

# Re-Bundling Higher Education

High-Impact ePortfolio Practice and  
the New Digital Ecosystem

A NY/Northeastern Regional ePortfolio Conference

March 2-3, 2017

Stella and Charles Guttman Community College, CUNY



**Re-Bundling Higher Education:  
High Impact ePortfolio Practice and the New Digital Ecosystem**

A NY/Northeastern Regional ePortfolio Conference

March 2-3, 2017

Stella & Charles Guttman Community College, CUNY

Co-Hosted by:



**Stella & Charles Guttman Community College, CUNY**

<http://guttman.cuny.edu/>

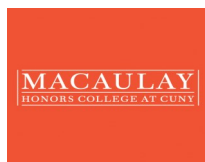


**Pace University** <http://pace.edu/>



**Fiorello H. LaGuardia Community College, CUNY**

<http://www.laguardia.edu>



**William E. Macaulay Honors College, CUNY**

<https://macaulay.cuny.edu/>



**Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)**

AAEEBL is the world's leading ePortfolio professional association, with members on four continents. Its goal is to promote portfolio learning as a way to transform higher education. AAEEBL's 2017 annual conference will be held this year at Portland State University in Portland, Oregon, July 24-27, 2017. For more information, see <http://www.aeebl.org/>

We are grateful to our commercial partners, who provided funds that made this conference possible:

**DIGI[cation]<sup>®</sup>**

<https://www.digation.com/>

**taskstream**

<https://www1.taskstream.com/>

**WI-FI INFORMATION**  
**Network:** Guttman-Conference  
**Password:** Guttman2017

# Re-Bundling Higher Education: High Impact ePortfolio Practice and the New Digital Ecosystem

The ePortfolio movement has arrived at a watershed. More colleges, more faculty, and more students are using ePortfolio than ever before—and we now understand how to make ePortfolio practice effective. Evidence from a constellation of campuses—from community colleges to research universities—demonstrates the positive value of ePortfolio practice for building student success and deepening student learning. There's growing recognition of the power of ePortfolio-based assessment processes to support faculty and institutional learning. As a result, George Kuh and the AAC&U have declared ePortfolio to be a new addition to the list of recognized and validated “High Impact Practices.”

At the same moment, higher education has entered a period of rapid change. As the new digital ecosystem creates opportunities and challenges, calls for “unbundling” the university are repeatedly heard. In this context, students need opportunities for “connected learning,” ways to integrate and make sense of learning across settings, building new identities as lifelong learners. Meanwhile, colleges must develop as nimble, well-informed, adaptive learning organizations, ready to learn and “rebundle” in new ways. At this juncture, ePortfolio practice can play a unique and crucial role.

*ReBundling Higher Education: High Impact ePortfolio Practice and the New Digital Ecosystem* offers an opportunity to re-examine ePortfolio practice at this critical juncture. A regional ePortfolio conference jointly sponsored by Pace University and three campuses of the City University of New York, *ReBundling Higher Education* offers sessions that highlight best practices, evidence of impact, and exciting innovations. Conference sessions revolve around linked themes, including:

*Connected Learning: Integrative Social ePortfolio Pedagogy.* The power of ePortfolio practice is rooted in innovative pedagogy. What pedagogies are proving effective for building student outcomes? For advancing deep learning and supporting student agency?

*Powerful Approaches to ePortfolio Professional Development.* Effective ePortfolio practice requires support. Faculty and staff need opportunities to explore, develop and test ePortfolio strategies, and discover what works. What approaches make ePortfolio-focused professional development work?

*What does ePortfolio Mean to Me? Student Perspectives on the ePortfolio Experience.* Students are key ePortfolio users. What do they say about ePortfolio? How has it affected their learning? Their sense of themselves as learners? What can we learn from them?

*Beyond the Classroom: ePortfolio and Transformational Advisement.* Mentoring is key to student success. What role can ePortfolio practice play in supporting and engaged and informed advising processes? What strategies and structures are particularly valuable?

*Closing the Loop: Assessment FOR Learning.* How can ePortfolio processes help to ground assessment in the real work of students and faculty? How can it help advance assessment that leads to real change? What approaches are working in this area?

*ReBundling: ePortfolio and the Future of Higher Education.* How can ePortfolio practice help students navigate the changing educational landscape? How can it help universities better understand and represent what's valuable about the educational experiences they offer? How can it support adaptive learning for all – students, faculty and colleges themselves?

We are pleased to welcome you to this important conversation. We look forward to learning together, finding ways to deepen our shared work and deepen learning across our campuses.

Bret Eynon  
LaGuardia Community College

Laura M. Gambino  
Guttman Community College

Beth Gordon  
Pace University

Joseph Ugoretz  
Macaulay Honors College

## Plenary Address

### Insight to Action – What’s Next for High Impact ePortfolio Practice?

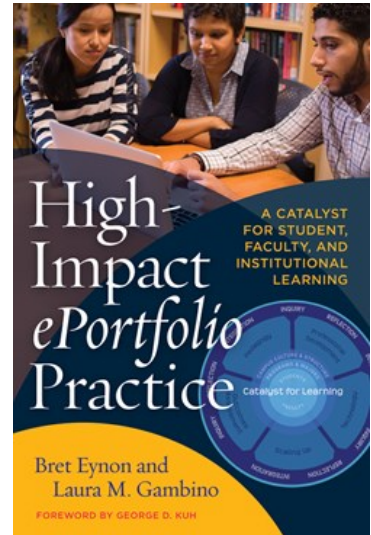
**Bret Eynon and Laura M. Gambino**

In *High Impact ePortfolio Practice: Catalyst for Student, Faculty and Institutional Learning* (Stylus Books, January 2017) Bret Eynon and Laura M. Gambino analyze the work of the national Connect to Learning network to spotlight widely applicable models of effective ePortfolio practice that demonstrably improve student learning. They present a wealth of data and revealing case studies demonstrating that, implemented with the Catalyst for Learning framework, ePortfolios correlate strongly with increased retention and graduation, broadened student engagement in deep learning processes, and advanced faculty and institutional learning.

In the plenary address to this conference, Eynon and Gambino will distill key insights from *High Impact ePortfolio* practice and suggest next steps for ePortfolio practitioners, scholars, and educational leaders.

Bret Eynon is Associate Provost of LaGuardia Community College, and the co-author with Randy Bass of *Open & Integrative: Designing Liberal Education for the New Digital Ecosystem* (AAC&U, 2017)

Laura M. Gambino is Associate Dean for Assessment and Technology at Guttman Community College and the author of “Innovation in Action: iPASS, Student Success, and Transformative Institutional Change” *Planning for Higher Education Journal* (January-March 2017)



## Lifetime Achievement Award Trent Batson



Trent Batson is a life-long educator and educational innovator. Earning a doctorate in American Studies, he has combined teaching and learning with digital technologies for more than 30 years. We are honored to have the chance to recognize his many accomplishments as a “High Impact ePortfolio Practitioner.”

Trent is the founder and retired president of the leading international ePortfolio organization, the Association for Authentic, Experiential, and Evidence-Based Learning. Over four decades he taught and led technology innovation at four universities, including Gallaudet and MIT. With funds from Annenberg-CPB, IBM, the US Department of Education, Boeing, and the Andrew W. Mellon Foundation, he headed major teaching and learning projects, including the Epiphany Project and the Open Source ePortfolio project. He served as major partner on the Connect to Learning Project.

Trent has been a regular writer for *Campus Technology*, and was a contributing author to *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* (Iiyoshi & Kumar, MIT Press, 2008). His 2011 article in the *International Journal of ePortfolio*, “Situated Learning: A Theoretical Frame to Guide Transformational Change Using Electronic Portfolio Technology,” is still IJeP’s most downloaded article.

Trent founded AAEEBL in 2009, and worked tirelessly to connect campus practitioners with scholars, students and digital innovators around the world. Trent’s work in AAEEBL showcased his breadth of vision, depth of commitment, and generosity of spirit. He is loved and respected by educators around the world. We are pleased to honor his lifetime of accomplishment.

# Schedule-At-A-Glance

## Thursday, March 2

- 12:00 – 1:00 Registration (Atrium)
- 1:00 – 1:15 Welcome and Opening Remarks (Information Commons)
- 1:30 – 2:30 Concurrent Sessions (Breakout Rooms)
- 2:45 – 3:45 Concurrent Sessions (Breakout Rooms)
- 4:00 – 5:00 ePortfolio Student Showcase (Information Commons)
- 5:00 – 6:30 Welcome Reception and Book Party (Room 401)

*High Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning* by Eynon and Gambino will be available for purchase and signing.

## Friday, March 3

- 8:30 – 9:00 Registration and Breakfast (Atrium)
- 9:00 – 9:15 Welcome (Information Commons)
- 9:15 – 10:30 Keynote Presentation (Information Commons)  
*High Impact ePortfolio Practice: From Insight to Action*  
Bret Eynon, LaGuardia Community College and Laura M. Gambino,  
Guttman Community College
- 10:50 – 11:50 Concurrent Sessions (Breakout Rooms)
- 11:50 – 12:50 Lunch (Room 508)  
*Overflow seating is available in Rooms 503, 504, and 505*
- 1:00 – 2:00 Concurrent Sessions (Breakout Rooms)
- 2:15 – 3:15 Concurrent Sessions (Breakout Rooms)
- 3:30 – 4:30 Concurrent Sessions (Breakout Rooms)

**Thursday, March 2**

## **Concurrent Sessions 1:30—2:30**

### **ePublic Spaces: Student Teams Constructing Collaborative ePortfolios**

**Room: 401**

**Track:** Connected Learning

In this session, we report on projects in two courses. In a first-year class, students collaboratively construct multimedia projects on ePortfolios, investigating issues in mass media. The second, a 200-level course, partnered a John Jay section with a UT El Paso class where ePortfolios were used by cross-campus teams to break regional myopic perspectives of diversity—the tendency to believe that the diversity around oneself defines diversity broadly. Learn about positive outcomes, challenges, and ways to minimize these challenges in your own collaborative ePortfolio projects.

**Daniel Auld, Isabel Martinez, Alan Winson, Magdalena Oropeza, Michelle Sencion,** John Jay College  
**Irma Montelongo,** University of Texas at El Paso

### **Three Courses, One ePortfolio: Encouraging Reflection, Integrative Learning and Metacognitive Skills Through ePortfolio Use in a Learning Community**

**Room: 403**

**Track:** Rebundling

Bronx Community College faculty will discuss ePortfolio integration in academic learning communities. Benefits include the development of metacognitive skills and the understanding of interdisciplinary connections through: scaffolded reflection assignments on ePortfolio; utilizing student reflections to guide early interventions for at-risk students; and the exponential impact of ePortfolio to address learning across three courses. Audience members will work together to discuss cross-disciplinary learning and develop assignments for a learning community ePortfolio.

**Jordi Getman-Eraso, Kate Culkin,** Bronx Community College

### **Connecting Credentials through ePortfolios**

**Room: 409B**

**Track:** Advising

Credentials are the essential bridge that connect people to jobs, educational programs and define career pathways. But the proliferation of credentials creates a mishmash of countless types and purposes. ePortfolios are positioned well to connect learning to credentials and credentials to employment throughout the lifespan. Presenters will provide information on the national Connecting Credentials movement and the role of ePortfolios in this work. Participants will engage discussion the changing nature of credentials, and how this fits their own ePortfolio projects.

**Nan Travers, Michael Forte,** SUNY Empire State College

### **Re-Bundling the Academic Library: ePortfolio as a Collaborative Tool to Share Information**

**Room: 409A**

**Track:** Rebundling

The presentation demonstrates that libraries can use ePortfolio software beyond a simple information warehouse. It proposes that ePortfolios can be used as an intranet to streamline operations library-wide, maintain quality within departments, and strengthen collaboration by organizing, sharing, and managing information. Comment, multi-media upload capacity, and other enhanced features, can be used to distribute knowledge internally and to students. Not only will academic libraries benefit from ePortfolio use, they can set an example for collaboration.

**Derek Stadler,** LaGuardia Community College

### **Leveraging an ePortfolio community of practice for professional development**

**Room: 404**

**Track:** Professional Development

Communities of practice are formed by people engaged in a process of collective learning in a shared domain of human endeavour (Wenger, 2002) and provide a powerful model for teacher Professional Development. In a pilot programme utilizing Mahara, our DCU community supported the integration of the ePortfolio platform across multi-disciplinary programmes. This session will outline how a community of educators within and beyond the institution supported the sharing of ePortfolio practices to innovate the student learning experience.

**Lisa Donaldson,** Dublin City University

### **Controlling Online Presence: Graduate Student Perspectives on the ePortfolio Process**

**Room: 410**

**Track:** Connected Learning

What do graduate students think about using ePortfolio to control their online presence? How might ePortfolios help students get hired after graduation? Attend this discussion based panel presentation to hear how grad students view the role of ePortfolio in managing their online reputation.

**Michelle Pulaski Behling,** Pace University

### **ePortfolio: An ideal tool to showcase and assess a student-professor research project**

**Room: 405 (Half Session)**

**Track:** Assessment

The ePortfolio is the optimal tool for faculty to assess a joint student-professor research project and for students to maintain and showcase their work products.

**Amy Ramson,** Hostos Community College

## Concurrent Sessions 2:45-3:45

### **New Kid on the Block: Blended Advisement through ePortfolio --The Right Stuff**

**Room: 403**

**Track:** Advising

Learn about some of the blended advisement practices at Guttman Community College, CUNY through the use of ePortfolio, group and individual advising. Perspectives will be shared from Student Success Advocates (1st Year Advisors) and a current student. The session will explore the use of ePortfolio as a tool for enhanced exploration in and outside the classroom. Participants will have the opportunity to engage with aspects of ePortfolio modules created for students in the pre-major stage. In addition participants will identify opportunities for application at their respective colleges.

**Marlene Leo, Nelson Castro**, Guttman Community College

### **Using ePortfolio to implement social pedagogy and interdisciplinary thinking across class boundaries**

**Room: 401**

**Track:** Connected Learning

This work describes a project using ePortfolio as a medium to facilitate effective pedagogical strategies in the context of a group-based research paper assignment spanning class boundaries. Our presentation will include the pedagogical rationale behind our project, how ePortfolio facilitated social pedagogy, interdisciplinary thinking and other high impact practices, a discussion of lessons learned, and possible future directions for ourselves and other educators who wish to use ePortfolio to break classroom and discipline boundaries.

**Ian Alberts, Charles Keller**, LaGuardia Community College

### **Collecting Learning Together: ePortfolios in a social learning context**

**Room: 409B**

**Track:** Connected Learning

Learning is both personal and social at the same time. In order to investigate the impact on learning and social behaviors of graduate level educational technology students, a social network, Pace Commons, was developed using Elgg software. During the study, students participated in an online course, "Computer Science for Teachers" which was conducted solely in Pace Commons. In this course, students were asked to create an ePortfolio using a choice of the tools available for them in this platform. Their choices and final ePortfolios demonstrated some very interesting understandings.

**Gerald Ardito**, Pace University

### **ePAS - ePortfolio Pedagogical Action Study: An Undergraduate Research Project**

**Room: 404**

**Track:** Assessment

This pedagogical action/undergraduate research study explores the impact of ePortfolio in the community college learning experiences of four male undergraduate students of color. Utilizing Cultural Historical Activity Theory (CHAT), as both the theoretical and methodological frameworks for the research, the five co-researchers (four LaGuardia students and one LaGuardia faculty Principle investigator – PI) create multiple case studies over a three-year period in order to describe the role and function of ePortfolio in the men's community college journeys' toward graduation.

**Joni Schwartz, Joshua Howars**, LaGuardia Community College

### **Using the Resume Assignment to Teach ePortfolios: Beyond the Business Writing Classroom**

**Room: 405**

**Track:** Rebundling

The Internet is increasingly the means for retrieving information for prospective employers and jobs, and submitting information for job applications. Since resumes in general are typically one page, they cannot showcase class projects, research projects, and other documents that demonstrate students' knowledge and skills. This is why having an ePortfolio is vital. This presentation discusses the important role that ePortfolios can play in giving students an advantage in obtaining better offers for internships and jobs. The presenter shows his unique approach, teaching students in his business writing classes how to design and proofread ePortfolios

**Steven Bookman**, Pace University

Friday, March 3

## **The Reflective Practitioner: Alternative Approaches to Professional Development**

**Room:** 409A

**Track:** Professional Development

This presentation will reflect on the professional development of ePortfolio practices from the perspective and interpretations of three practitioner groups: student, staff, and faculty. Presenters will share the formal and inherent professional development opportunities that emerged organically through the shifting roles of these three practitioner groups. Presenters will share trends in student feedback and performance as well as examples of student portfolios to demonstrate how student insight has contributed to both valuable professional development practices and educational experiences.

**Allie Davidson, Julie Lepine, Peggy Hartwick**, Carleton University

**4:00—5:00**

## **Student ePortfolio Showcase**

### **Ground Floor—Information Commons**

Students from six campuses will share their ePortfolios and discuss their ePortfolio learning experiences. A carousel structure will facilitate small group exchange with students.

**5:00—6:30**

## **Welcome Reception & Book Party**

### **Room 401**

Join us for a wine and cheese conference reception and a celebration of the January 2017 publication of *High Impact ePortfolio Practice: Catalyst for Student, Faculty and Institutional Learning*, based on an analysis of the work of the twenty-four campuses of the national Connect to Learning project.

## **Concurrent Sessions 10:50-11:50**

### **Integrative Pedagogy and Professional Development: 10 years of ePortfolios at Yale Divinity School**

**Room:** 401

**Track:** Professional Development

Ten years of ePortfolio use at Yale Divinity School has had an important impact on the way that students engage their learning and claim professional direction. The program requires each student to build a team of mentors who track the student's work and offer structured feedback. The data gathered is an important part of program outcomes assessment. Yale's model has been successfully duplicated at other graduate schools of religion, and might prove useful in other disciplines and at other levels of study.

**William Goettler**, Yale University

### **Parsing the Unique Contributions of ePortfolio Assignments**

**Room:** 403

**Track:** Assessment

We compare students' responses to a growth mindset assignment completed in: 1) graded ePortfolio; 2) ungraded handwritten worksheet; 3) ungraded survey; and 4) graded paper. We found students produced more content in graded than in ungraded assignments. Students completing ePortfolios were more likely than students who completed other assignments to apply core concepts to themselves. We conclude that ePortfolios evoke a higher level of overall effort than ungraded assignments and ePortfolio assignments may evoke higher levels of personal reflection.

**Karen Singer-Freeman, Linda Bastone**, Purchase College, SUNY

### **Evolving the Loop: How ePortfolios Drive a 21st Century Learning College**

**Room:** 410

**Track:** Assessment

We will share three exciting ways ePortfolio has deepened our work as a learning college, and our assessment practices in particular. Members of our Assessment Leadership Team will focus on 1) Our development of a "Core ePortfolio" to anchor student learning over time; 2) the ways we are helping faculty and students demonstrate Integrative Learning and Digital Communication through student ePortfolios, with a key example of this work in our Occupational Therapy Assistant Program; and 3) How ePortfolios have become the vehicle for our new General Education Competencies and Abilities, inspiring us to re-imagine our assessment practices at the College in what we call "Evolving the Loop."

**Justin Rogers-Cooper, Regina Lehman, Neisha Ziemke**, LaGuardia Community College



## **Connected Learning: Integrative Social ePortfolio Pedagogy**

**Room:** 404

**Track:** Connected Learning

This presentation described the implementation and outcome of an interdisciplinary, collaborative course project for First Year Seminar (FYS) students in Engineering and Computer Science (ECF090), and in Liberal Arts, Math and Science (LMF101). This project was designed to use ePortfolio as a platform to enrich the integrative research and peer learning experience of the new-to-college students, and to engage them in hands-on inquiry and problem solving and integrative learning practice, with a broader goal of increasing the retention rate in STEM fields.

**Na Xu, Yun Ye, Richardson Mark, Marilou Mayo, Bilal Hassan,** LaGuardia Community College

## **Documenting the Adventure - ePortfolio Use in Faculty-Led Study Abroad Programs**

**Room:** 405

**Track:** Connected Learning

This session explores how ePortfolio enhances students' Study Abroad experiences. Using ePortfolio examples from two faculty-led study abroad programs, we encourage and explore questions about the pedagogical benefits of ePortfolio in study abroad programs, including: how course assignments can be structured to foster student self-reflection as they encounter new cultures; what challenges and opportunities faculty encounter with ePortfolios in this context; and how campus ePortfolio and Study Abroad programs can support faculty and students from pre-departure through their return to campus.

**Daniel Auld, Crystal Jackson, Christen Madrazo,** John Jay College

## **ePortfolio and Transformational Advisement in engaging students in Personal Development**

**Room:** 409A

**Track:** Advising

LaGuardia Community College presents faculty with an opportunity to build a strong connection with students through the advisement process. Faculty can deepen students' self-understanding through advisement practices in the First Year Seminar. Using ePortfolio, students engage in systematic self-assessment as part of developmental and prescriptive advisement. Through this scaffolded approach, students familiarize themselves with their major, career choices, academic goals, transfer options, and graduation planning.

**Sada H. Jaman, Ahmed Abdelhalim,** LaGuardia Community College

## **Teacher Candidates' Perspectives on the Impact of their ePortfolio Experience**

**Room:** 409B

**Track:** Rebundling

When teacher candidates are asked about channels and practices that support reflection on teaching and learning, integrate learning across teacher education, and build their confidence as teachers, do they name ePortfolios? This was the question we posed to teacher candidates in our teacher education programs (TESOL and Literacy), where we have been using ePortfolios for over four years. The question and student answers helped us to re-frame what it means to integrate and successfully implement ePortfolios into our programs.

**Christine Rosalia, Yang Hu,** Hunter College

## **Lunch 11:50—12:50**

## **Concurrent Sessions 1:00—2:00**

### **Digital Storytelling in a Science Classroom: Recursive Examination of the Self**

**Room:** 401

**Track:** Connected Learning

Using the ePortfolio to showcase students' digital stories and deploy the power of storytelling is a well studied practice. However, the use of these narratives within a science classroom, where traditional lectures are packed with course-content and hard theory, is less frequently attempted. In this presentation, I will demonstrate through interactive discussion a venture into digital storytelling within a freshmen seminar classroom for Biology majors. The interactive piece will involve participants discovering the power of story-telling by creating their own narratives.

**Preethi Radhakrishnan,** LaGuardia Community College

### **Using an ePortfolio to Enhance and Assess Study Abroad Learning Outcomes**

**Room:** 510

**Track:** Assessment

Learn about current dissertation research that examines the potential of using an ePortfolio to enhance and assess student learning in study abroad programs. Through an experimental design, the study isolates the impacts of using an ePortfolio. It also compares students' reflective prompts, rated using an AAC&U rubric, with students' scores on a pre- and post- survey to explore the efficacy of using an ePortfolio for assessment purposes. Join this session to hear more about the research and discuss the implications of the preliminary findings.

**Kristyn Muller,** University at Albany

## **Finding Our Way: Lessons From Rolling Out a New Portfolio Curriculum**

**Room:** 403 (*Half session A*)

**Track:** Connected Learning

After 40+ years, Manhattanville faculty suspended its mandatory Portfolio System and began designing a new program to fill the void. The result is ATLAS. An a la carte program, ATLAS allows students to opt in or out each semester. Designed to meet the needs of students at particular phases of their college careers, each ATLAS course differs but all use ePortfolio and reflective pedagogy.

**Christine Dehne, Kyoko Mona, Christina Sappington,** Manhattanville College

## **Germinating Seeds to Encourage Deep Roots: the ATLAS Program @ Mville**

**Room:** 403 (*Half Session B*)

**Track:** Connected Learning

Manhattanville College launched the ATLAS program in 2015. ATLAS is an a la carte selection of optional, credit-bearing classes scaffolded to the needs of students at various points of their academic careers. Now ATLAS courses for students to take during Study Abroad, Service Learning, Internship, and Independent Study experiences have been created, facilitated by interest in using the ePortfolio platform as a tool for assessment. Simultaneously, the Academic Advising staff adopted our ePortfolio system for freshmen advising. The ATLAS program is strengthening as it branches across campus.

**Christine Dehne,** Manhattanville College

## **ePortfolios and Agency in First-Year Writing: Empowering Students to Make the Case for Learning**

**Room:** 404

**Track:** Assessment

This interactive panel contextualizes ways that embedding ePortfolios and an outcomes-based learning evaluation in first-year writing combine to reveal hidden or inaccessible dimensions of learning. In revealing these hidden dimensions, ePortfolios can provide a window into learning awareness and open robust learning conversations. The panel will include an activity that shows how student articulations of learning reveal what is often hidden in instructor-centric evaluation. Using samples and rubrics, participants will consider how students become independent inquirers into their own learning.

**Michael Cripps, Jesse Miller, Eric Drown,** University of New England

## **Implementing a professional development ePortfolio program: Five perspectives from Columbia University**

**Room:** 405

**Track:** Professional Development

ePortfolios are a key part of several professional programs at Columbia University. Each program has a different set of goals and priorities. This session will bring together a group of panelists who are implementing ePortfolios, with the common thread of helping students think beyond their curriculum to distinguish themselves from their peers. Guided by the CTL Learning Designer, panelists will offer their unique perspectives on the challenges, priorities, and successes of implementing an ePortfolio program.

**Ashley Kingon, Laurel Daniels Abbruzzese, Hetty Cunningham, Susan Doyle-Lindrud, Mark Phillipson,** Columbia University

## **Bring Reflection With You**

**Room:** 409B (*Half Session A*)

**Track:** Connected Learning

Is there a pedagogy to promote engagement, curiosity, application of knowledge and continued learning? Faculty and managers search for methods to promote learning and quality outcomes. In this presentation, prompts, rubrics, student and graduate stories will be shared by a faculty member and a practicing graduate who continues to use reflection. The audience will explore key elements of the curriculum that promote student agency; review reflections using rubrics; predict resulting outcomes; and then hear the rest of the story.

**Lillian Rafeldt,** Three Rivers Community College  
**Lee McAllen,** Westerly Community Hospital

## **Developing ePortfolio Pedagogy in an Urban Secondary Science Education Program: 3 Modes of Development and Illustration**

**Room:** 409B (*Half Session B*)

**Track:** Connected Learning

The presentation showcases an ePortfolio capstone pedagogical strategy that uses three modes of interaction to support reflective development and and deepen teacher identity for in-service and pre-service urban science educators completing a Master's in Secondary Science Education. The presentation will highlight participants' creation of their capstone ePortfolio project in TaskStream; on-line synchronous presentation of the ePortfolio via Adobe Connect (midterm project); and a videotaped oral presentation of the final capstone ePortfolio.

**Wesley Pitts,** Lehman College

## **Design for Deep Learning with Global Guttman: Student Reflections on Reflections**

**Room: 410**

**Track:** Rebundling

Global learning pedagogies can expand a student's self-awareness and global perspective. ePortfolio serve as a platform within which deep reflection and growth can be stored, examined and shared. This session will explain the pedagogical and e-learning approaches used to develop Guttman Community College's new global learning program, Global Guttman. As we examine the reflection, assessment and evaluation strategies, some of our Global Guttman student alumni will be present to reflect on their past global travel reflections posted on ePortfolio and offer new insights.

**Katie B Wilson, Ramon Mendes, Axel Owen, Destiny Melendez,** Guttman Community College

## **Promoting Student Success at LaGuardia Through Peer Mentoring Support**

**Room: 409A**

**Track:** Advising

At LaGuardia, two peer mentoring programs are committed to student success –the Peer Advisor Academy and the Student Success Mentor programs. While playing different roles, both Student Success Mentors and Peer Advisors help LaGuardia students transition to a college environment, learn about key college resources, engage with the advisement process, and take pursue their academic journeys. Working together, both programs support students by focusing on LaGuardia's ePortfolio Graduation Plan. Come and learn about these programs' work and how students benefit from peer mentoring.

**Pablo Avila, Crystal Rivas,** LaGuardia Community College

## **Concurrent Sessions 2:15-3:15**

### **Digital Trailblazers: Developing Peer Leaders To Support Campus-Wide ePortfolio Use**

**Room: 405**

**Track:** Assessment

To support peer leaders' creation of showcase ePortfolios, we actively engaged 47 peers in a reflective and integrative learning process to articulate their goals and plans. Our training prepares these leaders to support fellow students' ePortfolio use. In this interactive session, co- led with some of our peers, attendees will participate in the process used with students, receive more detail on our program and its results, and explore ways to adapt and implement this approach on their campuses.

**Daniel Auld, Jessica Stevens, Girard Tecson, Brenda Almaraz, Stephanie Calderon, Andrene Wright,** John Jay College

## **From Rebel Femmes to Feminist Thirst : Lessons from Students' ePortfolio Design in Gender/Sexuality Studies Courses**

**Room: 509**

**Track:** Rebundling

Social categories such as race, gender, class, sexuality, and ability are shaped by and influence technology. The use of ePortfolios in our gender/sexuality studies courses thus emphasizes writing through new media where we critically engage with digital media objects as well as produce them. The session will offer a short overview of our courses followed by an interactive activity where we look at our students' ePortfolios via a protocol aimed at uncovering students' cultural capital within social justice, technical-aesthetic design, and anti-sexist/anti-misogynist techno-logics.

**Carmen Kynard, Crystal Jackson,** John Jay College

## **Advising Squared: ePortfolios as Multiple Touch Points for Students**

**Room: 403**

**Track:** Advising

This session explores the innovative use of ePortfolios for reflective engagement in student-owned academic planning. The functions of ePortfolio in advising pedagogy and assessment as well as cross-campus communication and collaboration are discussed, along with the importance of these in student persistence. Presenters include a first-year student along with his faculty major advisor and general academic advisor. Participants will be invited to explore potential uses of ePortfolio for advising at their respective institutions and how our program can be adapted for various advising models.

**Holly Avella, Jim Frank, Noah Stockslader,** Manhattanville College

## **Applying High Impact ePortfolio Innovations in a STEM Program for Students with Cognitive Disabilities at the Mid-Spectrum**

**Room: 404**

**Track:** Connected Learning

The presenters demonstrate high impact innovations in an ePortfolio system for STEM students with cognitive disabilities. The presenters found that such systems, if included with artificial intelligence, assistive communication technologies and social networking tools, enable increases in academic identity, STEM discipline learning, and student sociality. The session will benefit administrators and faculty considering ePortfolio systems that can enhance learning experiences for not only students with disabilities but for all students of a university.

**James Lawler, Pancho Diaz, Melanie Greene,** Pace University

## Digital Badging: Student-Curated Evidence of Learning

**Room: 401**

**Track:** ReBundling

Join the LaGuardia Community College Badging leadership team in finding ways to help our students curate their own evidence of learning. In this interactive presentation we will share the planning, implementation, and preliminary findings of the Spring 2016 LaGuardia Community College Digital Badging Pilot. Together we will explore how these digital badges or micro-credentials housed in the ePortfolio can help our students connect their out-of-class learning to their academic and professional growth. Participants will walk away with a sense of what it takes to start their own badging project.

**Niesha Ziehmke, Jade Davis, Jessica Perez,** LaGuardia Community College

## 'I Hear You': Supporting Multiple Collaborations with an ePortfolio Culture

**Room: 409A**

**Track:** Assessment

In order to be successful in a learning environment, it is critical that students, staff and faculty feel that their voices are heard. This panel aims to demonstrate how multiple voices can be supported through the creation of an ePortfolio culture across all aspects of an institution. Using case studies and a real-time collaborative activity, the panel invites participants to make their voices heard, demonstrating how powerful peer-to-peer collaboration can be.

**Kristina Baines, Claire King, Anaisa Hernandez,** Guttman Community College

## Student Voices on ePortfolios : 'I am not simply regurgitating information, I am learning about myself'

**Room: 409B**

**Track:** Assessment

This paper reports on a doctoral research project which examines the nature of the learning experience of using a Mahara ePortfolio and whether it enhances the development of criticality among flexible learners. It aims to interrogate the process of the development of criticality rather than the product. The project adopts a case study approach, following 24 flexible learners over the course of one academic year in a Dublin based third level institution. The research question for the study is: How can ePortfolios enhance the nature of the learning experience and the development of criticality?

**Orna Farrell,** Dublin City University

## ePortfolios at NYU: Reflecting, Showcasing, Sharing, and Professionalizing with WordPress

**Room: 410**

**Track:** Connected Learning

Four NYU schools—the Gallatin School of Individualized Study, Liberal Studies, the Steinhardt School of Culture, Education, and Human Development, and the Robert F. Wagner Graduate School of Public Service—have launched ePortfolio projects using the University's WordPress service. In this panel, representatives from each school will describe their ePortfolio initiatives and how these programs help their schools respond to the learning needs of the 21st-Century student, as well as to the evolving digital landscape that now characterizes higher education

**Jenny Kijowski, Bob Squillace, Kelsey Butten-dorf, Debra Cabrera,** New York University

## Concurrent Sessions 3:30-4:30

### Q&A Re: Call for Papers — Catalyst in Action: Case Studies in High Impact ePortfolio Practice

**Room: 401**

Building on the success of their recent study, *High Impact ePortfolio Practice*, Bret Eynon and Laura M. Gambino have issued a Call for Papers for a new book. An edited volume, to be published with Stylus Books in 2018, *Catalyst for Action: Case Studies in High Impact ePortfolio Practice* will test the use of the Catalyst for Learning Framework as a paradigm for ePortfolio research and practice. This session will provide an opportunity to ask questions and learn more about this scholarly publishing opportunity.

**Bret Eynon,** LaGuardia Community College, **Laura M. Gambino,** Guttman Community College

### ePortfolio as Book-Ends in a Transformative General Education Program

**Room: 409A**

**Track:** Connected Learning

Mercy College is in downstate NY and has 2 competency-based Gen Ed courses that all students must take. These courses have been implementing ePortfolio to provide a platform for: the archiving of student work; the demonstration of applied skills; and the narration and metacognition of personal and academic growth. Mercy is also using ePortfolios to aid in the areas of assessment, curricular redesign and cohesion. A panel of Mercy's professors, students, and an instructional designer will lead an interactive discussion exploring the benefits and ongoing challenges of adopting ePortfolio.

**Virginia Coleman-Prisco, Emily Seibert, Alicia Trotman, Matt Lewis,** Mercy College

## **Fostering personal and (co)branding competencies through reflective practice in ePortfolio pedagogy: A case study**

**Room: 403**

**Track:** Connected Learning

We will share our curriculum in an interactive session that showcases a student driven planning process for converting learning ePortfolios into showcase ePortfolios. We are employing personal branding and (co) branding processes, as well as documenting student affiliations, to create succinct and individualized digital fingerprints with ePortfolios. We will provide an opportunity for attendees to participate in an abbreviated version of the actual process we use with our students, and make clear connections between those practices and scaffolding reflective practice when creating ePortfolios.

**Melissa Shaquid Pirie, Candyce Reynolds**, Portland State University

## **Building Professionalism With ePortfolio**

**Room: 405**

**Track:** Assessment

This presentation demonstrates how ePortfolio is used as an integrative pedagogy to foster student's professional identity and how faculty can better understand and integrate student's life experiences and their learning and growth through their academic career. The students begin this process of professional identity development from the first year seminar to the clinical phase of studies, and evolves as student clinician in the physical therapy field. Participants will engage in a Q & A discussion on how to implement similar ePortfolio pedagogy to assess student accomplishments.

**May Tom**, LaGuardia Community College

## **Planning for Successful ePortfolio Implementation in Online Programs**

**Room: 409B**

**Track:** Rebundling

This presentation explores the role of ePortfolio within the digital ecosystem of online programs, including ePortfolio for learning, for community building, and for authentic outcomes assessment. Presenters will share tips for successful implementation and scaling up from the perspectives of program administration, teaching faculty, and user support.

**Jennifer Sparrow, Jennifer Holland**, CUNY School of Professional Studies

**Judit Torok**, Berkeley College

## **Fostering Collaboration Between the First Year and Capstone Seminars to Build Student Success**

**Room: 410**

**Track:** Connected Learning

As fewer women major in STEM, we teamed to exploit the power of ePortfolio in order to build an effective, innovative pedagogy to enhance a holistic, learning environment for students in an interdisciplinary context. Our collaborative team represents three departments: Education and Language Acquisition through a Liberal Arts capstone course, Mathematics, Engineering & Computer Science, and Natural Sciences through multiple sessions of the Liberal Arts First Year Seminar. Our collaboration aims to raise awareness about the critical civic issue of the lack of women in the Sciences.

**Habiba Boumlik, Reem Jaafar, Ian Alberts**, LaGuardia Community College

## **Unintentional Assessment: How ePortfolio Reviews Drive Change**

**Room: 404**

**Track:** Assessment

In the world of design, a portfolio is the currency required to gain professional opportunities. The Media Design Programs at Hostos Community College established annual portfolio reviews with industry critics in 2010 for design, animation, and music majors. Although designed to provide students with a professional experience, it became clear that critic feedback was an integral form of measure for program learning outcomes. This assessment is now pivotal in program development, establishing future goals, and driving real change in the program and in the lives of Hostos Media Design Majors.

**Catherine Lewis**, Hostos Community College

## **Scholarly Resources & Opportunities**

*The ePortfolio field is not only growing in size, but also in sophistication. ePortfolio scholarship is growing rapidly, both emerging from and informing everyday campus practice.*

Darren Cambridge, *ePortfolios for Lifelong Learning and Assessment* (Chichester, United Kingdom: John Wiley and Sons Ltd., 2010).

*Catalyst for Learning: ePortfolio Resources and Research*, Web resource developed by the Connect to Learning project. <http://c2l.mcnrc.org/>

Bret Eynon and Laura M Gambino, *High Impact ePortfolio Practice: A Catalyst for Student, Faculty and Institutional Learning* (Sterling, VA: Stylus Books, 2017)

Tracy Penny Light, Helen L. Chen, John C. Ittelson, *Documenting Learning with ePortfolios: A Guide for College Instructors* (Hoboken, NJ: Wiley Books, 2011)

Candyce Reynolds and Judith Patton, *Leveraging the ePortfolio for Integrative Learning: A Faculty Guide to Classroom Practices for Transforming Student Learning*, (Sterling VA: Stylus Books, 2014)

Edward Watson, ed. *The International Journal of ePortfolio* (University of Georgia) <http://www.theijep.com/index.html>

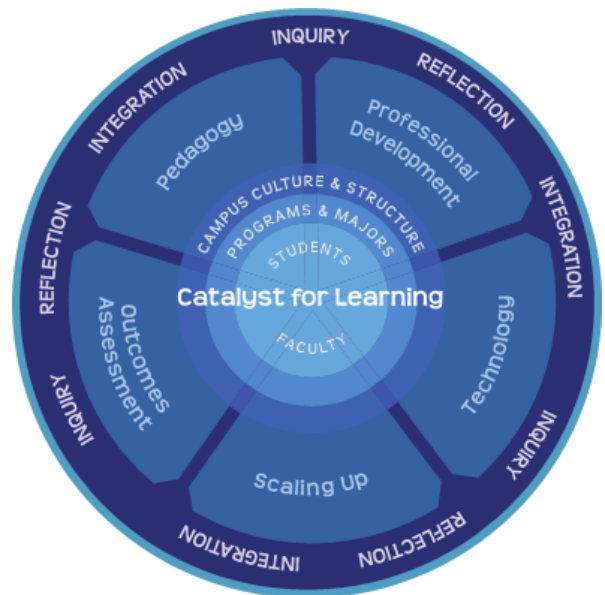
*AAEEBL Field Guide to ePortfolio*, Web resource collaboratively developed by AAC&U, EPAC IJEP and AAEEBL. <https://www.aacu.org/ePortfolios/fieldguide>

## **New Opportunity for Scholarly Publication—Call for Articles**

In *High-Impact ePortfolio Practice* Eynon and Gambino introduced the Catalyst Framework as a way of defining ePortfolio practice “done well.” Based on analysis of 24 campus projects, the Catalyst Framework highlights five sectors of ePortfolio practice – Pedagogy, Assessment, Professional Development, Technology and Scaling Up. For each, it outlines what it takes to launch, build and sustain a “high-impact” ePortfolio practice that improves student success, deepens student learning, and catalyzes learning-centered institutional change.

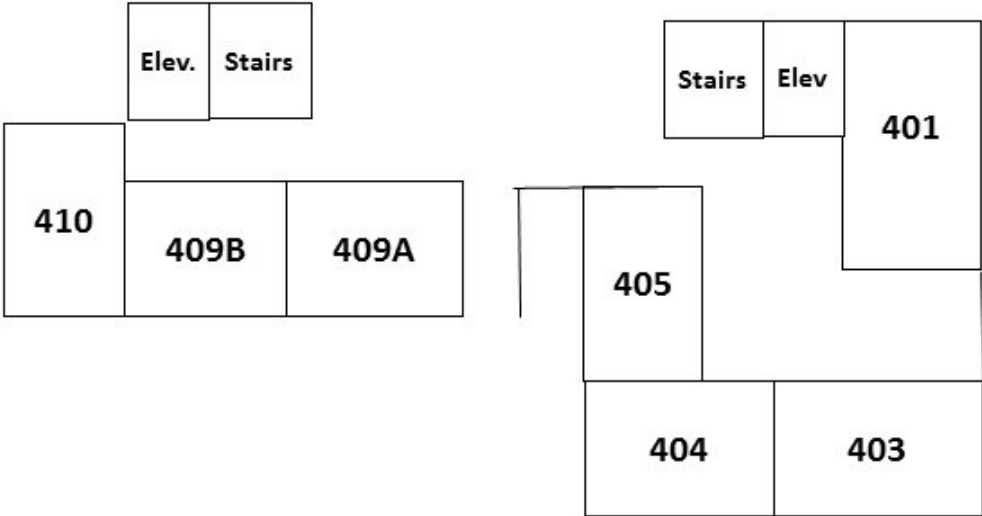
Eynon and Gambino now invite articles for *Catalyst in Action*, an edited volume of case studies of ePortfolio practice aligned with the ePortfolio strategies and High-Impact behaviors of the Catalyst Framework. Scholars and practitioners are invited to document and analyze ways that their work confirms, challenges, or extends the argument laid out in *High-Impact ePortfolio Practice*, centered on the Catalyst Framework. Articles can focus on practice in a single sector of the Framework (e.g., “Pedagogy” or “Professional Development”) or explore linked practice across multiple Framework sectors.

Case Studies will range from 3,000 to 4,000 words. Manuscripts are due by June 15, 2017. *Catalyst for Action* will be published by Stylus Books in summer 2018. For more information, see [http://c2l.mcnrc.org/wp-content/uploads/sites/8/2017/02/Call-for-Manuscripts\\_Catalyst-In-Action.pdf](http://c2l.mcnrc.org/wp-content/uploads/sites/8/2017/02/Call-for-Manuscripts_Catalyst-In-Action.pdf)



**Building Map**

**Fourth Floor**



**Fifth Floor**

