

**Division of Education ePortfolio Group  
Agenda: Wednesday, October 27, 2010**

1) Do Now (5 minutes) – Review your articles

2) Discussion (10 minutes) – In groups or partners (group's choice), discuss your articles and address the questions below and prepare summary presentation:

**Assigned Articles for Groups  
Stuart, Wesley, Jane, Tony**

1. Day, R. (2009). Influencing learning through faculty- and student-generated outcome assessment. In D. Cambridge & B. Cambridge & K. Yancy (Eds.) *Electronic Portfolios 2.0, Emergent Research on Implementation and Impact* (pp. 83-86). Virginia: Stylus Publishing.  
(From Electronic Portfolios 2.0 Chapter 8)
2. Edwards, T.S., & Burnham, C. (2009). The promise of eportfolios for institutional assessment. In D. Cambridge & B. Cambridge & K. Yancy (Eds.) *Electronic Portfolios 2.0, Emergent Research on Implementation and Impact* (pp. 87-90). Virginia: Stylus Publishing.  
(From Electronic Portfolios 2.0 Chapter 9)

**Tamisha, David, Rosa, Aliex, Arlene**

3. Richards, W.H., Guilbault, L., (2009). Studying student reflection in an electronic portfolio environment. In D. Cambridge & B. Cambridge & K. Yancy (Eds.) *Electronic Portfolios 2.0, Emergent Research on Implementation and Impact* (pp. 17-28). Virginia: Stylus Publishing.  
(From Electronic Portfolios 2.0 Chapter 2)
4. Britten, J.S., & Mullen, L. J. (2003). Interdisciplinary digital portfolio assessment: creating tools for teacher education. *Journal of Information Technology Education, volume 2, 49-50.*

**Questions:** During our 10/27 workshop, we will meet in pairs to summarize one article to the group.

- a. [Summary] What are the author's key points? In what context does the author's work around ePortfolio and assessment take place?
- b. [Implication] How do the practices described in the article relate to the ePortfolio practice you are interested in developing? What implications, if any, do they have for ePortfolio assessment in your course, program, the Division?
- c. How does your assigned article relate to the common reading?
- d. [Recommendation] Which new ideas or practices presented in the article might you recommend for further exploration?

3) Discussion (20 - 30 minutes/ 5 – 10 minutes each group/pair)

Have representatives from your group/pair introduce the articles to everyone.

4) Role of Rubrics – Discussion with colleagues in programs/departments/populations similar to yours.

## The Role of Rubrics in Capturing the Evidence of Learning with ePortfolios

Carefully examine the rubrics and discuss the possibilities of using them to capture the evidence of student learning in your class/program/department. *Thanks to LaGuardia Making Connections for providing the following rubric samples and recommended discussion topics:*

- a. General ePortfolio Evaluation Criteria – from Penn State University
- b. What Makes a Good ePortfolio – from CLT, LAGCC
- c. Rubric for Evaluating the ePortfolio – from faculty at LAGCC
- d. PTA Student Professional ePortfolio Assessment Rubric – from faculty at LAGCC
- e. Studies Program Rubric: Holistic Critical Thinking – from Portland State University
- f. Studies Program Rubric: Writing – from Portland State University
- g. Integrative Learning VALUE Rubric – from AACU
- h. Critical Thinking VALUE Rubric – from AACU
- i. Written Communication VALUE Rubric – from AACU

5) Individual Review (10 minutes) – Read through the attached rubrics and consider the questions below:

- What types of learning do these rubrics seek to assess? How are the rubrics similar and different, in this regard?
- Which rubric did you find the most useful? Why? What's confusing or problematic about any of these rubrics? What makes a rubric clear and usable?
- What can you learn from these rubrics? Are there ways to modify or adapt these for your own needs? How?

In your ePortfolio project, what might you evaluate using rubrics? Will your assessment work focus on evaluating whole ePortfolios? Or on assessing samples of work collected via ePortfolio? Do you plan to have individual faculty grading or a broader program review?

6) Activity (5 min.)

7) Group/Partner Review, with others in similar programs if possible (15 minutes) – In your #4 groups/partners, discuss what you found interesting about the rubrics and how you might your or adapt them for your own ePortfolio project.

8) Report to group (20 minutes) – Highlight one rubric that you found particularly interesting, and why.

9) Work on your Workshop ePortfolio

Depending on time, learn to:

Submit a page of your ePortfolio into a workflow

Add a PowerPoint Presentation

10) Next steps

*Thanks to LaGuardia's Making Connections: ePortfolio in Contemporary Higher Ed Seminars for referencing these valuable articles/questions*