Making *Integrative* ePortfolios Work:

Exploring Seven Practices Supporting Student Development and Achievement/kyancey@fsu.edu

∞   Mapping Sites of Integrative Learning
     ~where students see connections

∞   Creating an Inventory of Portfolio Artifacts

     ~an annotated list of what's possible

∞   Selecting Artifacts for an ePortfolio

     ~advice from University of Virginia; practice from VMI

∞   Curating ePortfolio Artifacts

     ~an exercise designed by the Inter/National Coalition for Electronic Research; potential arrangements

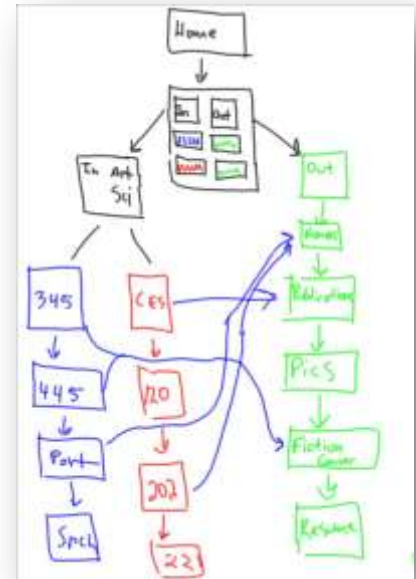∞   Identifying Visual Elements Articulating the Integration

     ~color, font, visuals, multimedia, metaphors, aesthetics; visuals documenting learning

∞   What Reflective Practices can Contextualize, Narrate, and Inform ePortfolios and Their Audiences?

     ~composing a life; prior knowledge/practice; synthesizing

∞   Peer Review

     ~the foci of peer review

Some Resources

*Bransford, John D., James W. Pellegrino, and M. Suzanne Donovan, Eds. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition.* Washington, DC: National Academies Press, 2000.

*Cambridge, Barbara, Susan Kahn, Daniel Thompkins, and Kathleen Blake Yancey, eds. *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning.* Washington, DC: American Association of Higher Education, 2001.

*Cambridge, Darren, Barbara Cambridge, and Kathleen Blake Yancey, eds. *Electronic Portfolio 2.0. Washington, DC, 2009: Stylus.*

Catalyst for Learning ePortfolio Research and Resources Site <http://c2l.mcnrc.org/>.

*Inter/National Coalition for Electronic Portfolio Research <ncepr.org>

*International Journal of ePortfolio <http://www.theijep.com/index.html>.

*Knadler, S. "E-Racing Difference in E-Space: Black Female Subjectivity and the Web-Based Portfolio." *Computers and Composition* 18.3 2001): 235-55.

*Love, Douglas, Gerry McKean, and Paul Gathercoal. "Portfolios to Webfolios and Beyond: Levels of Maturation. *Educause Quarterly* 2 (2004):24-37. 27 Dec. 2005. <http://www.educause.edu/ir/library/pdf/EQM0423.pdf>.

*Rodgers, Carol. "Defining Reflection: Another Look at John Dewey and Reflective Thinking." *Teaches College Record.* 104.4 (2002): 842-866.

*Schon, Donald. *Educating the Reflective Practitioner.* San Francisco: Jossey-Bass, 1987.

*Yancey, Kathleen. *Reflection in the Writing Classroom.* Logan, UT: Utah University State Press, 1998.

*_____. "Reflection and Electronic Portfolios: Inventing the Self and Reinventing the University." In *Electronic Portfolios 2.0*: 5-16.

*_____, Ed. *A Rhetoric of Reflection.* Logan, UT: Utah State UP, 2016.

Developmental Perspectives on Reflective Learning

Frameworks/Themes	Beginning	Intermediate	Advanced
Self Assessment Framework • Observing performance • Using evidence, feedback • Finding/ analyzing patterns • Making judgments	Vague, global judgments, asserted w/o evidence Simply repeats description, judgment of assessors Sees performance as same as assignment (e.g., did what was told) Sees feedback as affirmation and evidence Offers procedural stories, describing action w/o perspective on ability Doesn't move from observation to inference	Relates judgments/conclusions to evidence (inference) Deepens understanding of ability Uses feedback to expand understanding of ability Connections and links are realized in plans Recognizes cause and effect relationships Uses designated discipline frameworks	Makes connections, applications, and uses to move forward Observes intentional changes as a basis for higher learning Uses multiple frameworks from disciplines and beyond Probes own work and meaning of ability Uses ability as a framework for learning and assisting others
How People Learn • Concepts and Misconceptions • Knowledge Construction • Metacognition	Sees feedback as external and not subject to control and analysis Sees knowledge construction as only what is received through assignment/assessment Meaning of ability is limited to the terms given in the assignment/assessment Employs personal theories, more or less consciously	Sees feedback as a means for understanding links between her performance and target abilities Uses diverse tools and notes own changes in own patterns of performance Begins to have an understanding of the tools being employed and the metacognitive nature of one's decisions and planning Uses explicit theory applications	Incorporates feedback and past performance in constructing further performance and learning plans Uses growing command of knowledge structure (e.g., expertise, discipline, theory, abilities) as a foundation for further learning Understands own performance as a learner and transfers learning strategies to multiple contexts
Learning That Lasts • Developing identity as a learner and performer • Constructing ability frameworks across performances • Linking ability to development	Observes personal behavior with concrete relationships to broad criteria Utilizes criteria and generalized notions of effectiveness/success as the basis for reflection Global self evaluations minimize attention to connections between performance and the power of reflecting on performance	Self-identifies as a learner, constructing meaning in experience Employs a concern for a future self and performance Includes personal values and identity in own narrative Recognizes multiplicity Questions personal assumptions Uses abilities as a framework for criteria through which to interpret situations Clear conception of challenges, with positive attitude or confidence in ability Develops self assessment as a basis for personal improvement	Elaborates own identity as professional and individual, including self as learner Employs an internalized construction of effectiveness Uses multiplicity as a basis for developing identity Moves between questioning personal assumptions and construction/articulation of commitments Situates personal narrative in relation to a wider narrative history (e.g., becoming a professional) Develops personal identity in relation to mature commitments Uses self assessment and reflection to transfer ability and capacity to new situations Integrates personal effectiveness as part of a developing future self