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LEARNING LOG
## Faculty Development on ePortfolio Pedagogy

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## DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE
Faculty Development on ePortfolio Pedagogy

SOLUTION ⓘ
Digital Learning and Next Generation Digital Courseware

CAPACITIES ⓘ
Leadership & Culture

Owner
👤 Randy Schulte (/education/s/profile/00536000003Bij5AAC)

Record Type
Monthly-Current 2017

INSTITUTION
Tennessee Board of Regents

REFLECTION

SITE INITIATIVE ⓘ
As part of the high impact practice initiative in the Tennessee Board of Regents System, the system placed an emphasis on campus adoption of an ePortfolio platform and faculty integration of ePortfolios into existing courses. This work supports the integration of high impact practices across the curriculum in intentional ways that support student engagement.

PROGRESS TOWARD STUDENT SUCCESS ⓘ
Recognized as the "newest" high impact practice by George Kuh, ePortfolios can be viewed not only as a separate high impact practice, but also as a teaching tool that further enhances other high impact practices. As we completed our second year of our high impact practice initiative, it became obvious that the use of ePortfolios is growing nationally because of its ability to help students connect with each other, their faculty, and with out-of-class experiences. Due to the potential impact, TBR started focusing on ePortfolio adoption in Fall 2016 by offering three regional trainings for key campus administrators. At that time, we brought in Dr. Edward Watson from the University of Georgia to share the benefits of using an ePortfolio system. Dr. Watson is recognized as one of the national leaders in ePortfolio use and is the founder and editor of the *International Journal of ePortfolios.*

The second phase of the ePortfolio adoption was to offer faculty training on how ePortfolios can be used in the classroom for learning and assessment. Three regional training events were open to five representatives per campus to attend at no cost. Dr. Bret Eynon and Dr. Laura Gambino, co-authors of the recently released book *High-Impact ePortfolio Practice*, were invited to serve as guest instructors. The full day workshops walked participants through conversations about the potential impact on student learning, how to incorporate ePortfolios as a reflective tool, and how campuses can use ePortfolios for assessment of student learning outcomes.

IMPACT ⓘ
In summer 2017 through Fall 2017, we are asking our campuses to enter a designated code in our Banner system when a course is using an ePortfolio. In December 2017, we will be able to pull data to look at differences in various student attributes with their participation in a course that uses ePortfolios. Over time, we'll be able to look at trends in the data to measure impact on student learning, progression, and retention. This data will be useful to institutions and the System so that we can identify areas for further development and emphasis to help with the completion agenda.

INTERNAL/EXTERNAL RESOURCES ⓘ
In Fall 2016, we had Dr. Edward Watson from the University System of Georgia, a Frontier Set member, conduct our initial training with key administrators. He spent time discussing opportunities for future growth with System staff as part of his trip, and this is what helped us create our

spring faculty development. Our work with AAC&U's Summer Institute on High Impact Practices and with Dr. Laura Gambino through our Completion Academies gave us great resources to identify material for the faculty development as well.

NEXT CRITICAL STEPS 🛈

We will be creating a system faculty learning community (FLC) on ePortfolios that will launch in September 2017. The FLC will bring together 1-2 faculty members per campus in virtual  statewide conversations using our common D2L platform to discuss effective practices in using ePortfolios. The FLC members will then be asked to take this information back to others on their campus through the creation of campus-based FLCs focused on ePortfolios. In addition, TBR will be hosting regional high impact practice conferences in Fall 2017. The regional conferences will have a focus on the larger picture of high impact practices, but will have breakout tracks that will focus on specific practices like ePortfolio. Through the breakout tracks, faculty will be able to share additional work they have been doing, along with successes and challenges.

OPPORTUNITIES/CHALLENGES 🛈

The ePortfolio work has the opportunity to support our work with adult learners and connect to our investigations into a more complete student record that would include non-credit bearing experiences. The use of ePortfolios for advising and helping students reflect on how their class experiences connect to career are important areas to explore in the future. One of the challenges is related to taking this initiative to scale system-wide and throughout an institution.

We hope that the FLC and regional conferences engage faculty to adopt ePortfolios, but ultimately the campuses need to embrace this work to encourage adjunct faculty and other staff to adopt. The System has purchased an ePortfolio platform through our D2L contract, so the cost associated with having a platform has been removed. At this point, the only challenge with implementation is having administration on each campus "turn on" the platform for faculty use and in scaling faculty adoption.

QUESTIONS/REQUESTS 🛈

How has your faculty and staff effectively used an ePortfolio in teaching and learning environments?
How has your faculty and staff effectively used an ePortfolio with regards to credit for prior learning?
Do you have experience with a "co-curricular transcript" or other formal record of students' activities beyond courses and grades?

STATUS

Final

Completion Date 🛈

5/30/2017

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(/education/s/profile/00536000003Bij5AAC) Randy Schulte (/education/s/profile/00536000003Bij5AAC) (Tennessee Board of Regents) updated this record.
May 30, 2017 at 3:30 PM (/education/s/feed/0D53600001NiHvcCAF)

STATUS
Draft to Final

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