ePortfolios and Transformations:  
*Students, Curriculum, Assessment, Institutions*

Welcome to our Annual Meeting!

Thank you for joining us at Bronx Community College for our 2019 conference. This is an important milestone year for AAEEBL – 2019-20 is our tenth anniversary! During the last decade, we have witnessed ePortfolio adoption grow on campuses internationally, and they have been identified as a High Impact Practice (HIP) by the Association of American Colleges & Universities (AAC&U). They are fostering transformations in learning for students, across the curriculum, in the ways that we engage with assessment, and broadly at our institutions in both the academic and student affairs contexts. Over the next decade we believe we will continue to uncover new ways that ePortfolios can support student learning in a variety of contexts.

We are excited to begin conversations around the digital ethics of ePortfolio adoption and use – on Tuesday, our afternoon will be devoted to activities aimed at identifying the issues, questions, references and resources related to digital ethics and ePortfolios, ranging from the theoretical to the pragmatic for a wide range of stakeholders. We will continue those conversations throughout the conference and into the next year, with the aim of developing some resources and best practices for our community. We also have three great keynotes that will provoke us to think about the ways that we can continue to foster transformations with ePortfolios in the future, and a panel of students who will provide their perspectives on using ePortfolios. Finally, as always, we will hear from you about the ways that ePortfolios are being adopted on your campuses.

Thank you for being here – we wish you a productive and enjoyable conference and look forward to your energy and ideas throughout the week!

Tracy Penny Light, PhD.  
President and Board Chair of AAEEBL
The Association for Authentic, Experiential, & Evidence-Based Learning thanks the supporters of the 2019 Annual Meeting:

Digication is the leading provider of ePortfolio and assessment management systems. Digication develops its platform with students, faculty, programs and institutions needs in mind, and enables institutions to close the loop that links student learning to institutional assessment and reporting. In short, Digication helps institutions realize their mission every step of the way: from providing an engaging environment for active learning, and enabling faculty to enhance their pedagogical strategies, to enabling student career readiness, faculty development, data-driven planning for institutional improvement and accreditation reporting.
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Keynote Speakers

Amelia Parnell
Vice President for Research & Policy, NASPA
Tuesday July 16
9:00 am – 10:00 am
Theatre


Today’s college students are balancing a complex mix of academic, financial, social, and career priorities, and institutions are in a good position to provide tools that will help them navigate their journey. As more institutions adopt or increase their delivery of ePortfolio resources, this is an ideal time to explore how this highly-impactful practice will help students acquire and leverage critical skills and abilities. This session will address how higher education professionals across various functions and roles are working together to provide an optimal ePortfolio experience. Attendees will hear examples of collaboration that reflect existing partnerships, new opportunities, and the importance of timely communication, assessment, and strategic planning.

About Amelia
Amelia Parnell is vice president for research and policy. She directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs.
At the National Institute for Learning Outcomes Assessment (NILOA) we have watched the movement towards more authentic, embedded, faculty-led, assignment-driven assessment unfold throughout the field. We have also seen more conversations on the role of assessment within instructional design as one that is developmental and scaffolded over time towards attainment of learning outcomes, increased clarity and transparency around desired learning – all elements that ePortfolios are well suited to foster, support, and grow. As we look to transformations, this keynote will build upon the trends we have seen nationally and look to the role of ePortfolios in documenting demonstrations of learning in an increasingly connected world. From transformation of educational systems, to the movement of assessment beyond measurement, we will explore the role of ePortfolios as they relate to student agency and equity, comprehensive learner records, national innovation networks and employer systems in ways that make learning visible and meaningful to all stakeholders involved.

About Natasha
Dr. Natasha Jankowski is Director of the National Institute for Learning Outcomes Assessment (NILOA) and research professor with the department of education policy, organization and leadership at the University of Illinois Urbana-Champaign. She is co-author, along with her NILOA colleagues, of the books *Using Evidence of Student Learning to Improve Higher Education*, and, *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm*. Her main research interests include assessment, organizational evidence use, and evidence-based storytelling. She holds a PhD in higher education from the University of Illinois, an MA in higher education administration from Kent State University, and a BA in philosophy.
Schedule at a Glance

**Monday July 15**
2:30pm - 4:30pm – Registration Open
1:00pm - 4:00pm – AAEEBL Board Meeting (AAEEBL Board Members only)

**Tuesday July 16**
8:00am - 4:00pm – Registration
8:30am - 9:00am – Conference Opening/Welcome to BCC
9:00am - 10:00am – Keynote: Amelia Parnell (NASPA)
10:00am - 10:15am – Morning Tea/Coffee
10:15am - 11:15am – Concurrent Sessions/Workshops
11:30am - 12:30pm – Concurrent Sessions/Workshops
12:45pm - 1:45pm – Lunch and AAEEBL Annual General Meeting
2:00pm - 4:00pm – Digital Ethics Forum
4:15pm - 5:15pm – IGNITE Sessions
5:30pm - 7:00pm – AAEEBL Reception and Poster Presentations

**Wednesday July 17**
8:00am - 12:00pm – Registration
8:30am - 9:00am – Inspiration Story
9:00am - 10:00am – Keynote: Natasha Jankowski (NILOA)
10:00 - 10:15am – Morning Tea/Coffee
10:15am - 11:15am – Concurrent Workshops
11:30am - 12:30am – Concurrent Sessions/Workshops
12:45am - 1:45pm – Lunch and AAEEBL Annual General Meeting
2:00pm - 3:00pm – Plenary (Students)
3:00pm - 3:15pm – Afternoon Break
3:15pm - 4:15pm – Concurrent Sessions/Workshops
4:30pm - 5:30pm – SIG Meetings

**Thursday July 18**
8:00am - 9:00am – Registration
8:30am - 9:00am – Inspiration Story
9:00am - 10:00am – Concurrent Sessions/Workshops
10:00am - 10:15am – Break
10:15am - 11:15am – Batson Lecture: Helen Chen (Stanford)
11:15am - 12:00pm – Conference Closing
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<td>9:00 AM – 10:00 AM</td>
<td>Keynote Session: Amelia Parnell (NASPA) &quot;Collaboration as a Lever for Change: New Partners, Relationships, and Priorities&quot;</td>
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<td>North Hall 136&lt;br&gt;CP: Lingma Acheson (Indiana University-Purdue University Indianapolis)&lt;br&gt;“Application of ePortfolios in a Computer Science Undergraduate Curriculum”&lt;br&gt;CP: Cindy Stevens (Wentworth Institute of Technology)&lt;br&gt;“Institutional ePortfolio Implementation: A Showcase of Program Transformation”</td>
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Day 1 Session Descriptions
10:15 – 11:15 am

NH 130
Workshop: Emily Dibble, Lucy Smith, and Robyn Thompson (Salt Lake Community College)
“Across the College and in the Classroom: ePortfolio as an effective and efficient High-Impact Practice”
The ePortfolio is a general education requirement at SLCC (Salt Lake Community College) that is used across many departments and programs. Using students’ electronic Portfolios (ePortfolios) to assess student learning outcomes is a relatively new method of assessment. Over the past several years, SLCC has effectively used ePortfolios to assess student learning outcomes for general education and for specific programs. In this session, we will discuss SLCC’s goals, methods, and results for assessment. We will also share how ePortfolio is being effectively utilized as a High-Impact Practice—particularly in the realms of reflective service-learning, Study Abroad, and capstone work and how ePortfolios have been utilized to effectively showcase student work and deepen student learning on an institutional, program, and course level.

NH 131
Concise Paper: Candyce Reynolds (Portland State University)
“Reflection on Reflections: Developing Assignments that Deepen ePortfolio Learning”
ePortfolio practitioners tout that the heart of the eportfolio is reflection. ePortfolio use is enhanced when one not only uses an eportfolio for demonstrating their competencies but also uses it to reflect on one’s learning process. Unfortunately, faculty and eportfolio professionals are often disappointed at the level of reflection that occurs in student reflection. Sometimes, the reflections are, at best, a superficial recounting of one’s activities or can read more like a personal journal than an academic artifact. It is easy to think that reflection is something that students understand and can do well. This session will focus on helping participants identify the role of reflection in their eportfolio assignments and explore a model that can be used to create scaffolded reflective prompts to achieve the goals of the assignment. Several reflection prompts and practices will be shared. We will discuss how to engage and motivate students to put in as much or more effort into their reflections as they do in their content-related eportfolio artifacts.

Concise Paper: Jeffrey Kohler (University at Buffalo)
“Reflection and Integration: ePortfolio Pedagogy in the UB Curriculum Capstone”
This presentation describes the instructional approach used to teach reflection and integrative learning skills through the UB Curriculum Capstone and the development
of the Capstone ePortfolio. Content addresses early results of the impact of this experience. Results include rubric ratings of Capstone ePortfolios completed by Capstone instructors and student responses to an open-ended survey. These results suggest that students are producing high-quality ePortfolios that demonstrate their achievement of key general education learning outcomes. In addition, based on student comments, the majority of students completing the Capstone recognize its impact on their learning and on their growth as learners.

**NH 136**

**Concise Paper: Sonja Taylor (Portland State University)**

“Building a Digital Learning Archive”

Often it seems educators view eportfolios as an end or practice within themselves, each portfolio unique to a certain context. Instead we should be building (and helping our students build) a digital archive of our learning that we can draw from to create snapshots (ePortfolios) that are tailored to a specific purpose. Our archive can be a source for material that contributes to a "folio" on our social media, for promotion, for a grade, to represent our business, and other places where we wish to present a digital presence.

**Concise Paper: Carol Van Zile-Tamsen (University at Buffalo)**

“Transforming At-Risk Students into Successful College Students: The Role of Reflective ePortfolios”

This interactive session will focus on the use of ePortfolios and reflective assignments to promote the metacognitive self-reflection in at-risk students. Participants will learn how this focused self-reflection leads to metacognitive knowledge that promotes appropriate strategy use and college success. Throughout the session, participants will go through the process of designing a reflective ePortfolio assignment to foster metacognitive self-reflection. By the end of the session, they will have developed an assignment to promote student transformation.

**NH 137**

**Workshop: Eddie Watson (AAC&U), Helen Chen (Stanford) and Tracy Penny Light (AAEEBL)**

“Developing and Implementing an ePortfolio Scholarly Research Agenda: An AAEEBL Workshop” (Part 1-3)

This workshop is designed to assist those who desire to begin or broaden an ePortfolio research agenda. We will begin with a discussion of the breadth of relevant research practices available to ePortfolio researchers and activities designed to help participants arrive at appropriate, measurable, and achievable research questions. All stages of the research process will be discussed with particular emphasis on study design and
methodology. Presentation will be coupled with worksheet and interactive activities to ensure that participants leave this session with an action plan and direction regarding how to move forward with an ePortfolio scholarly research agenda.

11:30 – 12:30 PM

**NH 130**
**Workshop: Elaine Gray (Appalachian State University) and Beverley McGuire (UNCW)**

“Engaging Ethics in ePortfolios”
This session invites participants to critically examine issues of student agency, identity construction, and privacy. In the face of mounting pressures for students to “choose a path” & and “fit into the workforce,” how might we transform the discourse around ePortfolios to include spaciousness, vulnerability, and not knowing? We will explore the emerging call to vision a new ethics in ePortfolios. Can there be ePortfolio pedagogy that values presence and ambiguity over productivity, datafication, and documentation? Join us in contemplating ways that ePortfolios might allow for non-binary, fluid processes of becoming and open new possibilities for alternative subjectivities in our students that resist the narrowing of life’s purpose to a major and a career.

**NH 131**
**Concise Paper: Andrew Longhofer and Melanie Foeppel (Pacific University)**

“Social & Affective Skills Assessment Plan (SASAP): Student-Centered, Authentic Approaches to Accreditation Standards and Institutional Priorities”
In 2016, the Accreditation Council for Pharmacy Education (ACPE) introduced Standards 3 and 4, requiring delivery and assessment of ten interpersonal and self-management competencies in all Doctor of Pharmacy degree programs. Approaches to meeting these standards have varied, as have accreditors’ responses to them. At the same time, faculty, staff, and administrators at Pacific University School of Pharmacy perceived a student need for additional support in developing professionalism, interpersonal skills, and career readiness. The Social and Affective Skills Assessment Plan (SASAP) was designed to meet this student need through reflection and planning activities modeled on Kolb’s learning cycle. Students use Folio thinking throughout existing curricular and co-curricular components and engage in integrative learning as they self-assess. Feedback includes a personalized development plan, and students self-identifying or identified as needing additional support receive individual coaching. These activities also generate qualitative and quantitative data that allow the School to monitor individual growth, cohort-level trends, curricular and co-curricular delivery, and program-level effectiveness in Standards 3 and 4. ACPE has reviewed the SASAP
intervention and assessment plans and determined that they fully comply with accreditation standards, a status that many PharmD programs struggle to meet. This session will use the history, development, and preliminary results from SASAP as a case study in implementing accreditation requirements through student-centered interventions. Participants will explore opportunities at their own institutions to reframe accreditation standards in terms of student needs and to develop authentic assessment tools for institutional priorities that support individual student development.

**Concise Paper: Kyoko Mona (Manhattanville College)**

“Experimenting and Assessing ePortfolio-based Teaching and Learning in Classrooms”

Not all students enter college with an aim in life. For last three years Manhattanville College is offering a special, three credit optional course that is designed to aid Freshmen and Sophomores in selection of a major, academic planning, and career exploration. In the course students are supported as they clarify the purpose, meaning, and direction of their college careers and explore career possibilities related to those decisions, reflection on self and on the process, interaction with professionals in possible career paths, and archiving of materials of their experience. The college offers two sections of the class during the Fall semesters. The both sections use Design Thinking process to explore student’s college career paths. Even though the both sections offer the same product but the setting and the delivery methods are different in many ways, (1) the timing and the length of a class – one section meets two times a week for 1 hour and 15 minutes and other section meets once a week for 2 hours and 30 minutes; (2) one section uses Digication/ePortfolio as a platform and other section has a traditional class-room setting. This gives the college an unique opportunity to collect and compare data on students’ learning and impact due to the timing of the class offering, length of meeting time, platform use and the setting of the classroom. The paper explains how student’s learning experience and engagement change due to the class-room meeting time, platform and medium used in the classroom. Comparing the assessment data the paper also explores short-term and long-term impact of the course, the classroom settings, and the choice of platform in teaching.

**NH 136**

**Concise Paper: Lingma Acheson (Indiana University-Purdue University Indianapolis)**

“Application of ePortfolios in a Computer Science Undergraduate Curriculum”

Synthesizing, integrating and assessing student learning both inside and outside of the classroom is often a marker yet also a challenge for high-quality undergraduate education in USA. ePortfolio, when integrated into the curriculum, can serve as a powerful vehicle to undertake part of this task. Besides being a collection of electronic evidences that showcase students signature work, it is also a process of summarizing
students’ learning experience. ePortfolio has been listed as one of the High Impact Practices by American Association of Colleges and Universities since 2016. This proposal provides a practical framework and concrete examples to show how ePortfolios can tie teaching, learning, reflection, research, co-curricular experience and assessment together. It demonstrates how ePortfolios encourage deep learning and serve as a catalyst for students’ intellectual growth and personal development throughout their four years of undergraduate study. This proposal demonstrates the theoretical backgrounds of how ePortfolio practice is used as a reflective pedagogy and provides practical guidance to institution administrators in assisting learning outcome assessment through a quantifiable rubric, to instructors through sample portfolios and approaches of integrating ePortfolios into various courses such as first year seminar, junior/senior level classes and capstone projects.

Concise Paper: Cindy Stevens (Wentworth Institute of Technology)

“Institutional ePortfolio Implementation: A Showcase of Program Transformation”

This session will present eight institutional ePortfolio implementation pathways. ePortfolio program implementation is nothing new. However, as institutions continue to develop and adopt ePortfolio programs mapping out a formula for success and exploring lessons learned will help other programs to transform their practices. This session offers a visual representation of the implementation routes of multiple programs and institutions. It seems that no matter what type of implementation pathway, similarities of the process happened, which had a direct impact on interdisciplinary approaches and learning designs. Valuable learning lessons from each program will be presented to help other institutions with their own ePortfolio process mission and goals.

NH 137
(CONTINUED) Workshop: Eddie Watson (AAC&U), Helen Chen (Stanford) and Tracy Penny Light (AAEEBL)

“Developing and Implementing an ePortfolio Scholarly Research Agenda: An AAEEBL Workshop (Part 1-3)”

2:00 – 4:00 PM

Digital Ethics Forum

In this session, we will work together to explore the issues, questions, references and resources related to digital ethics and ePortfolios, ranging from the theoretical to the pragmatic for a wide range of stakeholders. Join us for this “unconference” which will leverage participants’ interests and experience in fun, interactive, and generative activities. The goal of the session will be to produce something that can inform the next steps for individuals (faculty, students), organizations (institutions), and other stakeholders.
Miguel Nino (Virginia Tech) “As My Professor, You Can Help Me Get a Job Upon Graduation”
This ignite presentation makes the case for the need of using ePortfolios in the classroom as a mechanism to help students with their career development, including applying, interviewing for, and getting jobs. Sometimes the ePortfolio is just used for assessment purposes, but with the right strategies, they can also help students become marketable as professionals. In addition, faculty can use their courses as platforms for students to develop skills that help them be competitive when applying for jobs. This presentation will also explore how faculty members already using ePortfolios can prepare students to revamp their assessment ePortfolios into career ePortfolios.

Mark Urtel (Indiana University Purdue University Indianapolis) “ePortfolios in Kinesiology Part 2: Where are we now and where are we going”
This project is unique in that students begin their ePortfolio in the first semester of their freshman year and continue building their ePortfolio with various assignments and reflections in several courses throughout the entire curriculum. In the senior year, students complete a meta-reflection on their entire undergraduate curriculum and experiences. The reflective ePortfolio serves as a central location for students to highlight meaningful and impactful learning experiences, while exploring the process of personal and professional development via guided- and self-reflection. Students use the ePortfolio as a visual representation of their personal journey to professionalism. In the fall of 2018, all first-year seminar courses, all introductory courses, and one senior capstone course required ePortfolio assignments. Examples of these ePortfolios will be used during this presentation.

Janine Kelley-Williams (Bronx Community College) “How can we prepare students utilizing today’s tools for the careers of tomorrow?”
We have all heard the various predictions stating, the jobs that today’s students will have do not yet exist. Which for educators, begs the question. How can we prepare student for these yet to be discovered careers? Perhaps the answer lies in adaptation for all concerned faculty and students alike. As educators we need to be able to adapt the way we teach and the tools we must teach with to who we are teaching. We also need to identify what skills we need to teach our students so they will be able to adapt to a rapidly changing world. Our education system must shift to a student-centered, practical model of learning, of which ePortfolio can play a role. If our students are going to thrive, they must do so because they are life-long learners with the self-initiative to be able to find ways to teach themselves new skills when needed. Today’s cutting edge
tools, ePortfolio is one of them, when used with intention can be of use teaching these soft-skills students will need. Using my personal experience of transitions from Fine Art student, to Hand Letterer to Digital Designer to Professor of Digital Design this presentation will explore means and methods to prepare students for the unknown of tomorrow.

**Kristina Hoeppner (Catalyst) “Portfolio in Practice: Reflecting Presentations”**

Giving presentations is a typical activity for most of us, be that at a conference like AAEEBL, in the classroom, at staff events, user group gatherings or others. Therefore, reflecting on our presentations should be part of our portfolio practice. In this Ignite session, I will review my practice and take a critical look at the evolution of my style. I will look at the tools I use to create presentations and how collaborating on presentations changes the game. I will incorporate feedback received from critical friends and how that influences my practice. Let’s get presenting.

**Mengyuan Zhao (Indiana University Purdue University Indianapolis) “The New Generation of ePortfolio”**

This presentation will show the academic social networking based new ePortfolio platform designed and developed in our research lab at Indiana University Purdue University Indianapolis. This academic LinkedIn type of ePortfolio attracts learners from around the world to document and demonstrate their learning journey and accomplishments. We believe that the new generation of ePortfolio needs to have the following characteristics: 1. lifelong, 2. owned by each individual learner, 3. based on academic networking, 4. engaging, 5 support badges, e-certificates and e-transcript, 6. certify authentic learning experiences and evidence, 7. easy to create and share, 8. offer a variety of privacy and access settings, 9. rich institution admin controls and customization options, 10. mobile friendly, 11. full integration with major LMS, 12. help students search and apply for jobs. We will share how our platform presents each of these characters. We will also share our new R&D project, an AI agent, and how it could add more excitement to the new generation of ePortfolio.
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<td>North Hall 130</td>
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<td>North Hall 131</td>
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<td>12:30 PM – 1:30 PM</td>
<td>Lunch</td>
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<td>Playhouse Theatre</td>
<td>Student Panel and Showcase</td>
<td>”Transforming the Student Learning Experience with ePortfolios: Possibilities and Pitfalls”</td>
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**North Hall 136**

**CP: Mark Urtel (IUPUI)**
“ePortfolios in Kinesiology Part 1: What we have done and what we learned about fostering a department-wide ePortfolio effort”

**CP: Mark Urtel (IUPUI)**
“ePortfolios in Kinesiology Part 2: Where are we now and where are we going”

**North Hall 137**

**CP: Kristina Hoeppner (Catalyst), Janine Quiding, Miriam Laidlaw, and Tabatha Parker (Waitematā District Health Board)**
“Portfolios Come Full Circle in the World of Work”

**CP: Steven Bookman (Bronx Community College & Pace University) and Valeriya Demydovych (Pace University)**
“Writing Complete Stories for Personal Branding Using ePortfolio”

**4:15 PM – 5:00 PM**

**Gould Memorial Library Auditorium**

**Plenary: The View from Australia**
Featuring speakers:
Dr. Kate Coleman, University of Melbourne
Dr Kulari Lokuge, Monash College
Dr Jennifer Masters, UTAS
Terry Young, La Trobe University
Dr Terri Downer, University of the Sunshine Coast
**Day 2 Session Descriptions**

10:15 – 11:15 AM

**NH 130**

**Workshop: Amanda Hyberger (Chattanooga State Community College)**

“Student and Faculty ePortfolio Engagement through Strategic Utilization of Peer Mentors”

Supporting and sustaining robust campus-wide ePortfolio development can be a financial challenge. Institutions often choose between paying for a platform or for the IT personnel to work with one or more free products. For many institutions, few resources are left to encourage good pedagogy in the classroom. This can leave the vital ePortfolio leadership exhausted and frustrated, as well as potential ePortfolio faculty fearful of implementing a new technology. Through purposeful training and utilization of peer mentors, thoughtful faculty development and enthusiasm for ePortfolio can grow quickly throughout campus. Student mentors are eager for leadership opportunities and enjoy working with faculty across disciplines. Hiring a team of mentors is much more affordable, and in this case, may be more effective than hiring full-time employees. After encounters with mentors that can articulate their pride in their own ePortfolio, faculty are more willing to dedicate the time and effort to implement in their own courses. Also, other students are immediately more interested in presentations led by a prepared peer mentor. In this workshop, attendees will receive an overview of the peer mentor strategy used to support campus-wide ePortfolio at Chattanooga State Community College. Current peer mentors and faculty will describe their experience through a video presentation.

**NH 131**

**Workshop: Amy Powell (Indiana University Purdue University Indianapolis), Tyrone Freeman (IUPUI), Susan Kahn (IUPUI)**

“A New Taxonomy for High-Impact ePortfolio Implementation”

ePortfolios have been recognized as a high-impact practice (HIP) when they are “done well” (Kuh, 2017). Many ePortfolio practitioners quickly learn, however, that doing ePortfolios “well” is not a matter of simply adopting them; certain features must be present for students to gain maximum benefit from working on ePortfolios. As part of a campus-wide project to develop taxonomies of HIPs, a group of experienced ePortfolio practitioners and stakeholders at IUPUI collaborated during 2018-2019 to draft a taxonomy identifying essential elements of effective ePortfolio implementation at the course, program, and institutional levels. Taxonomy descriptors define several degrees of impact, using concepts from the eight key elements of high-impact practices (Kuh & O’Donnell, 2013), as well as attributes unique to ePortfolios. We expect the taxonomy to be used in conversations with individual instructors, program directors, and student affairs groups, and in institution-level professional development programs to help new
and old ePortfolio practitioners understand what high-quality implementation entails. Taxonomy development was supported by IUPUI’s new Institute for Engaged Learning, which brings all campus HIP programs under one organizational umbrella. This organizational structure, along with the draft taxonomy, leaves IUPUI poised to undertake a new ePortfolio initiative at the undergraduate level, wherein all undergraduate students will capture learning from the first-year experience through the capstone, including four HIPs, general education courses, co-curricular activities, and degree coursework. In this session, we will share the current pilot ePortfolio taxonomy and seek participants’ input and expertise as we continue to revise and refine this work in progress.

**NH 136**  
**Workshop: Amy Cicchino and Lucas De Almeida Adelino (Auburn University)**  
“Developing Impactful and Accessible Student Resources”

This workshop will discuss and apply strategies to create, revise, and disseminate impactful and sustainable resources for students as they develop ePortfolios. Creating an ePortfolio is a complex, iterative process that requires students to think critically about their experiences and learning through a future-minded lens. As faculty, staff, and administrators, we often see the transformation of students over time, but notice that this transformation is not always represented in the ePortfolio. In order to better guide students through the deep thinking required to develop an ePortfolio, we must be prepared with resources to support students along this journey. Of course, how resources are utilized is dependent upon any number of factors, including ePortfolio implementation methods, time dedicated to development, and the institutional context. These and other factors contribute to decisions like: whether the resources will be available asynchronously, who is responsible for development and maintenance of resources, what resources are already available elsewhere, and more. This workshop will focus on the development of student resources to better support the high-impact work of critical thinking, reflection, and revision for our students. Workshop facilitators will discuss the factors they use to consider new resources and provide direction on how to develop and disseminate resources that lead to critical thinking and reflection from students. Throughout the workshop, attendees will have the opportunity to collaborate with colleagues to brainstorm, adapt, and create resources with careful attention to these factors.
Workshop: Theresa Conefrey (Santa Clara University) and Davida Smyth (The New School)
“ePortfolios for Civic Scientific Literacy”
Once the purview of composition courses, ePortfolios as a high-impact practice have gradually transformed the entire curriculum. At the same time, critical thinking and reflection have become integral, not only to the humanities, but also to STEM courses. Our workshop will develop these connections further as we report on our efforts to promote folio thinking in both biology and advanced writing for science majors. We show how ePortfolios can be used to integrate curricular knowledge into solutions for authentic, real world science problems to increase student motivation and to develop the critical thinking skills necessary to evaluate science reporting in both scholarly and popular media sources. In addition, we show how ePortfolios encourage students to reflect on what is being learned in the course and how that learning connects to their other courses and to their lives outside the classroom. With rapid advances in science competing for public attention in the era of Fake News, we need a commensurate increase in information literacy for all graduates and those in STEM fields. In this workshop, we offer suggestions for strengthening the acquisition of STEM concepts, as well as the promotion of critical thinking, self-efficacy and reflection to better integrate knowledge learned across the curriculum and to connect it to students’ lives. We demonstrate how ePortfolios can be used to transform STEM courses to engage all students, especially those who are currently underrepresented in our fields, and to promote civic scientific literacy across the curriculum.

11:30 - 12:30 PM

NH 130
Workshop: Melissa Pirie Cross and Candyce Reynolds (Portland State University)
“Becoming Thought Leaders to Support Digital Citizenship”
ePortfolios and folio-thinking practices (Chen/Suter) are now approaching a larger than 60% adoption rate in the US and have moved past the early stages of innovation diffusion (Rogers); this is due in part to innovators, early adopters and the early majority who have been participating in generating social proof that reflective practice and the integrative learning associated with portfolio development not only deepens learning, but also enhances the ability of our learners to speak concisely and intelligently about their learning experiences and skills. As we move into the late majority of portfolio adopters in the US, building upon established basic pedagogical portfolio practices requires that we look more closely at the pressing need to focus on approaches to support expanded curriculum that includes the concepts of digital citizenship through the development of the ePortfolio. Understanding how the roles we play in the geography of the digital world, the laws that rule these digital geographies,
the way in which our unique digital ecosystems impact both us and others, the recent upswing in concerns regarding colonization of the internet and access inequities, and the introduction of quantum computer capabilities create a “perfect storm” for digital creators such as ePortfolio developers. This session will review how digital embodiment curriculum can contribute to US higher education institutions becoming thought leaders to support digital citizenship which is key to leading the way in educating well informed digital citizens. Utilizing course level activities applied at Portland State University we will participate in a digital ecosystem activity and pair the outcome of these with suggested course content regarding topics related to developing digital citizenship

NH 131
Concise Paper: Deborah Oesch-Minor (Indiana University Purdue University Indianapolis)
“Using ePortfolios to Teach ePortfolios: Building Instructional Tools that Model Best Practices and Link to Examples”
The AAC&U LEAP Challenge pushes teachers to move beyond textbooks and classroom-oriented assignments to engage students through authentic assignments with authentic audiences. Paul Hanstedt’s book Creating Wicked Students: Designing Courses for a Complex World helps faculty members conceptualize ways to change assignments and curriculum to better meet 21st Century educational objectives. What Hanstedt overlooked was the value of ePortfolios in shaping dynamic learning. Transforming our teaching tools is a vital part of re-imagining and engaging students as they create and curate ePortfolios that bridge disciplines and reach authentic audiences. Modeling these strategies for students helps them better visualize and understand the what and why of ePortfolios. Developing our own ePortfolios to help teach ePortfolio thinking is the next logical step. This paper will share two Instructional ePortfolio models used to empower students and make them feel more confident as they build their own ePortfolios.

Concise Paper: Nick Baker (University of Windsor)
“I’m going to Google you - Developing Emerging Digital Identities in Professional Programs with Wordpress ePortfolios”
How does a novice student of education become a professional teacher? How can we guide them into actively and deliberately documenting and designing their pathway to professional practice? Developing an ePortfolio can play a significant role in this process, as they learn to navigate their personal and professional development over time. Beginning teachers in Ontario, Canada are required to submit a portfolio of work that demonstrates their achievement of Ontario College of Teacher’s (OCT) Standards of Practice for certification. Until 2012, the University of Windsor’s Bachelor of Education program, as with most in the province, required these portfolios to be paper-based. In
2013, a small pilot gave Education students access to WordPress in a single course. This has evolved into all education students now developing fully online ePortfolios to meet the OCT requirements. Through reflective practice and curation of artefacts of in-class and experiential learning, students are building efficacy in their emerging professional practice through the articulation of their professional identity and skills. This practice is identified as something that sets our graduates apart as educators in a competitive field. UWindsor’s ePortfolio program presents its students and faculty with a low-risk, highly supported start to taking control of their digital footprint, transitioning their teaching and learning into professional practice, and making connections between their academic achievements and their personal goals. This session also discusses some of the potentially transformative spin-off benefits for faculty development through engagement with new technologies, pedagogies, and open educational practices.

**NH 136**

**Concise Paper: Kate Culkin (Bronx Community College, CUNY)**

“Student Engagement, Integrative Learning, and Metacognition in a Woman’s History Course”

This paper examines how a Bronx Community College professor integrated ePortfolios into an American women’s history course to improve student success. At urban community colleges, history faculty can find it difficult to encourage student engagement, integrative learning, and metacognition. Students often arrive with busy lives, weak academic skills, negative experiences with history instruction, and the sense that a history course has no connection to a career and is thus merely an obstacle to overcome on the path to a degree; the results can be low pass rates and frustration for both teachers and students. In effort to avoid these outcomes, the professor designed a course that included weekly response papers, reflective writing, and a scaffolded research project that resulted in a proposal for a memorial to a woman in New York City, all posted on individual ePortfolios. The use of ePortfolio gave students the opportunity to reflect on the political nature of memorialization and how it shapes their city, document and reflect on the development of their research, critical thinking, and writing skills, and present their proposals to an audience beyond the professor, all of which helped them understand the intellectual and practical value of a history course. In the assessment of the use of ePortfolio, this paper includes qualitative and qualitative data and a reflection on pitfalls encountered and changes planned for future semesters; the session concludes with an opportunity for the audience to reflect on and discuss applications of this course’s strategies to other academic fields.

**Concise Paper: Dianne Simmons (Kwantlen Polytechnic University) and Ann-Marie McLellan (Kwantlen Polytechnic University)**

“Empowering Learners through ePortfolio Practice”
This paper describes how we took an interest in using ePortfolio in our “Introduction to Higher Education” course at last year’s AAEEBL conference, to implementing it with 300 students in a pilot project at Kwantlen Polytechnic University. This course introduces learners to the broader purposes of higher education and provides opportunities for students to make connections between their academic, personal, and future professional lives. There will be a presentation of the stages of the project focusing on aligning learning objectives with competencies, integrating reflective practice and providing formative and summative assessment utilizing tools such as rubrics and written feedback. The presentation will also showcase examples of student work and discuss the challenges and values of implementing a learning portfolio.

NH 137

Concise Paper: Jessica McCullough (Connecticut College)
“ePortfolios enabling Curricular Transformation”
Connecticut College’s new curriculum, Connections, officially launched with the class of 2020. Connections aims to transform the traditional checklist of general education into a student-directed, intentional, and integrative experience. A cornerstone of Connections is the Integrative Pathway, a student-selected set of courses and co-curricular experiences organized around a central theme. ePortfolios are threaded into the Pathways curriculum - from the exploration and application process through the senior year all-College symposium where students present results of their integrative studies. ePortfolios are student-owned spaces that extend well beyond one semester and are the locus for integration. Three years into Connections, 60 percent of all students are enrolled in 11 Pathways, or in one of the four interdisciplinary center certificate programs. In this concise paper presentation, I will argue that ePortfolios have made critical aspects of our integrative curriculum possible, fostered new collaborations between faculty and staff, and even changed how faculty teach. I will include strategies for communicating about the value of ePortfolios with the College community. I will also share the challenges of our curricular implementation. Finally, I hope to engage attendees in discussion on these topics in order to learn and to find inspiration from each other.

Concise Paper: Brody Tate (Loyola University of Chicago)
“Portfolios and Universal Design in the Classroom”
Learning portfolios (ePortfolios) are meant to enhance critical learning and reflection in the classroom. Often viewed through the lenses of fear of new technology, “additional” work, change and unfamiliarity, this presentation will openly discuss and demonstrate approaches to adapting the high impact practice of portfolios in the classroom as a pedagogical and methodological approach to more accessible learning. Higher education approaches the topic of universal design allowing students to access and participate in multiple and dynamic ways. Portfolios can easily and effectively be
implemented within courses to bring a renewed energy to curriculum, assignments, and assessment through integrated course reflections and portfolios. How do we leverage portfolios to faculty as a tool to further the accessibility of knowledge to those we promise an education?

1:45 – 2:45 PM

Student Panel and Showcase
“Transforming the Student Learning Experience with ePortfolios: Possibilities and Pitfalls”

Students from different institutional contexts and at different stages of their learning career share their experiences with ePortfolios.

3:00 - 4:00 PM

NH 130

Workshop: Helen Chen and Urmila Venkatesh (Stanford University)
“Leveraging and Promoting the Value of ePortfolio Process and Product in Career Exploration”

When students decide to create an ePortfolio, they are often focused on the product they are building to highlight their work, their accomplishments, and their experiences. However, creating an effective showcase ePortfolio requires more than simply copying and pasting one’s resume or CV into a website. The value of the process of articulating one’s growth and learning has benefits not only for external audiences but especially for the learners themselves. Through the curation of evidence and the metacognitive process of synthesis, learners gain clarity about their successes and the challenges they have faced and as a result, are able to tell a more compelling story, both within the ePortfolio itself and beyond such as in an elevator pitch or job interview. This interactive workshop will explore the iterative relationship between the process of ePortfolio creation and the final ePortfolio product, particularly in the context of career exploration and showcasing oneself for external audiences. Illustrative examples will be drawn from two Stanford courses aimed at helping undergraduate and graduate students extend their online presence through the development of a professional ePortfolio as well as a career coaching perspective from Stanford Career Education. Participants will engage in reviewing and refining a proposed framework for prompting students to consider how to leverage the portfolio process while iterating and improving upon the representation of their knowledge, skills, and abilities virtually and in person, in the presence of their ePortfolio and without.

NH 131

Workshop: Domi Enders, Arielle Goodman, and Lauren Hoffman (Columbia University)
“Transforming the Career Design Experience through Reflective Templates and Scaffolded Workbooks”
Students in professional studies programs often struggle with making connections between their curricular and the co-curricular experiences, a necessary part of evidencing their career readiness regarding professional competencies and standards in the specific industries they wish to enter. Graduate students in MS Programs at the Columbia University School of Professional Studies (CUSPS) face this daunting challenge as well. In 2018, the CUSPS Career Design Lab began piloting the use of folio thinking in career education through purposefully developed templates and workbooks in PebblePad—as a way to facilitate self-assessment, reflection, and career research, increase student engagement with career education and promote self-directed learning. The hypothesis of this pilot is that folio thinking, serving as the engine of a reimagined career design experience, can accelerate student learning transfer through a rich collaboration between academic programs, faculty, staff, and students. In this session we will discuss both the challenges and successes of this pilot project and share examples of resulting deliverables. The core of the presentation will focus on how the introduction of a new technology supporting the learning journey (PebblePad) has contributed to organizational change; and how the design of the actual workbooks required the voice and participation of students for them to become willing to engage the proposed learning journey. You will also hear from students discussing their role and experiences as participants in the design of this project. They will be available to field questions from the audience.

**NH 136**

**Concise Paper: Mark Urtel (IUPUI)**

“ePortfolios in Kinesiology Part 1: What we have done and what we learned about fostering a department-wide ePortfolio effort” and “ePortfolios in Kinesiology Part 2: Where are we now and where are we going”

This project developed from the findings of a pilot project the authors completed two years ago. The scope was limited to freshmen students enrolled in First-Year Seminars (FYS) within our program. The ePortfolio was a stand-alone assignment and the focus was on what students submitted at the end of the course. As a result, faculty struggled in dedicating the necessary time to addressing the ePortfolio and students struggled with understanding the significance and relevance of the ePortfolio in their learning. In retrospect, we as a cohort treated the ePortfolio like a product as opposed to a process. When viewing our attempt at addressing the ePortfolio only at the freshmen level and framing it as an end of semester assignment, we set ourselves up to fail regarding the intended outcomes of the ePortfolio effort. During our collective debriefing from this pilot, we decided to take a one-year hiatus from the ePortfolio project to professionally develop and reorient ourselves to the best practices of ePortfolio implementation. Subsequently, we attended campus, national, and international conferences to learn more. Currently, we have recast the ePortfolio in two significant ways. First, with
faculty and administrative support, we have introduced the ePortfolio into “signature” courses throughout our curriculum. Second, we are treating the ePortfolio as a process within each course, so it is addressed early and often in the class; with emphasis to students that this is a process to help them grow, develop, and hone their professional and dispositional skills through consistent reflection.

NH 137
Concise Paper: Kristina Hoeppner (Catalyst), Janine Quiding, Miriam Laidlaw, and Tabatha Parker (Waitemata District Health Board)
“Portfolios Come Full Circle in the World of Work”
Electronic portfolios become increasingly visible in the workplace. Students graduate with portfolios and are in a good position to continue with portfolio practices. Additionally, organizational or professional competency frameworks and registration requirements lend themselves to be evidenced by portfolios. Waitemata District Health Board, the largest in in Aotearoa New Zealand, piloted an electronic portfolio at the end of 2018 with 90 nurses and is commencing the first post-pilot cohort with 400 nurses. In this presentation, we will provide an overview of the pilot and position it within the organization’s commitment to learning and development. We will outline the advantages for all involved: nurses, peers, managers, and assessors, and discuss the challenges and future directions for the initiative. Early results indicate that the portfolios allow for a shift in conversation with staff and in the development of practice. They encourage nurses to consider additional training and studies to advance in their careers and have the evidence available to discuss with their manager to set clear goals. The nurses go full circle: They started out with their studies, became professionals, and are going back to university for postgraduate studies documenting their learning in portfolios along the way. Portfolios in this context support lifelong learning and make that learning visible to the individual nurses and their organization.

Concise Paper: Steven Bookman (Bronx Community College & Pace University) and Valeriya Demydovych (Pace University)
“Writing Complete Stories for Personal Branding Using ePortfolio”
Students typically start the search for internships around their sophomore year. With an increase in focus on getting students market ready for internships and jobs, online presence and personal branding are become more important topics these days. They must navigate through a world that heavily relies on displaying a positive online presence through social media (e.g., LinkedIn and Facebook) and personal branding. To get them ready to be market ready, they need to be able to create a complete narrative using an ePortfolio to future recruiters and employers. Personal branding is one’s personal story about how they can contribute to a company for an internship and job. In order to help prepare students for this process before they go Career Services, professors can help with this transition. Using ePortfolio with the technique of
storytelling for assignments on personal branding offers students a playful but serious way to complete this assignment. The goal is for students to be able to prepare a complete story about them, which creates opportunities to discover relevance of learning through real-world applications. The purpose of this presentation discusses how storytelling can be used to create assignments with a focus of online presence and personal branding, specifically using ePortfolio, to bridge the transition to build their market readiness in their business writing classes. Participants will learn how to incorporate writing activities around the concept of a complete story using ePortfolio. Students will also discuss their experience with ePortfolio.

4:15 – 5:00 PM

_Gould Memorial Library Auditorium_

_Plenary Panel: The View from Australia_

_Featured_ Dr Kulari Lokuge, Monash College; Dr Jennifer Masters, UTAS; Terry Young, La Trobe University; Dr Terri Downer, University of the Sunshine Coast_
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<td>9:45 AM – 10:45 AM</td>
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<td>North Hall 130</td>
<td>WS: Megan Mize (Old Dominion University)</td>
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<td>“We were Doing Assessment Before it was Cool: Making ePortfolio Faculty Development HIP”</td>
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<td>“The Development of an e-Portfolio for the Assessment and Recognition of Prior Learning”</td>
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<td>CP: Jeno Rivera (Michigan State University)</td>
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<td>“Recommendations for adopting the ePortfolio in all aspects of the learning assessment model”</td>
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<td>North Hall 136</td>
<td>CP: Lin Zheng (Indiana University Purdue University Indianapolis)</td>
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<td>“ePortfolio and Student Engagement: An Example from a Business Study Abroad Course”</td>
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<td>CP: Miguel Nino and Alicia Johnson (Virginia Tech)</td>
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<td>“Designing and Developing of an ePortfolio Toolkit for Students in Online Programs”</td>
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<td>North Hall 137</td>
<td>WS: Eddie Watson (AAC&amp;U), Helen Chen (Stanford), Tracy Penny Light (AAEEBL)</td>
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<td>“Developing and Implementing an ePortfolio Scholarly Research Agenda: An AAEEBL Workshop (Part 3)”</td>
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<td>11:00 AM – 12:00PM</td>
<td>Batson Lecture: Helen Chen (Stanford):</td>
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<td>Playhouse Theatre</td>
<td>“From Ed Tech Fad to Field of Study: Maintaining the Momentum of ePortfolio Transformation”</td>
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<td>12:00 PM – 1:00 PM</td>
<td>Wrap-up</td>
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Day 3 Session Descriptions
9:45 – 10:45 AM

NH 130
Workshop: Megan Mize, Alison Lietzenmayer, and Danielle Jackson (Old Dominion University)
“We were Doing Assessment Before it was Cool: Making ePortfolio Faculty Development HIP”
Old Dominion University (ODU), a large four-year public institution, offers a series of scaffolded ePortfolio faculty development workshops. These workshops serve dual functions. First, the workshops address the “how” of ePortfolios, focusing on technology and assignment design. Second, the workshops convey the purpose of the ePortfolio genre, introducing integrative learning as the critical framework for fostering reflection and synthesis. While the first function is typically achieved through the workshops and subsequent support, this workshop will demonstrate the ways in that the second function is reinforced through incorporating faculty in intentionally designed assessment processes. This workshop emphasizes the transformative potential of assessment when constructed intentionally as an opportunity for faculty professional development. To set up the framework that assessment can itself become a high impact practice opportunity for faculty development, the workshop facilitators will share the institutional context for an ePortfolio initiative, detailed ePortfolio implementation assessment methodologies, faculty testimonials, and strategies for harnessing the assessment process as faculty engagement, designed around the criteria for effective high-impact practices (HIPs). Then participants will engage in a guided workshop discussion, a mini-assessment institute modeled on high-impact criteria, and a final group activity aimed at revising existing ePortfolio assessment efforts with HIP criteria in mind. Participants will leave with: a detailed format for assessing ePortfolios, the experience of evaluating an ePortfolio using the American Association of Colleges and Universities’ (AAC&U) Integrative Learning rubric, and strategies for transforming assessment into intentional, on-going professional development using high-impact criteria.

NH 131
Concise Paper: Gavin Clinch (Institute of Technology, Sligo)
“The Development of an e-Portfolio for the Assessment and Recognition of Prior Learning”
The Connacht Ulster Alliance (CUA) is a group of Higher Education Institutes in Ireland comprising GMIT, IT Sligo and LYIT. In 2013, a Recognition of Prior Learning (RPL) development team within the CUA initiated a project titled ‘My Experience’ to inform, support and facilitate Irish or international applicants in applying for RPL to gain entry onto a programme or seek exemptions from parts of a programme. In 2015,
the team released the My Experience RPL Toolkit consisting of: 1) an RPL information website for candidates at https://www.myexperience.ie/ 2) an RPL online e-portfolio assessment tool at https://www.rplportfolio.ie/ 3) an online course on RPL Skills for higher education staff at www.cpdlearnonline.ie 4) a level 9, 10 Credit teaching development module aimed at RPL assessors and mentors. As a paperless tool, the e-portfolio provides for the electronic submission of evidence and allows the applicant to submit their portfolio in a sequence of stages resulting in the creation of a professional e-portfolio which includes for certified learning; experiential learning; references; work experience outputs and motivational statements. Since launching the e-portfolio assessment tool over 250 RPL applicants have built an e-Portfolio RPL application. Each year, the institute assessor and RPL applicant experience has informed adaptions and further enhancements to the RPL assessment tool. Version 3 of the tool is currently in place and Version 4 is planned for release in 2019.

Concise Paper: Jeno Rivera (Michigan State University)
“Recommendations for adopting the ePortfolio in all aspects of the learning assessment model”
Recently, there has an increase in higher education programs adopting the use of ePortfolios. Historically, a common use of ePortfolios is to assess learning. Students use this digital space to upload course requirements, where then instructors can grade or use an artifact to demonstrate competency of a specific learning outcome. However, what happens when making the shift from assessment ePortfolio to a learning ePortfolio? This presentation provides information for instructors to consider when adopting the ePortfolio as high impact practice (HIP). Participants will leave the session with materials to adopt a learning ePortfolio into their individual curriculums or programs with a focus on instructor uses of the ePortfolio for planning and assessment.

Concise Paper: Lin Zheng (Indiana University Purdue University Indianapolis)
“ePortfolio and Student Engagement: An Example from a Business Study Abroad Course”
In study abroad courses, students gain life transforming experience through learning about and interacting with different cultures and people. However, traditional course assessments are inadequate to measure student progresses as they develop intercultural competence. ePortfolios has risen as a high-impact practice to help student integrate experience, knowledge and skills in their curricular and co-curricular activities. In this study, I demonstrate the use and design of ePortfolios to effectively engage students in discovering, documenting, and reflecting on life-changing experience in a business study abroad course. Backward design is implemented to find ePortfolio as an ideal assignment to fulfill multiple learning outcomes in the course. ePortfolios is designed to motivate students to seriously consider the impact of the course on their personal
growth and professional development. Students are given flexibilities to demonstrate individual growth in the course. The assignment is carefully designed to maintain high quality work on ePortfolios. The assignment utilizes CourseNetworking (CN), a social media platform with education focus. The digital platform allows students to easily integrate other course assignments and social networking activities with ePortfolios. Grading rubric and examples of student ePortfolios will be shared during the presentation.

Concise Paper: Miguel Nino and Alicia Johnson (Virginia Tech)
“Designing and Developing of an ePortfolio Toolkit for Students in Online Programs”
This workshop will focus on the design and development of ePortfolio resources for students enrolled in online programs. Since online students have little to no access to ePortfolio training and consultations offered on campus, this workshop will teach participants how to identify ePortfolio needs for online students and how to design and execute a plan to provide a toolkit that can be used by these students. Participants will work on a design plan that will allow them to identify the topics that need to be included in their toolkit, assessment strategies, technologies to develop content, and other resources. In addition, participants will explore project management strategies that are effective when developing online content for programs

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(CONTINUED) Workshop: Eddie Watson (AAC&U), Helen Chen (Stanford), Tracy Penny Light (AAEEBL)
“Developing and Implementing an ePortfolio Scholarly Research Agenda: An AAEEBL Workshop (Part 3)”
Batson Lecture

Helen Chen
Research Scientist, Stanford
Thursday July 18
11:00 – 12:00 PM
Theatre

“From Ed Tech Fad to Field of Study: Maintaining the Momentum of ePortfolio Transformation”
For over a decade, ePortfolio as a technology, pedagogy, and assessment approach has progressed from just another educational technology into a dedicated field of study and research. This year’s Batson Lecture will explore the people, projects, challenges and opportunities that have contributed to this evolution with an eye towards how we maintain the momentum of ePortfolio transformation to meet the anticipated and unexpected needs of an ambiguous future.

About Helen
Helen L. Chen is a senior researcher in the Designing Education Lab in the Center for Design Research within the Department of Mechanical Engineering at Stanford University. She is also the Director of ePortfolio Initiatives in the Office of the University Registrar. Helen’s current research interests are focused in three areas: issues of academic and professional persistence in engineering education; assessment of teaching and learning in innovative learning spaces and active learning classrooms; and the use of ePortfolios and folio thinking related practices in general education, the disciplines, and in student affairs.
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While You’re Visiting New York

There is no shortage of sites and activities to experience in New York City. During your visit, we invite you to explore the many culturally rich neighborhoods. Here are a couple of suggestions:

The High Line is a 1.45 mile-long elevated linear park, greenway, and rail trail created on a former New York Central Railroad on the westside of Manhattan. The park’s attractions include naturalized plantings, art installations, colourful murals, viewing platforms of the city, and food and drink vendors flanking the sides. The park stretches from Gansevoort Street—three blocks below 14th Street, in the Meatpacking District—through Chelsea to the northern edge of the West Side Yard on 34th Street near the Javits Center. Visit www.thehighline.org to find more information.

Arthur Avenue, located in the Belmont neighborhood of the Bronx, is home of “Little Italy”. The historical and commercial center stretches across East 187th Street and is lined with delis, bakeries, cafes, and various Italian merchants. It is haven for the bread, cheese, pasta, pizza, and deli lovers! If your accommodation is in the vicinity, don’t hesitate to venture around this vibrant neighborhood.
Campus Map

- North Hall & Library
- Roscoe Brown Student Center (Playhouse Theatre)
- Gould Memorial Library
- Hall of Great Americans
- Parking Areas