


5-31-2011

The Pace Eportfolio as Educational Passport: Enhancing Students' Interdisciplinary, Co- Curricular and Experiential Learning

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Recommended Citation

Klingner, Beth and Anstendig, Linda, "The Pace Eportfolio as Educational Passport: Enhancing Students' Interdisciplinary, Co-Curricular and Experiential Learning" (2011). *Cornerstone 3 Reports : Interdisciplinary Informatics*. Paper 58.
<http://digitalcommons.pace.edu/cornerstone3/58>

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Thinkfinity Grant Interim Report

- Title of the Project: *The Pace Eportfolio as Educational Passport: Enhancing Students' Interdisciplinary, Co-Curricular and Experiential Learning*
- Cornerstone 3
- Principal Investigators Names along with their School/College:
 - Beth Klingner, Executive Director of Academic Technology ,co-Director of ePortfolio Program
 - Linda Anstendig, Professor of English, co-Director of ePortfolio Program
- Date: 5/31/11
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Mid-Project Reports - Please submit the following:

- A) Please outline your original goals.
- a. To create an annual student showcase to celebrate the strongest student ePortfolios on campus.
 - b. To use ePortfolios as part of Student Life's leadership certification to document leadership outcomes
 - c. To create an ePortfolio Assessment plan in cooperation with the University's Assessment Committee. Assessment plans will include interdisciplinary review teams of faculty.
 - d. To enhance students' study abroad experiences by having them document and reflect on their journeys and the competencies they develop through their ePortfolio.
 - e. To partner with Career Services to achieve the following:
 - i. Sponsor joint events on resume and ePortfolio building
 - ii. Request alumni/employer input on ePortfolios
 - iii. Encourage students to reflect on their internships and experiential learning
 - f. Continue expanding ePortfolios to more departments and schools, undergraduate and graduate.
 - g. To educate students on the use of multimedia through ePortfolios.
 - h. To develop a cohort of student consultants across the schools and disciplines to work with faculty and students.
- B) What progress have you made towards your original goals on your project to date?
- a. ePortfolio Showcase: In April, we launched our second annual ePortfolio Spring contest. The 5 winners (2 from the Pleasantville campus, 3 from the NYC campus) were honored at the ePortfolio Showcase Ceremony at their campus, which was held in conjunction with the Writing Enhanced Course Awards and the Library Research Awards. Each winner received an ePortfolio Certificate of Excellence and presented their ePortfolio.

- b. Student Life Pilot: The Student Life Office partnered with the ePortfolio team to enable student leaders to showcase and reflect on their leadership activities.. The Dean For Students led the program with help from the co-director of the ePortfolio Program, one ePortfolio staff member and an Portfolio student assistant. Four student leaders volunteered to participate. Student leaders reflected on their leadership skills and began building ePortfolios. The Dean For Students used the pilot to demo what she would like Orientation Leaders to do with ePortfolios. Though small, this pilot was the first step toward building a relationship between student leaders and ePortfolios. We hope to see this pilot expand and further develop.
- c. Assessment Pilot: The Assessment Subcommittee of the ePortfolio Advisory Board is using ePortfolios to evaluate evidence of students' learning. Starting with selected courses that are requiring ePortfolios, we gathered teams of faculty reviewers to read a sampling of course ePortfolios for evidence of Core learning outcomes, focusing on Written Communication, Analysis, and Information Literacy and Research Skills. Ten courses volunteered to have their students' ePortfolios evaluated. Ten faculty and staff members volunteered to review the ePortfolios in accordance with the rubrics, created by the Assessment sub-committee, to assess ePortfolios based on the three learning outcomes.. The ePortfolio sub-committee hopes to analyze the data collected and evaluate if ePortfolios are an efficient means of assessing the University core competencies. We hope both faculty and students will benefit from the information we gather. ePortfolio training sessions for the reviewers are scheduled for late May and the review process will take place in early June.
- d. Study Abroad: In January, we met with Chris Hoffman, Assistant Director of the Study Abroad Office, to introduce him to ePortfolio. Hoffman hopes to use ePortfolios for the next round of study abroad students in fall 2011.
- e. Career Services:
 - i. We have not yet sponsored student events. However, the ePortfolio is featured on the Career Services webpage on pace.edu.
 - ii. In April, we presented ePortfolios at the Accounting Employer Breakfast, hosted by Career Services. We introduced ePortfolios to the employers and gathered their feedback using a brief survey. We also attended the general employer breakfasts in May, also hosted by Career Services, on each campus. We gathered feedback from these events as well.
 - iii. During Spring 2011, we attempted to launch a small pilot with faculty advisors and student interns, in which students would blog about their internships using ePortfolio and post samples of their work, as well as their research paper. We did not have enough participants, but we did learn that ePortfolios were being used by three interns in Lubin and a few in Dyson College
- f. Expansion of ePortfolios in other progams/schools: During Spring 2011, the Lubin docrotal program expressed interest in using ePortfolios. We also presented to the Publishing department in April 2011.

- g. Educating Students: We have done several ePortfolio workshops in classes, upon instructors' requests. Students also may have learned about ePortfolios through our posters throughout both the PLV and NYC campuses. We also hope that our advertising for the ePortfolio Spring Contest raised some awareness.
 - h. In Spring 2011, we hired two student "eTerns": one on each campus. They played a significant role in assisting ePortfolio Teaching Circle participants, as well as other faculty and students who needed assistance throughout the semester.
- C) Has your project impacted students? If so, how many?
- a. Yes- we estimate 1,600-2,00 students have heard about ePortfolios. We introduced ePortfolios to over 1,600 incoming students who attended summer orientation. We also had several articles published in the student newspaper relating to ePortfolios. Additionally, we've also given visited several classes to give ePortfolio workshops. Other students may have learned about ePortfolio through the promotional posters on campus.
- D) Has your project impacted other faculty members? If so, how many?
- a. Yes- we estimate that 500 faculty have heard about ePortfolios. We collected this number based on the amount of instructors who attended ePortfolio sessions, participated in teaching circle seminars, requested classroom demonstrations or reported using ePortfolios in their class(es). We also accounted for the faculty who will be using ePortfolios to apply for tenure and promotion. In addition, we also took into consideration our marketing campaign, which involved creating and distributing ePortfolio posters across both campuses.
- E) What are your next steps?
- a. Follow up with the Student Life pilot participants and expand it for Spring 2012.
 - b. Gather data from the Assessment Pilot and share this data with the ePortfolio Advisory Board, University Assessment Committee as well as other stakeholders.
 - c. Follow-up with Study Abroad department in the fall
 - d. Continue to work with Career Services to gather employer feedback, recruit more student interns and possibly co-host an event
 - e. Collaborate with the Lubin doctoral program
 - f. Continue to work with the Publishing department and MA in Publishing Program.
 - g. Continue to give demonstrations/workshops to classes
 - h. Maintain "eTerns"
 - i. Launch pilot program with the Writing faculty, where they will use ePortfolio to review student portfolios
 - j. Work on developing ePortfolio studio space so students and faculty would have a dedicated area to work on ePortfolios with tech support.