Building Bridges
with ePortfolios

Capilano University, Vancouver British Columbia
July 23-26, 2018
Day 1: Building Bridges with Stakeholders

Dr. Gianina Baker

Dr. Baker is Assistant Director of the National Institute for Learning Outcomes Assessment (NILOA) where she assists with the development and maintenance of partnership networks under the Lumina Foundation for Education grant. Her main research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, and higher education policy. She holds a Ph.D. in Educational Organization & Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University.
Day 2: Building Bridges for Systemic Change

Dr. Cassandra Volpe Horii, President, The POD Network

Dr. Horii is President of the POD Network in Higher Education, a national professional organization dedicated to advancing the research and practice of educational development in higher education since 1976. This is her second year of an elected three-year term on the Executive Committee and she has previously served on the POD Network Board of Directors and as Conference Co-chair. She serves on the National Academies of Sciences, Engineering, and Medicine Roundtable on Systemic Change in Undergraduate STEM Education.

Dr. Horii has led teaching and learning related initiatives, programs, and centers for faculty, graduate students, and undergraduates in her prior roles as Dean of the Faculty and Founding Director of the Faculty Center for Professional Development and Curriculum Innovation at Curry College in Milton, MA, and as Associate Director of the Bok Center for Teaching and Learning at Harvard University. She has created and taught courses in atmospheric and environmental science for majors and non-majors, environmental chemistry for undergraduate and graduate students, first-year expository writing, freshman seminar, and science, technology, engineering, and mathematics (STEM) pedagogy.
Day 3 Batson Lecture: Building Bridges for Integration

Dr. Terrel Rhodes

Dr. Rhodes is Vice President, Office of Quality, Curriculum and Assessment and Executive Director of VALUE at the Association of American Colleges and Universities (AAC&U) where he focuses on the quality of undergraduate education, access, general education, e-portfolios and assessment of student learning. He was a faculty member for twenty-five years before joining AAC&U. He leads the faculty-driven assessment project on student learning entitled Valid Assessment of Learning in Undergraduate Education (VALUE) Institute. For three years, it involved 100 institutions in thirteen states in a nationwide project to assess student learning and is now open to all institutions.

Since 2007, Terry has lead AAC&U’s ePortfolio initiatives to enhance student learning, including founding the annual ePortfolio Forum in 2010. The ePortfolio Forum is a one-day event, always held in conjunction with the AAC&U Annual Meeting in January. Dr. Rhodes is also a member of the AAEEBL Board of Directors.
About the Batson Lecture

Trent Batson, Founding President of AAEEBL

AAEEBL was founded by leadership, scholarship and a philosophy of learning and learner-centered education and assessment. There are many stories of the founder Dr Trent Batson, Judy Williamson Batson and other leaders in higher education discussing the need for a professional association that advocated and supported educators who were working with educational technology to rethink pedagogy, learning, teaching and research. A dedicated field of researchers and practitioners came together to share, disseminate and collaborate with a focus on ePortfolios as learning and teaching spaces that supported the educational philosophy that pedagogy leads technology. AAEEBL was developed with Trent and Judy leading a Board of Directors that has included some of the movers and shakers of international higher education. Today, AAEEBL is a non-profit organization that continues to support, lead and advocate for educationalists around the world working in authentic, experiential and evidence-based learning, with a keen focus on portfolio learning, teaching and assessment. The Batson lecture continues to support the fundamental beliefs and ideals that began this journey and organization, and this lecture holds the name of thought leaders who contributed and dedicated great service to higher education. The Board of Directors invites similar thought leadership that began with Trent and Judy and can share a vision for the future of learning with our community.
As a professional association, AAEEBL represents a key community of practice in higher education. Changes in our field, in large part, are responding to the changing demographics of students, to the demands of employers, to the rapid pace of change in teaching and learning, and to the distribution of knowledge online. All of these and other changes are related to the shift from an industrial economy to a creative/knowledge economy in an increasingly networked and global context that is radically different from what it was 20 years ago.

AAEEBL and the ePortfolio field are based on the belief that learner agency leads to better learning and to life success. We in this field understand that eportfolio technology, used well, can help realize the revolution in higher education leading to learner agency. The move to learner agency is the next step in “the move from teaching to learning.”

This year’s conference focuses on the theme of “building bridges” as we explore ways to engage stakeholders across the K-12, Higher Education, and Workplace/Community sectors. The aim of the meeting is to foster cross-sector conversations so that we can foster new ways to engage learners and set them up for success across their learning careers. We look forward to hearing how you have been doing this important work, and to exploring new opportunities to collaborate.

We are very excited to be in Canada for the first time for the Annual meeting. Aurelea Mahood and Laura MacKay at Capilano University have been instrumental in organizing this year’s meeting and we thank them, as well as the program committee and local organizing committee for the role that they have played in creating the conditions for rich conversations about ePortfolios and the use of technology in education.
AAEEBL 2018 Annual Special Interest Groups

AAEEBL continues to explore how Special Interest Groups (SIG) developed across the conference as communities of practice can enable AAEEBL members to engage in rich conversations and projects that foster authentic, experiential and evidence-based learning. Our aim for the year ahead is to develop and design opportunities for the special interest groups to support our mission to build bridges and have plans for virtual SIG meet-ups and international collaborative projects that provide opportunities for further collaboration and publication.

Practices and Pedagogies
This SIG focuses on the pedagogies, and the practices of authentic, experiential and evidence-based learning, teaching and assessment. The accepted workshops and sessions focus on a range of ideas from learning designs, connected learning and e-literacies, to new models for assessment, evaluation, and credentialing.

SIG Lead Dr. Tilisa Thibodeaux
ePortfolio: www.tilisathibodeaux.com

Research
This SIG focuses on published and ongoing research in authentic, experiential and evidence based learning, teaching and assessment. The accepted workshops and sessions focus range from ePortfolio and High-Impact Practices, to evidence of learning, teaching and assessment, and learner agency and self-efficacy.

SIG Lead Dr. Patsie Polly

Technologies
This SIG focuses on digital and technological case studies, institutional and faculty wide approaches and projects that explore the benefits, strategies, challenges and needs of our community in authentic, experiential and evidence-based learning and teaching technologies. Accepted workshops and sessions focus on a number of critical ideas around implementation, support, learning design for learning ecosystems, and platforms and sustainability.

SIG Lead Dr. Samantha Blevins
Portfolio https://portfolium.com/sblevins/portfolio
Schedule of Events

Monday July 23: Conference Registration Opens and Welcome for Newcomers

2:30 Registration Opens
4:00 Newcomers Welcome: Join members of the AAEEBL Board for an orientation to the Annual meeting (Birch 126)

Tuesday July 24: Day 1 – Building Bridges with Stakeholders
9:00 Keynote – Gianina Baker, NILOA (Blue Shore Theatre)
11:45 AAEEBL Annual General Meeting & Lunch (Birch Lobby)
2:30 Plenary Session – Designing an ePortfolio Curriculum (Blue Shore Theatre)
3:45 AAEEBL Ignite Session (Blue Shore Theatre)
4:45 Poster Session and Reception (CSU Lounge)
7:00 Birds of a Feather Dinner (Various Restaurants)

Wednesday July 25: Day 2 – Building Bridges for Systemic Change
9:00 Keynote – Cassandra Horii, POD Network (Blue Shore Theatre)
11:45 Lunch (Birch Lobby)
2:30 Plenary Session – Transforming Education in British Columbia with Portfolios (Blue Shore Theatre)
4:45 Special Interest Groups (Birch 203, 205, 247)

Thursday July 26: Day 3 – Building Bridges for Integration
9:00 Plenary Panel – Creating a Collaborative Ecosystem for Student Success (Blue Shore Theatre)
10:15 Plenary Session – Creating Connections by Building Portfolios (Blue Shore Theatre)
11:30 Batson Lecture – Terry Rhodes, AAC&U (Blue Shore Theatre)
12:15 Annual Meeting Close
- SIG (Leads) Report
- Building Bridges into the Future
**AAEEBL 2018 Annual Publication Opportunities**

We are thrilled that you have joined us the AAEEBL Annual Meeting at Capilano University and look forward to the opportunity to highlight and share the range of valuable research being done on the value of ePortfolios for students, faculty, and programs and to encourage further research throughout the ePortfolio field. All presenters are encouraged to consider one of the following opportunities for publication of your work post conference:

**The International Journal of ePortfolio (IJeP)** IJeP is a double-blind, peer-reviewed, open access journal freely available online. It is published twice a year (April and October). The mission of the *International Journal of ePortfolio* (IJeP) is to encourage the study of practices and pedagogies associated with ePortfolio in educational settings. The journal’s focus includes the explanation, interpretation, application, and dissemination of researchers’, practitioners’, and developers’ experiences relevant to ePortfolio. It also serves to provide a multi-faceted, single source of information for those engaging in projects and practices associated with ePortfolio. A refereed (blind) peer-reviewed journal, IJeP embraces inquiry into ePortfolio in educational settings holistically; therefore, manuscripts considering the following areas of investigation are welcomed:

- instruction and principles of learning that utilize and inform practical, effective ePortfolio methodologies;
- evaluation and assessment methodologies and practices supported by ePortfolio;
- case studies and best practices regarding applications of ePortfolio for learning, assessment, and professional development supported by scholarship of teaching and learning practices and research methodologies;
- theoretically rich accounts of the principles grounding ePortfolio work and its relationship to larger social and cultural phenomena; and
- innovative development and applications of technologies that enable new ePortfolio practices.

More information about IJeP can be found at: [http://www.theijep.com/](http://www.theijep.com/)

**The AAEEBL ePortfolio Review (AePR)**

AePR is issued electronically twice per year. AePR is not a research journal although it welcomes articles reporting on research; it is not peer-reviewed, but reviewed by the editors. The AePR style is academic but not necessarily scholarly.

More information about AePR can be found at: [http://www.aaeebl.org/?page=AePR](http://www.aaeebl.org/?page=AePR)
While You’re in Vancouver

**Deep Cove Kayak**
Set in one of the most beautiful places in Vancouver, your kayak experience at Deep Cove will be like none other. With a range of rental options, there is something for all sizes, ages, and skill levels. Rent a kayak, paddle board, surfski, or dragon boat for your venture into new waters. Learn more at www.deepcovekayak.com.

**Capilano Suspension Bridge**
Located 15 minutes from Capilano University, the Capilano Suspension Bridge crosses to towering evergreens, cedar-scented rainforest air and Treetops Adventure, 7 suspended footbridges offering views 110 feet above the forest floor. It is a breathtaking escape within the bustle of Vancouver. Perfect for a short visit in the evening or make a day of festivities! Visit www.capbridge.com for more information!

**Grouse Mountain**
Visit the Peak of Vancouver for a variety of cultural, education, and outdoor adventures. Capture the views from the Skyride gondola, ziplines, paragliding, or from the patio of their high-altitude restaurant. For a full list of the activities and attractions, visit www.grousemountain.com.

**Stanley Park**
Discover Stanley Park in Downtown Vancouver with a relaxing stroll, a fun game of tennis, or a delightful dinner with someone special. Also, nearby you can find beluga whales, dolphins, jellyfish, and more at the Vancouver Aquarium. Find the list of opportunities for adventure at Vancouver.ca.
Navigating the 2018 AAEEBL Annual Meeting

Tuesday July 24 - Day 1: Building Bridges with Stakeholders

8:00 Registration and Coffee (Birch Lobby)

8:30 Capilano University and AAEEBL Welcome

9:00 Opening Keynote: Dr. Gianina Baker, NILOA

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<tr>
<th>9:00-10:15</th>
<th>Blue Shore Theatre</th>
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<tr>
<td><strong>Keynote Session</strong>&lt;br&gt;Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment (NILOA)</td>
<td>Emerging Trends in Assessing Student Learning: A Snapshot of Practice?</td>
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<td>Drawing on findings from the 2018 NILOA National Survey of Provosts report, Dr. Baker will provide an update on the field of assessing student learning throughout the United States, examining the shift of focus on college campuses from compliance to improvement, the continuing work of integrating learning across the curriculum and co-curriculum, movement toward culturally responsive assessment, and exploring principles of effective use of assessment results bolstering understanding and communication about student learning. The session will pull from various projects and institutional examples to help illustrate current trends in assessment. During the following interactive discussion, attendees will be invited into dialogue regarding their campus efforts to assess student learning in relation to national trends, as well as explore together areas of need and growth within the field of meaningful and manageable assessment of student learning.</td>
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9:45 Interactive Discussion

10:15 Break

10:30-11:30 Concurrent Sessions

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<tr>
<td>10:30-11:30&lt;br&gt;Birch 126</td>
<td><strong>Portfolio Info Literacy Outcomes Assessment: Alternative Facts or Real Data</strong>&lt;br&gt;Emily Dibble &amp; Zack Allred (Salt Lake Community College) Workshop (1 hour)</td>
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<td>10:30-11:30 Birch 203</td>
<td>Portfolio Thinking as a Culminating Activity in a M.Ed Course Diane Salter, Shannon Rushe &amp; Donna Walker (St. George's University) (25 minute session)</td>
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<tr>
<td>10:30-11:30 Birch 247</td>
<td>Building Bridges with ePortfolios for 1st generation college students Theresa Conefrey (Santa Clara University) (25 minute session)</td>
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<tr>
<td>10:30-11:30 Birch 166</td>
<td>Are you HIP? ePortfolios are just the beginning Kathy Lee Heuston &amp; Pamela Gray (Austin Peay State University) (25 minute session)</td>
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**11:45 – 1:15 AAEEBL Annual General Meeting & Lunch** (Birch Lobby)

**1:15- 2:15 Concurrent Sessions**

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<tr>
<td>1:15-2:15 Birch 126</td>
<td>Understanding and Teaching Ethical Literacy in ePortfolios Margaret Marshall, Heather Stuart &amp; Megan Haskins (Auburn University) Workshop (1 hour)</td>
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<tr>
<td>1:15-2:15 Birch 203</td>
<td>Online Portfolios &amp; Artist Identity Development in the Kwantlen Polytechnic University Music Program Gordon Cobb (KPU) (25 minute session)</td>
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### 2:15 Break

### 2:30 - 3:30

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<td>Designing an ePortfolio Curriculum: Possible Models, Possible Opportunities</td>
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Although the body of scholarship on ePortfolio is robust, one area that has only recently drawn attention is something we might call an ePortfolio curriculum. What would such a “curriculum” look like and how would it function? As Gail Matthews-DeNatale explains in "Untangling the Past and Present while Weaving a Future: ePortfolios as a Space for Professional Discernment and Growth," a curriculum includes two components: it "refers to the combined impact of the ...process of learning and the ...substance of content." In the case of ePortfolios, such a curriculum could be either woven throughout another course, or offered as its own course, but in each case the purpose of this curriculum is to help students develop the ePortfolio practices and knowledge a successful ePortfolio-maker engages in and knows. Which of course begs the question: what is it that composers need to know and do to create successful ePortfolios? This session explores this question in two ways. First, the facilitators will share three distinct models of ePortfolio curriculum, one explicitly designed to use reflection across artifacts and experiences to promote a holistic identity; a second to support the development of a particular professional identity; and a third that focuses on ways ePortfolio design itself can foster and support student identity. Second, the facilitators will engage participants in designing curricular elements of an ePortfolio keyed to the identity needs of their students. In sum, through this session, we will focus on curricular ways students create identity as they become ePortfolio-makers.

### 3:30 Break

### 3:45 – 4:45 AAEEBL Ignite, Blue Shore Theatre

**AAEEBL Ignite Session:** IGNITE IS A SERIES OF SPEEDY PRESENTATIONS

Presenters get 20 slides, which automatically advance every 15 seconds. The result is a fast and fun presentation which lasts just 5 minutes.

### 4:45 – 6:00 AAEEBL Annual Poster Session and Reception (CSU Lounge)

Includes SIG Meet up: Meet the Special Interest Groups (SIG) Leads Dr. Patsie Polly (Research), Dr. Tilisa Thibodeaux (Practices & Pedagogies) & Dr. Samantha Blevins (Technology)

### 7:00 Birds of a Feather Dinner
Day 1 Session Descriptions

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<td>Teaching methods that encourage students to share their thinking with video</td>
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<td>Birch 166</td>
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### Portfolio Info Literacy Outcomes Assessment: Alternative Facts or Real Data
*Emily Dibble & Zack Allred, Salt Lake Community College*

This session will provide context for how SLCC assesses Student Learning Outcomes by using ePortfolios. Participants will learn how SLCC uses the assessment of ePortfolios to close the loop specifically with information literacy. They will also learn how to apply the threshold concepts for information literacy and determine when assessment is possible.

### Portfolio Thinking as a Culminating Activity in a M.Ed Course
*Diane Salter & Shannon Rushe, St. George’s University, Grenada*

An increasing use of portfolios (digital or paper based), to enhance integration of student learning, has led to discussions of how ‘folio thinking’ can be used across many educational contexts. In this session, we describe how an interactive, ‘folio thinking’ exercise was used as a culminating activity in a Master of Education course. The presenters will suggest the value of in-class activities that encourage students to self-assess whether or not they have met the course learning outcomes. The “Putting the Pieces Together Activity”, which was used in the final class of the Curriculum Theory and Development course, will be explained. In this activity, students took part in a form of ‘pedagogical speed-dating’ during which they answered specific questions aligned with the learning outcomes of the course. The students created a physical puzzle, which allowed them to demonstrate their competence as they summarized the learning outcomes of the course. Through this informal, but structured, oral assessment activity, students provided evidence to themselves, and to the instructors of the course, that they had met the learning outcomes. Student feedback regarding the activity will also be presented. This presentation will be interactive. Participants will discuss the pedagogical method used and will take part in a modified version of this activity to self-assess if they have met the learning outcomes of this presentation. Participants will also can discuss how they can modify this activity for their own context.
Active Learning Techniques and ePortfolios
*Conrad King, Capilano University*

Active Learning is a broad term that refers to the use of teaching techniques where students engage in ‘learning-by-doing’. This learning involves more than passively listening to lectures – students are active in the process of discovering, processing, and applying information. These techniques are increasingly used in university courses, yet relatively little is known about their effectiveness or appropriateness. Are active learning techniques effective? How are they effective? When should they be used? This paper investigates the effectiveness of active learning techniques in conjunction with e-Portfolios, with particular emphasis on the use of simulations and (in-situ) experiential learning for university political science courses. The benefits of complex active learning techniques are not necessarily cognitive (i.e., improved knowledge and understanding of substantive content), yet can include improved needs-assessment, higher quality student engagement, and facilitation of affective learning outcomes. Although these beneficial outcomes are typically invisible, they can also have positive effects on students’ cognitive learning. Moreover, ePortfolios offer an opportunity to assess the affective learning outcomes of students engaged in active learning techniques. Finally, this paper discusses the implications of using complex active learning techniques in the university classroom iteratively. I argue that simulations are more effective if their pedagogical use is tightly coupled to specific substantive learning outcomes, and that learning outcomes can improve when other techniques, like e-Portfolios or problem-based learning, are used to complement complex active learning.

Teaching methods that encourage students to share their thinking with video
*W. Eric Grossman, Emory & Henry College*

From a student perspective, every assignment is loaded with an implicit question: Why should I? Two large-scale trends in higher education sharpen the effect of this question. The first is the overall devaluation of knowledge (Why should I remember something that I can look up?). The second is the adoption of teaching methods that require metacognition—such as reflection (If I can get the answer, why should I do any more?). Our response to these questions matter more than ever. In this session, we report on our nascent efforts to support the intrinsic motivation of students to think critically using video and other digital tools for sharing. We are adding video reflection components to two courses: Conceptual Physics and Introductory Chemistry. These videos are shared with classmates and instructors, as well as education students in a third course, Technology and Instructional Design. The education students, in turn, facilitate the production of course media that may prove beneficial later. Potential benefits include feedback, recognition, authentic assessment, and demonstration of skills suitable for ePortfolios. The hope is that students find reasons to engage in critical thinking through the value of the shared video, and that this translates into better conceptual understanding and greater academic achievement. We share our initial results.

Building Bridges with ePortfolios for 1st generation college students
*Theresa Conefrey, Santa Clara University*

This research project explores the role of ePortfolios in easing the transition from high school to college for first-generation, first-year students. In times of growing income inequality, a college degree is more essential than ever; yet, adapting to college culture can be so challenging for many underrepresented minorities that although they are entering in ever-greater numbers, their retention and graduation rates are not commensurate. Drawing on an analysis of student ePortfolios and interviews with the instructors who assigned those ePortfolios in their courses, my research suggests that ePortfolios, in conjunction with other high-impact practices, can help bridge the gap between high school and university for this vulnerable student population. I show that assignments such as ePortfolios can provide students with tools to tell their stories, showcase their skills, integrate their learning, and encourage self-efficacy, enabling these students to begin viewing themselves as successful scholars who participate actively and effectively in the campus community. Furthermore, practice with digital technologies promotes valuable 21st century digital literacy skills, which can help these students gain access to sought-after internships and other valuable work experience.
**Are you HIP? ePortfolios are just the beginning**  
*Kathy Lee Heusten and Pamela Gray, Austin Peay State University*

The Communication Department at Austin Peay State University requires multiple high impact practices for all majors including the use of ePortfolios. These requirements have officially been part of the curriculum for many years and have unanimous support by the faculty. High impact practices benefit students but also play a huge role in faculty morale and encourage innovation in the classroom. This session will identify high impact opportunities and encourage the participants to explore novel ways to incorporate these ideas in their programs. It will also provide tips on how to gain faculty buy-in with limited resources.

**Student Driven Showcase Portfolio Curriculum**  
*Melissa Pirie Cross, Portland State University/PebblePad*

Students who have reached the point of converting (often prescriptive) learning portfolios to showcase portfolios, or who are just starting to craft showcase portfolios, often report feeling disembodied from their academic experiences. Many have difficulties making connections across not only their course materials or program goals, but also their professional and personal life experiences as they begin the process of crafting portfolios for external audiences. This session highlights how to support a student driven planning portfolio course curriculum that includes audience selection, identifying competencies, selecting representative experiences for personal and (co)branding pursuits, crafting reflective content and then supporting those reflections with evidence.

From a faculty perspective, how reflective planning worksheets and overarching rubrics can be used with a creative student driven planning process, and how to offer meaningful rubric driven feedback on reflective content from a wide variety of disciplines and topics are also covered. The process of engaging students in reflection for personal and (co)branding through integrating life experiences and further suggestions on responsible storage and access to students signature work (learner equity) over time will also be visited. Examples of reflective worksheets, scoring rubrics, faculty feedback and the resulting student driven portfolios will be presented.

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| **Session** | Understanding and Teaching Ethical Literacy in ePortfolios  
Marshall, Stuart & Haskins  
Workshop (1 hour) | Online Portfolios & Artist Identity Development in the Kwantlen Polytechnic University Music Program  
Cobb  
(25 min) | Best Paths for Failure: ePortfolio Implementation Strategies that Do not Work  
Enders & Reynolds  
(25 min) |
| **Creating a Space for Emergent Knowledge:** Using ePortfolios to Support Educational and Career Outcomes for UBC Arts Students  
May & Cutler  
(25 min) | Communicating Clearly: An Exploration of ePortfolio vs. Paper-based Portfolio Towards the Development of 21st Century Learning Skills  
Davidson, Hartwick & McCarroll  
(25 min) |
Understanding and Teaching Ethical Literacy in ePortfolios
Margaret Marshall, Heather Stuart & Megan Haskins, Auburn University
This workshop will discuss ethical literacy, a phrase that indicates the ethical and responsible use of technology. As students create an ePortfolio, they have an opportunity to reconsider, synthesize, and represent their skills, experiences, and knowledge. At the same time, students often use an ePortfolio to construct an online identity and share their work with a professional, external audience. This dual role of ePortfolios as a process and a product presents challenges to both students and educators as students consider how to represent their learning in digital spaces. Specifically, students may need to critically consider how to give attribution to the work of others, how to ensure appropriate representation of themselves and others, and how to guarantee the accessibility of their work for all users. Even if ethical literacy is discussed initially in the context of an ePortfolio, students need to know how to consider the concepts of attribution, representation, and accessibility in other contexts. This session will provide a brief overview of the scholarship of ethical literacy and include specific examples to demonstrate core principles. Participants will then work in small groups to determine what ethical issues are important within their discipline or campus initiative. Finally, participants will consider how to teach these issues and discuss possible resources and strategies, including how AAEEBL might best support members as they teach or integrate ethical literacy.

Online Portfolios & Artist Identity Development in the Kwantlen Polytechnic University Music Program
Gordon Cobb, KPU
In the music department at Kwantlen Polytechnic University, faculty members are engaged in exploring how concepts merge with autonomy and agency within several of the newly developed courses in the music curriculum. How are student’s creative ideas developed, produced and distributed, and how might these ideas travel through an educative trajectory of courses that are distinct yet complimentary? The creation and incorporation of online portfolios within the music program has been instrumental in helping students to explore and develop their personal and artistic identities.
Beginning in Jodi Proznick’s Jazz History course, we will demonstrate how students are engaged within interest-driven inquiry-based learning, developing music compositions that reflect their individual points of view and insights in relation to the course materials. These projects are then carried forward into Dr. Gordon Cobb’s music technology course where ideas and compositions are developed into music recordings and collaborative music videos. In this class, students begin to develop their portfolios by creating websites that showcase their compositions, music videos, and photos. The educative trajectory continues in Don Hlus’ Business of Music course, where students continue to develop their portfolios by including artist statements, biographies, music playlists, and business plans that add depth, personality and branding to their developing profiles as emerging music artists. This collaborative and holistic approach to music programming aims to make music education transformative by creating student-centred, interest-driven learning environments that are relevant, practical and engaging for 21st Century music learners.

Creating a Space for Emergent Knowledge: Using ePortfolios to Support Educational and Career Outcomes for UBC Arts Students
Heidi May & Fred Cutler, University of British Columbia
ePortfolios facilitate deeper learning, enabling students to connect coursework to experiences in other disciplines and in non-academic settings. ePortfolios can be used for professional identity development, as both the process of making an ePortfolio and the product itself help students communicate what they have learned. UBC’s Faculty of Arts ePortfolio initiative has built on these concepts, guiding students to articulate the knowledge and skills developed throughout their degrees and share these with external audiences, including employers and graduate schools. In our initiative, ePortfolios have been a tool for students to intentionally craft a professional identity directly connected to their undergraduate learning and their career aspirations. While the majority of students understand the ePortfolio to be a good platform for sharing their work, more needs to be done to help students see ePortfolios as a bridge between their academic learning, life
experience, and emerging professional identity. We are now launching a new platform that aims to enable more integration and connection between students' academic interests and their aspirations. By creating an ePortfolio tool that accommodates and even draws out overlaps and intersections, we intend to increase students' understanding of what they are learning and how it informs their identities. This paper discusses a pedagogical approach informing the technological design of our new platform. In this session we will present findings from a three-year pilot, tools from our Arts Student Webspace platform, and discuss how these tools can be used to foster students' abilities to draw connections between their multiple identities and emerging knowledge.

**Eportfolio – The Connective Tissue that Bridges Curricular and Co-Curricular Activities: The Irish Context**

*Lisa Donaldson, Dublin City University/Centre for Recording Achievement*

Over the last decade, eportfolios in higher education have been recognised for their transformational power in the learning process (Batson, 2013). Eportfolio practice is seen as most effective when it connects learning across courses and *bridges learning from one context to another*. This interactive session will focus on how Dublin City University (DCU) utilized ePortfolios as the backbone to couple co-curricular to curricular activities. Examples of high impact ePortfolio based assessment will be shared through video, animation and an ebook of eportfolio based assessment with contributions from across the UK and Ireland. In addition, a high level overview will demonstrate how eportfolio was used to support internship in DCU. Internships are a key element of DCU student life and are highlighted by Kuh (2008) as a high-impact practice. Eportfolios were introduced to internships in the last 18 months to help students capture employability skills and graduate attributes gained whilst on internship as well as a vehicle for feedback with tutors during the student experience. This initiative proved so successful it was rolled out to two additional schools. Feedback from students and faculty will be discussed to highlight particular success factors. Insights to the award winning DCU Mentoring programme which also features the our ePortfolio will also be shared.

**Best Paths for Failure: ePortfolio Implementation Strategies that Do Not Work**

*Jeanne Enders & Candyce Reynolds, Portland State University*

Implementing ePortfolios in programs and in courses is complex and challenging. This session will highlight the mistakes we made in implementing ePortfolios so you don’t have to make the same errors. Exploring the reasons for failure is crucial in the development of good ePortfolio programs. We will discuss an implementation of ePortfolios in an online Business program as well as implementation of ePortfolios in individual classes. We have learned that for program implementation, one must understand the change process and incorporate stakeholder perspectives. For classroom implementation, we have learned that one must incorporate what we know about adult learning. Participants will share their own implementation experiences and will leave with a toolkit of do’s and don’ts in implementation.

**Communicating Clearly: An Exploration of ePortfolio vs. Paper-based Portfolio Towards the Development of 21st Century Learning Skills**

*Allie Davidson, Peggy Hartwick & Julie McCarroll, Carleton University*

ePortfolios have recently garnered attention as a pedagogical practice that can foster skills such as reflection, integrative thinking, and inquiry (Eynon & Gambino, 2017). There is, however, limited research exploring the use of ePortfolio in the development of 21st century skills, which are considered vital in contemporary post-secondary education (Dede, 2010). The proposed session will help address this gap by isolating the role that ePortfolio plays in students’ ability to communicate clearly, considered to be a 21st century learning skill, and student final course grades.

Presenters will contextualize the study by summarizing the researcher-instructors’ prior experiences with ePortfolios in over 10 iterations of this practice, as well as review results from the first phase of their research. Presenters will then share preliminary results from the second phase of their ongoing research in their English as a Second Language for Academic purposes (ESLA) courses. In this comparison study, participants were
exposed to one of two conditions in their ESLA courses: the use of ePortfolio or paper-based portfolio for a research project assignment. This study spanned two semesters, two course levels, and four sections. Presenters will share participant profiles, results of pre- and post-tests on communication skills, and end-of-term grade averages, comparing the experimental and control groups to draw preliminary conclusions. Example ePortfolio and paper-based portfolio assignment excerpts will be used to illustrate student performance and research findings. The researcher-instructors will also share a description of the differences in their pedagogical approach and assessment strategies when using ePortfolio as opposed to paper portfolio.

AAEEBL 2018 Ignite Abstracts

1. **AePR’s Future Direction: The Executive Team Presents a “Big Picture” Road Map for AAEEBL’s Online Journal**

Cindy Stevens (Wentworth Institute of Technology), Dave Dannenberg (University of Alaska, Anchorage), Russel Stollins (Institute of American Indian Arts), Adam Wear (University of North Texas), Barbara Ramirez (Clemson University), Nami Okuzono (Institute of American Indian Arts), Cara Hood (Stockton University), Samantha Blevins (Radford University), Candyce Reynolds (Portland State University), Dirk Matthews (Columbia College Chicago)

The AAEEBL ePortfolio Review (AePR) is AAEEBL’s online journal serving the needs of the global eportfolio community and seeks to promote portfolio learning as a major way to transform higher education. AePR is a peer-reviewed journal that publishes articles about research, technology, program development and practical issues in ePortfolio practice. AePR features a collaborative author/editor approach, in which editors can make substantive contributions that shape the final article. AePR is published tri-annually (November, March and July), for eportfolio practitioners, administrators, and students. Each issue has a specific theme, chosen by the editorial team based on current trends and patterns in the ePortfolio world. During this session, the Executive Editorial Team will present a road map of AePR’s big picture as we end our second year of publication and enter our third year. The Team would like to take this opportunity to share its vision, the ways in which AePR fits into the landscape of journals across academic disciplines, and prospects for the future of the journal and ePortfolio work as whole. In addition, the team has reviewed data and feedback collected over the past year related to submission increases, publication statistics, competition, and short and long-term plans. The Editorial Team will present the results of these planning sessions while also soliciting input from the audience related to overall impressions of AePR, usefulness of the articles, likelihood of contributing, content and themes, and timeliness.

2. **Special Interest Group: Research**, Patsie Polly (University of New South Wales)

**Building the AAEEBL Research Hub : What are the essential ingredients?**

This ignite session proposes a framework for the AAEEBL Research Hub. There are many elements that are required for a research hub to be successful. These include community, career development opportunities, fellowship and project funding opportunities, publications – traditional and online, webinars and online forums, keynote addresses and outreach activities. Some of these elements already exist. We have identified research themes and streams based on community needs and feedback. The next phase is to further connect with partner organisations globally. As part of this process, another focus will be to grow and mentor our early career researcher (ECR) community. An AAEEBL ECR fellowship scheme and blog site for research funding opportunities will be proposed to support growth. These ePortfolio initiatives and partnerships offer a springboard to launching research projects in areas where ePortfolio pedagogy and practice underpin learning in higher education.
3. **The Impact of Integrating Multimodality and Reflection**, Sarah Brown (DePaul University)

In my first-year writing course, I experimented with changing the end-of-term reflection prompt from a tacitly text-only expectation to an explicitly multimodal framework. The original prompt, adopted from Jody Shipka’s “Negotiating Rhetorical, Material, Methodological, and Technological Difference: Evaluating Multimodal Designs,” assumed a text-only response from students; I adjusted the prompt to explicitly ask that the reflection include multimodal elements. From a comparison of portfolios produced under the original prompt versus the new prompt, I’ll share the initial impressions resulting from this change and how those findings might inform further research.

4. **Special Interest Group: Technologies**, Samantha Blevins (Radford University)

Conversations about technologies and ePortfolios

This session will cover the goals and ambitions of AAEEBL’s Technology Special Interest Group. During the presentation, I will cover the discussion members have had over the last year regarding technology and its role in the realm of ePortfolio. In addition, I will also cover our plans to move this discussion into tangible assets we hope the rest of AAEEBL will be able to leverage. Finally, I will make sure you know when and how you can get involved to join us in this exciting conversation!

5. **Goldmining and the ePortfolio**, Deidre Tyler (Salt Lake Community College)

We have all heard of teaching to the test. Well what about teaching using the eportfolio. What can we do to incorporate the e-portfolio into our classes? I had an 8-week class that I decided to experiment with this idea by carving out a class where the focus will be on building the e-portfolio step by step. This presentation will focus on how I started the process of teaching to the e-portfolio and the results.

6. **Special Interest Group: Pedagogies and Practices**, Tilisa Thibidoux, Lamar University

*Is Your Focus Leading You In the Right Direction?*

If you really want to improve your practices and pedagogies, then you need to get clear on your primary focus because your focus will determine where you will go. If used as an authentic learning opportunity ePortfolios can be a great tool to help you and your organization stay focused on the benefits of high impact practices.

7. **Completing my Bachelor's degree online, using my eportfolio on my own domain, is an Open Education project**, Mark Corbett Wilson (Western Institute for Social Research)

I am the first Metropolitan State University, College of Individualized Studies student authorized to complete my Bachelor’s degree online, using my eportfolio on my own domain. (see Domain of One’s Own – University of Mary Washington). For this project, I am developing a new model for adult learners which draws from theories of Self-Directed Learning (Heutagogy), Computational Thinking, Digital Pedagogy, Open Education, and Open Social Scholarship. By using Free and Open Source Software (FOSS), Open Education Resources (OER), and Project Management tools to create my eportfolio, I am modeling how any adult learner can document and reflect on their diverse learning experiences. Using a controlled metadata vocabulary (ontology) will allow other students and educators to discover this work on the internets, while semantic searches within the eportfolio database can discover emergent patterns among the digital objects. New ways of looking at one’s learning have the potential to reveal new constructions of learners’ experiences and suggest new areas of research. Discovering like minded educators, researchers, and students on the semantic web will help build and support a connectivist learning network. My goal is to develop a free and open digital approach to liberal arts education and provide the heutagogy, techne, and praxis, that can be used by any learner with access to a computer. From savants in the global south to illiterate inmates in America’s prisons, having a cost-free way to document, reflect on, and share one’s learning will help people improve their lives.
Assessing School Learning Goals with ePortfolios, David Goldstein (University of Washington Bothell)

Although higher education institutions are increasingly using ePortfolios to assess individual students’ learning for a single course or their achievement of competencies for their degree, we can leverage the power of ePortfolios to assess our department’s performance in fostering student learning. By evaluating students’ artifacts in their capstone ePortfolios using normed rubrics, my school assesses the areas of the curricula in which we excel in supporting students’ mastery of the five learning goals for all fourteen of our undergraduate majors, and the areas of the curricula that need more attention from the curriculum and co-curriculum and/or more faculty development for the teaching of particular skills. This poster describes the biennial cycle of assessing ePortfolio artifacts every other year, and then developing interventions in response to the findings in the intervening years. This approach, in which the ePortfolios our graduating seniors produce for their degrees also provide authentic evidence of student achievement of our five school-wide learning goals (collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; and writing and communication), has helped us allocate limited resources to the areas where they are most needed, and thereby have increased achievement of the learning goals across all fourteen majors.

Portfolio 2.0: A novel role for portfolios in assessment and accreditation, Jennifer Hill (Duke University)

“Folio thinking” is a well-established construct among experts in portfolio design and pedagogy, due to its emphases on metacognition, critical self-reflection, integrative learning, and knowledge construction. To what extent can folio thinking, as an approach to learning and development, also characterize, situate, and support the practice of assessment? The poster outlines a novel portfolio initiative at Duke University, in which the portfolio space was enlarged to include an assessment and accreditation management tool. Our central objective is to provide faculty structured, supported opportunities for the presentation of assessment findings, as well as collaborative and reflective discussions of meaning and impact. By situating an institutional assessment management tool in a portfolio space, this approach bridges the conceptual and perhaps cultural gaps between faculty understandings of teaching and learning and the iterative, cyclical practice of assessment.

AePR’s Future Direction: The Executive Team Presents a “Big Picture” Road Map for AAEEBL’s Online Journal, Cindy Stevens (Wentworth Institute of Technology), David R. Dannenberg (University of Alaska Anchorage), Russel Stolins, (Institute of American Indian Arts), Adam Wear (University of North Texas), Barbara Ramirez (Clemson University), Nami Okuzono (Institute of American Indian Arts), Carra Hood (Stockton University), Samantha Blevins (Radford University), Candyce Reynolds (Portland State University), Dirk Matthews (Columbia College Chicago)

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feedback collected over the past year related to submission increases, publication statistics, competition, and short and long-term plans. The Editorial Team will present the results of these planning sessions while also soliciting input from the audience related to overall impressions of AePR, usefulness of the articles, likelihood of contributing, content and themes, and timeliness.

**Addressing Student Abilities and Attitudes Through Scaffolding**, Amy Warriner (McMaster University)

At McMaster, over the past three years, I have worked to integrate reflective practice and/or eportfolios in three very different contexts - a first year foundational humanities course, a third year leadership course, and an ESL bridging program. Two core issues we faced in implementing these assignments included 1) varying student abilities - with technology, metacognition, self-awareness, and even with English and 2) student attitudes - not understanding the value of what we were asking them to do and being frustrated with the effort required. Each year, we have made iterative changes and have gradually improved outcomes and responses. I have realized that the common theme in the changes we made was increased scaffolding both at the original reflection level and at the eportfolio level where students pull together ideas. In this presentation, I will demonstrate how we incorporated scaffolding into the instructions for both reflections and eportfolios, I will explain how the choices we made addressed student abilities and attitudes, I will show how the quality of the work submitted has improved, and I will share quotes from students on their feelings about the experience. Our approach is essentially technology agnostic and emphasizes the metacognitive effects of the process over the specific characteristics of the final product.

**Completing my Bachelor’s degree using Free and Open Source Software (FOSS) to create a learning eportfolio as an Open Education demonstration model**, Mark Corbett Wilson (Western Institute of Social Research)

I recently realized my idea of ‘Finishing a Bachelor’s degree using Free and Open Source Software (FOSS) to create a learning eportfolio on my own domain to demonstrate my prior learning and blogging about it in public’ is an Open Education and Digital Humanities project. I’m developing a new model for adult learners combining Self-Directed Learning, Computational Thinking, Digital Pedagogy, Open Education and Open Social Scholarship theories with Open Education Resources (OER), Free and Open Source Software (FOSS) and ePortfolios. I intend to create a free platform for any adult learner to use to document and reflect on their diverse learning experiences. I’m simplifying all these dense and often conflicting learning theories into an approach (Praxis) any adult student can use to design their own self-directed education (Heutagogy) pathway. Using a controlled metadata vocabulary will allow discoverability on the internets and faceted searches within the eportfolio to uncover emergent patterns among the digital objects. These new ways of looking at one’s learning have the potential to suggest new constructions of learners’ experiences and reveal new areas of research. My goal is to develop a free and open digital approach to a liberal arts education, both heutagogy (theory of self-directed learning) and praxis, that will support anyone with access to a computer as they learn. From savants in the global south to illiterate inmates in America’s prisons, having a cost free way to document, reflect on and share one’s learning should help people improve their lives.
Wednesday July 25 - Day 2: Building Bridges for Systemic Change

8:00 Coffee (Birch Lobby)

8:30 Capilano University and AAEEL Welcome

9:00 Opening Keynote Address: Dr. Cassandra Volpe Horii, (POD Network)

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<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>9:00-10:15</td>
<td><strong>Blue Shore Theatre</strong></td>
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<tr>
<td><strong>Keynote Session</strong></td>
<td>Cassandra Volpe Horii, President, POD Network and Director, Cal State Center for Teaching, Learning, &amp; Outreach)</td>
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<tr>
<td>9:00-10:15</td>
<td>Lessons from the Field of Educational Development: In from the Margins, Toward Systemic Change</td>
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<td>Nearly a decade ago, faculty development luminary Connie Schroeder noted the beginnings of a key trend: to become central leaders and forces for positive organizational change. Since then—and at an accelerating pace in the last several years—educational development (a term encompassing faculty, instructional, and organizational development) is increasingly at the center of not only institutional reforms focused on student learning and success, but also at the heart of national US initiatives led by funding agencies and higher education associations. Now, a clear focus on systemic change is emerging, along with new kinds of bridges and collaborations. Partnerships that acknowledge the unique strengths and affordances brought to the table by educational developers, alongside the advantages and powers of other organizational allies, may be in a unique position to foster real and sustainable change.</td>
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<td>During this keynote and the discussion following, Dr. Horii will trace these trends and explore their relevance for and connections to ePortfolio efforts. AAEEL conference attendees will engage in applying concepts developed through faculty and educational development collaborations to consider their own roles, strengths, and contributions (realized and potential) in systemic educational reforms and new kinds of partnerships.</td>
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9:45 Interactive Discussion & Questions

10:15 Break

10:30- 11:30 Concurrent Sessions

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<th>Time/Room</th>
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<tr>
<td>10:30-11:30</td>
<td><strong>Birch 126</strong></td>
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<td>Key Touchpoints for Successful ePortfolio Implementation</td>
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<td>Hubert &amp; Dibble (Salt Lake Community College)</td>
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<td>Workshop (1 hour)</td>
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| 10:30-11:30 | **Birch 166**                                                                |
|             | Questions from & for the Field: A participatory & collaborative working digital workshop |
|             | Kristina Hoeppner (Catalyst) & Kathryn Coleman (University of Melbourne)       |
|             | Workshop (1 hour)                                                            |
11:45 – 1:15 Lunch and Networking (Birch Lobby)

1:15-2:15 Concurrent Sessions

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<tr>
<th>Time/Room</th>
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| 1:15-2:15 Birch 126 | Current Assessment Trends: Implications for ePortfolios (& vice versa)  
Kahn & Headley (IUPUI)  
Workshop (1 hour)       |
| 1:15-2:15 Birch 166 | Send in the Clones: Open Ed Tech for ePortfolios  
Lamb (Thompson Rivers University)  
Workshop (1 hour)       |
| 1:15-2:15 Birch 203 | Digitalizing Credentials using ePortfolios: Tips, Examples, and Tech  
Cherner (Portland State University)  
25 minute Session       |
|                | Creating an AAEEL ontology to leverage the semantic web  
Wilson (Western Institute for Social Research)  
25 minute Session       |

2:15 Break

2:30 Plenary Session

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<th>2:30-3:30</th>
<th>Blue Shore Theatre</th>
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| Plenary Session  
Jan Unwin  
(Ministry of Education & Ministry of Advanced Education, British Columbia) | Transforming education in British Columbia: portfolios as part of the journey |
|                                | The new BC Education Plan is based on a simple vision: Capable young people thriving in a rapidly changing world. But how can the curriculum foster this? Over the past several years, educators in BC have designed an education system that aims to better engage students in their own learning so that the skills and competencies they will need to succeed are developed and documented in portfolios. This new move toward personalized learning has meant that new conversations between K-12, Higher Education, and the workplace/community have to be fostered. In this talk, Jan Unwin discusses the opportunities of this new approach. |
### 3:30 Break (Birch Lobby)

### 3:45 – 4:45 Concurrent Sessions

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<th>Time/Room</th>
<th>Session Title</th>
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| 3:45-4:45 Birch 247 | **Portfolios for Scaffolding Reflective Practices in STEM & Beyond**  
Polly (University of New South Wales)  
Workshop (1 hour) |
| 3:45-4:45 Birch 205 | **Perspectives on Supporting ePortfolios in Higher Education**  
Meg Goodine (KPU), Louise Carr, Allie Davidson (Carleton University), Kristina Hoeppner (Mahara), Lesley McCannell (KPU)  
Workshop (1 hour) |
| 3:45-4:45 Birch 203 | **Digital ePortfolios: Bridging teacher education and professional practices in schools**  
Kerry Robertson & Hong Fu  
(University of Victoria)  
(25 minute session)  
**Designing Opportunities for Learner Identity Development**  
Penny Light, (Thompson Rivers University)  
(25 minute Session) |

### 4:45 – 5:45 Mobilizing knowledge in the AAEEBL community: Special Interest Group Meetings

- Practices and Pedagogies (Birch 205)
- Research (Birch 247)
- Technologies in authentic, experiential and evidence-based learning (Birch 203)

### Day 2 Session Descriptions

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<th>Time/Room</th>
<th>Birch 126</th>
<th>Birch 166</th>
<th>Birch 203</th>
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</table>
| 10:30-11:30 | **Key Touchpoints for Successful ePortfolio Implementation**  
Hubert & Dibble Workshop  
(1 hour) | **Questions from & for the Field: A participatory & collaborative working digital workshop**  
Hoeppner & Coleman Workshop  
(1 hour) | **Peer Mentors at Capilano: Students as Co-Developers**  
Mahood  
(25 min) |
| Session | **Walking the Talk: Developing your ePortfolio within a community of practice**  
Halcomb-Smith & Webster  
(25 min) |
Key Touchpoints for Successful ePortfolio Implementation, David Hubert & Emily Dibble (Salt Lake Community College)

Are you planning to implement ePortfolio in a large program or institution-wide? Are you engaged in that work already? This session shares the main lessons Salt Lake Community College has learned in its 8-year old, (mostly) successful ePortfolio requirement in its General Education program. It also engages participants in brainstorming with each other about key touchpoints required in a medium to large-scale ePortfolio project: Pedagogy, Curricular Anchors, Faculty-Centric Processes, and Support Systems.

Questions from & for the Field: A Participatory & Collaborative Working Digital Workshop), Kristina Hoeppner (Catalyst) & Kathryn Coleman (University of Melbourne)

AAEEBL and AAC&U launched the “Field Guide to Eportfolio” in late 2017. It was a collaboration of over 50 authors, AAEEBL members and supporters who brought together their expertise in the field of ePortfolios and digital learning to provide those new and established to the pedagogies and practices in higher education with a concise overview of important aspects when considering working with ePortfolios. In this participatory workshop, we invite participants to share their knowledge, experiences and skills in a digital activity to tackle central questions discussed in the Field Guide, and to further your understanding of the topics while contributing to its development. We invite your contribution to a digital repository that we will be building through enriching the Field Guide with your own practices, research projects, examples and stories. This session is designed for participants who are already working with portfolios.

Having read the Field Guide is beneficial for context, but not a strict prerequisite to participate in this workshop. The Field Guide is available at http://aaeebl.org/2017-field-guide-to-eportfolio

Peer Mentors at Capilano: Students as Co-Developers, Aurelea Mahood (Capilano University)

Current ePortfolio literature and research testifies to the value of modelling ePortfolio practice when cultivating a campus-wide portfolio initiative. Drawing on published case studies and best practices, Capilano University ePortfolios launched its peer mentoring initiative in 2017/2018. This session will share ways in which we adapted best practices for the specific needs of our campus and its growing ePortfolio community. The presentation will incorporate both student and faculty perspectives as we map out how the peer mentors supported and worked with the campus community in our first year of full operations.

Walking the Talk: Developing your ePortfolio within a Community of Practice, Lauren Halcomb-Smith & Keith Webster (Royal Roads University)

ePortfolios offer a new opportunity for experiential learning at Royal Roads University (RRU), where applied learning is delivered using a cohort model. With our focus on faculty development, both technical and pedagogical, the Centre for Teaching and Educational Technologies (CTET) is well-positioned to promote effective ePortfolio practice. In order to lead by example, we have formed an ePortfolio Community of Practice (CoP) within our unit. The term CoP usually describes the process of collective learning through practice and participation (Lave & Wenger, 1991) in a shared domain of interest (Wenger-Trayner & Wenger-Trapner, 2015). CoPs offer opportunities for critical reflection into learning experiences (Chapman, 2008), making them an ideal vehicle for exploring ePortfolios. Our CoP is an opportunity for instructional designers, learning technologists, and other faculty support personnel to explore the pedagogy and technology of ePortfolios. Our goals are: to promote ePortfolios to faculty by modeling our own ePortfolio practice; for faculty to form their own ePortfolio CoPs, which in turn may inform their use of ePortfolios in teaching; and, to be able to support faculty-based ePortfolio CoPs by providing a toolkit to guide and facilitate the formation of an ePortfolio CoP. In this session, we will offer our reflections on what it has taken to develop our ePortfolio CoP and offer our insights into the challenges and opportunities of ePortfolio CoPs. For example, questions that we will address include: What is needed to seed and develop an ePortfolio CoP? What were the challenges and opportunities that we encountered?
Current Assessment Trends: Implications for ePortfolios (& vice versa), Susan Kahn & Stephen Hundley (IUPUI)

Current discussions about assessment and ePortfolios are converging on some common themes. We analyzed emerging assessment-of-learning trends as evidenced by presentations at the Assessment Institute in Indianapolis, now the largest and oldest U.S. assessment conference. (Our IUPUI office organizes the Institute.) Trends we noted included:

- **Outcomes**: Focus on development of the whole person, including “dispositional” outcomes like self-awareness; integration and application of learning to complex, real-world problems.
- **Methods**: Growing emphases on authentic assessment based on authentic learning experiences.
- **Values**: Equitable and culturally responsive assessment; guided learning pathways and alignment among learning outcomes at different levels (course, program, institution); improvement over accountability.

One surprising (to us) aspect of these findings is their compatibility with inter/national discussions of ePortfolio pedagogy and ePortfolio assessment. For example, ePortfolios may be the best available approach for assessing outcomes like personal development, self-awareness, and integrative learning. They are arguably the most authentic of authentic assessment methods and often yield more actionable information for improvement than other methods. Similarly, ePortfolios, guided learning pathways, and outcomes alignment mutually support one another, and ePortfolios are often explicitly geared to equitable, culturally responsive pedagogies and curricula.

What do these seeming intersections of ePortfolio and assessment trends signify? Are we at a moment in the assessment movement that is ripe for expanded use of ePortfolios? Or are we seeing a larger cultural change in higher education? In this workshop/discussion session, we will present our findings on assessment trends and engage participants in discussion of their significance for ePortfolios (and vice versa).

Send in the Clones: Open Ed Tech for ePortfolios, Brian Lamb (Thompson Rivers University)

This session will argue for the adoption of a toolset for ePortfolios that is built on open technology and open standards. It will demonstrate various applications of WordPress to support ePortfolio projects for students and instructors, highlighting the use of “cloning” starter sites to give users a running head start (without sacrificing user autonomy). It will also outline the rationale and growth of the OpenETC, a community of educators, technologists, and designers sharing their expertise to foster and support open infrastructure for the BC post-secondary sector. [https://opened.ca/](https://opened.ca/)
Digitalizing Credentials using ePortfolios: Tips, Examples, and Tech, Todd Cherner (Portland State University)

The emerging technologies available for constructing digital portfolios can be overwhelming when course instructors first bring them into their classroom. From traditional presentation software such as PowerPoint and Google Slides to advanced digital applications including Book Creator and Weebly, course instructors have the opportunity to choose the technologies that best fit their students, context, and skill level. This session will first demonstrate multiple, free technologies that can be used to create portfolios and analyze the technologies’ strengths and shortcomings. Next, the presenter will lead the conversation into a discussion of methods for increasing the relevancy of portfolio-based assignments in the classroom. Building on his article “Using ePortfolios on the Teacher Job Hunt” that has been accepted for publication in AAEEBL’s upcoming journal, the presenter will summarize how he uses portfolios to help build his students’ credentials when entering the job market. In this discussion, the presenter will share an example portfolio and how it can be incorporated into a student’s resume. The presenter will then share another portfolio that functions as a key assessment for a program’s accreditation. In both these examples, the presenter will explain how the technologies he shared during the first half of the presentation can be utilized for these purposes. The session will conclude with times for questions. Attendees are encouraged to bring a laptop to this session, so they can access the examples and “play” with the technologies shared by the presenter.

Creating an AAEEBL ontology to leverage the semantic web, Mark Corbett Wilson (Western Institute for Social Research)

People attending this session will receive an overview of how controlled vocabularies are crucial to the development of Web 3.0. The benefits of increasing the linked data available on the world wide web for eportfolio users and researchers will be considered. The potential for international collaboration will be emphasized and we would eventually like to hear from a wide variety of stakeholders: students, teachers, librarians, counselors, technologists, advisors, administrators and Subject Matter Experts. Participants will be encouraged to “think, pair and share” ideas on how AAEEBL’s Pedagogies and Practices Special Interest Group (P&P SIG) can involve those interested in the creation of an eportfolio metadata ontology, what that vocabulary could include, and how best to promote an AAEEBL ontology and educate stakeholders in its use. These ideas will be prioritized in the session and given to the P&P SIG to inform their development of an AAEEBL ontology. Attendees should leave with an understanding of how integrating eportfolios and research into a semantic web can benefit them, their institution and the field.

When I first approached Dr. Batson with the concept of a controlled metadata vocabulary (or ontology) for eportfolios, he suggested I wait until the AAC&U 11th High Impact Practice project was finished before I put forward my idea as an AAEEBL undertaking. At last year’s conference I presented this idea to the P&P SIG. The group recognized the potential benefits of a controlled metadata vocabulary for discovery, research, and assessment, as well as integrating eportfolios into the semantic web (Web 3.0). Last winter I put together a possible structure and submitted it to the P&P SIG.
**Perspectives on Supporting ePortfolios in Higher Education**, Meg Goodine (KPU), Louise Carr (Hadlow College), Allie Davidson (Carleton), Kristina Hoeppner (Catalyst), Lesley McCannell (KPU)

In this panel session, the presenters will discuss different perspectives of supporting the use of ePortfolios in higher education. Each panelist will focus on one aspect: faculty, student learning, technological, and portfolio community support, share examples from their own experiences, and discuss the successes and challenges of working in these support roles.

Panelist Perspectives:
Allie Davidson (Carleton University, Canada) will share her perspective on supporting faculty teaching with ePortfolios. Allie will describe effective approaches and challenges to providing training, consultation, and ongoing support. She will also share examples of successful professional development initiatives for faculty.

Louise Carr (Hadlow College, UK) asks the questions: Is it flight, fright or freeze? Can a multi-perspective approach to course design reduce learners’ anxieties towards building ePortfolios? Louise will describe course design and pedagogic strategies employed to support learners using ePortfolios to record and reflect on their professional and personal development.

Lesley McCannell and Meg Goodine (Kwantlen Polytechnic University, Canada) will share their experiences and support challenges in attempting to move a pilot to full implementation. Lesley will discuss strategies for student and faculty support to move from individual course ePortfolios to program-level ones. Meg will share her perspective on the organizational and technical aspects of scaling up an ePortfolio initiative.

Kristina Hoeppner (Catalyst, New Zealand) will provide a view of how a provider of ePortfolio software supports institutions and individuals worldwide ranging from simple how-to questions, pedagogical inquiries, and finding collaborators to highly technical discussions when institutions have full ownership of their ePortfolio software.

**Portfolios for Scaffolding Reflective Practices in STEM & Beyond**, Patsie Polly (University of New South Wales)

Reflective practice is difficult to develop for undergraduate students, particularly STEM undergraduates. Importantly, how do we as STEM academics move beyond our own issues in mastering reflective practice and critical thinking to teach this metacognitive skill to our undergraduates? This issue comes down to what is
ultimately valued in STEM disciplines. For us scientists, the technical ‘doing’ of the task or experiment, the quest for knowledge acquisition and ‘the facts’ often bypasses the idea of reflecting and then making sense of that knowledge once its acquired. Therefore, does reflective practice actually have a place in STEM learning? Academics would argue that it does, but where do we integrate this as part of our undergraduate teaching and how will it work? Firstly, the language around reflective practice needs to be modified according to the context. Secondly, a process which is iterative, embedded and ongoing as part of curricular learning needs to be developed and applied. The Reflective Rubric UNSW and associated prompt questions was developed as part of a UNSW Teaching Fellowship project to engage academics and students in reflective practice. The process of embedding ePortfolio pedagogy and reflective practice in undergraduate coursework will be presented as a mechanism for engaging undergraduate STEM students in deep, critical thinking in three undergraduate science degree programs at UNSW Sydney.

**Digital ePortfolios: Bridging teacher education and professional practices in schools, Kerry Robertson & Hong Fu (University of Victoria)**
The use of digital ePortfolios (DP) has developed as part of a growing movement in multiple sectors of education. In our use of DP in teacher education, it has become evident that DP enables teacher candidates to map personal growth, value their diverse talents and abilities, learn how to use electronic learning tools to integrate their learning, and construct and share their professional identities through the collection of personal and professional digital artefacts. In this presentation, we connect the context of curricular transformation in British Columbia to our teacher education programs and explore how the use of DP in teacher education can inform professional practices in K-12 schools.

**Designing Opportunities for Learner Identity Development, Tracy Penny Light, (Thompson Rivers University)**
How can we, in higher education, open up space in our classrooms to consider how disciplinary knowledge, skills, and abilities can be transferred by the learner to other contexts (academic, workplace, community) in a way that guides their own identity development? In this session I will share how enabling learners to consider their own stories of learning and core values can foster their identity development. Participants will see student examples that illuminate learner’s unique attributes and generate possibilities for using such an approach in their own contexts.
Thursday July 26 - Day 3: Bridge-Building in Action

**8:00 Coffee** (Birch Lobby)

**8:30 Welcome to Day 3** (Blue Shore Theatre)

**9:00 Plenary Panel**

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<tr>
<th>9:00-10:00</th>
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<tr>
<td><strong>Plenary Session</strong> Alexi Orchard, Bachelor of Interdisciplinary Studies Student (Thompson Rivers University), Rob Peregoodoff (Director, Learning Services, Sauder School of Business (University of British Columbia), Shawn Olson, Director, Regional Recruiting, Western Canada (Freedom55), Karen Bakker, Strategy Director (Riipen) and Professor (University of British Columbia), Salvador Ferreras, Provost and Vice-President, Academic (Kwantlen Polytechnic University)</td>
<td><strong>Creating a Collaborative Ecosystem to Build Bridges for Student Success</strong> How can we create a collaborative ecosystem that enables us to build bridges across sectors to foster student success? This panel, representing several different stakeholder groups, considers what such a collaborative ecosystem might look like, ways that it might foster 21st century learning and skills development, some of the opportunities and challenges involved in the creation of such a system, and finally, what future possibilities exist for AAEEBL to make such a system a reality.</td>
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**10:00 Break**
10:15 Plenary Panel

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<th>10:15-11:00</th>
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<tr>
<td>Plenary Session</td>
<td>Building Bridges: Creating Connections by Building our own Portfolios</td>
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<td>Gail Ring (PebblePad)</td>
<td>As ePortfolio practitioners, it is easy to tout the virtues of ePortfolios. We have no problem instructing and guiding students in the development of their portfolios. But many of us do not practice what we preach. This group of practitioners joined AAEEL’s “Out of Practice” group to support each other in the development of our own portfolios and learn from our own experience of creating a portfolio for particular audiences. This session will highlight how developing and reflecting on our own portfolio development with others has allowed us to build bridges with other practitioners, faculty, students, and employers. Each panel member will briefly share their ePortfolios and the lessons learned in engaging in this process.</td>
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<td>Candyce Reynolds (Portland State University), Theresa Conefry (Santa Clara University), Heather Stuart (Auburn University), Allie Davidson (Carleton University), Mark Corbett Wilson (Oakland, CA)</td>
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11:00-11:30 Break & Refreshments (Birch Lobby)

11:30-1:00 Keynote: Batson Lecture

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<td>Keynote Session</td>
<td>Lift Every Voice: ePortfolio for Creating and Integrating</td>
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<td>Terrel Rhodes, Associate Vice-President, Association of American Colleges &amp; Universities (AAC&amp;U)</td>
<td>EPortfolio is often approached or conceived of as a thing, a technology, or an initiative. And as such, it has often catapulted and/or languished. In reality, ePortfolio is of way of thinking and knowing that fosters reflection and connection. Hence, this most important aspect of ePortfolio implementation is the hardest challenge for many. This talk explores the ways that integrative learning is the key to portfolio learning success.</td>
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12:15-1:00 AAEEL Annual Meeting Close: Dr Tracy Penny Light, AAEEL Board Chair
- Batson Lecture Q&A
- SIG (Leads) Report
- Bridge-building into the Future
AAEEBL Governance and AAEEBL Board and Committee Members

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Kathryn Coleman, University of Melbourne
Wende Garrison, AAC&U
Andrew Harver, University of North Carolina Charlotte
Lesley McCannell, Kwantlen Polytechnic University (KPU)
Patise Polly, University of New South Wales
Candyce Reynolds, Portland State University
Christine Slade, The University of Queensland
Tilisa Thibodeaux, Lamar University
Samantha Veneruso, Montgomery College

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Sarah Bowers, Langara College
Michel Castagne, Capilano University
Meg Goodine, Kwantlen Polytechnic University (KPU)
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