



Active Technologies for Engaged Learning: Leveraging ePortfolios for Learning, Assessment, and Professional Development

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Active Technologies for Engaged Learning

Virginia Tech

Kumamoto University, March 8, 2014



VIRGINIA TECH

- Comprehensive Research I Institution
- Land grant
- 60 bachelors degree programs
- 140 masters and doctoral degree programs
- ~31,000 total FTE
- ~1,700 full-time teaching faculty

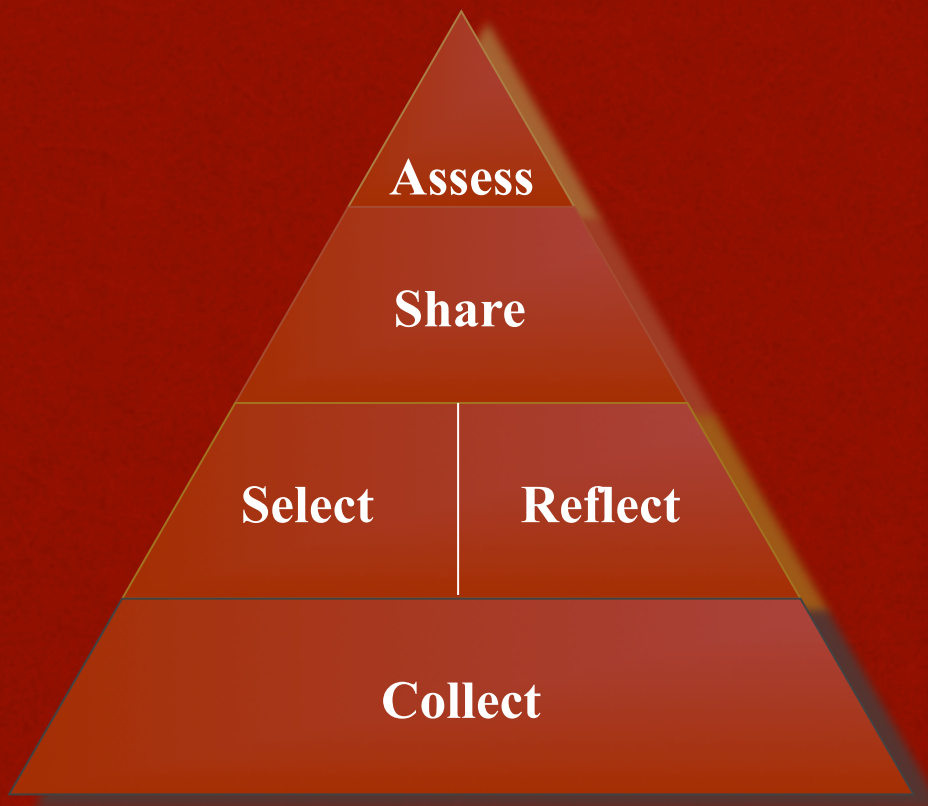


GUIDING QUESTIONS

- Why ePortfolios?
- Why does ePortfolio pedagogy catalyze change?
- What might this look like in practice?



ePortfolios in academic contexts



- Individual learning portfolios
- Online resumes
- Teaching portfolios
- Course-based learning portfolios
- Programmatic assessment portfolios
- External accreditation portfolios

WHY IS EPORTFOLIO PEDAGOGY RELEVANT?

Folio Thinking creates students who engage with their learning and seek to demonstrate learning to audiences

Encourage students to integrate discrete learning experiences

Enhance students' self-understanding

Promote students' taking responsibility for their own learning

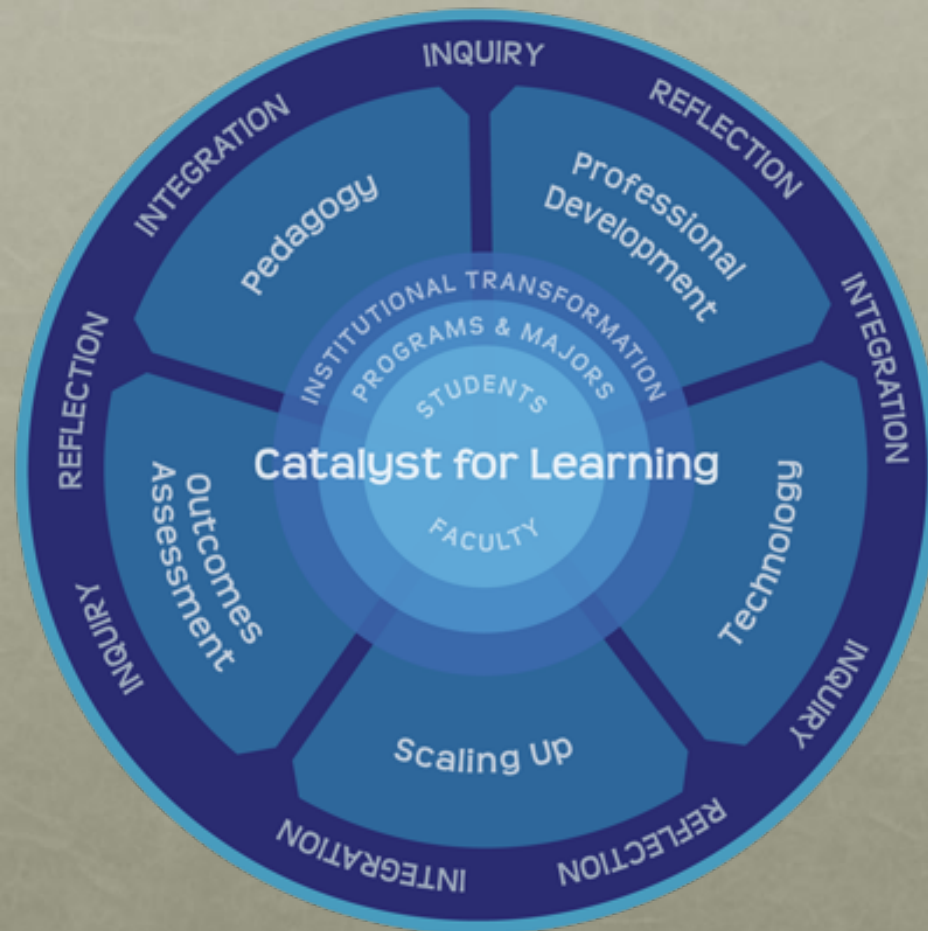
Support students in developing an intellectual identity

ePortfolios *MAKE LEARNING VISIBLE*



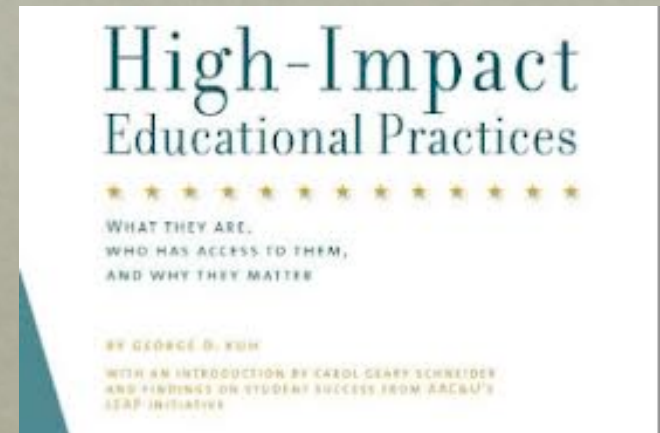
EPORTFOLIOS AS CATALYST

<http://c21.mcnrc.org>



WHAT ARE HIGH IMPACT PRACTICES?

- George Kuh, (AACU, 2008)
 - First-year Seminars and Experiences
 - Common Intellectual Experiences
 - Learning Communities
 - Writing Intensive Courses
 - Collaborative Assignments and Projects
 - Undergraduate Research
 - Diversity/Global Learning
 - Service Learning, Community-Based Learning
 - Internships
 - Capstone Courses and Projects
- All demonstrated significantly increased engagement by students in deep learning.



WHAT MIGHT THIS LOOK LIKE IN PRACTICE?

- Students do amazing work, both in and out of the classroom...

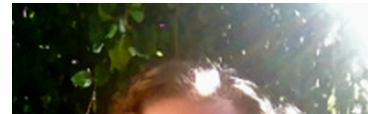


LEARNING

[Home](#)[Reflections](#)[Class Projects](#)[SERVE Blog](#)

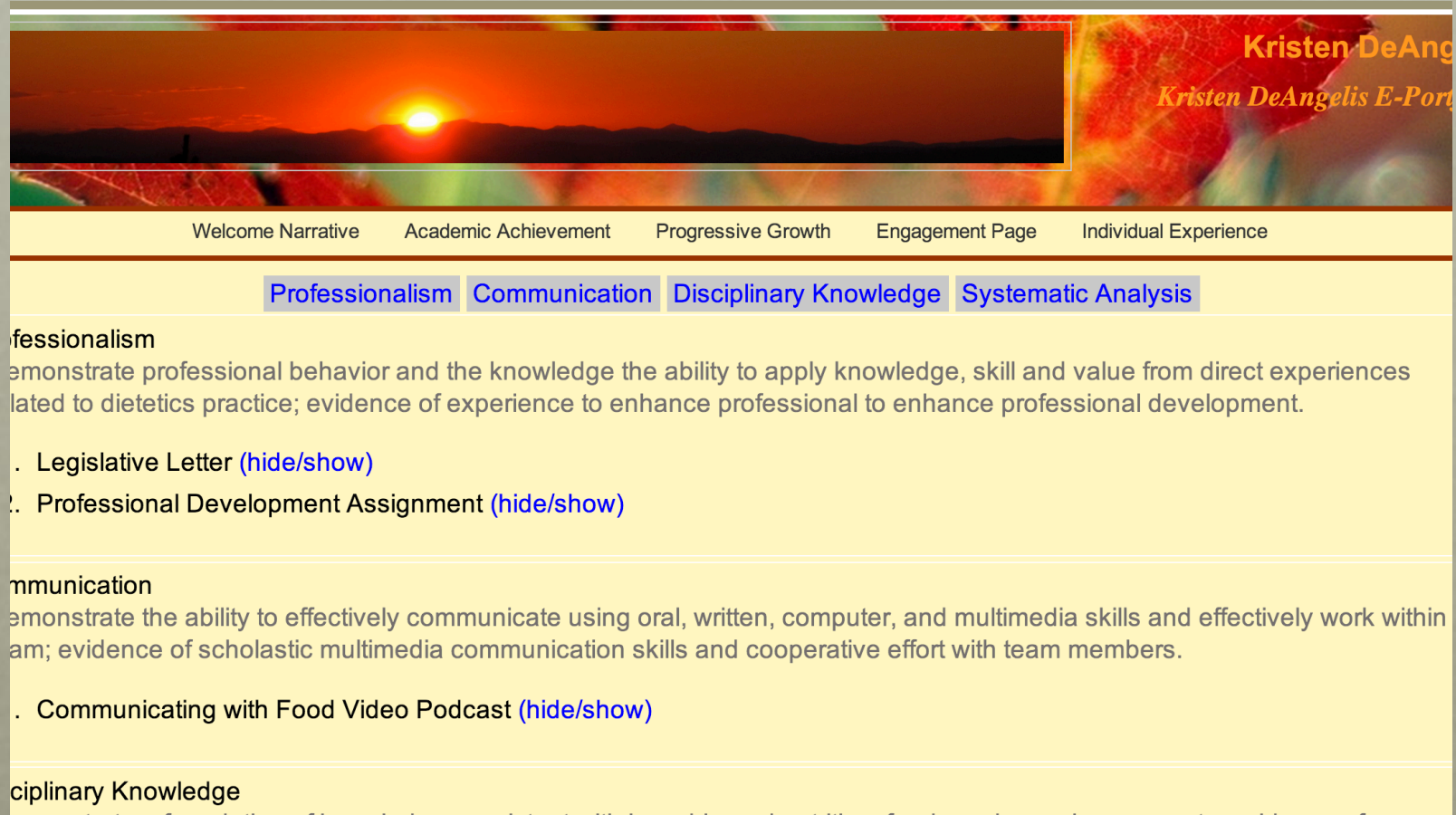
Welcome

Hello. My name is Julia Sakowitz, and welcome to my portfolio. Here you will find the reflections and assignments from my experience in the SERVE ("Students Engaging and Responding through Volunteer Experiences") Living



<http://tikunolam.weebly.com/>

ASSESSMENT



The screenshot displays a web-based assessment tool interface. At the top, there is a header banner with a sunset image on the left and the text "Kristen DeAngelis" and "Kristen DeAngelis E-Portfolio" on the right. Below the banner is a navigation bar with five tabs: "Welcome Narrative", "Academic Achievement", "Progressive Growth", "Engagement Page", and "Individual Experience". Underneath the navigation bar is a row of four assessment categories: "Professionalism", "Communication", "Disciplinary Knowledge", and "Systematic Analysis". The "Professionalism" category is currently selected and expanded, showing a description: "Demonstrate professional behavior and the knowledge the ability to apply knowledge, skill and value from direct experiences related to dietetics practice; evidence of experience to enhance professional to enhance professional development." Below the description is a list of two items: "1. Legislative Letter (hide/show)" and "2. Professional Development Assignment (hide/show)". The "Communication" category is also visible below, with a description: "Demonstrate the ability to effectively communicate using oral, written, computer, and multimedia skills and effectively work within a team; evidence of scholastic multimedia communication skills and cooperative effort with team members." Below the description is a list of one item: "1. Communicating with Food Video Podcast (hide/show)". The "Disciplinary Knowledge" category is partially visible at the bottom.

Kristen DeAngelis
Kristen DeAngelis E-Portfolio

Welcome Narrative Academic Achievement Progressive Growth Engagement Page Individual Experience

Professionalism Communication Disciplinary Knowledge Systematic Analysis

Professionalism
Demonstrate professional behavior and the knowledge the ability to apply knowledge, skill and value from direct experiences related to dietetics practice; evidence of experience to enhance professional to enhance professional development.

- 1. Legislative Letter (hide/show)
- 2. Professional Development Assignment (hide/show)

Communication
Demonstrate the ability to effectively communicate using oral, written, computer, and multimedia skills and effectively work within a team; evidence of scholastic multimedia communication skills and cooperative effort with team members.

- 1. Communicating with Food Video Podcast (hide/show)

Disciplinary Knowledge

<https://scholar.vt.edu/osp-presentation-tool/viewPresentation.osp?id=CDF76612DD109F3AB05870B339AB103E#ComplexTab211>

PROFESSIONAL DEVELOPMENT



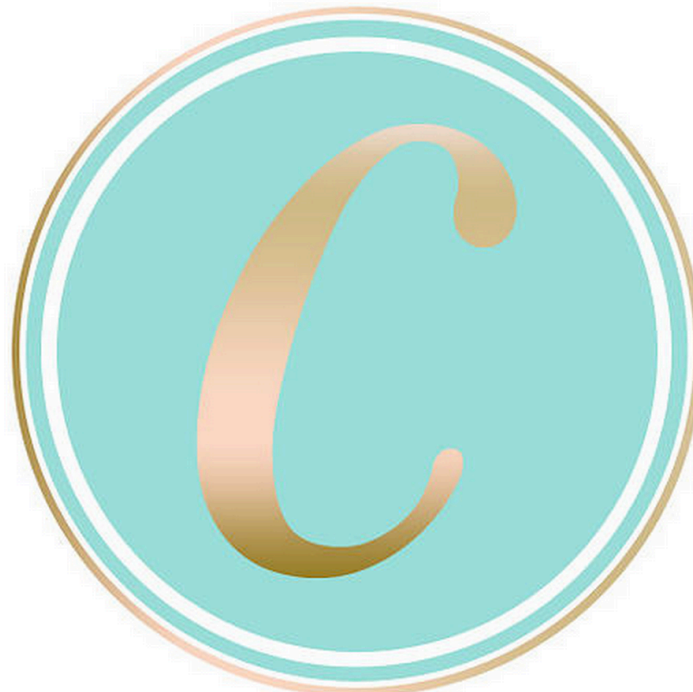
Christina Sullivan / PHOTOGRAPHY-DESIGN-PUBLIC RELATIONS

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<http://christina-sullivan.wix.com/portfolio>


STUDENT ENGAGEMENT





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[PRESENTATIONS](#) [CHAT](#) [HELP](#)

STUDENT SHOWCASE

On April 25, 2013, the ePortfolio Initiatives office hosted an Undergraduate Student ePortfolio Showcase. Ten student ePortfolios were featured in this showcase. Below you can find links to the featured ePortfolios as well as the presentations each student gave at the showcase. Enjoy!!!
(The thumbnails will bring you to the individuals ePortfolio and the presentation link will bring you to the ePortfolio Showcase video.)

[Michelle Tran Presentation](#)


[Quinn Liu Presentation](#)




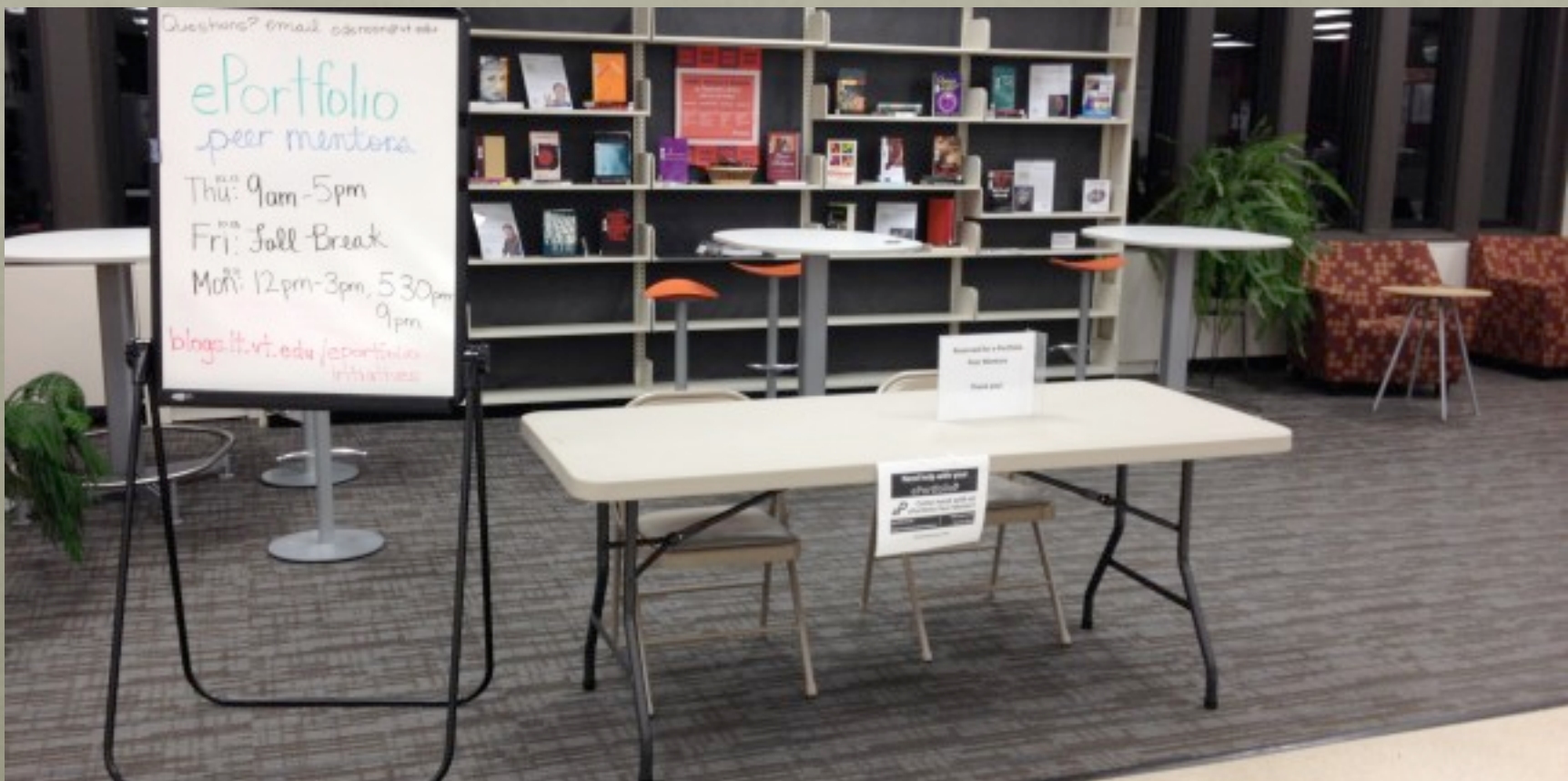
WELCOME

Welcome to the blog for the Active Technologies for Engaged Learning (ATEL). We blog about all things related to ePortfolios: reflection, learning, assessment, professional development, eP platforms, featured portfolios, etc. Join us as we consider how to make learning visible.

https://atel.tlos.vt.edu/?page_id=234

STUDENT ENGAGEMENT

- Student eMentors
 - https://atel.tlos.vt.edu/?page_id=962



THANK YOU!

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