

## A Holocaust Exhibit ePortfolio: Actively Engaging Students

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California State University, Fresno is currently considering implementing an ePortfolio requirement for all undergraduate students. The ePortfolio requirement would be introduced primarily to engage students in a HIP (high impact practice) but would also be used for assessment purposes. As a faculty member and a member of the CSU Fresno ePortfolio committee, I implemented an integrative learning ePortfolio assignment in order to gauge the degree to which students could be engaged in their own learning process by using ePortfolios and to pilot the use of such assignments for assessment purposes. Students in History 140 created an ePortfolio that was constructed as a museum exhibit on a specific topic related to the Holocaust. This exhibit project was an ideal way to measure the impact of ePortfolios because the Holocaust course was designed and had been taught previously by the same instructor. Therefore, since the most significant change to the assignment was the use of ePortfolios, changes in student engagement or the quality of the exhibit project would be suggestive and might be able to be linked to the use of ePortfolios.

In spring of 2013, an ePortfolio committee was created by the Dean of Undergraduate Studies at California State University, Fresno in order to consider the possibility of introducing an ePortfolio requirement for all undergraduate students. This committee included a faculty member serving on the University General Education (GE) Committee, two additional faculty members (one of whom had experience using ePortfolio) and an instructional designer. I volunteered to be on this committee because I had been considering using ePortfolios in my own courses. My primary interest was in investigating the ways in which ePortfolios had been used before and in exploring the ways in which they might be used by Fresno State students. This ePortfolio committee attended the American Association of Colleges & Universities Summer Institute in Madison, Wisconsin in June 2013. While there, the group created a proposal for implementing a campus-wide ePortfolio initiative. The summer institute provided detailed information, both a theoretical and practical, related to ePortfolios.

The Fresno State ePortfolio committee discussed how ePortfolios could be used by students to document their learning across multiple courses taken to meet GE requirements. The instructors of individual courses, as well as departments and programs, could also use assignments submitted to student ePortfolios to assess student performance. Artifacts submitted to student ePortfolios over the course of several years could be used to measure the value added or improvement in students' comprehension of the material at different points in their educational experience. First Year Experience instructors used the Digication platform to implement a community service project that involved creating an ePortfolio. During the fall 2013 semester, the university put out an official call, and faculty and administrators attended presentations and were given temporary accounts so that they could try out all five of the ePortfolio platforms that had submitted proposals

and were being considered. Ultimately, the campus awarded the contract to Pathbrite, and it became the universal campus e-portfolio platform. Prior to introducing a requirement for all students, the ePortfolio committee concluded that it would be necessary to pilot the use of Pathbrite ePortfolios in certain courses.

I offered to pilot Pathbrite in one of my upper-division history courses during the spring 2014 semester. The purpose of the pilot was to have students create an ePortfolio that demonstrated their ability to apply their knowledge in a sophisticated way, to increase their level of engagement or investment in the project, and develop their awareness of their own learning process. The primary aim was to try and measure the impact that ePortfolios had on students' engagement and performance.

### Theoretical Framework

The *instruction paradigm* is a system in which the primary emphasis at the College or University is on the faculty member conveying specific information to students. In this model, the instructor provides knowledge, often in the form of lectures, instead of teaching students to acquire knowledge themselves. Furthermore, in this kind of system little emphasis is placed on how students learn or to what extent they are able to process information; students are able to earn degrees by completing the required number of courses that cover content without ever having to demonstrate that they have successfully processed or applied that knowledge (Tagg, 2003). Ever since I entered graduate school in the 1990s, I have been aware of the persistence of the instruction paradigm even as individual professors, departments, and a few campuses have introduced significant innovations. Tagg (2003) examined this issue and reasons for the continuation of the instruction paradigm, despite results from numerous

studies demonstrating that this approach has not been sufficient to address the needs of students currently enrolled in colleges and universities. Most faculty genuinely care about their teaching and want to be effective instructors. However, they may not utilize the most effective practices or be willing to embrace innovations. Furthermore, the very structure of educational institutions centered on three-unit courses makes it difficult to introduce, sustain, and replicate successful innovation practices (Tagg, 2003). Not all innovations are equal, and innovations by individual professors or even entire departments are unlikely to transform an entire campus. Nevertheless, innovations and the implementation of best practices campus-wide do have the potential to transform educational experiences at universities (Kuh, 2008). Furthermore, it has been established that strategies and innovations that create certain conditions do have a positive impact on student performance and that these practices can make an incredible difference for the students in the classes that adopt them. Evidence from several studies evaluating the use of ePortfolios has demonstrated an increase in student achievement in sections of courses assigning ePortfolios (Eynon, Gambino, & Török, 2014).

Students perform better on academic tasks when they are actively involved in the learning process, when they are aware of and asked to evaluate their own performance, and when they are sufficiently motivated to do well (Gardiner, 2002). These conditions are most likely to be met when professors implement teaching practices and develop learning outcomes that are student centered rather than instructor centered (Allen, 2004; Driscoll & Wood, 2007). There are several strategies and specific practices that can be used to achieve this aim, but practices that compel students to apply their knowledge and to take increased responsibility for their own learning are preferable. Assignments that require students to think critically can also be used to engage students in their own learning and to improve one of the skills crucial to their success in completing their degree (Facione & Gittens, 2013). Instructors using problem-based and integrative learning approaches have successfully engaged students and required students to apply their knowledge. According to Ithaca College, “integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges” (Ithaca College, n.d., para. 1).

Approaches centered on critical thinking and integrative learning pre-date the modern technological revolution that has led to the increasing use of technology by faculty and students. I had introduced integrative learning and projects that required the application of knowledge into my courses before the

advent of the computer age. However, the integration of technology and integrative learning approaches has led to the development of specific programs that have expanded the options for professors who want to pursue such approaches. While the development of different forms of a learning management system (LMS) enabled students to access materials and submit assignments remotely and at any time, the way in which students and professors accessed and viewed these assignments was not really very different. Platforms that allow students to create digital portfolios are one example of the fusion of technology, a student centered focus, and an integrative learning approach that has enabled professors to shift more of the responsibility for learning to the students. This technology has also provided new ways for students to create and interact with assignments.

ePortfolios assignments or requirements have been implemented at numerous institutions, and there is an increasing amount of evidence documenting their effectiveness and showing that they are a High Impact Practice (Cambridge, Cambridge, & Yancey, 2009). Penny Light, Chen, and Ittelson (2012) stressed that

the ability to document learning in ePortfolios affords the broader educational community within higher education with a potentially richer set of tools and practices to address the needs of not only today’s learners but also the complex problems faced by our ever-changing society. (p. 23)

I was interested in using ePortfolios in part because “one of the main goals of ePortfolio work is to develop students who are intentional and integrative learners” (Penny Light et al., 2012, p. 25). Reflection is a key aspect of promoting self-aware and integrative learning, and many ePortfolio assignments have included reflective essays (Barrett, 2004). Furthermore, integrative learning is more important than ever for our current students, since few individuals stay in one position or pursue only one career during their lives. In order “to succeed in multiple, changing environments, students must develop the intellectual flexibility and adaptability to incorporate varied sources of information into their decision-making and understanding of the world” (Ithaca College, n.d., para. 4).

### **Methodology**

In the spring of 2014, I required students in my upper-division History 140 (The Holocaust) course to create an ePortfolio. For several reasons, this was an ideal course in which to pilot an ePortfolio requirement. It was an upper-division major course, so students had completed their GE requirements and had attained a

basic proficiency in critical thinking and information literacy. Furthermore, by the time students begin taking major courses, most of them will have used and submitted assignments to Blackboard (Fresno State's LMS), and thus it should be easier to teach them how to use Pathbrite (the ePortfolio platform). Finally, this course had been designed and taught as a project-based course by the same instructor previously, and so the only major aspect of the course that would change would be the introduction of the ePortfolio requirement. It would therefore be possible to compare the level of student engagement with the level of student engagement in previous semesters, when students had completed the Holocaust Exhibit Project but had used poster-board or constructed models. The use of reflections would also enable the instructor to evaluate students' awareness of their own learning process.

This was a pilot and not a formal research project; hence, it does not meet all of the requirements for an empirical study. However, a comparison of information obtained from direct and indirect assessment methods does suggest that students were more engaged during the semester that they used Pathbrite to create ePortfolio exhibits. For the fall 2014 semester, I intentionally kept the guidelines and requirements for the Holocaust Exhibit Project as close as possible to the offering of the same course in fall 2013. The historiography paper guidelines and grading criteria were the same, and the paper was worth 100 points each semester. The sample size was relatively small, and the number of students in the two classes was slightly different (41 students in spring 2013 and 38 students in spring 2014), so I did not do a true *t* test. I did divide the student grades into eight categories and compared the scores on the historiography exhibit paper for the spring 2013 and spring 2014 semesters. I found a very high degree of correspondence in the distribution of grades on the Exhibit Paper in the Holocaust course for the two different semesters.

As Table 1 indicates, in several areas the same number of students received a grade in the same category (within five points of one another), and in all but one category the number of students in each category for spring 2013 and spring 2014 was different by only one student. While this is not conclusive evidence, it does strongly suggest that overall the students in the course during the two different semesters had roughly comparable abilities and performed at approximately the same level on one part of the Holocaust Exhibit Project.

Prior to assigning grades during both the spring 2013 and spring 2014 semesters, I used the same four criteria to evaluate and score the actual Exhibit portion of the project. I also had the student I hired and trained to assist me with my duties as the College Assessment Coordinator review the student ePortfolios and score

them. I did not create or use a formal rubric during the spring 2013 semester; instead, I described each of the criteria and evaluated the exhibit projects according to these four criteria. During the spring 2014 semester, I created a formal rubric and gave this to students in place of the handout describing the criteria that I had used previously. The exhibits were evaluated based upon the artifacts included, the integration of the artifacts into a meaningful exhibit, the diversity of the exhibit, and the extent to which the required sources and citations in Turabian format were present. The criteria used during both semesters can be reviewed in rubric form in Appendix A. The average score on the exhibit part of the project was a 3.1 during the spring 2013 semester, and the average score was a 3.5 during the spring 2014 semester. This is a relatively small difference, but it suggests that the use of ePortfolios had a slightly positive impact on the exhibit project scores.

I also wanted to evaluate the quality of the ePortfolios in and of themselves, not just in terms of whether students had created a coherent exhibit. I used a modified version of an ePortfolio rubric and scored a random selection of ePortfolios to determine their overall quality. Since students had never created a multimedia exhibit before, it was not possible to compare the scores from previous and current ePortfolios. There were 38 students total in the Holocaust course during the spring 2014 semester, and I reviewed 20 of the ePortfolios. The student assistant also used the ePortfolio rubric to score the same 20 exhibit ePortfolios. The ePortfolios were evaluated based on three criteria (selection of artifacts, use of multimedia, and quality of reflections), and students were expected to have a rubric score of three out of four in all three areas. Out of the 20 ePortfolios reviewed, 17 met the expectation in terms of selection of artifacts and use of multimedia, but only 14 of met the expectation in all three areas. Lower scores in the third area were a result of the fact that several students did not have reflections of a sufficiently high quality. In my experience, very few history students at Fresno State had written this kind of reflection before, and it is likely that this had a negative impact on the quality of these reflections. In the future, I will provide more detailed guidelines and a more specific example for students to review before writing their own reflections.

### Assignment

The assignment consisted of three parts: (a) a historiographical paper focused on an assigned topic; (b) an exhibit created as a Pathbrite ePortfolio; and (c) a presentation in which students showed the entire class their ePortfolios. The historiographical paper exhibit was a four to six-page paper that required students to analyze four scholarly works on their

Table 1  
*Grades Received by Students on Historiography Exhibit Paper, Separated by Term*

Grade	Number of students with each grade	
	Spring 2013	Spring 2014
F (below 60)	1	1
D (below 70)	2	2
Low C (75 or below)	9	9
High C (76 or above)	7	6
Low B (85 or below)	4	5
High B (86 or above)	5	3
Low A (95 or below)	9	9
High A (96 or above)	4	3

*Note.* Scores are out of 100 points. Spring of 2014 polled 41 students. Fall of 2014 polled 38 students.

assigned topic. Students had to discuss the thesis and key points of each work, as well as comment on the extent to which the different scholarly works agreed or disagreed in regard to key aspects related to their issue or topic. After a brief one paragraph introduction providing some background on the issue, students focused on the four sources for the rest of the paper. Students also had to evaluate the sources that each of their works had used and to compare the strength and weakness of the main argument in each work. This paper was virtually identical to the one assigned in History 140 prior to the use of Pathbrite ePortfolios. The only real difference between the assignments was that students submitted the word document to Pathbrite instead of turning in a printed copy or submitting it to Blackboard.

The presentations, which took place during the second to the last week of the semester, were focused on the exhibits that students had created. However, instead of telling their classmates about the artifacts (e.g., images, documents, or objects) they had chosen and how the museum would be designed, students showed the entire class their ePortfolios. Students explained why they had chosen the artifacts they had and indicated why they had been arranged in a certain way and what if any features of the museum itself would be part of the exhibit. Despite the visual nature of the presentations, these brief descriptions of the exhibits explaining how they were designed followed the same guidelines and were very similar to the presentations in previous sections of this course that did not use ePortfolios.

The part of the assignment that changed extensively due to the use of Pathbrite was the creation of the exhibit itself. In the past, students had arranged printed photos, articles, and brief paragraphs providing background on poster board or had built a model and written a paper explaining how the artifacts and other materials would be presented to visitors. During the spring 2014 semester, students were required to use Pathbrite and to create a virtual and multimedia Holocaust Exhibit. There are screenshots of examples of

exhibit projects in Appendix B. Students were responsible for creating a well thought out and coherent museum exhibit in which all of the objects included were relevant and had a specific purpose. The exhibit as a whole did not include a traditional historical argument with a thesis, as would a research paper, but the exhibit was thematic. Furthermore, the exhibit was required to include specific artifacts and to be designed in such a way as to impress upon visitors key points about the specific issue on which the exhibit was focused. Both the syllabus and the handout with additional guidelines stated that a random collection of 12 items would not earn a passing grade, even if all 12 items were related to the student's topic in some way.

The assignment was very structured, so that students had to include certain kinds of artifacts and provide citations. Nevertheless, students were not only allowed but expected to design the museum and the presentation of the objects and to explain why certain objects were included and how the exhibit would convey an understanding of the issue to visitors. The exhibit had to include 12 separate items, and each of them had to be tagged (given a title that identified each item in an appropriate way). At least half of the items (a minimum of six) had to be excerpts from primary sources or photos of primary source objects, two of the items had to provide background information relevant to the topic, and one had to be an excerpt from a newspaper article. The last three items were chosen by the student; the only requirement was that they had to be relevant and clearly identified. In addition to creating an exhibit, students also had to design the museum or physical structure in which the exhibit would be displayed. Students were strongly encouraged to be creative and to include specific architectural or other special features in the design of their museum building. Many museums include these kinds of features, which are an integral part of the story the museum is telling. For example, the Holocaust Museum in Washington, DC has a room on the ground floor with

an eternal flame that represents and honors the millions of victims who were murdered during the Holocaust. The WWI Museum in Kansas City, Missouri has a glass walkway from the entrance hall to the exhibit hall that enables visitors to look down on a field of artificial red poppies. These features are part of the architecture of the buildings but convey the same messages as the artifacts that are being displayed.

### **Evaluation of Exhibits**

It is important to emphasize that for the project itself, students had to analyze sources and apply their content knowledge on a specific topic, such as Dachau or the SS, in order to create an exhibit. The exhibit was required to include primary sources, images, a newspaper article, and excerpts from documentaries or propaganda films that would provide an in-depth understanding of key issues for members of the general public. Students could not just search on Google for images, articles, and videos because submitting an exhibit with 12 random items would not result in a passing grade for the assignment. The exhibit had to reflect the student's research, and each of the artifacts had to relate directly to all of the others and be woven together in a meaningful way. The experience in viewing the entire exhibit had to be more significant than the experience of viewing the separate items, and even the design of the museum had to be inextricably linked to the narrative.

Students used Pathbrite to create digital ePortfolios that could be viewed as though one were walking through an exhibit and were required to describe each item and have a Turabian citation to each source or website. Overall, the quality of the ePortfolios was very high, and students were able to take what they had learned during class sessions and apply it to independent research. Students constructed an exhibit in which all items were connected and collectively provided a meaningful interpretation of one aspect of a significant historical event. Furthermore, most students indicated that their overall experience using Pathbrite and creating the exhibit was positive, aside from some technical issues, although a few made negative comments. I have included both positive and negative comments in the excerpts from the reflections included in Appendix C, but approximately 87% of the comments were positive, while only 13% were negative. Thus the excerpts included do not give an accurate picture of the overall comments; instead, they provide examples of the kind of positive and negative feedback that was received.

### **Summary and Discussion of Student Reflections**

Students turned in a required student reflection in which they discussed the exhibit project and the use of

Pathbrite to create an ePortfolio. The actual student comments quoted in Appendix C provide an idea of the language and emphasis in the reflections, but since only a few reflections are quoted, I will summarize the overall impressions gained from the reflections. The reflections described how students selected the items for the exhibit and created their ePortfolios and also included their reactions to using Pathbrite. Thus, these reflections provide indirect assessment data about how students perceived their own learning and what they thought were the strengths and weaknesses of their work and of the ePortfolio platform. More than 80% of the student reflections indicated that the students thought they had applied their knowledge of the subject on which the exhibit was focused effectively and created a meaningful presentation/exhibit. More than 70% of the students commented that they had "enjoyed" or been very "interested" or "worked very hard" on the exhibit portion of the assignment, and most students stated that they were more engaged in or enjoyed creating the exhibit more than writing the historiography paper. A few students emphasized that it was very challenging to create a meaningful exhibit and that they spent as much time and effort on the exhibit portion of the assignment as they did on the paper. At least a dozen students indicated that they wished they had spent more time on the project or begun working on it earlier instead of waiting until right before the due date, as they did with other papers and assignments. Nearly all of the students indicated that they had a positive experience with Pathbrite and that they really enjoyed creating the exhibit. A few students indicated that writing the reflection made them think more about their own work and thinking process. Collectively, these reflections or informal surveys suggest that students were engaged and that the use of ePortfolios actively engaged them in both applying their knowledge and in thinking about their learning experiences. However, since students had not written this kind of reflection previously and had only commented on the course as a whole, it is not possible to conclude that they were engaged to a much greater degree than during previous semesters, when they had created exhibits using poster board.

### **Conclusion**

As discussed previously, this was the third time I had taught the Holocaust course. The readings, assignments, and Holocaust Exhibit Project were all either the same or very similar to those used in previous semesters. Deliberately introducing only one real change to the course made it more likely that any difference in student attitudes or performance was due to ePortfolios, since the course was consistent in all other ways with previous sections of this course.

Introducing ePortfolios was a major challenge however, and I had to devote three entire class periods to reviewing the guidelines for the ePortfolio assignments and demonstrating how to use Pathbrite. I had previously only spent only one class period discussing the assignment, so two additional class periods were devoted to issues related to the exhibit project. Most of this additional class time was spent on giving students an overview of the Pathbrite ePortfolio system and discussing other technology related issues. Although most of the extra class time and assistance was focused on teaching students about the technology, we did spend some additional time reviewing websites and viewing examples of documentaries that would be acceptable to include. Thus, there was a little more emphasis on the exhibit project assignment during the spring 2014 semester than during previous semesters, and this may have had an impact on the quality of the ePortfolio exhibits. I used the historiography papers and ePortfolio exhibits to evaluate the extent to which students could apply their knowledge and express an in-depth understanding of their issue in a way that the general public could understand and appreciate. I used the in-class presentations and one-page reflections to evaluate student engagement and awareness of their own learning process.

As discussed in the Methodology section, in terms of the quality of the historiography papers, an assignment that did not change at all between semesters, the performance of students in the class during the spring 2014 semester was virtually identical in terms of grade distribution to that of students in previous semesters. This suggests that the students enrolled in the course in this semester were roughly equivalent to those who had been enrolled in the course during the spring 2013 semester. However, there was a difference in the performance of students in the spring 2013 and spring 2014 semesters in terms of the overall quality of the exhibits. The exhibits were evaluated based on the same four criteria in the spring 2013 and spring 2014 semesters, and there was a 0.4 increase in the average score for the spring 2014 semester when students used ePortfolios. This is a small increase, and as noted the exhibit was discussed and perhaps emphasized a little more than in previous semesters, but it does suggest, if nothing else, that students were engaged and able to create effective and meaningful ePortfolio exhibits. The successful engagement of students is also suggested by the comments in student reflections. Nearly all students made extremely positive comments about the exhibit assignment, many students indicated they had spent extensive time and thought putting the exhibit together, and most had a very positive experience using Pathbrite. Again, students had not written this kind of reflection previously, and so some difference between comments during the spring

2013 and spring 2014 semesters is predictable. However, students in both previous sections of the Holocaust class had written out an evaluation of the class and had been told to comment on the exhibit project; the comments in regard to the exhibit had not been as favorable in previous semesters which is suggestive but not conclusive. As the instructor, I also noticed that more students than previously had asked if they could include more than the minimum number of artifacts in their exhibit; I had the impression that the exhibits by students who did not receive an A or a B were more coherent than in previous semesters, but this could not be verified, even if I had kept all previous exhibit projects, because the exhibit was in a different format, which might have had an impact on my impressions.

However, the degree to which students had to engage actively in thinking while creating their exhibit was definitely much greater than in previous semesters. While students had previously identified and used images and included references to documentaries and films, they had not been able to incorporate these kinds of materials into their exhibits fully, and thus they primarily described them in their paper and designated where in the exhibit these films would be viewed. Creating a Pathbrite ePortfolio, in which these kinds of materials were embedded and could and be viewed by the instructor as part of the exhibit, required students to engage more actively with the artifacts. Students determined the exact segment of the documentary or film that should be shown and how that specific information was connected to and furthered the impact of the exhibit as a whole. This required students to apply previous knowledge and connect it to the new knowledge. One student in their ePortfolio exhibit project was able to connect specific facts or knowledge about the views and actions of Germans and Nazi SS forces during Kristallnacht (i.e., the Night of the Broken Glass) with the views of Jewish individuals who witnessed this event and survived the Holocaust and to juxtapose these perspectives with interpretations of the event put forward by academic historians. This student also designed a feature for the museum that had visitors walk through a street with smashed and looted stores and glass everywhere in order to represent the final destruction of a Jewish life that been steadily eroded by Nazi Policies since 1933. Thus, the project required students to acquire or improve their integrative learning skills, and their level of proficiency could be measured by evaluating their final exhibit ePortfolio.

Although the results of the comparison between the Holocaust course pre- and post-use of ePortfolios is not conclusive, it is suggestive. Furthermore, both the instructor and the students had the impression that the level of engagement by students while creating the exhibit ePortfolio was very high. This level of

engagement and the slight improvement in the quality of the exhibits demonstrates the potential of complex and integrated learning-centered assignments such as exhibit ePortfolios to transform students' experiences and increase their success. During the spring 2015 semester, I will be assigning the exhibit ePortfolio in the Holocaust course again, and I will be focusing on increasing student agency. It is imperative that students not just understand the content but that they develop the skills to further their own knowledge and that they understand as well the learning process. Requiring students to select artifacts for the exhibit and to integrate these exhibits into a meaningful entity compels them to apply their knowledge and to engage actively in the learning process. When students are also asked to write a reflection, they focus to a greater extent on the decisions that they made in order to discuss and explain their thinking process.

While I will use the same criteria to grade the exhibit project, I will discuss and provide specific examples of very creative ePortfolio exhibits that go beyond demonstrating knowledge and conveying meaning. I will also review criteria for reflections and require students to reflect on how they chose sources for their historiography paper and on how they organized and selected information for this paper prior to writing their reflection on the exhibit project. These changes to the assignment are designed to increase the degree to which students are responsible for their own learning and to make them reflect in a much deeper way upon their learning. The use of ePortfolios for this kind of project-based assignment is ideal because it enables students to design their own multi-media exhibits without extensive training and because it requires them to think about and identify the connections between the artifacts they have identified.

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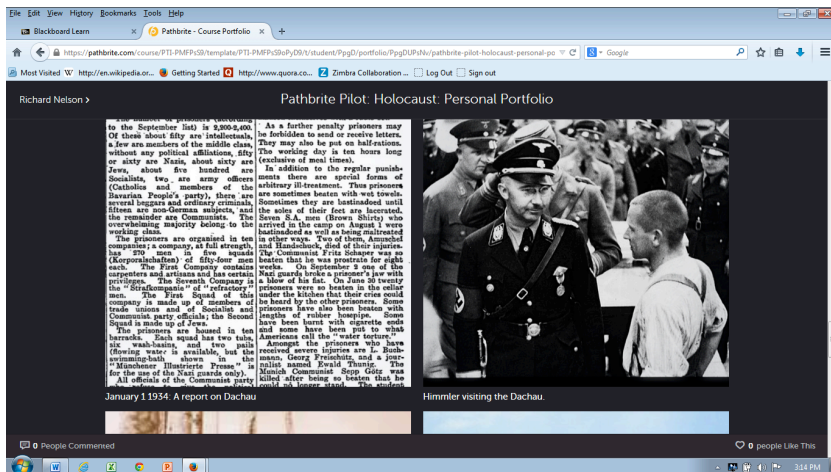
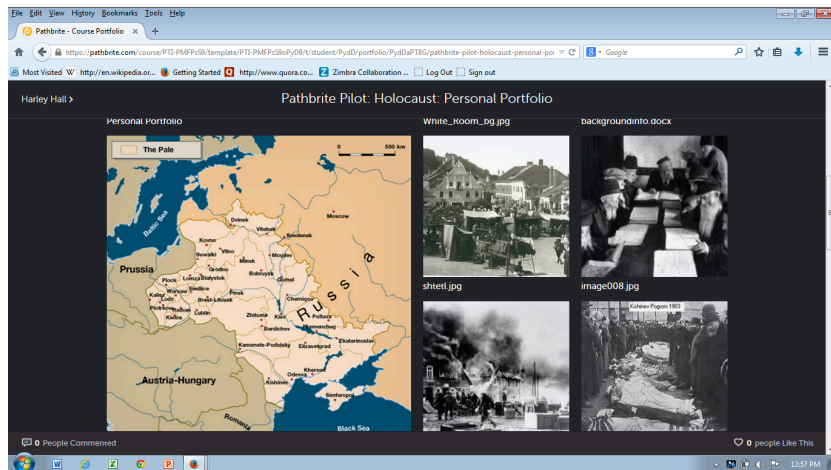
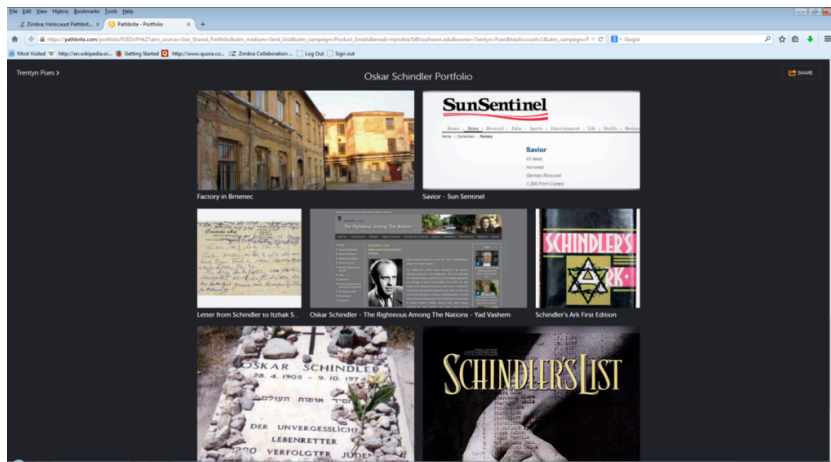
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Appendix A  
Holocaust Exhibit Project Rubric

<p><b>ARTIFACTS</b> Exhibits are required to have 12 items. All items must be clearly identified and directly relate to the topic as well as to each other.</p>	<p>The required number of artifacts are present and they are both significant and directly related to narrow topic.</p>	<p>The required number of artifacts are present but they are not all related to narrowed topic.</p>	<p>Less than 12 artifacts or artifacts that are not significant and/or do not relate to each other.</p>	<p>Only a few artifacts that are relevant and/or relate to each other</p>
<p><b>INTEGRATION</b> Every item selected for the exhibit is significant not just in and of itself but significant because it connects to all other items in the exhibit and together they tell a compelling and coherent story. Most topics had to be narrowed down from the broadest subject, and all objects should relate to the more narrow topic.</p>	<p>Diverse array of artifacts that relate to each other and tell a coherent and compelling story.</p>	<p>Artifacts tell a story but it is not entirely clear or compelling</p>	<p>Artifacts do not all connect to each other and do not tell a story that is entirely clear.</p>	<p>Artifacts are not related to exhibit topic or each other. The artifacts are not different from each other and do not connect at all or clearly tell a story.</p>
<p><b>DIVERSITY</b> Exhibit should be creative and should be original, as opposed to a replica of an existing museum exhibit. A diverse array of artifacts, including text, images, video, and descriptions of museum features, should be included.</p>	<p>Different kinds of artifacts are used, including newspaper articles, original documents or testimonies, images, videos, descriptions of museum features, etc.</p>	<p>Only one or two kinds of artifacts are included, and/or most of the exhibit is text.</p>	<p>Exhibit does not have all items, and the artifacts included are very similar and only represent one or two kinds of items.</p>	<p>Either less than 12 items or items that are not directly related and also are not different kinds of items.</p>
<p><b>SOURCES &amp; CITATIONS</b> Each artifact must be labeled and have a Turabian citation (except for YouTube videos). The source of the information, image, or video must be credible, and so it is better to use Museum and scholarly websites, as opposed to individuals' web pages. Be sure, if you use an image or documentary, that you know it is identified correctly, authentic, and – in the case of documentaries – objective.</p>	<p>Sophisticated and credible sources and correct citations (Turabian).</p>	<p>Credible sources and citations that are correct or have only minor errors (e.g., a period instead of a comma).</p>	<p>Sources are not credible and citations are missing or not in the correct format.</p>	<p>Sources are not credible, and the citations are missing or are not in correct Turabian style.</p>



### Appendix B Screen Shots of Exhibit ePortfolios



Appendix C  
Excerpts from Student Reflections

- A. "All in all, I enjoyed my first experience with Pathbright. Right now, I think some of the features are tedious to navigate, but I can see that changes are already being made to the programming, and even then, it's not that hard once you get the hang of it. I really like the way documents, images, and websites can be added to one portfolio. It has a nice aesthetic and is seamless and cohesive; excellent for presentations. I would love to use it for future classes and as a way to showcase my work and experience to future employers."
- B. "Overall, I was pleased with my Pathbrite experience. I was hesitant at first due to the technical problems that we experienced, but those feelings quickly dissipated. The online exhibit turned out to be a positive experience and I recommend the continuation of this project."
- C. "Working with Pathbrite this semester has been extremely rewarding! Most of the time, I shy away from technological projects because I find them to lack engagement, other than simply putting information onto a PowerPoint slide. This assignment in Pathbrite was completely different. I found it interesting and stimulating to pull together a collection of artifacts into a coherent story to relate what I learned from my research on Kristallnacht. I would be stoked to use this program in my other classes!"
- D. "I felt that using Pathbrite was a very valuable tool in my education. I was very uneasy and not looking forward to it when finding out it was required. As I was creating my project I felt this was a great way for students to be able to show off a more creative side and get outside the normal realm of studying with books. I felt this was a very useful tool for this class and am glad I was able to use it."
- E. "My experience in working with the Pathbrite system has, to say the least, been a rocky one. While the final presentations have a professional look and feel to them, the process of getting to the final product leaves much to be desired. Technical issues, such as accessibility and easy access for operators, are some of the challenges to be overcome with using this software. Once these bugs have been resolved, there is no doubt that Pathbrite will become a top-notch educational tool."