

ePortfolios in Public Health

ePortfolio Defined

It is a set of practices that make learning visible & engage that visibility to facilitate connection and deepen integrative learning” -Bret Eynon, AAC&U June 7, 2016.

It allows students to make connections between their coursework and the program goals (Goldsmith, 2007). It is digital, contains evidence of the authors experience and accomplishments and it contains reflection (C. Reynolds, 2014)

One of the first questions to address is the type of portfolio are we expecting students to do? According to M. E. Wassef (2012) there are three types of portfolios:

Developmental: Monitors progress over time

Assessment: Demonstrates student meeting of program competencies

Showcase: Demonstrates students exemplary work

-- Linda – Hybrid with strong assessment component

-- Lisa – Hybrid

-- Jan - I agree with Hybrid, with strong Assessment and Showcase elements. I would like to see the portfolios demonstrate that students have met program competencies through their represented products. I would see them also utilized to showcase their range of skills and strengths in public health to prospective employers. As such, I am not envisioning a strong visible developmental component that might hinder them in successfully finding employment in their desired career.

Assessment

- Given that the UVM PH program ePortfolio will be a strong assessment component, what will it assess? The students, the program and/or the institution? How is it measured? How will it be assessed? How will results be evaluated and compared to see how students are meeting outcomes? The suggested requirements to show how students meet competencies include both a reflective statement AND evidence of competency. What assessment rubric will be used?
- Rubric examples: Western Association of Schools and Colleges and provides a rubric for using portfolios to assess program outcomes (WASC, 2007).
- Is there a peer review component?
- UNCG also has a rubric – see last page of document - (K. Rulison, 2015)

Further questions to consider

- Will the ePortfolio be a graduation requirement?
- Will students receive a grade/credit for its development? If so, as part of what course? Since elements of portfolio may have been already graded as part of a course related assignment, how do we handle grading of entire portfolio. UNC gives pass/fail at end of program (K. Rulison, 2015).
- What is the goal for the eportfolio? (how do we want to use them, the practices and the processes?)
- From the student perspective, who is the audience they are writing for?
- Underlying goal – how will we know if our students have achieved the learning goals for the eportfolio? What if they don't meet the goal/competency?
- What goes into the portfolio? Are there required elements? Student choice? A template? How much free choice do students have in developing content for eportfolio? Will they be required to showcase certain assignments or can they choose? Can they include elements that go beyond the eportfolio assignment such things are work from other classes, links to favorite websites, etc..
- Will we provide them a template or give them free reign as part of their learning?
- How will students and faculty be supported in this eportfolio creation?
- Portfolio pieces come from core courses. Early courses. Could be introduced as part of orientation program. Just as an introduction.
- Is it a **Professional tool vs learning tool**: Differentiate between OUTWARD FACING curated collection of work VS the LEARNING PORTFOLIO (protected behind a firewall). Burke (2016). Jan wants it to be a professional tool.
- Faculty or outside 'judges' to assess program outcomes. Need to individually review student eportfolio (see rubric from western states). See M. L. A. Stassen (2001)
- Portfolios submitted to instructor or committee for review Goldsmith (2007) to answer the question of how well the student has demonstrated mastery of required competencies. Same portfolios are saved and reviewed to answer the question re: how the program is doing at providing the opportunities for meet specific competencies.
- Constructing portfolio assignments. Faculty training – technical and pedagogical components Goldsmith (2007).
- Eportfolios emphasize self-assessment, reflection and metacognitive skills. If faculty haven't taught these skills before, how do we approach this? What are the types of questions and assignments that help students gain these skills?
- If focus is assessment – how do we connect it to learning objectives, rubrics, anonymous scoring.
- Privacy- who can see eportfolio?
- What is going to drive this? CEPH? EE? PH392?
- Does access to students eportfolios conform to FERPA?
- Consider how it will integrate with LMS and SIS? Or does it need to?
- Pilot it (timeline for wassaf, riza, etal = 9 months – from first meeting to student educational session, they piloted it with 10 students)
- Do we need to identify a faculty leader on this?

- Depending on competency map, integrate 1-2 items for eportfolio. Perhaps each course has 1 eportfolio component. Who is expert here? Can we expect faculty to be ePortfolio experts?

Integrating ePortfolio to Learning

- Begin with the Making connections document (this may help student focus their portfolio). Perhaps a personal mission statement. See Burke course – Making Connections
- Collecting samples of past work? How do to this? Which are essential? How to choose work and writing samples? How does targeted audience make a difference in which samples are selected?
 - What artifacts will students choose based on this research/reflection into work samples best practice? What piece of work best exemplifies my skills? How does it reveal my skills? Revising writing samples prior to posting online. Examples may include: a description of why you chose this artifact, a description of what changes you have made, a description of what feedback you want from your classmates in a peer review process.
 - How does this integrate into the current PH curriculum?
 - How does course redesign take place in order to integrate this into the curriculum? Which courses/faculty do we work with?
 - Can we expect faculty (who are not SME's in this area) to educate students on purpose/background of ePortfolio?

Example of ePortfolio course: Components to Consider (below is how Margaret Burke organized her ePortfolio course)

Module A: Articulating Personal Mission Statement

Module B: Developing a professional web-portfolio

Module C: Critical reflection & experience mapping ****

Critical reflection is an integral part of building your portfolio. You have already been reflecting on what you aim to do in the world. As we move forward, you'll be reflecting more on what you have already accomplished! You'll also be reflecting on how these different aspects of your experience fit together. ("Integrative learning" as Helen Chen described it in the video.) (Burke, 2017)

Module D: Collect & refine past work

Module E: Translating experience to resume & cover letter

Module F: Integration & Application

Module G: Peer review

Module F: Final revisions

Technology Tools

- San Francisco State University – MyeFolio – \$4 to \$9.95 per account per year, based upon the number of accounts.
- Boston University – digication – “For smaller pilots or partial campus subscriptions, the annual fee is based on the number of student accounts. The price typically ranges from \$5 to \$14 per account per year depending on the number of accounts purchased. Unlimited faculty, staff, administrator or alumni accounts are provided at no additional cost.”
<https://www.digication.com/buy.html>
- UVM RENSr – Wordpress (UVM has licence) or Wix (\$5-14/month)
- UNCG – Google Sites (free) or Weebly (free - \$25/month)
- Question about Handshake- UVM career center??
- LinkedIn (free)
- Tk20 – CESS is using (used to be taskstream) – UVM charges students through uvm financial aid. \$110 for 7 years. <https://www.uvm.edu/cess/tk20>
- Taskteam - Umass Boston charges a fee for students to use Taskstream for 4 years – “Newly matriculated students will be charged a one-time fee of \$132 for a 4 years subscription to TaskStream.” From UMB website -
https://www.umb.edu/academics/cehd/student_information/taskstream/taskstream_faqs#fee

Eportfolio as 3d record of student learning:

<https://campustechnology.com/articles/2017/11/15/building-a-three-dimensional-record-of-student-learning.aspx>

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