuʻe</td>
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<tr>
<td>Aloha</td>
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### Diagram Description:

- **International Culture Office**: A central hub connecting to various pathways.
- **A New World**: New emerging perspectives and possibilities.
- **Multiple Users Speak as One**: Emphasizing unity and collaboration.
- **Sharing is Caring**: Promoting inclusiveness and mutual support.
- **Tapping Resources Changes**:寓言发展新思路.
- **Evolving with the Times**: Adapting and growing.
- **Principle**: Fundamental values guiding the evolution.
- **Effective Choosing**: Making informed decisions.
- **I Own It**: Personal responsibility.
- **Preservation**: Nurturing cultural heritage.

We envision a future where cultural values are integrated into daily life, fostering a new world of understanding and growth. This cultural evolution is marked by effective choices, preserving traditions, and nurturing new horizons. The journey is personal and collective, where we aim to stay connected and evolve with the times.
Stanford Learning Careers

The Life of Brian
(without the funny British guy)
May 2002
Reflection Assignment Ideas

• Performance + reflection
• Critical incident reflection
• Generative interviewing
• Cumulative self-observation and synthesis
  – Journals and blogs
  – Audio and video
• Concept mapping

PROCESSES
NCC Competencies

- Communication
- Critical Thinking
- Strategic Problem Solving
- Valuing
- Group Interaction
- Global Understanding
- Effective Citizenship
- Aesthetic Awareness
- Information Technology
Rubrics

1. Demonstrates a willingness to seek out international or intercultural opportunities.

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<th>4</th>
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<tr>
<td>Demonstrates knowledge of, openness toward, or engagement with...</td>
<td>Demonstrates minimal knowledge of, openness toward, or engagement with...</td>
<td>Demonstrates moderate knowledge of, openness toward, or engagement with...</td>
<td>Demonstrates extensive knowledge of, openness toward, or engagement with...</td>
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</table>

1. Has or her experiences with individuals from different cultures.
2. The ways in which his or her thinking has changed as a result of exposure to different cultures.
3. Feelings or emotions that he or she experienced as a result of an international or intercultural learning experience(s).

In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—such as specific examples from the portfolio—would be particularly useful.

Liberal Education for America’s Promise (LEAP)

- 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
- Intellectual and Practical Skills
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
- Personal and Social Responsibility
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
- Integrative Learning
  - Synthesis and advanced accomplishment across general and specialized studies
<table>
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<tr>
<th>Theories</th>
<th>Background</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Self-Assessment Framework</strong></td>
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<tr>
<td>Observing performances</td>
<td>Voice, global judgments, writing</td>
<td>Meta-judgments (perhaps, instead of writing)</td>
<td>More connections and applications, and more to new form</td>
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<tr>
<td>Using evaluations, feedback</td>
<td>Deeper understanding and application</td>
<td></td>
<td>Observers will need new feedback, and maybe other learning processes</td>
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<td>Finding and analyzing patterns</td>
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<td>Making judgments</td>
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<tr>
<td><strong>New People Learn</strong></td>
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<tr>
<td>How perception, alternative concepts and metaconceptions develop</td>
<td>See feedback as an external and not subject to material analysis</td>
<td>See feedback as a means for understanding the relationship between performance and performance</td>
<td>Incorporating feedback and past performance in constructing further performance and learning plans</td>
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<tr>
<td>Understanding knowledge construction</td>
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<tr>
<td>Understanding and using metaconceptions</td>
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<tr>
<td><strong>Learning That Lasts</strong></td>
<td>Using self-generated strategies</td>
<td>Self-identifies as a learner, constructing meaning in experiences</td>
<td>Delineates own identity as person, learner and professional</td>
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<td>Self-motivating role performance</td>
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<tr>
<td>Engaging diverse approaches, views, and activities</td>
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<tr>
<td><strong>Knowledge and Cultural Self-Awareness</strong></td>
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<tr>
<td>Knowledge of cultural world view frameworks through cooperation and consensus</td>
<td>Consistently demonstrates openness in viewing new insights into one's own cultural contexts or norms, but not understanding or responding in cultural contexts; always results in a shift in self-awareness</td>
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<td>Skills</td>
<td>Empathy</td>
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<tr>
<td>Consistently interprets intercultural experience from the perspectives of both one's own and other world views; develops appropriate responses in interactions requiring adaptation or cultural synthesis</td>
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<td><strong>Skills</strong></td>
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<td>Ability to gather appropriate information</td>
<td>Consistently interprets intercultural experience from the perspectives of both one's own and other world views; develops appropriate responses in interactions requiring adaptation or cultural synthesis</td>
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<td><strong>Attitudes</strong></td>
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<td>Creativity with cognitive flexibility</td>
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<td>Tolerance of ambiguity</td>
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<td>Knowledge and Cultural Self-Awareness</td>
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Deliberative Assessment

- Student are privileged informants about their own learning
- Evidence of learning needs to come from multiple contexts, and the relationships between them need to be articulated
- Assessment should be a deliberative process that makes programs more responsive to all stakeholders
Ineffable → Essentially Contested

• Ineffable outcomes: Things we all think are important but don’t think we can measure
  – E.g., ethics, leadership, social responsibility
• Essentially contested concept (Gallie, 1956)
  – More optimal development because of contestation

Eportfolios for Contested Outcomes

• Measurable learning outcome: Ability to articulate a reasoned stance based on evidence
• Makes multiple understandings of outcomes visible
• Requires reasoning to be articulated
• Grounds understanding in evidence and experience
• Puts multiple positions into conversation
Welcome to my electronic portfolio for Spiritual Communities. I have attempted to collect here a few images and stories to accompany my electronic portfolio; and this has been a great learning experience. This portfolio is also the creative project for my New Century Graduation Portfolio.

Otherwise, the navigation is divided into three parts—my blog from India (originally located here), my photos and narratives, collected for my draft electronic portfolio last semester, and my written portfolio for my Spiritual Communities study, including competency essays.

COMMUNICATION CHAPTERS

- Frameworks of Knowledge
- Frameworks of Knowledge & New Century
- Being Literate, Illiterate, and Postliterate
- Film of Religion
- New Century Literature
- Conclusion

FRAMEWORKS OF KNOWLEDGE

“Communication, in all forms, is inherently difficult,” I declared last semester in an essay for Visual Culture & Society. This difficulty occurs in the form of what most subsequent to be message “noise.” Noise then is any factor which affects the accuracy of the message, as stated in my essay. It can occur at every step in the process of a message. Even fully formed, a message can easily be misunderstood due to message noise, as I’ve already mentioned, but is avoid as much as possible to identify other areas of noise that are also identifiable.

Robert Hogg, author of Culture, Media, Language, outlines a more current model of communication. He links both the sender and the receiver is responsible for message noise. Hogg states that both sender and receiver will be affected by their associated frameworks of knowledge. This term, frameworks of knowledge, can be defined by and is not limited to any prior knowledge, experience, and understanding. Frameworks of knowledge will be the framework of message, while the receiver will interpret the message with the receiver’s own frameworks of knowledge. Thus, the message noise occurs because the sender’s assumptions of how the message is not how the receiver actually intended the message because of the receiver’s own frameworks of knowledge.
## Scaffolding Self-Regulated Learning

### Phases

- **Forethought**
  - Goal Setting
  - Self-efficacy
- **Performance**
  - Self-recording
- **Self-reflection**
  - Self-judgment
  - Self-reaction

### Process: Ways to Engage III

<table>
<thead>
<tr>
<th>Phase</th>
<th>Ways to Engage III</th>
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<tbody>
<tr>
<td>Observation</td>
<td>For you are observing yourself in a particular situation. Sometimes on the specific and the particular. So think about questions like these:</td>
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<td>- What was the initial attractiveness of the problem/situation?</td>
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<td>- What actually did you need to know?</td>
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<td>- Why was it solved or not solved?</td>
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<td>- What was it that you knew, intuitively and clearly?</td>
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<td>- What was the difference involved?</td>
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<td>Interpretive Design</td>
<td>You are trying to determine how what happened to your observation actually happened. You need to &quot;pull apart,&quot; in an analytical mindset, all of your learning experiences, in both positive and negative aspects. So think about questions like these:</td>
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<td>- What strategies did you adopt and why?</td>
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<td>- Why did you make the decisions and the way you did?</td>
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<td>- What means of performance, instruction, past experiences, emotions, etc played in your learning context?</td>
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<td>- Ever said why did change your strategies during the process?</td>
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<td>- What should you do tomorrow?</td>
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<td>- What or what helped you and hurt?</td>
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<td></td>
<td>- What conclusions did you make after the experiences?</td>
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<td>Judgment</td>
<td>You are assuming your own performance and making evidence to support your judgments. So think about questions like these:</td>
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<td>- How consistently were the goals set for you? (Did you set goals for yourself?)</td>
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<td>- How strategically did you prepare for your decisions?</td>
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<td>- How well thought out were your choice strategies?</td>
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<td>- How well did you transfer knowledge and understanding from previous experiences to new tasks?</td>
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<td>- How accurately did you fulfill the role you selected for yourself?</td>
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<td>- How open were you to new ideas, unexplored learning, challenging perspectives, and so on?</td>
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<td>- What were your strengths and what were your weaknesses?</td>
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<tr>
<td>Looking Forward</td>
<td>If you are looking forward to work out how you might apply your learning from such experience to new or unfamiliar situations. So think about questions like these:</td>
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<td>- What did you understand (or unlearned in new happy/sad) as a result of this experience?</td>
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<td>- How will you apply that understanding to new situations?</td>
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<td>- How will you translate the conditions that led to your conclusions?</td>
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<td></td>
<td>- How will you extend the conditions that led to your conclusions or mistakes you make?</td>
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<td></td>
<td>- What information, knowledge or skills did enhance your future performance?</td>
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<td>- What guides will you use for progress, and what or what will help you achieve them?</td>
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</tbody>
</table>
The Wrong Decision
Folder Languages
Colour Code My Favourite
Date 08/03/06

Description
This is my story that I wrote for school.

Task Goals
Updated Texts
I would like to write an interesting
and using a dictionary.

Strategies
Sleep habits
I would like to write an interesting
and using a dictionary.

Teacher: [Name]
I think this is a very realistic goal.
and then I end up arguing with my mother because I worry that I won't get my work done on time.
and then I end up arguing with my mother because I worry that I won't get my work done on time.

Content
Files

Motivation
How well do I think I will do on this task?
How hard will this be for me?
How much do I want to do this?
Learning Record Online

- Five dimensions of learning and course goals
- Observations and samples of work throughout semester
- Interpretation and grade recommendations at middle and end
- Midterm moderations

OWNERSHIP
Virginia Tech

LaGuardia ePortfolio

- Recent immigrants and first-generation college students
- Bridging home and disciplinary culture
- Impact on retention, student engagement, grades
- Portfolio studios
- Visual design and iteration
• Used by 80,000 residents
• Most active users demographically representative
• Use across roles suggests intrinsic motivation and lifelong learning
• Integration of different life roles in single representation with user control over contents and visual design key success factor

DISRUPTIVE
Folio Thinking at Wolverhampton

- Julie Hughes’ students in classroom placements at Wolverhampton
- Community of practice through blogging
- “Everyday theorizing”
Leadership, lifelong, and integrative learning
Meta-cognitive skills
Generative interviewing
Philosophy statements
Metareflection

Implementation Threshold Concepts

- Purposes must be aligned to context
- Learning activities must be consciously designed and supported
- Processes for creation and use must be understood and supported
- Students must have ownership of eportfolio processes and outcomes
- Eportfolios are disruptive, pedagogically, technologically, and institutionally

--Jones, Gray, and Hartnell-Young (2010)
Electronic Portfolios 2.0: Emergent Findings and Shared Questions

• Collection of 24 chapters detailing research from cohorts I, II, and III of the Coalition
• Available from Stylus (2009)

Stay in touch

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