Developing a Pathway for an Institution-wide E-Portfolio Program

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AAC&U 2015 Forum on Digital Learning and E-Portfolios

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http://go.gwu.edu/eportfolios
Today’s Agenda

- Learning Outcomes: Yours and Ours
- The GW Landscape
- Our Timeline
- Committee and Pilot Approach
- Vendor Selection: Process, Criteria, and Goals
- Evaluation and Outcomes
- Lessons Learned: Successes, Challenges, and Next Steps

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About You!

Who Are You? What Do You Want to Learn Today?
What We Hope You Will Learn

- Identify **questions and answers** to evaluating diverse e-portfolio needs and solutions
- Identify **steps and components to developing an institution-wide approach** to implementing e-portfolios
- Use the knowledge gained from the session to **inform e-portfolio efforts** at your institutions
- Reflect on **how one institution approached evaluating and implementing e-portfolios**, starting with a pilot
The GW Landscape

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Our Pilot Timeline

BEFORE
Fall 2011
Dissatisfaction with LMS e-portfolio; some program-specific pilots of other platforms

Spring 2012
- Initial discussion of LMS e-portfolio challenges
- AAEEBL & AAC&U attendance

Fall 2011
Teaching and Learning Center and Student Affairs discuss e-portfolio interests

Fall 2012
Attempt at improving LMS e-portfolio templates

Spring/Summer 2013
- Initial e-portfolio group forms to identify desired features
- Initial platform consideration
- AAEEBL and AAC&U attendance

Spring/Summer 2014
- Pilot group forms
- Vendor selection and contract
- Provost grant funding
- On campus training

Spring 2015: Pilot Implementation Continues and Evaluation
- Post-survey for faculty/staff
- Post-survey for students
- Focus groups
- AAC&U presentation
- E-portfolio showcase
- Bi-weekly pilot committee meetings continue

Fall 2013
- Review of top platforms
- Student and faculty testing

Fall 2014: Pilot Implementation Begins
- Pre-survey for faculty/staff
- Pre-survey for students
- Bi-weekly pilot committee meetings
- IJeP manuscript

Spring 2015: Pilot Implementation Continues and Evaluation
- Post-survey for faculty/staff
- Post-survey for students
- Focus groups
- AAC&U presentation
- E-portfolio showcase
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Ad Hoc Committee

Affiliations

Diversity of Participants

Levels of Experience

Committee

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Diversity of Uses

Course  Capstone  Curriculum  Co/Extra-curricular
Examples of the Diversity of Project Outcomes (not mutually exclusive!)

Reflection & Learning
- Physical Therapy
- English
- Human Services & Social Justice

Assessment
- Public Health
- Graduate Nursing
- Physical Therapy
- Prof. Studies

Career Development
- Prof. Studies
- Resident Advisors
- International Affairs

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Vendor Selection Process

1. Develop pilot-wide goals
2. Develop requirements list
3. Product demos
4. Three “finalists” selected
5. Student usability testing
6. Faculty outreach
7. On-campus meetings with vendors
8. Committee selects vendor
10. Recommendation to Provost

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Vendor Selection Process

• Committee developed **pilot-wide goals**
  • From there – a well-aligned requirements list

• **Requirements list** used to evaluate a number of ePortfolio products during product demos

• Three “finalists” were selected for **deeper review**

• Student **usability testing and focus groups** conducted
Vendor Selection Process (cont.)

- Faculty outreach and product demos
- Face-to-face meetings with vendors to address deeper technical and pedagogical concerns
- Committee selects a single e-portfolio product for pilot
- **Pilot period AY 2014-12015 (program dependent)**
  - Where we are at now
- Recommendation to Provost (pending funding)
Pilot-Wide Goals

1. Support **student reflection** throughout their degree programs and other learning experiences to help students make sense of their learning

2. Help students **link academic work with their experiences outside the classroom**

3. Track **student learning** across course sequences, in face-to-face and online programs
Pilot-Wide Goals (cont.)

4. Demonstrate and capture program outcomes and competencies to support accreditation

5. Enhance career planning, advising, and development

6. Provide students with a platform to publish work creatively for potential employers and other audiences
Pilot-Wide Goals (cont.)

7. Provide faculty with a **platform to curate materials for teaching dossiers**

8. Foster the **alumni connection with GW** beyond graduation as well as the **development of lifelong learners**
Criteria for Vendor Selection

The committee developed a 65-point checklist that was used in the initial review of e-portfolio products

- Design and development features and ease of use
- Managing, curating, and retaining access
- Privacy settings, sharing, and portfolio views
- Writing-focused features
- Instructor features: assessment and collaboration
- Systems integration
Criteria for Vendor Selection (cont.)

- Accessibility of portfolio system and artifacts
- Accreditation
- End product/public facing e-portfolio

We will make this criteria document available electronically for conference attendees
E-Portfolio Support

Who will support all of these diverse needs and uses of e-portfolios?

• Academic support (faculty and student)
• Student services support
• User adoption and implementation
• Funding?
Pilot Funding

• Began with a small seed grant

• Committee applied for and awarded funding through the Provost’s “Academic Challenge Grant” program
  • Support for interdisciplinary/intra-institutional activities that support GW’s teaching, learning and research goals (development of leadership, global citizens and reflective practice)

• Challenge grant provides for the additional e-portfolio seats, support for technical/academic implementation, and committee activities
Usability Testing

- 25 students in a lab setting
- Three products tested (two per participant)
- Set of identical user tasks and project files provided
- Students self-reported success with each product
- Focus groups conducted afterwards to ask about students’ impressions, satisfaction and interest

Main take away: Students found all three products very usable
Platform Chosen for Pilot

- A single e-portfolio platform was chosen for the 2014-2015 AY pilot
- Product selected that most closely met academic and administrative needs
- Why a single platform?
Pilot is Currently Underway

- School of Nursing (Master of Science in Nursing Program)
- Milken Institute School of Public Health (Master of Public Health Program)
- College of Professional Studies (Various Master’s Degree Programs, including Landscape Design and Publishing)
- Human Services and Social Justice Program (undergraduate majors)
- Elliott School of International Affairs Undergraduate Student Career Development course (taught by the Center for Career Services)
- English Department (undergraduate majors)
- Physical Therapy Program (Doctor of Physical Therapy Program)
- Center for Student Engagement (Resident Advisors and Residence Directors)

*Pilot/Committee Supported by University Teaching and Learning Center, Division of Student Affairs Planning and Outreach, and Academic Technologies*
Pilot Evaluation

• **Pre-test/Post-test surveys**
  • Administered to faculty and students

• **Bi-weekly committee meetings**
  • Sharing experiences across programs as pilots progress

• **Student focus groups**
  • Will take place after three semesters
Outcomes: First 6 Months

1. Bi-weekly meetings

2. Goals through selection

3. Pilot testing began
   a. 8 academic and student service units across the university
   b. 551 students 141 faculty (fall 2014; 1,000 seat maximum)

4. Pre-testing in process
Outcomes (cont.)

4. Provost Early Update

5. Share early successes
   a. AAC&U Presentation
   b. IJeP Manuscript
   c. TLC Teaching Day Table
   d. ePortfolio Showcase
Outcomes (cont.)

6. Interdisciplinary Community of Learners
   - Network
   - Supports
   - Just in Time Learning
   - Shared Expertise
   - Common Goal
   - Sense of Community

http://upload.wikimedia.org/wikipedia/commons/8/81/Network_learner.jpg
Lessons Learned

- Assess pilot participants’ learning needs; provide technology and instructional design training

- Institution-wide implementation may require substantial investment in financial, infrastructure, and human capital, and robust engagement from university leadership

- To maximize student learning, change the curriculum to include reflection and integrative learning practices; engage/train faculty and others
Successes

- **Consensus** on platform
- **Diverse pilot committee membership** – schools, disciplines, level of teaching and technology experience, faculty and staff
- Learning through **collaboration**
- **Individual pilots** with customized support
- Linked pilot to **Provost’s interest in online learning and reflection**
Challenges

• **Organizational**
  • Diversity of experience and needs vs. need for consensus

• **Technical**
  • Requires combination of academic and technical expertise
Next Steps

- Provost report and recommendations
- Decision by schools without existing e-portfolio requirement
- Infrastructure
- Single vendor vs. multiple vendors
Key Takeaways

• **Ours**
  • Bottom-up, committee-driven approach
  • Comprehensive vendor evaluation and selection process
  • Pilot group diversity and evaluation
  • Successes and challenges
  • Next steps

• **Yours?**
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