Evolution of the ePortfolio at Douglass Residential College

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How we Started

• The ePortfolio would serve as a professional development tool, a web showcase for students’ achievements

• Modeled on Douglass’s educational pathways: would reflect integration of academic and co-curricular experience over course of college career
ePortfolios and integrative learning, AAC&U

Reflection on work saved in e-portfolios can

• build learners’ personal and academic identities as they complete complex projects and reflect on their capabilities and progress,

• facilitate the integration of learning as students connect learning across courses and time,

• be focused on developing self-assessment abilities in which students judge the quality of work using the same criteria experts use,

• help students plan their own academic pathways as they come to understand what they know and are able to do and what they still need to learn.¹

AS Douglass students create ePortfolios they:

- develop statements about their sense of purpose and identity as learners or scholars;

- integrate personal background & experience with academic goals and within academic context

- connect classroom and non-classroom learning--ePortfolios reveal how students learn across multiple sites;

- develop technical, visual, graphic understanding of electronic media; and

- as women students (et. al.) they define identity and voice against backdrop of expectations; assert themselves as leaders (responding to Douglass mission)
Samples

- Samples available on request (rreynold@echo.rutgers.edu)
### Douglass Matrix

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<tr>
<th>Douglass Matrix</th>
<th>Coursework/Projects</th>
<th>Learning Communities</th>
<th>Professional Experience</th>
<th>Campus/Community Involvement</th>
<th>Independent Research</th>
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Beginnings—incorporating ePortfolios in practice

- Knowledge and Power 988:130: students respond to a posting in feministing.com; students have to create “home” and “about me” pages before sharing ePortfolio with instructors
- Students reflect on interview assignment (optional)
- Students submit ePortfolios as part of applications for scholarships and leadership positions
- Participation in learning communities require ePortfolio reflections
- Advisors review ePortfolios
• A quipu [Cecilia Vicuña] is a knot. “A mental quipu” is a mental knot. I like that. I like the idea of seeing thought as knots. A thought as a visual image of knowledge is very appealing. . . . All the images, idea, memories are somehow all interconnected in each of our heads . . .

The interview is to help me see the life of woman in a career field that I am interested in, and I think of her life as a quipu.

Every time I ask a question, her thoughts will be like mine, associating memories and thoughts with the words. She “will...reflect upon [her] experience and choose for [herself] which experiences and feelings are central to [her] sense of [her] past” (Kathryn Anderson 6). I will have her “vocal quality and body language, not through words alone” to piece together her life. (Kathryn Anderson 2). Even though I will write a transcription of the interview, my paper weaving our lives together will bring in my own quipu. The paper will be like the shadow of the quipus together in the picture of the hand with strings.

Rachel, first year student, writing in her ePortfolio about the artwork of Cecilia Vicuña, and relating the artwork to her interview assignment
Next Steps

- complete an evaluation tool for advisors and students
- ongoing lessons; learning how students use the ePortfolio at different stages of their college career
- peer mentoring program (students train students)
- advising: to evaluate extent and quality of student engagement, integration of learning, identity, sense of purpose/goals
- use for assessment of Douglass requirements and mission

AND

- faculty buy-in, possibilities for teaching
  - to capture and integrate knowledge across courses (esp. linked courses or learning communities)
  - to assess learning and integration of course material
  - to enable students to share work in ePortfolio format with other students/faculty
  - to incorporate visual and other media
  - to facilitate peer learning/mentoring

AAC&U Value Rubrics
http://www.aacu.org/value/rubrics/index.cfm

LaGuardia Center for Teaching and Learning
http://www.eportfolio.lagcc.cuny.edu/faculty_resources.html#top

HASTAC—humanities, arts, science & technology advanced collaboratory
http://www.hastac.org/forums/hastac-scholars-discussions/making-invisible-learning-visible

Visible Knowledge Project
https://digitalcommons.georgetown.edu/blogs/vkp/