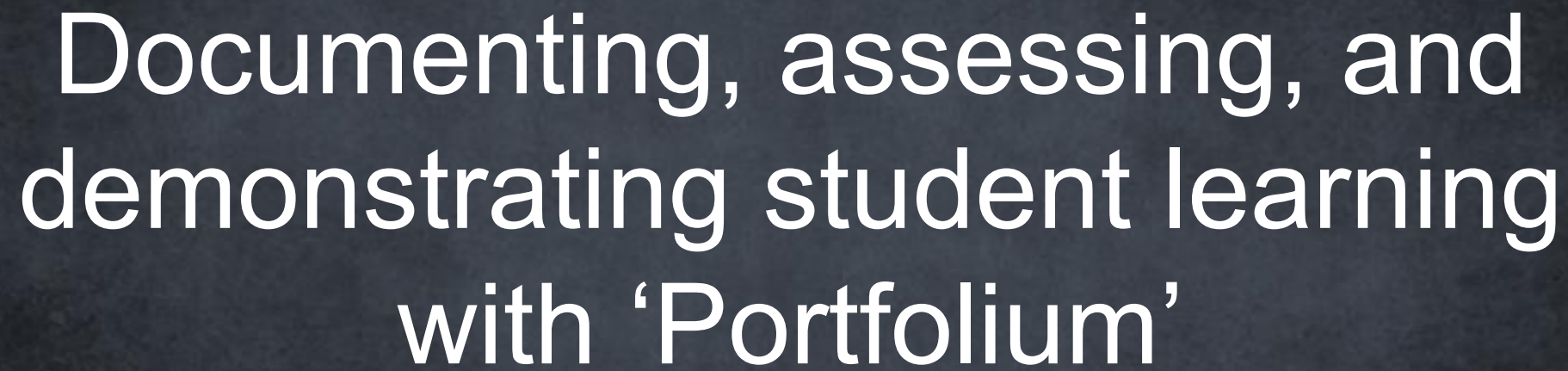# AUCA Pilot Project

Documenting, assessing, and demonstrating student learning with 'Portfolium'

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Outline

Part I.

ePortfolio concept and implementation consideration.

Part II.

Live demo of the 'Digital Literacy' course.

Type of our ePortfolio Initiative

The purpose of this pilot is a combination of learning, assessment, archiving, and showcasing student works.

Why we need ePorfolio

- to have graded works in one place, and allow students to tag artifacts to the core competencies;

- to assist the University in the gathering of outcomes-based evidence for accreditation;

- to show the evolution of student learning over time (not only WHAT they accomplished but also HOW they reached their milestones and goals);

- to make high-impact practices visible (social justice, civic engagement, volunteer, and leadership activities), and allow to share the value of these experiences with external audiences;

- to create repositories: senior theses, research projects, syllabi, and so on.

Our steps to ePortfolio implementation

- The ad hoc committee;

- Selection criteria checklist;

- Negotiations with vendors;

- Purchase the platform;

- Rollout and integration with Moodle.

Why 'Portfolium'?

- Cost, cost, cost;

- Ease of use;

- Free-for-life access;

- Unlimited storage;

- Integrates with Moodle, SIS, and Social media;

- Unique way of presenting badges with evidence.

Coupling learning theories with ePortfolio technology to enhance classroom activity

Cognitivism. The power of reflection turns the **collection** into **evidence** of a deeper learning experience. *What did I learn? Why did I learn? How did I learn?* Reflecting implies cognitive skills such as observing, analyzing, making concepts, etc. It allows students to get to know their strengths and weaknesses, identify gaps for further improvement, and provides a good basis for feedback.

Constructivism. Involving students as sources of ideas and examples is a good practice. Learning from peers, and especially what others had done, provide the inspiration to try new things. Giving students the opportunity to review peers' high-quality work can increase understanding of requirements and what constituted a good artifact.

Connectivism. Networking is one of the most powerful (and FREE) tools for professional development. It helps students promote their achievement to employers who are increasingly seeking evidence of real-world competencies in those they hire. As for the University, it is an opportunity to stay connected with the millennials - a generation of Facebook users.

What are the barriers and how to get over it?

Start small. Just keep it simple and to the point. Create a shared vision, infographics of why ePortfolio is useful and share it with your team (faculty, students, advisors, IT office).

Faculty don't have the skills or time to learn new technology. Set up professional development and skill-based workshops. Support your team initially using face-to-face meetings.

ePortfolio can transform pedagogy; you cannot implement it without curriculum change. Design assignments that students can use as evidence and that align with the course learning outcomes.

Walk the talk. Create your own ePortfolio and share it with your students. It helps you to discover possible pitfalls, and better understand the challenges and benefits of maintaining an ePortfolio. It will also persuade students that it is a useful endeavor.

THANK YOU FOR YOUR ATTENTION!