

Catalyst for Learning

Lessons Learned from the
Connect to Learning (C2L) community of practice
and research project

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Making Connections National Resource Center
At LaGuardia Community College

Introduction...



LaGuardia Community College, CUNY

- Diverse urban 2-year college
- Students represent 158 countries, speaking 129 different languages
- Large percentage of students need basis skills in mathematics and English
- Known for innovation and experimentation
- Using ePortfolios since 2002



Making Connections National Resource Center

- Center on Inquiry, Reflection and Integrative Education
- Serves as a national network of innovative pedagogy and ePortfolio
- Offers workshops, seminars, conferences, consultations, campus visits, and sustained collaborations

Lesson 1:

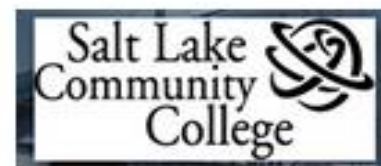
Build a collaborative community of
ePortfolio practitioners.



- FIPSE-funded 3-year collaborative research project
- National network of campus ePortfolio leaders
- Work together in a community of practice to advance the transformative capacities of ePortfolio for teaching, learning and assessment
- Diverse groups campuses share their practices, insights and evidence of effective ePortfolio initiatives

Hybrid-online professional development structure:

- Share best practices of ePortfolio implementation (Campus Project Portfolios)
- Collaborate to find creative solutions (Online Discussion Forums)
- Learn from each other, grow our individual projects (Face-to-Face Meetings)
- Implement sustained evaluations (On each campus)



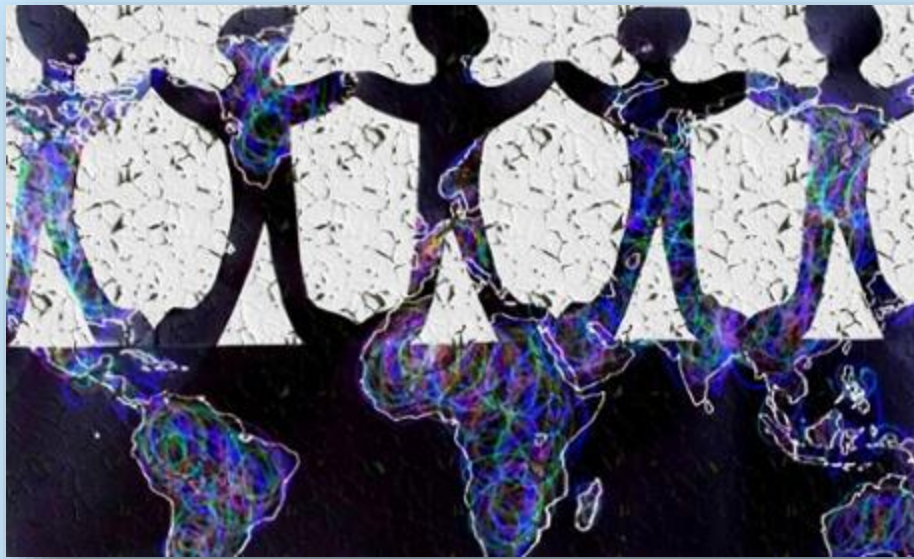
Catalyst for Learning: Resource and Research Website



The Project has produced a resource and research website: Catalyst for Learning, which organizes hundreds of campus-tested practices, identifies key findings and core strategies used by effective ePortfolio initiatives.

Lesson 2:

Consider the catalyzing effect of ePortfolio for learning, teaching, assessment and institutional change.



ePortfolio as Catalyst for Learning

Cat-a-lyze (verb): to cause or accelerate (a reaction); to cause (an action or process) to begin

Synonyms for Catalyze: bring on, generate, prompt, invoke, begin, initiate, develop, encourage, promote

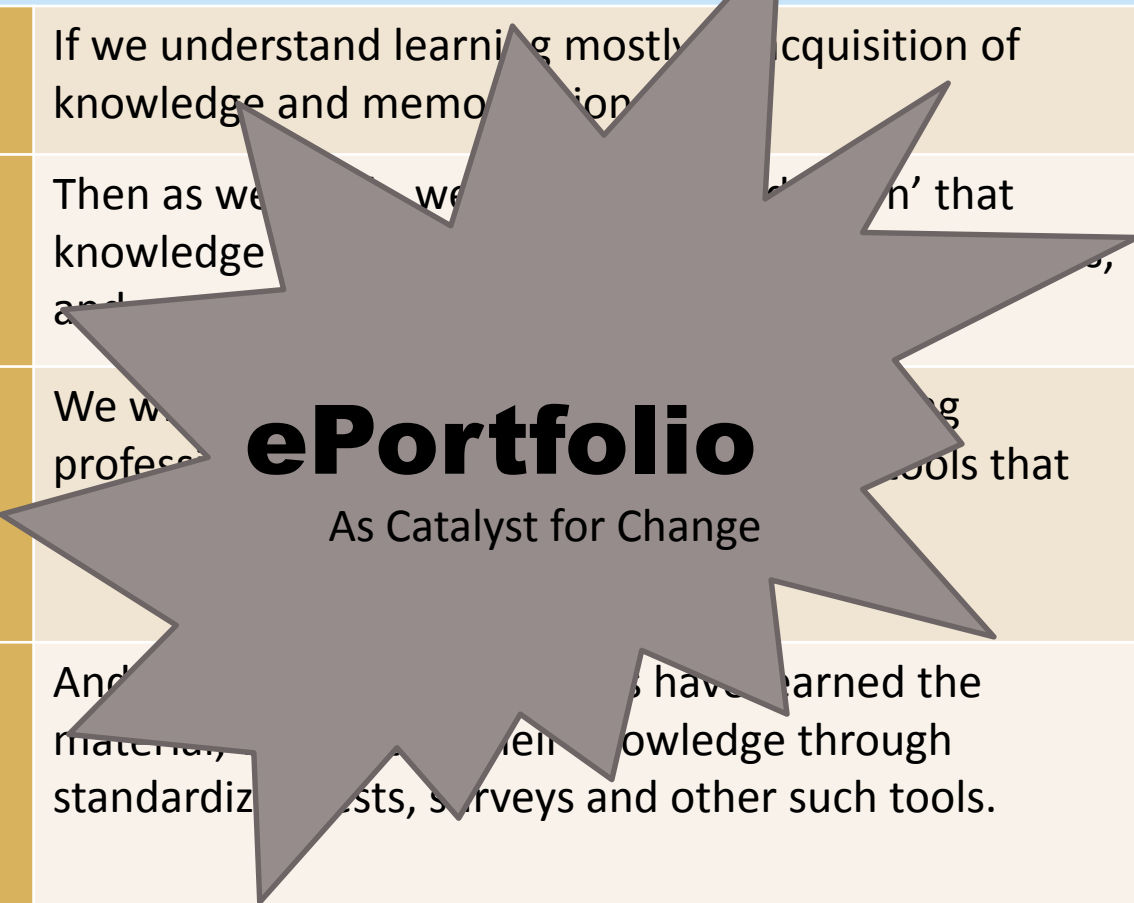
Learn (verb): to gain or acquire knowledge of or skill in (something) by study, experience, increased awareness

Synonyms for Learning: grasp, master, receive, memorize, be trained at, attain

Catalyst for Learning: To change how we understand learning in the 21st century we must also generate new ways to support and assess the learning process.

ePortfolio as Catalyst for Change

Learning	If we understand learning mostly as acquisition of knowledge and memory retention
Teaching	Then as we teach, we are often not that effective, and we are not aware of it.
Support	We want to change the way we teach and the tools that we use.
Assessment	And we have learned the hard way that knowledge through standardized tests, surveys and other such tools.



ePortfolio
As Catalyst for Change

What is an ePortfolio?

An expanded and revised definition

- A record of skills, achievement, and learning; an online repository of student work **which belongs to the student**
- A way to **build an academic identity**
- A flexible, dynamic space to **track academic growth, showcase accomplishments, and plan a career**
- A vehicle for **integration**, connecting
 - Education and experience (formal curriculum and “lived curriculum”)
 - Knowledge across disciplines
 - Knowledge across time

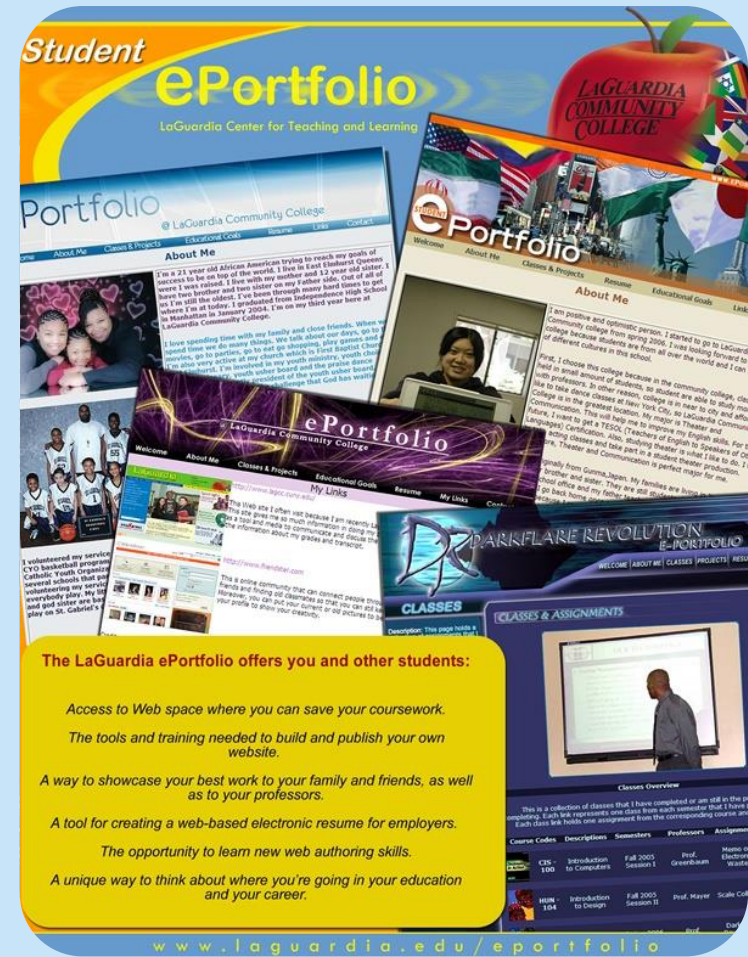


An ePortfolio is...

A space for **reflection**, to “slow down and think”, to connect knowledge, experience, and aspirations.

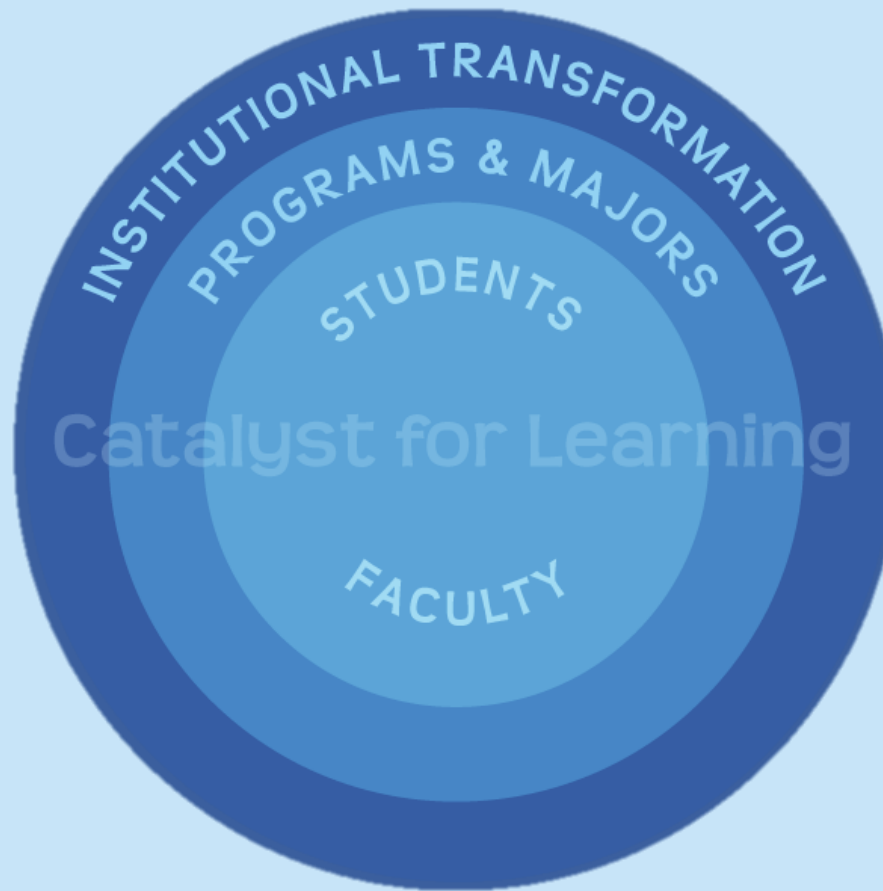
A pedagogical opportunity to design learning that will foster **identity development, integration, and reflective learning.**

A **vehicle for assessment**, for archiving and evaluating authentic student work.



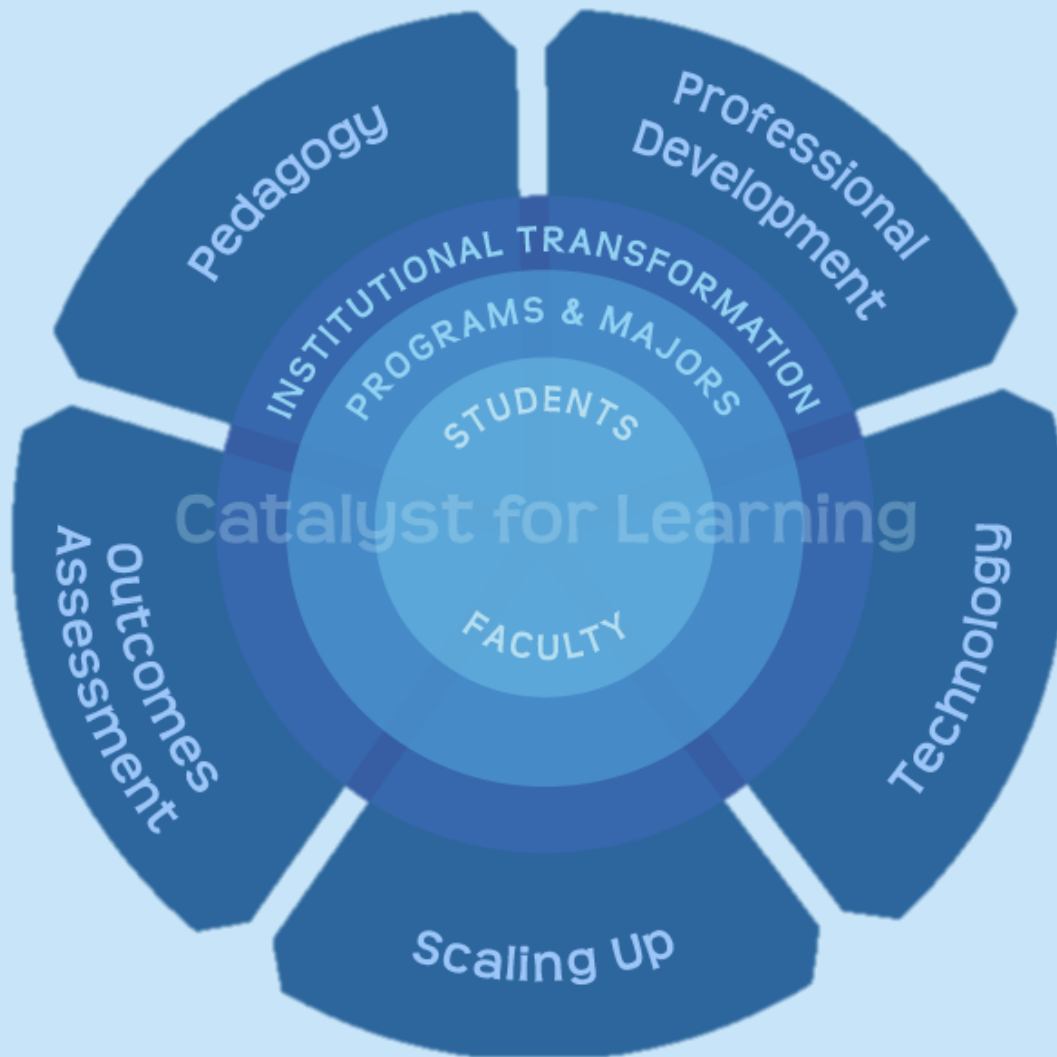
What do successful campuses do to launch, build and sustain effective ePortfolio initiatives?

What Does it Take to Make a Difference?



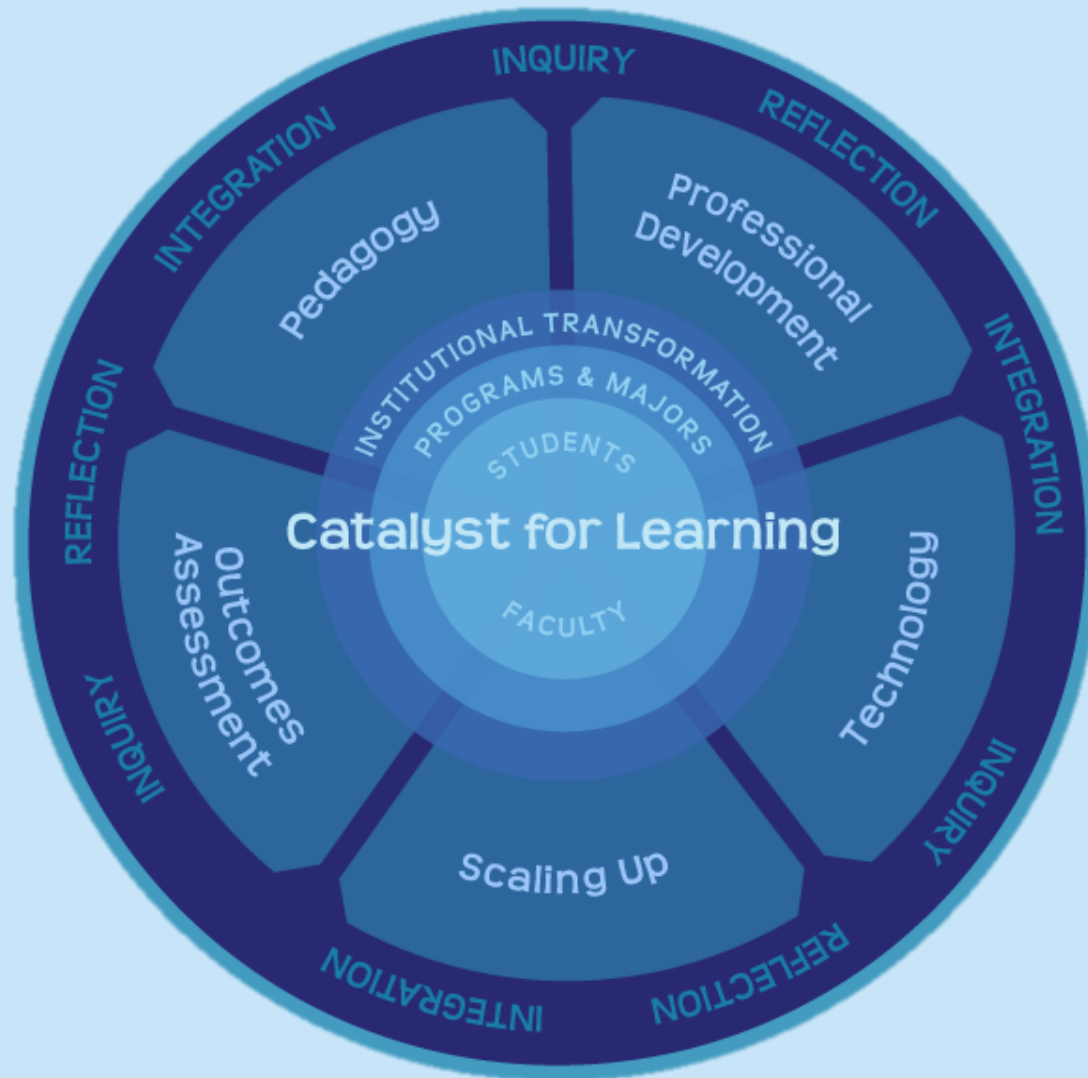
What Does it Take to Make a Difference?

Five Interlocking Sectors



What Does it Take to Make a Difference?

Inquiry – Reflection – Integration



Lesson 3:

Emphasize reflective and social ePortfolio pedagogies.

ePortfolio Pedagogy

Successful ePortfolio initiatives advance *reflective and integrative* social **pedagogy** for ePortfolio, aiming to build student learning and help students author new identities as learners.

Reflection

Connecting and meaning making from otherwise isolated learning experiences.
(C. Rodgers)

Integration

The engaging process of linking academic learning to life experiences.
(K.B. Yancey)

Social Pedagogy

Engaging students in authentic tasks where representation of knowledge for an authentic audience is central to the construction of knowledge.
(R. Bass)

Reflective ePortfolio Pedagogy

Reflection connects experiences within a course; across courses semesters and disciplines, builds connections between academic, co-curricular & lived experiences.

Connecting experiences within a course

- Examine own learning
- Explore course objectives
- Recognize how objectives add to up larger course goals

Reflection across courses, semesters and disciplines

- First year programs
- Capstone courses
- Multiple courses
- Across semesters
- Think forward & backward

Connecting learning in and out of the classroom

- Study Abroad, Internships, Volunteer, Personal Hobbies
- How various learning instances fit with academic competencies & shape their growth as learners



Three Rivers Community College Nursing Program – Reflective Curriculum



Three Rivers Community College use integrative social pedagogy throughout their nursing program. Current students share letters of orientation with entering students, they integrate information literacy assignments, presentations on content and reflections on clinical growth.

“Assignment after assignment, horizontally and vertically across the curriculum, a social ethos permeates the program.” (Bass, 2014)



Nursing Curriculum ePortfolio Sequence

- Introduction to Reflection and ePortfolio
- Connecting Theory to Practice
- "AHA" Finding Your Professional Voice
- Reflection through Journaling and Process Recording
- Removing Barriers You Didn't Think You Had
- Who am I Becoming?

Social Pedagogy

Process and Audience

- Social learning and interactions provide an intermediate space between public and private
- Who is the audience? What does the portfolio look like to different audiences?
- Reflection in a community helps learners benefit from diverse perspectives

Purpose and Identity

- Integrative social pedagogies contribute to giving students a sense of purpose
- Help students find new meaning in their learning experiences
- Help students 'learn to be' in a disciplinary or professional area

Learning Culture

- Integrate multiple learning goals and outcomes
- Help students make connections across knowledge areas
- Assignments horizontally and vertically across the curriculum



Boston University
The College of General Studies'
Freshman End-of-Year Reflection



- Students set-up an ePortfolio in their Freshman Fall semester
- Create a tab for each course, one tab for advisement and one tab for interdisciplinary reflection
- Over the course of 4 semesters student develop abilities in oral and written communication, rhetoric, research and analysis, cultural and historical perspectives, and integrative thinking.
- At the end of Freshman year, students reflect on their progress.



Social Pedagogy

- Share and connect around course work
- Get comments from faculty
- Engage in integrative ePortfolio commentary with other students and external audiences
- Use ePortfolio as a site for collaborative projects with other students

Lesson 4:

ePortfolio Makes a Difference:

Making student learning visible, ePortfolio initiatives support reflection, social pedagogy and deep learning.

ePortfolio Makes a Difference

Making student learning visible, ePortfolio initiatives support reflection, social pedagogy and deep learning. Helping **students connect their learning across academic and co-curricular experiences**, sophisticated ePortfolio practices transform the student learning experience. Advancing higher order thinking and integrative learning, ePortfolio helps students construct purposeful identities as learners.

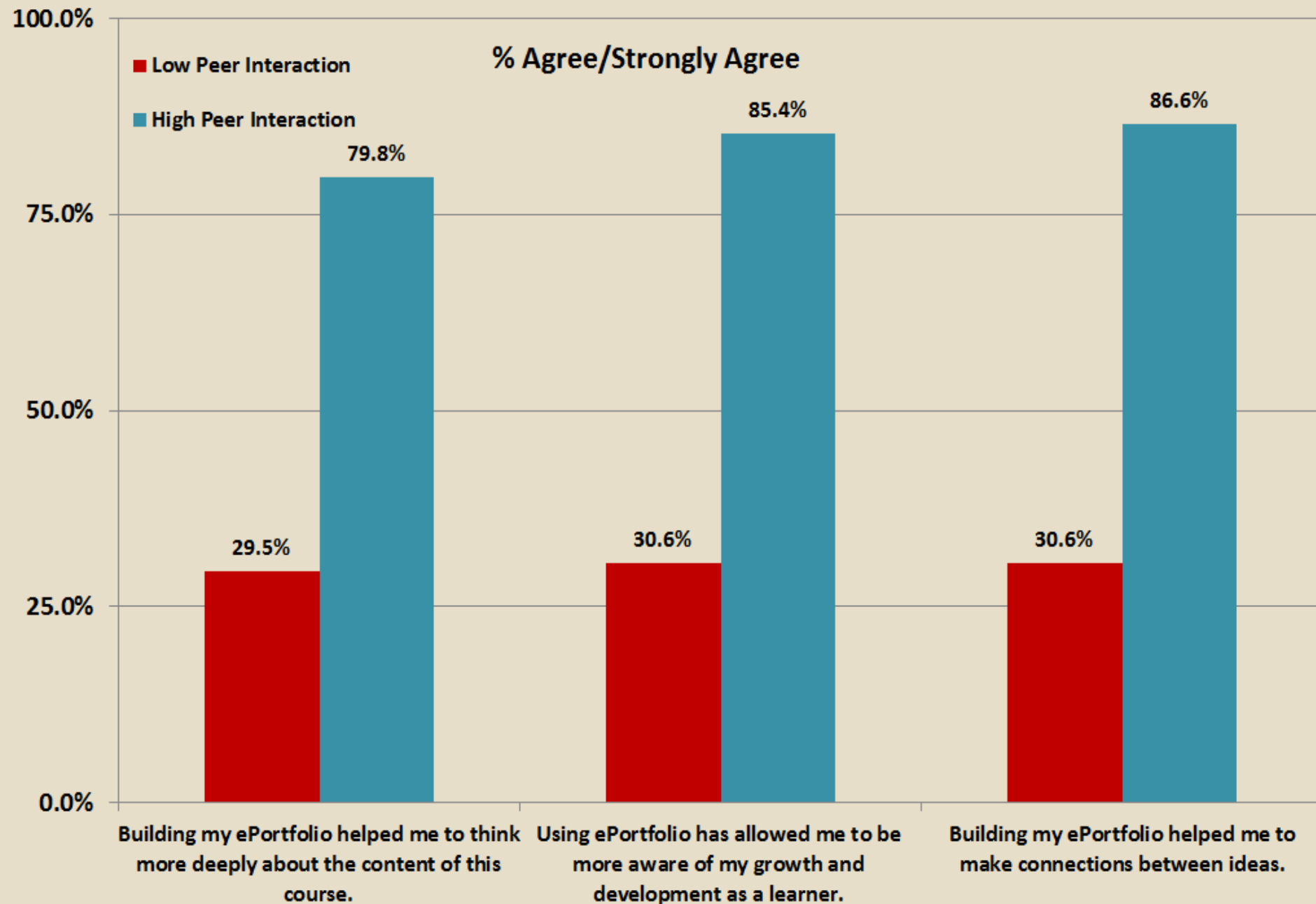
C2L Core Survey

- Conducted on multiple C2L campuses across four semesters: Fall 2011, Spring 2012, Fall 2012, Spring 2013 (Fall 2013 pending) n=9,542
- Goal: to build a common data set that can help us better understand the contours of the ePortfolio-enhanced student learning experience

Building my ePortfolio	Agree/ Strongly Agree
Helped me make connections between ideas	75.6%
Helped me think more deeply about course content	64.4%
Allowed me to be more aware of my growth & development as a learner	69.3%

My (ePortfolio-enhanced) course engaged me in...	Quite a Bit/ Very Much
Synthesizing & organizing ideas, information or experiences in new ways	83.1%
Applying theories or concepts to practical problems or in new situations	77.2%
My course contributed to my knowledge, skills and personal development in understanding myself	78.6%

C2L Core Survey Social Pedagogy Results



n=9,542

Lesson 5:

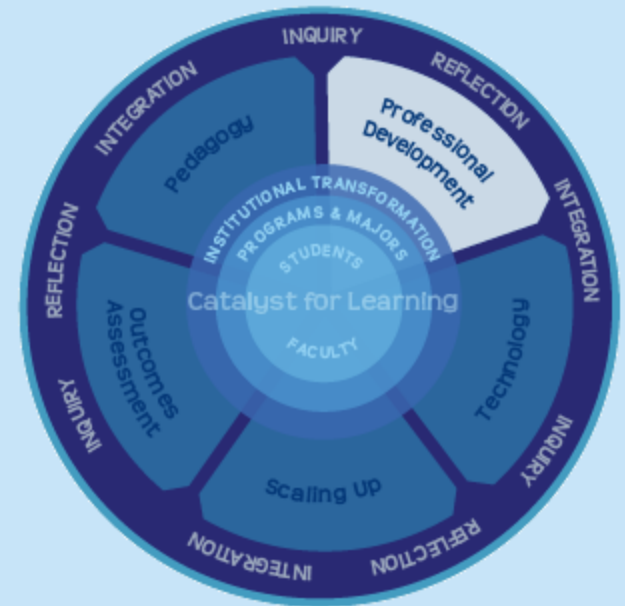
Offer sustained professional development for faculty and staff to help them design and implement ePortfolio practices.

Professional Development

Placing ePortfolios at the center of sustained **Professional Development** can encourage *sophisticated pedagogy*, build *student achievement*, and change campus conversations about *teaching and learning*.

Effective Strategies in C2L Network

- Meet the needs of programs and departments
- Encourage the building faculty portfolios
- Strengthen the connections within the institution through interdisciplinary groups
- Showcase faculty work on and off campus
- Support the scholarship of teaching and learning



I-R-I Principles in Professional Development

Inquiry, Reflection and Integration

Inquiry - encourages participants to grapple with new approaches to pedagogy and curriculum design

Reflection – helps professionals examine and make meaning out of their experiences, deepens faculty learning and helps them develop as practitioners

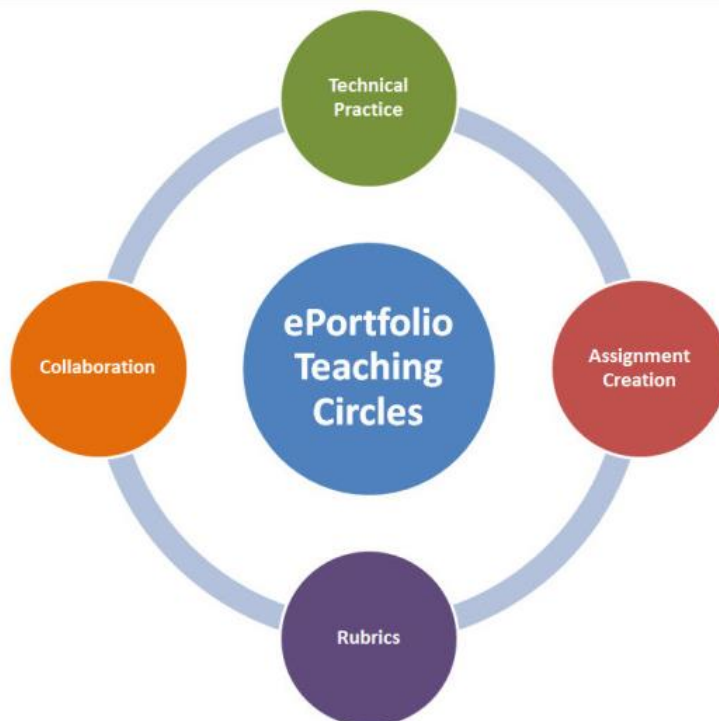
Integration – prompts faculty to develop more integrative understanding of their practice and the connection between their courses, their department or program and the institution



Pace University Teaching Circles



- Semester-long, hands-on workshops
- Encourage REFLECTION for faculty
- Earn a stipend



Inquiry

- Start with what faculty already know about ePortfolio.
- Review assignments, syllabi and student work
- Develop their own portfolio

Reflection

- Faculty use the Mahara reflection feature to keep their journal while learning about and testing new pedagogies with ePortfolio

Integration

- Encourage faculty to re-envision their curriculum and use 'backward design' to incorporate portfolio to support the process of learning.

Lesson 6:

Engage faculty, staff and administrators to examine authentic student artifacts from ePortfolios to assess student learning and curricular effectiveness.

ePortfolio and Outcomes Assessment

ePortfolio initiatives can move **Outcomes Assessment** beyond accountability by *spotlighting* student work, *engaging* faculty and staff, and *supporting* student, faculty, and institutional learning.

Developmental trajectories of Outcomes Assessment in the C2L Network

Transforming campuses have widely established use of ePortfolio for outcomes assessment

Developing campuses have established pilots or moderate stage use of ePortfolio for outcomes assessment

Emerging campuses are at an exploratory stage of using ePortfolio for outcomes assessment



I-R-I Principles in Outcomes Assessment

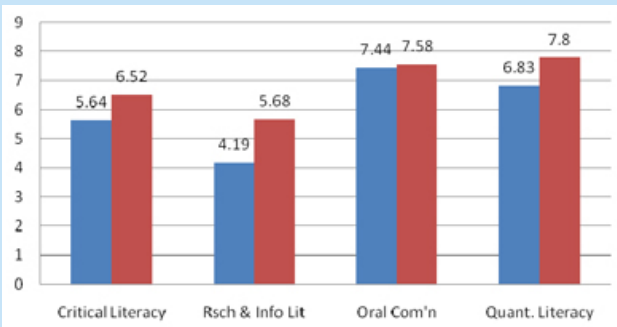
Inquiry, Reflection and Integration

- Framing assessment as **an inquiry into student learning** highlights its scholarly nature, making it more engaging and rewarding.
- Incorporating reflection helps transform assessment into an individual and collective **learning opportunity**, and moves the focus from findings to recommendations for change.
- In an assessment context, applying the recommendations emerging from reflective assessment to **integration involves “closing the loop,”** the active process of changing pedagogy and practice, curriculum, and even institutional structure.

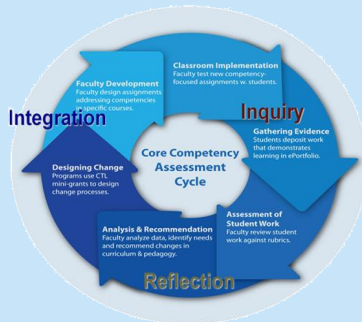


LaGuardia Community College, CUNY

Program-wide Assessment College-wide Assessment



Benchmark Readings Evidence-based Planning



Closing the Assessment Cycle Professional Development and Curricular Revisions

Lesson 7:

Select and support technology platforms and tools that help make student learning visible.

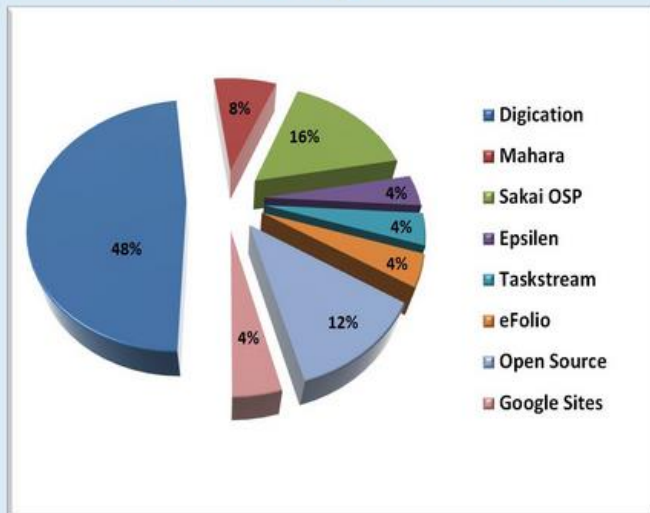
ePortfolio Technology

Effective ePortfolio **technology** can help *catalyze* change by making student learning visible, facilitating a campus-wide focus on pedagogy and student development.

Technology Platforms

Currently Used by C2L Partner Campuses

Graphical Representation



C2L Partner Campuses

ePortfolio Platform	Partner Campus
Digication	Boston, Guttman, LaGuardia
	Manhattanville, NCCC, NEU
	Norwalk, SPS, St. John's
	StonyBrook, TRCC
	Tunxis
Mahara	Pace, Empire State
Sakai OSP	IUPUI, Rutgers, UDEL, Virginia Tech
Epsilon	QCC
Taskstream	Lehman
eFolio	SFSU
Open Source	Georgetown, SLCC, Virginia Tech
Google Sites	SLCC, UDEL

Technology factors that lead to success

Technology factors that leads to successful ePortfolio initiatives:

Selecting an effective ePortfolio platform that meets the needs of students, faculty, and the broader institution

Identifying and implementing structures that support students and faculty in their use of ePortfolio as both a technology and pedagogy

Finding a platform that balances student ownership and autonomy with ease of management and support that helps ePortfolio leaders meet the needs of all institutional stakeholders

Identifying ePortfolio technology that saves and organizes student work & make it available for the assessment process.



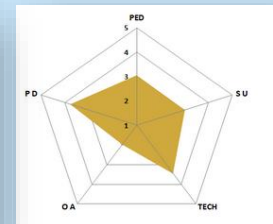
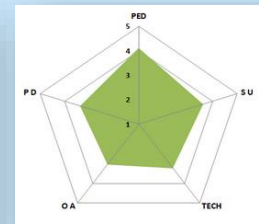
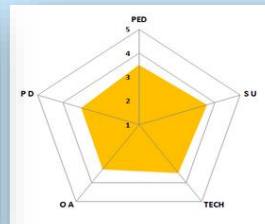
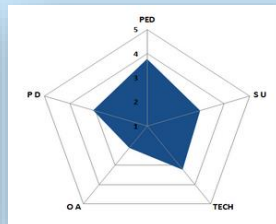
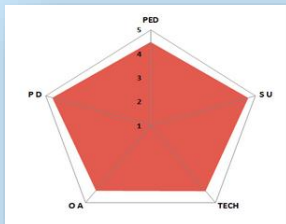
Lesson 8:

Building a successful ePortfolio initiative requires sustained effort to build connections with stakeholders and programs on campus.

Scaling Up ePortfolio Initiatives

Scaling up refers to the strategies for expanding ePortfolio initiatives that align with *programmatic and institutional priorities* and share a continuous focus on student success and learning.

10 Core Strategies for Planning, Growing, Evaluating and Scaling Up ePortfolio Projects



10 Core Strategies

For planning, growing, evaluating, and scaling up ePortfolio projects.

Developing an Effective Campus ePortfolio Leadership Team

Building effective leadership teams that possess diverse composition representing different roles in the institution and have strong connections to key stakeholders in the institution.

Connecting to Programs

Building relationships with degree programs, engaging a wider community of faculty and serving as catalyst for other departments at the institution.

Connecting to High Impact Practices

Building connections to the ten high-impact practices that have been revealed through broad research to demonstrably improve student success and learning in higher education.

Engaging Students

Making student work visible and engage students as stakeholders.

Advancing through Professional Development

Successful ePortfolio initiatives are advanced through thoughtful professional development activities for faculty and staff to explore both ePortfolio-related pedagogy and practice, and to build crucial buy-in for broad change.

Building Strategic Connections to Outcomes Assessment

Successful ePortfolio implementations build strategic connections to assessment of student learning at programmatic and institutional levels.

Making Use of Evidence

Gathering, analyzing, and sharing meaningful evidence of impact on student learning.

Leveraging Resources

Successful ePortfolio implementations require financial resources to support the leadership team, faculty professional development, and technology.

Aligning with Institutional Planning

Working with key allies in administration, and working to include ePortfolios in program-level and institutional strategic plans and planning processes.

Building a Culture of Learning

Successful ePortfolio initiatives build an ePortfolio awareness and culture at the department and program level, among students, faculty, administrators, advisors, in formal and informal ways.

An effective ePortfolio leadership team...

- Represent different roles in the institution (faculty, staff, technology, administrators)
- Understands ePortfolio as integrative social pedagogy
- Possesses strong communication skills and ability to collaborate
- Is engaged with the national/international ePortfolio field
- Has a reflective attitude towards changes and capable to learn and adjust
- Connects with administrative stakeholders and institutional research
- Has a voice in programmatic and institutional outcomes assessment
- Has experience fundraising



IUPUI

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
A Connect to Learning Campus ePortfolio

- Executive Assistant Dean
- Director of ePortfolio and Initiatives and Institutional Effectiveness
- Director of Internship Programs
- Director of Multicultural Success
- Director of Student Development
- Director of Advising
- Coordinator of ePortfolio Initiatives.

Connecting to High Impact Practices

- George Kuh and Carol Geary Schneider, AAC&U 2009 publication
- Randy Bass: “High Impact Practices occupy an ambiguous place in most academic structures – connected but not confined to the traditional disciplinary curricula.”
 - First Year Seminar courses
 - Capstone Integrative Experiences
 - Writing Intensive courses
 - Collaborative projects and Learning Communities
 - Undergraduate research
 - Service Learning and community-based learning
 - Study abroad



Composition 103 Class – Introductory Writing

“The narrative essay asks students to: 1. Take a subway to a stop they have never been before and interact with the community thorough observation, sensory detail and metacognitive perception; and 2. identify and articulate a time when they have felt like an outsider. “ *(Guttman C2L Campus Portfolio)*

Making Use of Evidence

- Pursue a systematic, comprehensive plan for evaluating – gathering, analyzing and presenting evidence of – the ways ePortfolio shapes student learning.
- Consider and articulate project goals
- Identify multiple measures for each goal
- Collect and analyze the evidence
- Share the evidence and Analysis with Institutional Stakeholders



Selected Items	Likert Scale Responses (%)			
	Strongly Agree	Agree	Strongly Disagree	Disagree
More aware of growth as student (N=132 ; Mean=1.73; S.D.= 0.83)	45.4	43.8	8.5	2.3
Connections between ideas (N=131 ; Mean= 1.88 ; S.D.= 0.93)	37.7	50.5	8	3.8
Examined the process of learning (N=132; Mean=1.89; S.D.= 0.86)	34	50.6	11.6	6.1
Think deeply about content (N=130 ; Mean=1.88 ; S.D.= 0.87)	36	50.1	11	2.4
More Creative (N= 130; Mean= 2.09 ; S.D.= 1.00)	33.3	37.3	25.4	4

Goal	Measure
1A. Create a vibrant teaching and learning community using ePortfolio	<ul style="list-style-type: none"> Faculty Training Survey
1B. Design a comprehensive faculty development plan centered on ePortfolio	<ul style="list-style-type: none"> Number of faculty using ePortfolio in courses Number of faculty who participate in the ePortfolio Seminar Series Number of faculty who participate in the ePortfolio Continuing Conversations series Faculty reflection narratives
2A. Student engagement with ePortfolio	<ul style="list-style-type: none"> Comparison of success (C- or better) rates in ePortfolio/ non-ePortfolio sections in developmental English
2B. Increased student understanding of ePortfolio	<ul style="list-style-type: none"> Retention rate comparison in developmental English
2C. Student awareness of integration of knowledge within a degree program	<ul style="list-style-type: none"> College-wide retention rates based on number of ePortfolio courses Examination of student work
3.Increased student success and retention	<ul style="list-style-type: none"> Comparison of success (C- or better) rates in ePortfolio/ non-ePortfolio sections in developmental English Retention rate comparison in developmental English College-wide retention rates based on number of ePortfolio courses Examination of student work

Lesson 9:

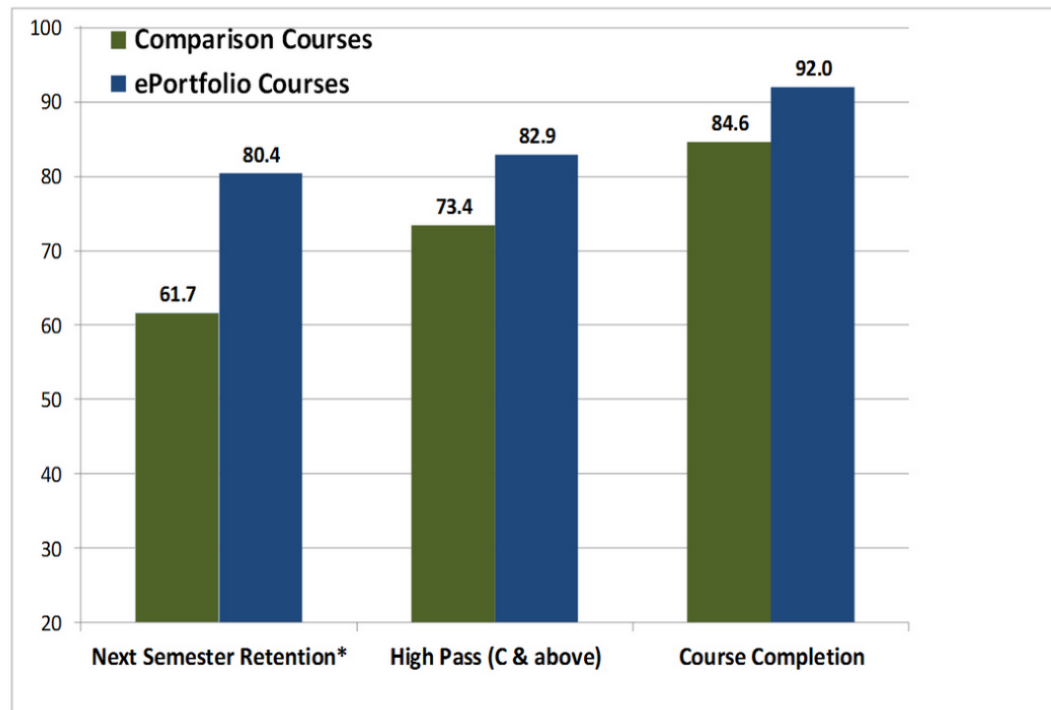
ePortfolio Makes a Difference

ePortfolio usage correlates with higher levels of student success as measured by pass rates, GPA and retention

ePortfolio Makes a Difference

ePortfolio initiatives advance student success. At a growing number of campuses with sustained ePortfolio initiatives, student ePortfolio usage correlates with **higher levels of student success as measured by pass rates, GPA and retention.**

Building Student Success at LaGuardia



2012-13 Connected Learning Program (Title V)

Data from LaGuardia Office of Institutional Research



ePortfolio was introduced into a required first semester “Mission” course in 2008-9, and student performance improved

	Pre ePortfolio (2007-8)	Post ePortfolio 2009-12
GPA in Mission Course	B (3.213)	B+ (3.508)
GPA in all first semester courses	B- (2.933)	B (3.095)

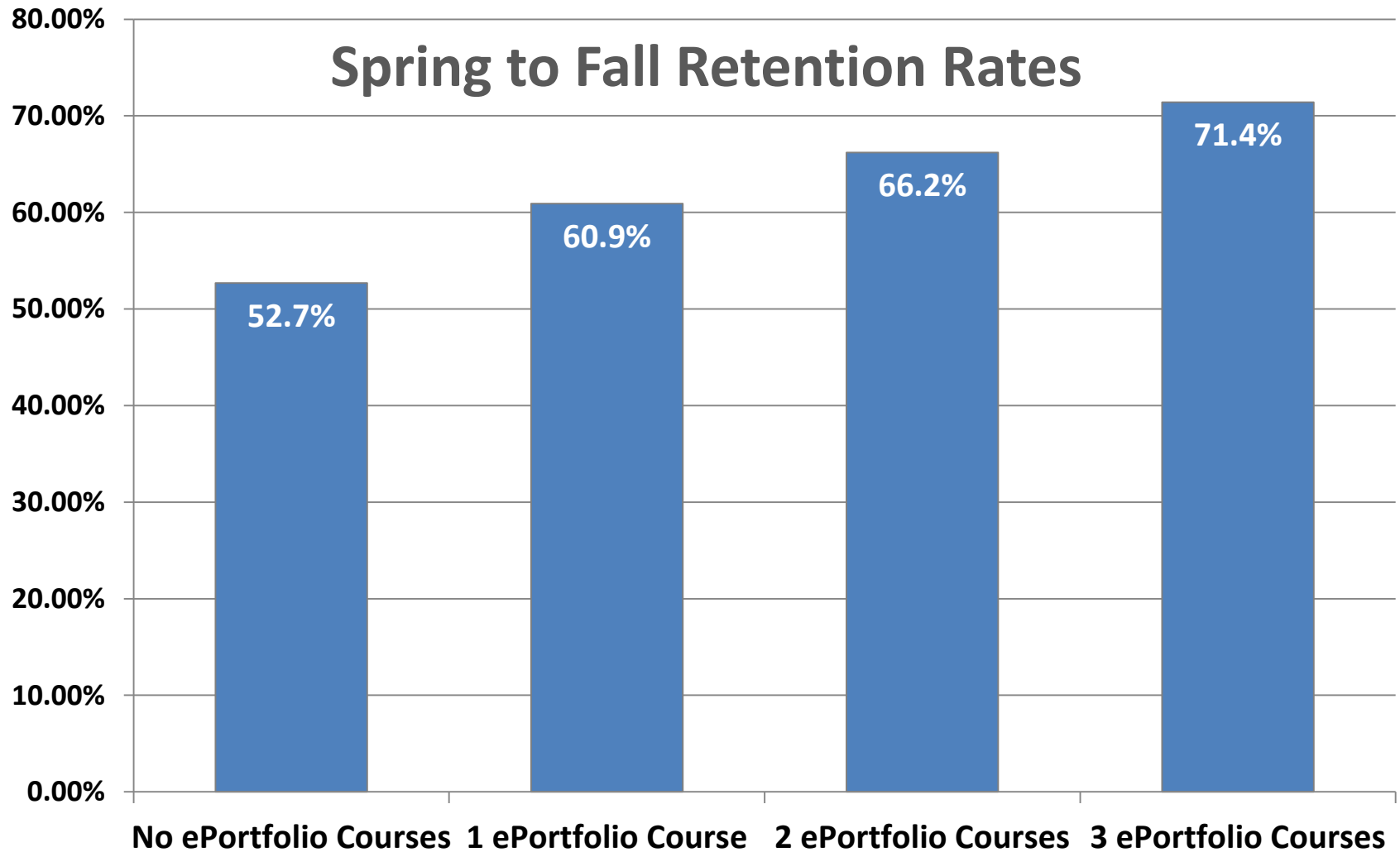


ePortfolio integrated into Metro Health Academies, an SFSU learning community project for high-risk students

	Metro Academy, First Year/First Time Students	All SFSU First Year/ First Time Students
1 Yr Retention Rate	90.0%	79.3%
3 Yr Retention Rate	79.0%	60.0%
4 Yr Grad'n Rate	24.6%	14.9%



Tunxis Community College



Lesson 10:

ePortfolio Makes a Difference:

Effective ePortfolio implementation can also catalyzes institutional change.

ePortfolio Initiatives

Catalyze Institutional Change

Prompting learning-focused connection and cooperation across departments & divisions, ePortfolio initiatives catalyze cultural and structural change, helping the institution move towards becoming a learning organization.





Northeastern University

- Education faculty engaged with inquiry and reflection
- Deeper understanding of how their courses fit into a broader program
- Creating integrated 'signature assignments'
- This leads to fully integrated re-designed curriculum

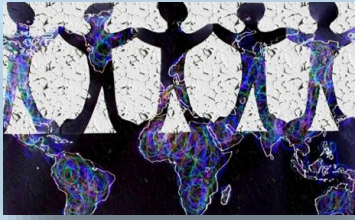
Manhattanville College

- ePortfolio-focused Professional Development
- Spurs interest in pedagogy
- College creates & funds a new Center for Teaching & Learning



LaGuardia Community College

- ePortfolio supports sustained focus on integrative learning.
- In 2012, LaGuardia restructures to merge Academic & Student Affairs.
- Advisement, assessment, Professional Development reorganized to address the whole student.



ePortfolio as Catalyst for Learning: 10 Lessons Learned in Review

ePortfolio Makes a Difference

- ePortfolio usage correlates with higher levels of student success as measured by pass rates, GPA and retention.
- Making student learning visible, ePortfolio initiatives support reflection, social pedagogy and deep learning.
- Effective ePortfolio implementation can also catalyzes institutional change.

What does it Take to Make a Difference:

- Build a collaborative community of ePortfolio practitioners
- Consider the catalyzing effect of ePortfolio for learning, teaching, assessment and institutional change.
- Emphasize reflective and social ePortfolio pedagogies
- Offer sustained professional development for faculty and staff
- Engage stakeholders to examine authentic artifacts for assessment
- Select and support technology tools that help make student learning visible
- Develop an effective ePortfolio leadership team that connects the project to existing programs, collects and analyzes evidence and aligns with larger institutional goals.

New Directions for ePortfolio Research

-Learning Analytics

- Integrated Tools for self-management
- Recording tools for achievements and capabilities
- Gather data related to learning indicators
- Adaptable and dynamic systems: platforms and applications

-ePortfolios for Advisement

-Discipline-specific best ePortfolio Practices

- STEM (Science, Technology, Engineering, Math)
- Professional Majors (Nursing, Physical Therapy)
- Education
- Arts and Design

-Career and Employability

-International Collaborations

Thank you

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Catalyst for Learning: ePortfolio Resources and Research

