TENTATIVE SCHEDULE
Forum on Open Learning and ePortfolios
Monday, January 24, 2022

* Event schedule is in Eastern Standard Time

		Open Learning Track	Open Learning Track	ePortfolio Track	ePortfolio Track	ePortfolio Track	ePortfolio Panel Track	ePortfolio Panel Track
10:00am-10:55am ET		**Welcome** (Eddie Watson) **& Opening Plenary:** Improving Quality, Access, and Affordability: How ePortfolios and Open Learning Can Support Institutional Transformation (Steve Ehrmann)						
11:00am-11:45am ET	**Concurrent Session 1**	Scaling OER with Intensive Faculty Development - King & Garrett	Attenuated Democracy: OER Textbook and Course Designed - Hubert	How Has ePortfolio Transformed the Field? A 20-Year View - Chittum & Schneider	Education for Freedom - Dewsbury & Murray-Johnson	ePortfolios that Support Student Learning, Faculty Evaluation, and Institutional Assessment - Wenk & Cianfrani	Collecting a Revolution - McLellan / The Process of Implementing ePortfolio Pedagogy in Your Course - McLellan & Wasko	ePortfolio as Capstone Thesis Alternative - Davis / Curriculum Effectiveness in Capstone - Harver et al.
12:00pm-12:45pm ET	**Concurrent Session 2**	Making OER Accessible to Students, Faculty, and Adjuncts - Traylor et al.	Contributions of Student Learning Artifacts to Open Education - Dierker & Docter-Loeb	ePortfolio: A Pedagogical Tool to Inform Student Mentorship, Access, & Success - Brandt et al.	PEBBLE PAD - How ePortfolio Pedagogies Helped Us Engage & Empower Students and Faculty - Applen et al.	Tell Me Your Story: Reflection, Compassion, Ethics, and Social Justice - Penny Light et al.	Reflective Journey Mapping Prior to ePortfolios in a FYE Course - Swinford et al. / ePortfolios in a 2nd-Year Course - Brent	Designing and Implementing Institution-Wide ePortfolios - Homer / Collecting, Selecting, Connecting, and Reflecting - Opfer & Maus
1:00pm-1:45pm ET	**Concurrent Session 3**	The Value of OERs to Tenure and Promotion - Correa & Reid	Preparing Open Educators: Essential Conceptual Understandings and Proficiencies - Matthews-DeNatale	Digital Ethics in a Global Learning Society - Schaeffer	DIGICATION - Community, Advocacy, Leadership, And Identity: Using ePortfolios to Create a LGBTQ+ Peer Mentoring Program - McSpadden et al.	Developing Best Practices for Designing ePortfolio Showcases and Galleries - Chen et al.	Professional Development Provisions and Needs - Hoven et al. / Making Learning Visible to Demonstrate Growth - Stefanakis & Ittleson	Assignment Implementation & Measuring Career Readiness - Portway & Beck / Process-Based Assessment and ePortfolio - Elston et al.
2:00pm-2:55pm ET		**Midday Plenary:** Embracing the Identity of Showcase and Learning Portfolios (Pablo Avila)						
3:00pm-3:45pm ET	**Concurrent Session 4**	Beyond Affordability: The Evidence Supporting OER as a Quality & Equity Strategy - Watson	Open Education Affordable Learning Solutions for HBCUs - Melton et al.	How to Use OER and ePortfolios to Build a Broader Learning Commons - Elston et al.	Reflect and Restore: Leveraging ePortfolio Practices for Well-Being - Penny Light	Beyond the Orchestra: ePortfolios as a Tool to Influence Student Career Thinking - Whitney et al.	ePortfolios: To Use or Not to Use in Graduate School & Hiring - Hollender et al. / Building Bridges Between ePortfolios, Career Goals, & Real-Life - Lesniak & Wilkinson	Use of ePortfolio to Assess Field Experience - Bezbaruah / A Case Study in Inclusive ePortfolio Practice - Wescott & Schwartz
4:00pm-4:45pm ET	**Concurrent Session 5**	Empowering OER Communities Across State Systems: Using Professional Development to Sustain - Brown & Ashok	Reimagining OE Leadership to Promote Social Justice & Anti-Racism, & to Empower - Cangialosi et al.	Using Story to Improve Course Design and Software Proficiency – Ryan & Gedak	Meet the Principles: AAEEBL's Task Force on Digital Ethics in ePortfolios - Gresham et al.	Developing Innovative Reflections in ePortfolios to Promote Student Learning – Urtel et al.	Documenting Student Growth and Reflection in an Online Graduate Program - Noffs & Castle	Elevating ePortfolios Potential for Constructing Scholar-Identity - Wylie & McLaughlin
5:00pm-6:00pm ET		**Closing Plenary:** Indigenous Digital Sovereignty: From the Digital Divide to Ownership to Digital Equity (Traci Morris)						

Welcome and Opening Plenary
10:00 AM - 10:55 AM ET

Welcome
Presenter: C. Edward Watson - Association of American Colleges and Universities

Improving Quality, Access and Affordability: How ePortfolios and Open Learning can Support Institutional Transformation

Speaker: Stephen Ehrmann - Higher Education Author and Consultant
Colleges and universities must improve their quality of learning, equitable access, and affordability. A few institutions have had some success on all three fronts. Dr. Ehrmann has analyzed the last 10-20 years of work at several such institutions. In each, innovations such as ePortfolios and Open Learning have succeeded because they were integral elements of a far larger constellation of initiatives that combined to enable the institution to make progress on all three fronts. In this plenary session, we will examine: (a) how such institutional constellations can create all three kinds of gains, (b) the contributions that ePortfolios and Open Learning can make within such constellations, and (c) how several institutions each took 15-20 years (to date) to create their own, unique constellations.

Concurrent Session 1
11:00 AM - 11:45 AM ET

Track: Open Learning
Scaling OER With Intensive Faculty Development

Primary Presenter: Nathaniel King - Nevada State College
Presenter: Tiffany Garrett - Nevada State College
To move beyond early OER adopters, it is critical to conduct an assessment of the amount of instructor labor required to develop affordable course materials. At Nevada State College, the library's flagship textbook affordability is an intensive six-week institute to support instructors as they convert their course from a paid textbook to an open educational resource. Over 30% of the full-time instructors at Nevada State have participated in the program. The institute includes one-on-one support for evaluating resources, integrating them into Canvas, and understanding copyright and fair use.

Track: Opening Learning
Attenuated Democracy: OER Textbook and Course Designed for Critical Examination of Popular Government in the United States

Primary Presenter: David Hubert - Salt Lake Community College
How do we equip our graduates to help their country live up to its aspirations? This session describes a new OER textbook called Attenuated Democracy: A Critical Introduction to U.S. Government and Politics and how its development reoriented the presenter's introductory General Education course. The text and the course seek to foreground the value of ordinary people organizing to push for policies that serve the common good. The session presents connections between the OER textbook and the course design, assignments tied to essential learning outcomes, ePortfolio pedagogy, and data on student responses to the course and the text.

Track: ePortfolio Practice and Research
How Has ePortfolio Research Transformed the Field? A 20-Year View

Presenter: Jessica Chittum - Association of American Colleges and Universities (AAC&U)
Presenter: Hannah Schneider - Association of American Colleges and Universities
For more than two decades, ePortfolios have spread widely such that they are now implemented in over 60% of U.S. colleges and universities (CCP, 2016). For years, we have made the case that, as ePortfolio becomes ubiquitous in higher education, so too should outcomes-focused empirical research, which serves to substantiate and guide science-based praxis. Accordingly, we investigated the body of literature surrounding ePortfolio for 10 years. We will take a deep dive into the current landscape of ePortfolio research to highlight important trends in how we—engaged ePortfolio practitioners and scholars—are collectively disseminating our ePortfolio story. We have amassed over 690 articles published between 1999 and 2021, a collection that is housed on our open online resource (ePortfolio.aacu.org). Particularly in the past few years, promising trends are afloat: empirical studies focused on student outcomes are taking the lead. Join us as we tackle the story told through our publications and what's next for our field. Spoiler alert: This journey is something to be proud of.

Track: ePortfolio Practice and Research
Education for Freedom

Primary Presenter: Bryan Dewsbury - Florida International University
Presenter: Kayon Murray-Johnson - University of Rhode Island
We describe here, an HHMI-funded online course called 'Education for Freedom'. This course is loosely built on the Freirean notion of liberatory pedagogy which was further encapsulated in Dewsbury's (2019) article on 'Deep Teaching'. This course brings together dynamic pedagogical approaches infused with elements of poetry, spoken word, music, and visual art to make lively the promise and practice of inclusive teaching. In this session, we will describe the contextual development and unique approach our online offering presents for eportfolio development. In this session we will also model ways in which specific elements of our product can be used by faculty developers to support their colleagues in the transformation of their courses toward inclusive outcomes using the portfolio approach.

Track: ePortfolio Practice and Research
ePortfolios That Support Student Learning, Faculty Evaluation, and Institutional Assessment

Primary Presenter: Laura Wenk - Hampshire College
Presenter: Christina Cianfrani - Hampshire College
In this session we consider the qualities of ePortfolios that improve student reflection and goal-setting, reduce faculty workload, and support institutional assessment. We discuss the ways we support students in ePortfolio development and engage participants in considering the qualities of ePortfolios that are most important at their institution. The activities mirror some of the same prompts we used in a faculty ePortfolio-reading and assessment project. We share sample ePortfolios and present a website we created as a resource in building strong ePortfolios, complete with reflective exercises and prompts.

Presentation Time: 11:00 AM - 11:20 AM
Track: ePortfolio Practice and Research Panel
Collecting a Revolution: ePortfolios and Student-Led Programmatic Assessment

Primary Presenter: Peter N. McLellan - Oxford College of Emory University
This presentation offers a theoretical framework for transforming higher education programmatic assessment by allowing student ePortfolios to assess the university. Because ePortfolios are self-owned learning platforms, in which students narrate their learning in their own words, they are also a resource for educators to see genuine reactions to life and learning within their institutions. Deploying the work of twentieth-century cultural critic, Walter Benjamin, and in conversation with early outcomes from the Oxford College of Emory University "Milestone" program, this presentation will demonstrate that engaging student ePortfolios on their own terms has the potential to revolutionize both how we assess our curricula and understand the places knowledge is produced in the academy.

Presentation Time: 11:25 AM - 11:45 AM
Track: ePortfolio Practice and Research Panel
It's Not Easy: The Process of Implementing ePortfolio Pedagogy in Your Course

Primary Presenter: Peter N. McLellan - Oxford College of Emory University
Presenter: Paul Wasko - University of Alaska Anchorage
ePortfolio pedagogy is hard, often involves failure, and requires constant revision--by both students and instructors. This panel discusses the challenges of implementing ePortfolio learning in the classroom and reframes the conversation of teaching with ePortfolios to one focused on process: reflecting on past usage, identifying knowledge gained, and re-writing future ePortfolio use. Storytelling from faculty who have deployed ePortfolios in their classrooms to varying degrees of success will anchor this session, followed by discussion with participants around their own difficulties and fears for future ePortfolio use. Participants will walk away with strategies for teaching with ePortfolios in the future.

Presentation Time: 11:00 AM - 11:20 AM
Track: ePortfolio Practice and Research Panel
ePortfolio as Capstone Thesis Alternative

Primary Presenter: Alysia Davis - James Madison University - Honors College
The capstone thesis has been around forever, but how do we retain entrepreneurial and creative students who don't have the time or will to write an undergraduate honors thesis? This session will explore the use of ePortfolios as an alternative to the capstone thesis, using the Senior Portfolio Project (SPP) in the James Madison University Honors College as a test case. Included will be discussions about how to ensure that ePortfolio capstone alternatives continue to function as a high impact practices, as well as explorations of practical pedagogical best practices for incorporating ePortfolio instruction into a capstone course sequence.

Presentation Time: 11:25 AM - 11:45 AM
Track: ePortfolio Practice and Research Panel
A Conceptual Analysis of Curriculum Effectiveness Evident in Capstone ePortfolio Reflections

Primary Presenter: Andrew Harver - UNC Charlotte
Presenter: Oluwaseun Adeyemi - UNC Charlotte
Presenter: Meagan Zarwell - UNC Charlotte
Presenter: Pilar Zuber - UNC Charlotte
Curriculum effectiveness measures how well courses and programs of study produce the desired outcome. Persistent public health threats such as gun violence, natural disasters, substance abuse, and infectious disease outbreaks serve to shape, in part, pedagogical priorities. Assessment of

curriculum effectiveness through the lens of student reflections provides a gateway for pedagogical improvement to achieve program objectives. Relationships between student experiences and program objectives can be readily determined through student writings when the content of those works are embedded in a capstone ePortfolio.

Concurrent Session 2
12:00 PM - 12:45 PM ET

Track: Opening Learning
Making OER Accessible to Students, Faculty, and Adjuncts

Primary Presenter: Jessica Traylor - Gordon State College
Presenter: Heather Hardman
Presenter: Derek Marchman
Presenter: Jane-Marie McKinney - Gordon State College
Presenter: Morgan Taylor

Open educational resources (OER) impact affordability and access, and we're just beginning to unlock the potential for OER to strengthen student success by applying principles of learning science and user-focused design to openly licensed content. Courseware can provide helpful learning data to pinpoint where students struggle and inform the faculty member and the student about how learning is progressing. It can also introduce nudges and interventions aimed to address common challenges in the educational experience, especially for disadvantaged or historically underrepresented students. This panel will explore the impact of next-generation OER courseware on faculty and students. Faculty and adjuncts share how collaborating to create a department-wide OER course changed their approach to teaching and student engagement and their observations about how using digital courseware impacts student behaviors and learning. They will also share the lessons they have learned while converting to using digital courseware designed using OER.

Track: Opening Learning
Contributions of Student Learning Artifacts to Open Education: Lessons from the Digital Intro Initiative

Primary Presenter: Lisa Dierker - Wesleyan University
Presenter: Hannah Docter-Loeb - Wesleyan University

This discussion will consider Open Learning ideas and resources for Introduction to Psychology and other large enrollment courses developed by Digital Intro, an initiative that connects disciplinary content with modern digital skills through project-based learning. There will be opportunity to engage with the resources available from this initiative and participants will be encouraged to share their own experiences surrounding the role of projects and other student learning artifacts in expanding Open Educational Resources.

Track: ePortfolio Practice and Research
ePortfolio: A Pedagogical Tool to Inform Student Mentorship, Access, and Success

Primary Presenter: David T. Brandt - LaGuardia Community College
Presenter: Estefany M. Gonzaga - LaGuardia Community College
Presenter: Kristina Graham - LaGuardia Community College
Presenter: Ellen Quish - LaGuardia Community College

The presentation will focus on the use of ePortfolio in peer mentor training at LaGuardia Community College to support student access and success in a virtual environment. Mentors use ePortfolio to reflect upon academic and professional experiences, develop key digital communication skills, and prepare to help students create ePortfolios that advance integrative learning. A current LaGuardia student mentor will present their Vision Board designed to articulate mentoring goals. They will also discuss how the assignment helps develop peer mentor identity. Course evaluation data on the impact and efficacy of mentors' use of ePortfolio on student success will be shared.

Track: PebblePad Sponsor Session
How ePortfolio Pedagogies Helped Us Engage and Empower Students and Faculty during Challenging Times

Presenter: Brittany Applen - College of the Canyons
Presenter: Alexa Dimakos - College of the Canyons
Presenter: Melissa Shaquid Pirie - PebblePad North America
Presenter: Evis Wilson - College of the Canyons
Over the past 2 years higher education has experienced many challenges related to student learning and engagement. These challenges have also brought about new models for teaching and learning success. As ePortfolio practitioners, we have long believed in the power of ePortfolios to facilitate student learning engagement and agency. In this presentation, we will share stories that demonstrate how learning and showcase ePortfolios contribute to a more learner-centered, process-oriented approach to teaching and learning and assessment by: • Engaging faculty in professional development applications and uses that lead to the integration of ePortfolios into instruction and assessment practices at various levels. • Students integrating their learning within a course, across a program and life experiences. The result of these efforts yields reflective, evidence-rich ePortfolios, pedagogical approaches, strategic assessment, and faculty development that offer value for the university and students to showcase teaching and learning successes.

Track: ePortfolio Practice and Research
Tell Me Your Story: Reflection, Compassion, Ethics, and Social Justice in ePortfolio Practices

Primary Presenter: Tracy Penny Light - St. George's University
Presenter: Sonja Taylor - Portland State University
Presenter: Theresa Conefrey - Santa Clara University
Presenter: Candyce D. Reynolds - Boise State University
In this session, four (4) experienced ePortfolio practitioners share how engaging in intentional storytelling about their own learning and teaching opened up new possibilities for thinking about engaging learners with ePortfolios in their own contexts. They argue that in order to transform education we must foreground storytelling as knowledge production, a learning and healing strategy, and as an approach to community and social justice while also paying close attention to the ethics of engaging in storytelling practices with ePortfolios. Each author briefly shares what they learned through their own storytelling and the redesigned ePortfolio activities that resulted.

Presentation Time: 12:00 PM - 12:20 PM
Track: ePortfolio Practice and Research Panel
Reflective Journey Mapping Prior to ePortfolios in a FYE Course – An AAC&U ePortfolio Institute Project

Primary Presenter: Rachel Swinford - IUPUI
Presenter: Lisa Angermeier - IUPUI
Presenter: Stephen Fallowfield - IUPUI
Presenter: Rose Baker - IUPUI
Presenter: Mark Urtel - IUPUI
This session will discuss the use of an in-class reflective journey mapping assignment prior to ePortfolio creation in a FYE course. The methods, measurement tools, and results will be discussed.

Presentation Time: 12:25 PM - 12:45 PM
Track: ePortfolio Practice and Research Panel
ePortfolios in a 2nd-Year Course at a SLAC

Primary Presenter: John J. Brent - Presbyterian College
The presentation focuses on the advantages and disadvantages of ePortfolios at the second-year (i.e. sophomore year). It describes both problems that have been addressed along the way and

features perspectives from students, other faculty and administrators who manage the Sophomore Year Experience (SYE) course.

Presentation Time: 12:00 PM - 12:20 PM
Track: ePortfolio Practice and Research Panel
Designing and Implementing Institution-Wide e-Portfolios

Primary Presenter: Tara Hornor - The Citadel
This presentation analyzes over a 10-year time period the process of designing, implementing, and continuously improving an e-Portfolio required of all undergraduate students for institutional outcomes, general education, and a variety of high impact practices. The presentation describes learning lessons gained through the design and implementation process, including the importance of integrating e-Portfolios in institutional strategic planning and assessment processes, expanding collaborations between academic and student affairs, and strengthening use of e-Portfolio assessment results.

Presentation Time: 12:25 PM - 12:45 PM
Track: ePortfolio Practice and Research Panel
Collecting, Selecting, Connecting, and Reflecting: Using ePortfolios for Curricula Development and Student Growth

Primary Presenter: Stephanie Opfer - Tiffin University
Presenter: Michelle C. Maus - Tiffin University
As part of a curricula dedicated to lifelong learning, ePortfolios embedded in a general education curriculum can have multiple benefits for both faculty and students. Assessing the ePortfolio as the student progresses through their learning journey assists faculty in identifying adjustments necessary to the scaffolding within the general education courses and throughout the curricula. Students benefit through the process of collecting, selecting, connecting, and reflecting on artifacts for their ePortfolio to highlight their learning growth. In addition, common elements included in the ePortfolio are a learning philosophy, an assessment of their cultural Intelligence recognizing diversity and inclusion, and a resume.

Concurrent Session 3
1:00 PM - 1:45 PM ET

Track: Opening Learning
The Value of Open Educational Resources to Tenure and Promotion

Primary Presenter: Elaine Correa - California State University-Bakersfield
Presenter: Alexander Reid - California State University, Bakersfield
This discussion session will focus on steps needed to integrate OER within the Retention, Tenure, and Promotion (RTP) processes in higher education. Since the California State University system is the largest institution of higher education in the United States, the impact of starting this initiative within the CSU could have profound outcomes for other institutions. With the support of the Chancellor's Office, and the focus on the Affordable Learning Solutions Initiative (reducing textbook costs) across the CSU system, the implementation of OER into the tenure process will serve as a catalyst for faculty to embrace OER, as well as offer other institutions opportunities to collaborate with like-minded organizations and faculty partners to advance the impact of OER within the university RTP structure, eventually shifting the paradigm of how faculty embrace technology, teach students and improve learning.

Track: Opening Learning
Preparing Open Educators: Essential Conceptual Understandings and Proficiencies

Primary Presenter: Gail Matthews-DeNatale - Northeastern University
What proficiencies do educators need to help their learners benefit from open learning? At Northeastern University, the course Open Learning provides graduate students with a grounding in learning experience design strategies and Open Learning capabilities (e.g., backward design and information literacy), equipping them to integrate open pedagogical practices into the courses they design and into their collaborative work with faculty. AAC&U session participants will have an opportunity to practice one of the introductory course activities and gain access to an online portfolio of open-license Open Learning course design materials that they can adapt for use at their own institutions.

Track: ePortfolio Practice and Research
Digital Ethics in a Global Learning Society

Primary Presenter: Donna M. Schaeffer - Marymount University
E-portfolios are a popular and effective way to document learning experiences. With much international travel curtailed due to the Covid-19 pandemic in 2020-2021, institutions have sought other ways to engage students globally, including working with international partners via online learning technologies. Bringing students from different cultures together was always complex. But it is even more so when we must educate students on how to present learning at the three-way intersection of what is morally acceptable, what is legally required, and what is made possible by technology. The intersection sits in the middle of a global society. This session is a facilitated discussion on ethical dilemmas such as privacy and intellectual property, legal aspects including regional privacy laws, and resources such as Creative Commons that enhance demonstration of learning considering what is ethically acceptable, legal, and in tune with social mores in a multi-cultural setting.

Track: Digication Sponsor Session
An Authentic Faculty and Student Perspective on Community, Advocacy, Leadership, And Identity: Using ePortfolios to Create a LGBTQ+ Peer Mentoring Program

Presenter: Emalinda McSpadden - Bronx Community College
Presenter: Sam Ascencio - John Jay College of Criminal Justice (CUNY)
In this session, Dr. Emalinda McSpadden, Professor of Psychology and Faculty Coordinator of the LGBTQ+ Resource Room at Bronx Community College (CUNY), and Sam Ascencio, student and Cofounder of Q'Connections (Short for Queer Connection) at John Jay College of Criminal Justice (CUNY), will share their call to action to support the LGBTQ+ community at their respective campuses. Learn how McSpadden's work and mentorship inspired Acenscio to create a peer mentoring program in order to provide the truly safe space the students need in these confusing and trying times. See how ePortfolios provide resources and urge fellow students to support community-building initiatives. How might ground-breaking efforts of McSpadden and Ascencio serve as a model for other institutions desperate for pivotal changes in LGBTQ+ support?

Track: ePortfolio Practice and Research
Developing Best Practices for Designing ePortfolio Showcases and Galleries

Primary Presenter: Helen L. Chen - Stanford University
Presenter: Tracy Penny Light - St. George's University
Presenter: Urmila Venkatesh - Stanford University
Many ePortfolio programs and initiatives highlight and celebrate the ePortfolios created by their students through a culminating showcase event where students share their ePortfolios with a public audience of faculty, staff, friends and family, alumni, and employers. In addition, a virtual gallery of ePortfolio examples may also be curated and displayed, expanding access to the ePortfolios with a broader audience. This session aims to demonstrate how ePortfolio galleries and showcase events

delivered in synchronous and asynchronous formats connect storytelling and integrative learning. Participants will collectively explore best practices and strategies to measure and document the outcomes of these approaches.

Presentation Time: 1:00 PM - 1:20 PM
Track: ePortfolio Practice and Research Panel
Professional Development Provisions and Needs for Teaching ePortfolios: Voices of Instructors and Educational Designers

Primary Presenter: Debra Hoven - Athabasca University
Presenter: Pamela Walsh - Athabasca University
Presenter: rima Al Tawil - Athabasca University
Presenter: Rita Zuba Prokopetz - Athabasca University
In order for eportfolios as a High Impact Practice to be integrated across the academy, faculty members need professional development to facilitate this disruptive pedagogical innovation. Our qualitative study investigated the experiences of faculty members and educational developers in 11 universities across Canada, from British Columbia to the Atlantic provinces. We asked participants what professional development opportunities were available and offered to faculty members interested or involved in the use of eportfolios in their practice; the nature and type of PD offered; the extent to which they see these activities to be effective; how instructors are selected or recruited to eportfolio practice; and what obstacles have been encountered, lessons learned and recommendations proposed. Our presentation will report on the findings from interviews with 14 individuals, which highlighted the need for a Community of eportfolio Support. We will provide the URLs to selected online information and resources.

Presentation Time: 1:25 PM - 1:45 PM
Track: ePortfolio Practice and Research Panel
Making Learning Visible to Demonstrate Growth: The Power of ePortfolios in 2022

Primary Presenter: Evangeline D. Harris Stefanakis - Faculty
Presenter: John Ittelson - UNIVERSITY OF CALIFORNIA
Post COVID, ePortfolios have a vital role in making learning visible in adapted online courses, internships, projects or workplace settings. How are innovators doing this?

Presentation Time: 1:00 PM - 1:20 PM
Track: ePortfolio Practice and Research Panel
Best Practices for ePortfolio Assignment Implementation and Measuring Student Perceptions of Career Readiness

Primary Presenter: Sarah Portway - The State University of New York at Oneonta
Presenter: Ed Beck - The State University of New York at Oneonta
In the State University of New York (SUNY) System, multiple campuses share resources that make building websites and portfolios possible. At SUNY Oneonta, instructor support for ePortfolios comes from the Teaching, Learning, & Technology Center. The presenters will share an upper-division fashion portfolio project as a case study, including Faculty, Instructional Design, and student feedback perspectives. During the presentation, we will present from multiple viewpoints. From a campus perspective, multiple ePortfolio solutions were piloted in the last two years. We will discuss the decision-making process that brought us to our current solution that blends authentic web building skills, portability after graduation, and privacy controls. From an instructor perspective, we will share our experiences beginning a new project, shifting support for different modalities during remote instruction semesters, and timing assignments, feedback, reflection, and revision across the semester.

Presentation Time: 1:25 PM - 1:45 PM
Track: ePortfolio Practice and Research Panel
Process-Based Assessment and ePortfolio: Formative Assessment Shifts and Strategies

Primary Presenter: Melissa Elston - Palo Alto College
Presenter: Edlyn De Oliveira - Palo Alto College
Presenter: Suzel Molina - Palo Alto College
Presenter: Amanda Harrison - Palo Alto College
Presenter: Elizabeth Tanner - Palo Alto College
By adding ePortfolios as a programmatic requirement, institutions may create a more effective means of capturing/tracking students' learning processes and progress. We believe this opens an important new window into students' intellectual lives and accomplishments -- and an opportunity to re-imagine campus- and program-level assessment along formative, rather than summative lines. But how do faculty and administrators actually connect the dots and implement this? The ensuing research presentation will first offer the evidence for our stance, then focus on helping attendees brainstorm useful formative models and strategies for their own campuses and programs, using ePortfolios as a tool.

Midday Plenary
2:00 PM - 2:55 PM ET

Embracing the Identity of *Showcase* and *Learning* Portfolios

Speaker: Pablo Avila - LaGuardia Community College
How might we leverage the power of Showcase and Learning ePortfolios to help students document their evolving identities while in College? This session will explore how using ePortfolio helps students document their college journeys as they navigate complex institutional structures and academic pathways. When integrated with other High-impact Practices, ePortfolio helps students embark on an intellectual journey, reflect on their learning, recognize their evolving identities, and discover potential careers as they curate their story purposefully for multiple audiences.

Concurrent Session 4
3:00 PM - 3:45 PM ET

Track: Opening Learning
Beyond Affordability: The Evidence Supporting OER as a Quality and Equity Strategy

Presenter: C. Edward Watson - Association of American Colleges and Universities
OERs are garnering a great deal of attention in higher education today, and not only because they save students money. The adoption of OERs in course settings is also being found to address a range of student success challenges. This session will provide national perspectives regarding the greatest challenges faced by higher education today in terms of students and student success. It will also situate recent research regarding OERs within this national landscape. This research suggests that OERs positively influence key student success metrics and can serve as an equity strategy for higher education. In this session, you will explore the evidence which shows that OERs are closing attainment gaps, increasing course credit accumulation, improving student learning, and leveling the academic playing field.

Track: Opening Learning
Open Education Affordable Learning Solutions for Historically Black Colleges and Universities

Primary Presenter: Robbie K. Melton - Tennessee State University
Presenter: Gerry Hanley - California State University, Long Beach
Presenter: Richard Lumadue - CSULB
Presenter: Deborah Chisom
Presenter: Effua Ampadu
Presenter: Maria Fieth - California State University, LB
Open education affordable learning solutions for Historically Black Colleges and Universities with special emphasis on diversity, inclusion, equity, social justice, Black Studies, and history-contributions of HBC

Track: ePortfolio Practice and Research
Creating a Virtual 'Polis' in the Midst of a Storm: How to Use OER and ePortfolios to Build a Broader Learning Commons

Primary Presenter: Suzel Molina - Palo Alto College
Presenter: Melissa Elston - Palo Alto College
Presenter: Elizabeth Tanner - Palo Alto College
Presenter: Edlyn De Oliveira - Palo Alto College
Presenter: Amanda Harrison - Palo Alto College
Research has long been imagined as a community conversation between emerging learners (students) and experienced learners (teachers), one which started before us and is perpetually ongoing (Burke, 1941; Swales, 1990; Wardle and Downs, 2010). Our panel will explore the ways in which using OER and ePortfolios in tandem provide bookends for a broader virtual agora: a shared space to which both established and emerging knowledge-makers contribute. Rather than seeking a single technological "magic bullet" to nurture digital learning (and learners), our panelists contend that institutional decision-makers should consider a multipronged digital strategy, drawing from both the OER and electronic portfolio movements in order to provide a space for both expert and emergent knowledge-making to commingle.
Us. www.hbcuals.org

Track: ePortfolio Practice and Research
Reflect and Restore: Leveraging ePortfolio Practices for Well-Being

Primary Presenter: Tracy Penny Light - St. George's University
This session provides participants a unique opportunity to employ portfolio pedagogies in the service of their own well-being and self-care. We will use reflection, storytelling, and mindfulness activities to identify ways to thrive in our individual contexts. We will also consider how to transfer the learning from this session into our own workplace and life contexts.

Track: ePortfolio Practice and Research
Beyond the Orchestra: ePortfolios as a Tool to Influence Student Career Thinking

Primary Presenter: Ian Whitney - University of Sydney
Presenter: Dawn Bennett - Bond University
Presenter: Jennifer Rowley - University of Sydney
Musicians have long had to manage multiple identities and careers in an industry where precarious labour is the norm, yet for tertiary level students there is often a focus on a performance career to the exclusion of everything else. This session will explore an Australian study that used ePortfolios to broaden music student horizons on how they can use their degree in different ways. Although this study was focused on music students, the use of the ePortfolio within a scaffolded learning environment provides opportunities for many disciplines in industries where precarious labour is increasingly common.

Presentation Time: 3:00 PM - 3:20 PM
Track: ePortfolio Practice and Research Panel
ePortfolios: To Use or not to Use in Graduate School and Hiring Process?

Primary Presenter: Heaven Hollender - Indiana University-Purdue University Indianapolis (IUPUI)
Presenter: Kathryn Berlin - Indiana University-Purdue University Indianapolis (IUPUI)
Presenter: Kathy Weaver - Indiana University-Purdue University Indianapolis (IUPUI)
Why are we doing this? A common question from students regarding ePortfolios centers on the purpose of the ePortfolio. This presentation will address that question by demonstrating how ePortfolios can be used for employment applications and graduate school admissions. After attending the AAC&U ePortfolio program, we developed a questionnaire to identify key skills graduate admissions were looking for, and their willingness to utilize an ePortfolio in their processes. This presentation will present our findings and identify barriers and opportunities for ePortfolio use beyond higher education.

Presentation Time: 3:25 PM - 3:45 PM
Track: ePortfolio Practice and Research Panel
Building Bridges Between ePortfolios, Career Goals, and Real-Life Application

Primary Presenter: Barb Lesniak - Southern New Hampshire University (SNHU)
Presenter: Karen Wilkinson - Southern New Hampshire University (SNHU)
ePortfolios are excellent tools for personal and career growth, especially when students see their relevance to real-life situations. This session will explore ways to help students make important connections with strategies like programmatic themes and self-reflections. We'll discuss how embedding consistent themes throughout core classes in the BA.PSY program and enhancement of self-reflective activities in the BA.COM program enhanced the usefulness of ePortfolios at Southern New Hampshire University. These strategies, which were based on advisory board feedback and best practices in instructional design, are already improving success rates as well as earning enthusiastic feedback from students. They are easy to adapt for any discipline and make a big impact on students who seek new careers or want to become change agents in the world.

Presentation Time: 3:00 PM - 3:20 PM
Track: ePortfolio Practice and Research Panel
Use of Electronic Portfolio to Assess Field Experience in Social Work

Primary Presenter: Nandita Bezbaruah - Minnesota State University Moorhead
The use of electronic portfolios to document the field experiences of students is an innovation in a Social Work program. Students can access their portfolios up to seven years after they graduate from the program. This helps them in their exploration of careers as they can provide documentation of their social work skills. This is beneficial to the Social Work program as it provides information on the competency level of the students and this, in turn, reflects on the overall pedagogy, quality, and skills that students acquire in the program.

Presentation Time: 3:25 PM - 3:45 PM
Track: ePortfolio Practice and Research Panel
A Case Study in Inclusive ePortfolio practice: Exploring Curricular Strategy, Foundational Tools, and Campus Collaborations

Primary Presenter: Jennifer Wescott - University of Illinois at Chicago
Presenter: Orit Schwartz - University of Illinois at Chicago
A participatory ePortfolio practice was integrated into an undergraduate rehabilitation sciences curriculum in a publicly-funded urban state university. Opportunities and challenges encountered underscore the significance of curricular positioning, contextual goal analysis, stakeholder partnerships, and foundational tool development. Research shows that ePortfolios improve the

transition experience for first generation college students, providing a platform to construct one's personal narrative, increase self-awareness of skills, and build self-efficacy, while reflecting on connections amongst motivation, sense of belonging, and academic life (Conefry, 2018). These findings resonate with voices of participating students, who shared their educational journeys, personal growth, and expanded vision of future paths.

Concurrent Session 5
4:00 PM - 4:45 PM ET

Track: Opening Learning
Empowering OER Communities Across State Systems: Using Professional Development to Sustain Your Initiative

Primary Presenter: Monica E. Brown - Rebus Community
Presenter: Apurva Ashok - The Rebus Foundation
As institutions continue to grow their support for OER through various initiatives and collaborations, it has become increasingly clear that system and state-wide collaborations can yield high impact results. To support these initiatives and ensure longevity, it can be key to foster networks of collaboration that ensure educators can be connected efficiently to the resources they need to be successful. In this discussion session, we explore the large-scale impact of communities of practice across a system or state-wide initiative. Participants will have the opportunity to learn best practices for building communities of practice around OER publishing and discuss the unique set of challenges presented by cross-institutional collaborations. Together, we will unpack common barriers and empower participants to make meaningful connections to their own contexts. We welcome participants to join us for a conversation on how to leverage the power of OER communities across your state system.

Track: Opening Learning
Reimagining Open Education Leadership to Promote Social Justice and Anti-Racism, and to Empower Underserved Students

Primary Presenter: Karen Cangialosi - OEGlobal/CCCOER
Presenter: Jasmine Roberts - Ohio State University
Presenter: Carlos Goller - North Carolina State University
Presenter: Carrie Diaz Eaton - Bates College
The RLOE (Regional Leaders of Open Education) network and RIOS (institute for Racially Just, Inclusive and Open STEM) invest in the development of open education leaders that are committed to the promotion of anti-racism, social justice, and the empowerment of underserved and underrepresented students. Starting our projects with social justice and equity at the forefront, we seek to address systemic problems that inequity and racism bring to students. Our panel will engage our audience in an exploration of foundational questions about the ways that open education can be a key lever in the justice we seek in higher education.

Track: ePortfolio Practice and Research
Using Story to Improve Course Design and Software Proficiency

Primary Presenter: Christopher P. Ryan - Kwantlen Polytechnic University
Presenter: Lisa Gedak - Kwantlen Polytechnic University
This session utilizes the heart of e-portfolios – Story – as a tool for course design and technology learning. We first apply the principles of story as articulated by Robert McKee to clarify course design, especially its assessments. Then, it is used as a re-framer of technology training as participants go through a digital escape room based on Alice in Wonderland. Participants should better understand the student as protagonist, and how they impact learning and academic integrity. We hope to inspire the use of Story to promote folio thinking in personally, departmentally and institutionally.

Track: ePortfolio Practice and Research
Meet the Principles: AAEEBL's Task Force on Digital Ethics in ePortfolios

Primary Presenter: Morgan Gresham - University of South Florida St. Petersburg
Presenter: Theresa Conefrey - Santa Clara University
Presenter: Kristina Hoeppner - Catalyst
Presenter: Peter N. McLellan - Oxford College of Emory University
Presenter: Christine Slade - University of Queensland
First, facilitators will situate issues of ethical development of ePortfolios within the larger framework of the digital ethics principles. Next, in breakout rooms, attendees reflect on current local ePortfolio practices, guided by stimulus questions that encourage participants to reflect on those practices using a framework of equity and digital ethics. Then, attendees exchange ePortfolio strategies in a constructive space. Finally, the session shares crowdsourced suggestions for ensuring equity in ePortfolio practices.

Track: ePortfolio Practice and Research
Developing Innovative Reflections in ePortfolios to Promote Student Learning

Primary Presenter: Mark Urtel - IUPUI
Presenter: Rachel Swinford - IUPUI
Presenter: Stephen Fallowfield - IUPUI
Presenter: Lisa Angermeier - IUPUI
Presenter: Rose Baker - IUPUI
This session will illustrate how our departmental ePortfolio faculty cohort re-cast the notion of reflection from the typical expectation of writing into more innovative and efficacious forms of reflection for learning. Session participants will have an opportunity to hear about the transition to alternate forms of reflection and then engage in conversation about the process of adopting these new techniques.

Track: ePortfolio Practice and Research
The Northwestern IDS ePortfolio Program: Documenting Student Growth and Reflection in an Online Graduate Program

Primary Presenter: David S. Noffs - Northwestern University
Presenter: Shannon H. Castle - Northwestern University
Northwestern's Information, Design, and Strategy (IDS) eportfolio program is designed to help students build a portfolio of projects to showcase their work to potential employers. During this session, we will present an overview of the program and its implementation. We will describe successes and challenges, and ways we currently engage students and faculty. The program provides transparency for both students and faculty into the strength of course curricula, and the efficacy of student work. It strives for a more democratic process where students have agency in their program design, eportfolio management, and access to industry professionals while demonstrating their work.

Track: ePortfolio Practice and Research
Elevating ePortfolios Potential for Constructing Scholar-Identity

Primary Presenter: Ruth G. Wylie - University of Charleston
Presenter: Robin G. McLaughlin - University of Charleston
The session presents research on the what, why, and how vertical development extends ePortfolio pedagogy related to the formation of scholar identity and learning integration. Vertical development entails growth in one's meaning-making system that, in turn, shapes and influences their understanding of experiences, behaviors, thinking, and feeling. The presentation describes an ePortfolio model as a comprehensive qualifying assessment with a learning orientation for vertical development in an online doctoral program. The ePortfolio model promotes self-agency in one's

community context. The ePortfolio model promotes a holistic scholar-identity with coherence, distinctiveness, and continuity through catalyzing vertical development. The themes and illustrations from a narrative analysis of ePortfolios will be presented for discussion. Attendees will engage in reflection and reflexivity about the relevance of the findings to their discipline and student preparation for civic life.

<u>Closing Plenary</u>
5:00 PM - 6:00 PM ET

Indigenous Digital Sovereignty: From the Digital Divide to Ownership to Digital Equity

Speaker: Traci Morris - American Indian Policy Institute - Arizona State University

The United States came to know the reality of the inadequacies of broadband access in Tribal communities as well as in rural communities and urban settings because of the pandemic. This closing plenary will explore the digital divide, the state of broadband infrastructure, the lack of data, and the opportunities for digital equity that are forthcoming due to legislative investment with extensive exploration of key issues present on Tribal lands and in a variety of contexts. This presentation and discussion will examine this problem, one that impedes economic growth, community health, education, energy, and civic engagement.