ePortfolios for Project-Based Learning

Choose Your Own Adventure

Process vs. Product

ePortfolio 101

Folio Thinking

Brainstorming Possible ePortfolio Projects

Contact Information

Access the full Prezi at: https://prezi.com/view/bTMzRuiwNKEKHROqmlB/

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- Tagline
- Clean look and feel
- Sense of identity
- Easy to navigate
- Projects
  Separated from Resume
- Good Use of Imagery
- Professional Presentation
- Sophisticated Understanding of “Public” Presence
- But it’s not all about product.
ePortfolios Are Not A New Idea

- Used in writing;
- Used in fine arts;
- Used in architecture;
- Used in K-12 education;
- What’s new is the emerging use of the digital portfolio & the ways in which campuses are helping students integrate across courses, yoking assessment & student growth & development.
People Define ePortfolios As:

- A webpage
- A learning management system (or cms)
- An assessment tool
- A place for collecting work
- A place for reflection Blackboard/Moodle/Canvas/Angel
- An eResume

It could be... but what’s your mission? Your definition? Your purpose? More importantly, what happens when you put that same question to students?
Your House vs. Their House

CMS vs. ePortfolio
Student Centered, Life-Long Learning: An Integrative Approach

Academic Curriculum
Faculty
Across Disciplines
Across Semesters
External Audiences
Lived Curriculum
Student
Student
Student
Wide-Scale Successful ePortfolio Projects

- Have a vision and a mission;
- Learn from other key projects & the pedagogy and approach of those projects;
- Focus on integration & connection;
- Value the reflective process;
- Have a unique look and feel;
- Engage the whole college community;
- Give students ownership over their work;
- Integrate Web 2.0 & Web 3.0;
- Are multimodal;
- Recognize the ePortfolio as more than a space for assessment and/or more than a space for student growth & development--it’s about a shared learning journey for the student, the faculty member, and the institution.
Choose Your Own Adventure

ePortfolios for Project-Based Learning
Choose Your Own Adventure
Course ePortfolio
Showcase ePortfolio
Reflective ePortfolio (Longitudinal Learning)
Integrative ePortfolio
Credential ePortfolio
Assessment ePortfolio
Choose Your Own Adventure

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Process vs. Product?

Showcase Works in Progress with "Vision" and Educational Mapping

Daisuke Ito

Vivian Ericson

"Vocation is the place where your deep gladness meets the world’s great hunger."
-Frederick Buechner
Folio Thinking

"Folio Thinking is a reflective practice that situates and guides the effective use of learning portfolios, defined as a purposeful collection of artifacts that characterize the learning experiences of the portfolio owner. Developed at Stanford as part of the Learning Careers Project, a longitudinal research study conducted from 1998-2002 and funded by The William and Flora Hewlett Foundation, Folio Thinking draws upon literature in experiential learning, metacognition, reflective and critical thinking, and a mastery orientation and aims to:

- Encourage students to integrate discrete learning experiences
- Enhance students' self-understanding
- Promote students' taking responsibility for their own learning
- Support students in developing an intellectual identity"

https://stanford.digication.com/foliothinking/Welcome
https://www.youtube.com/watch?v=Ne2ZtSFkPeE
Reflection

- Reflection is one of the keys to integrated learning as students begin to connect their studies to their lives outside of the academy to a potential career;
- Reflection can take many forms: written, oral, visual, multi-modal;
- Nationally, faculty are grappling with the definitions and practices of reflection and how that fits into a larger picture of integrated learning.
Kathleen Blake Yancey

“1) the processes by which we know what we have accomplished and by which we articulate accomplishment and 2) the products of those processes (eg, as in, "a reflection"). In method, reflection is dialectical, putting multiple perspectives into play with each other in order to produce insight. Procedurally, reflection entails a looking forward to goals we might attain, as well as a casting backward to see where we have been. When we reflect, we thus project and review, often putting the projections and the reviews in dialogue with each other, working dialectically as we seek to discover what we know, what we have learned, and what we might understand. When we reflect, we call upon the cognitive, the affective, the intuitive, putting these into play with each other: to help us understand how something completed looks later, how it compares with what has come before, how it meets stated or implicit criteria, our own, those of others. Moreover, we can use those processes to theorize from and about our own practices, making knowledge and coming to understandings that will themselves be revised through reflection.”
Carol Rodgers

An experience;
Spontaneous interpretation of the experience;
Naming the problem(s) or the question(s) that arises out of the experience;
Generating possible explanations for the problem(s) or question(s) posed;
Ramifying the explanations into full-blown hypotheses;
Experimenting or testing the selected hypothesis.
"One of the great challenges in higher education is to foster students' abilities to integrate their learning across contexts and over time. Learning that helps develop integrative capacities is important because it builds habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life; such learning is, we believe, at the very heart of liberal education."
“Often, students experience curriculum and produce assignments in the same way they do a selfie: as a single experience disconnected from the whole. The ways our courses fit together for students, the relationship between general education and the major, the relationship between personal and professional experiences, the relationship between our curriculum and students’ personal lives—all call for new pedagogies that prompt us to help students integrate these different facets of their lives. ePortfolios, as a space for synthesis, with their multimodal composing abilities, with their portability, allow students to engage in reflective dialogue over time, meaning making across courses, curriculum, and experiences. Who students are now, in a given moment, is not who they will always be. Thus, engaging students in a habit and practice that they can apply long after they leave us suggests that ePortfolio is a pedagogy of integration, an evolving gestalt with space and time for growth, change, and meaning making.”
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J. Elizabeth Clark

CONCLUSION & QUESTIONS

BRAINSTORMING POSSIBLE EPORTFOLIO PROJECTS

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Planning Details

https://magic.piktochart.com/output/23107178-eportfolios-for-project-based-learning

Working as a small group, or individually, brainstorm what an ePortfolio might look like for your project.

Make sure to note questions that you need to answer to move forward to your next steps!
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Question Time

- What questions do you have about ePortfolios?
- What questions do you have about ePortfolios for Project-Based Learning?
- What questions do you have about your next steps?
- What do you need to know?
Contact Information

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ePortfolio Resources:

Readings: jelizabethclark.com/eportfolio-readings-resources/
Examples: jelizabethclark.com/eportfolio-examples/
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