

Interdisciplinary ePortfolio Initiative 2007-2008

ABOUT EPORTFOLIO

ePortfolio (<http://eportfolio.uoregon.edu>) began two years ago in the Arts & Administration Program. Funded by the Educational Technology Committee, it was designed as a three-year pilot project. An extensive program evaluation was conducted throughout the first year to assess program design and implementation. Modifications were made the second year that will continue into the third year pilot, should the funding be renewed. Significant momentum on campus was generated in the second year through AAA ePortfolio efforts, the leadership of Jonathan Richter

Andre Chinn, and the ad hoc ePortfolio group. Concurrent efforts in the School of Journalism and the College of Education/Center for Advanced Technology in Education (CATE) revealed significant opportunities for resource/expertise collaboration in ePortfolios on campus. Additionally, an ePortfolio presentation for David Morsund's IT Symposium in April indicated widespread interest across campus in ePortfolio applications. This interdisciplinary initiative proposal is a result of this yearlong creative and collaboration endeavor.

PROPOSAL FOR INTERDISCIPLINARY EPORTFOLIO PILOT PROJECT BETWEEN SCHOOL OF ARCHITECTURE AND ALLIED ARTS, SCHOOL OF JOURNALISM, AND COLLEGE OF EDUCATION/CATE.

Building on the work and vision of the ad hoc ePortfolio group that convened in Fall, 2006 and continued throughout the 06-07 academic year, we propose an *Interdisciplinary ePortfolio Initiative* in order to pilot ePortfolios across campus in multiple academic environments, and to stimulate conversation for advancing a campus-wide ePortfolio project.

The School of Journalism, AAA, and College Of Education/CATE have all begun various ePortfolio projects in the last couple of years. Each represents a unique facet of functionality of ePortfolios in Higher Education.

Our vision is a flexible ePortfolio environment with tri-fold functionality, where materials can port seamlessly between public/private spaces.

The ad hoc ePortfolio group was formed Fall 06, and served an essential function as a forum to share and disseminate projects, and best practices. Each school/college represents a unique function of ePortfolios, and together reflects a comprehensive and innovative approach to the application of ePortfolios in Higher Education. ePortfolios in Higher Education typically evidence three functions: fully public professional ePortfolios that serve to connect students and campus with the professional communities; hybrid spaces that flex between public and private spaces where students and faculty work on group projects related to course work, assess their work, and make public and archive the final course projects (similar to how many faculty are now using *wikis* and *weblogs*); thirdly, fully private spaces where students assess, document, and archive all academic work at the university. Commonly ePortfolios in Higher Education focus on one of these functional areas, and most commonly, they focus on the student learning private space with its focus on academic development and assessment.

ePortfolio

PROFESSIONAL
PREPARATION

ACADEMIC
COURSEWORK

TECHNOLOGICAL
APPLICATIONS

School of
Architecture &
Allied Arts

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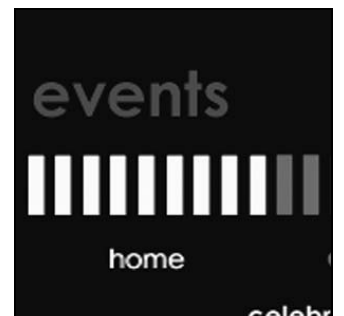
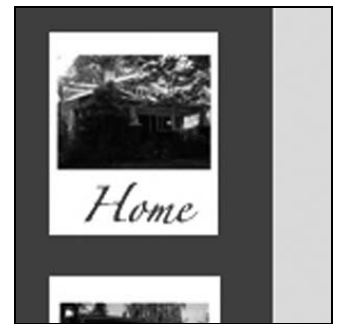
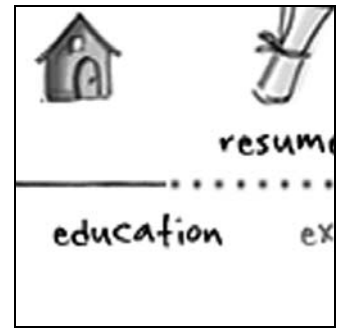
Interestingly, each of the three professional schools involved in this initiative are utilizing ePortfolios for one of these functions, which creates a unique opportunity to pilot each functionality and work toward a streamlined system that incorporates all three. This innovative initiative represents a unique opportunity for each college/department to build on existing strengths and goals and to model the functionalities of ePortfolios.

SPECIFICALLY:

School of Journalism – Hybrid public/private - Piloting PLONE as the ePortfolio platform, with a focus on collaboration, course and project galleries, and a hybrid space for learners to work together privately, and then to post publicly the final projects, which remain on the server, essentially providing an archive for student work, and a public communication platform. Linked to alumni relations and development.

College of Education/CATE – Professional development for teachers, and student-driven assessment. Fully private spaces where students establish academic ePortfolios at the beginning of their university career, and which make it possible to track student progress and archive and document student work. Future-focused ePortfolios for lifelong learners, and ePortfolios in Second Life.

AAA – Public ePortfolio site to extend to the professional communities of AAA. The goal is for all students in AAA to have the opportunity to complete a professional ePortfolio. Students demonstrate best work for the purposes of connecting to internship sites and employers. Implement PLONE as a platform for fully public ePortfolios directly linked to Career Services and alumni relations. The site resides on the existing ePortfolio server, has a searchable database, and serves as a communication hub between students and professionals. Includes a hybrid space functionality developed during Year Three, with a searchable course and project gallery.



Thumbnails from 2007
AAD ePortfolios

This summer, CATE, the ad-hoc ePortfolio group, and ePortfolios will sponsor Helen Barrett, the foremost national authority on ePortfolios, to speak to the campus community. Presentations are planned throughout the Fall, both on campus through TEP, as well as at the international ePortfolio conference. We have a series of presentations planned to inform faculty and Department Heads about our efforts and vision, and to solicit feedback for implementation. We will continue to share resources and keep each other informed about developments in our projects throughout the year through our monthly ad hoc group meetings. By Spring, we hope to come together on a proposal for advancing ePortfolios on campus.

AAA ePortfolios has had an active professional ePortfolio project for two years, supported through a multi-year Ed Tech grant, and pending third year funding, will complete the pilot phase during 2007-08. Plans are underway to pilot the open-source content management system PLONE to significantly increase the capability of the hosting website to include all the Schools and Programs in AAA, and with two of the functionalities for ePortfolios (professional and project gallery). Andre Chinn, School of Journalism, will consult with AAA ePortfolios in the implementation of PLONE, and AAA ePortfolios will offer opportunities to students in the School of Journalism and College of Education to participate in ePortfolio workshops and PODS tools courses, benefit from one-on sessions with the ePortfolio tutors, and be supported to post their professional ePortfolios on the ePortfolio website.

ACADEMIC YEAR 2007-2008 PROPOSED TIMELINE

1. Sponsor foremost ePortfolio expert, Helen Barrett, Summer 07.
2. Disseminate and communicate our efforts both on campus and internationally:

- **Fall, 07** - Joint presentations to the School of Journalism, College of Education, and School of Architecture and Allied Arts at fall school-wide faculty meeting. Andre Chinn, J. Richter and I will be presenting jointly at each other's college and schools on our efforts in ePortfolios, and future vision.

- **October, 07** - Presentation submission for the international ePortfolio conference (Eifel), in Maastricht, the Netherlands, on ePortfolios and Higher Education in the United States. The theme of the 5th international ePortfolio conference is "Employability and Lifelong Learning in the Knowledge Society" – a topic particularly apt to our efforts here at UO.

- **November, 07** - Faculty workshop for TEP on campus ePortfolios.

- Additionally, we will be pursuing an article for UO IT Connections

- Jonathon Richter and Lori Hager will submit jointly authored paper for publication.

3. Work together so that students in Journalism and Education benefit from the ePortfolio workshops, tutors, and the opportunity to post professional ePortfolios on the ePortfolio website. *(For details, please see below and AAA proposal materials.)*
4. Journalism shares expertise and consults on implementation of PLONE as the platform for two functions of ePortfolio: professional and hybrid spaces.
5. Ad Hoc group continues to share resources and expertise effectively, and explore the feasibility of proposing a more comprehensive ePortfolio solution.

AAA EPORTFOLIO WORKSHOPS

AAA PODS/ePortfolio workshops – our multi-year assessment revealed that the best system for delivering ePortfolios throughout AAA outside of the course structure is going to be through AAA-level self-support courses that guide students through the tools development process, and in posting their ePortfolios. Consequently, we support PODS' request to the Dean's office for an increase in the PODS staff budget to include administrative of these courses and student advising. Students will undergo a preliminary assessment relative to technological and design skills. Based on their score, they will be directed through the ePortfolio process in one of three ways:

1. **Minimal to no skills** – directed to take a tools course, either through Digital Media Tools, a quarter-long digital arts course, or other.
2. **Intermediate skills** – ePortfolio workshop.
3. **Advanced skills** – one-on one sessions with the ePortfolio tutors.

Students will work with the PODS office to identify the appropriate sequence. The ePortfolio workshop requires students to have taken the AAA Portfolio content development course prior to enrolling in the ePortfolio course. The content course assists students to have their professional documents ready for digitization. Our two-year assessment has demonstrated that the ePortfolio tutors are an essential component of the ePortfolio system. The tutors are available for one-on-one sessions during lab hours and by appointment. Currently, the tutors have worked with Eric Schiff's course throughout the year, providing in-class and out-of-class support. This has allowed Eric to move deeper and further in design and web development tools. The success of this year's class demonstrates the importance of this support. We have seen a 30% increase in the success of students completing their ePortfolios from last year, and a 70% increase from the year before the implementation of the project. Additionally, the caliber of the ePortfolios have increased each year, with this year demonstrating the best work so far.



ePortfolio lab 2007

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