



Dear Faculty,

Week 7 will keep the Instructional Strategies and Writing Tools sections as they were in Week 6 for further review. By Week 8, these sections will begin to shift focus into more detailed materials specific to ePortfolios—both with Blackboard and for long-term materials for student ePortfolios. While using the ePortfolio tools in Blackboard are VERY useful and HIGHLY recommended, at some point students will desire to and by necessity need to, migrate to a hosted site if they would like to develop and maintain a fully-functional ePortfolio for personal and professional use—which can be done within the same site. Nevertheless, while at Amridge, one of our primary goals within the QEP is to enable our students to improve their writing skills, and their digital/information literacy abilities—those go hand-in-hand. **Regards and Thanks: The EXPLORE Lab/QEP Team.** (Contribution from K. Scott)

➔ TECHNOLOGY...WEEK 7: CREATING THE ePORTFOLIO & ARTIFACTS ◀

Distance education faculty have the additional task of incorporating the use of technology to reach students and facilitate learning. See the following links for assistance in the use of instructional technologies and tools.

In Blackboard, as you select the option to create an ePortfolio or Portfolio, the sample image below appears to begin the process (see Figure 1). Please note a couple of items on this page: 1) The template; 2) 'Available'. When students are considering what appearance they desire for those who will see/review their ePortfolio (or 'Folio'), the template is the layout of the web page. If you reviewed the Clemson University web site samples from Week 6, you will notice that the layout/design of the pages vary according to personal preference, choice of links and locations on the page, and so forth. The second item is whether students are ready to publish their work for access by the web community. These are two VERY important considerations. Why? Because an ePortfolio that is a mush of items with errors in spelling or sentence syntax might not be a worthy outcome to validate that our students have given sufficient thought and peer-review considerations to what the search engines might locate. Thus, faculty review or peer-review factors come into play in this process. Please allow me a moment of personal input: it is becoming evident that ePortfolios are trending as a global tool to validate skills, abilities, work, community service, and is virtually unlimited in its scope and capacity to inform viewers of these Folios. Therefore, my colleagues, it behooves us to ensure that we support the outcomes of the QEP in terms of writing skills and digital/information literacy abilities so that what students produce for consideration as an artifact is indicative of their skills and abilities—as a minimum prior to posting to the ePortfolio. Figure 1 begins the process of creating the ePortfolio, where artifacts, information, and a major portion of the digital footprint will reside.

Once you have created a 'central repository'—the Folio—you are ready to begin posting artifacts, thus please review the sections on artifacts. Artifacts can take the form of simple to complex; from a memo to a video; from a neighborhood cleanup to a city-wide beautification project. However, please-please-please remember that what we are after in ePortfolios is the 'selling' of a person's skills, abilities, community service, and the 'holisticiveness' (that word gave Webster's a fit!) of who the individual is—by the characteristics that are in the artifacts and the ePortfolio page. For example, as employers—from Christian to secular—begin to use e-tools to search for individual traits, the better the ePortfolio design and clarity of artifacts, the better the fit for those search results. And...if you begin to research how these search tools are being used, you can find out about a person's digital footprint with relative ease if you understand how the process works. This includes the totality of the individuals online activities, ergo---the ePortfolio. Not just any ePortfolio, but one that is designed properly, vetted by faculty, and 'artifact'd' by conscientious design. Figure 2 indicates where those all-important artifacts accumulate.

Amridge University **Courses** LIVE! Weekly Devotional Faculty Student Resources My Career Amridge Development

Dr. Kenneth Scott 199

Portfolios Homepage

Create Portfolio

* Indicates a required field.

Cancel Submit

GENERAL INFORMATION

* Title

Template Portfolio Template |
Templates are pre-created content blocks that follow a certain order.

Description
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

This is my first ePortfolio.

Character count 28

Available

Comments are Private
If checked, all comments will be hidden from users who can view the Portfolio.

Click **Submit** to proceed. Click **Cancel** to go back.

Cancel Submit

FIGURE 1.

Amridge University Courses LIVE! Weekly Devotional Faculty Student Resources My Career Amridge Development

Portfolios Homepage

Personal Artifacts Add Personal Artifact

Add Personal Artifact

Personal Artifacts are pieces of content (text, images, documents, and multimedia) that can be attached to your Portfolio. The benefit of creating a personal artifact is that you can create it once, and reuse it across multiple portfolios.

* Indicates a required field.

Cancel Submit

ARTIFACT INFORMATION

Enter basic information about the Personal Artifact.

* Title

Description

Character count: 0

The description is not included when the artifact is added to a portfolio. It is an aid to help you find your artifacts in the future.

Specify the content of this Personal Artifact.

Content

Path: p Words: 0

Attach File

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

FIGURE 2.

BEYOND BLACKBOARD: THE IMPORTANCE & LONGEVITY OF THE ePORTFOLIO

Before moving into the actual creation of the ePortfolio in Blackboard and posting the Folio for access, let's consider a few things in terms of ePortfolios some 1 year out from graduation, or 5 years out. Once students at Amridge University have graduated or they continue their degree pursuits, it is important that their artifacts are maintained in 'good working order.' As in the case of the Oracle example, the student was to validate his skills by accessing and publishing the artifact that only Oracle could produce. If an employer or a mission group needed to see samples of work or mission trip experiences, for instance, where are those artifacts and how readily are they available for review? And, how long are those artifacts maintained? This then, brings us to the discussion regarding longevity of one's Folio. Therefore, a brief discussion is in order, and will be further discussed in the next several weeks—alongside using Blackboard.

1. Domain Registration: Domains are those things we review in the URL's of our web pages. They are the **legal** nomenclature of organizations, colleges, and individuals. You must register them, and in most cases, you pay a small fee for individuals while organizations tend to pay more. These domains, then, are how the normal access method is accomplished. Take, for starters, the search method to find a web site by name: <http://amazon.com>. At some point, if students are going to keep an active ePortfolio after graduation, they will need to consider this activity to be able to do so. It's very easy to register a domain, but it is the first step in the process outside of Blackboard. Thus, this is an important consideration as we begin to build portfolios in Blackboard—looking down the road when our students will transition to a full-blown site;
2. Hosting Site Considerations: Most people don't normally purchase a server, or today own their own cloud servers/services (note the keyword own). Rather, they use the services of web orgs that have those cloud services already established. A good example would be Google Sites or BlueHost. You can use what might be free hosting services, but the disadvantage is that 'free does not come free.' Free means you might get space on their server at no cost, but the services are limited and they might advertise on your web site. Well, to learn the process of hosting site considerations, free is good; however, down the road, if Amridge students want to create a web site/digital footprint/folio, they may need to invest in a hosting site. Using Bluehost, you can purchase their services on a massive host of Linux servers to host your individual site or your corporate site. Cost rises correspondingly, of course, but for the individual, these cost considerations should be part of the overall process of the ePortfolio package;
3. Templates, HTML Variations, and Artifacts: Finally, it is important that students are aware that to host their artifacts and Folio content, they must do so within the confines of a structured web page. If you are 'un-fluent' in the use of coding in HTML, you might use a template; if you have little experience in how to upload files using tools between a local machine and the hosting site, you will need to learn this; and, if you want to customize your Web-Folio, it will take some learning as to how this is to be accomplished. In short, there are also considerations that need to be addressed external to graduation and respective Blackboard content.

To provide students with knowledge and information of why ePortfolios/artifacts are important, this process must begin with the Portfolio tools within Blackboard; however, we must also begin now to give them the heads-up on ePortfolio longevity. This means that they need to understand earlier than later, how items 1-3 above will become a consideration for them in the years after graduation should they want to continue using an ePortfolio. The bottom line is this: for the general use of ePortfolios, they need to be available to search engines in the global marketplace. To address this, and to improve 'hits on the first page' of the search, these tools noted on this page must be identified and discussed with students early—regardless of the field of study. The better our students are at getting their work e-recognized, the better the search outcomes will become.

➔ INSTRUCTIONAL STRATEGIES...WEEK 7---ARTIFACTS ◀

As you consider strategies to prepare your courses in Blackboard or how you might improve those strategies, the following links and information will help you update your approaches to student engagement. How can you add an element(s) of interest to the course while maximizing learner performance? Visit the links below for great suggestions.

Mapping ePortfolio artifacts to objectives at different levels

To begin using ePortfolios for either a course or program, it is important to map the products that students create—i.e., ePortfolio artifacts—to specific objectives or standards. Course or program objectives describe what knowledge, skills, or attitudes that you want students to show they have mastered. By assigning projects that align directly with these objectives, students know what is expected and instructors know what to evaluate. When mapping artifacts to the objectives it is also important to think about the level of competency required. For example, asking a nursing student to write down the process for finding a vein and inserting a needle is a lower level of competence than asking that same student to demonstrate that he or she has actually done it (e.g., video clip, observation log written by supervising doctor or nurse in the field). Reflective statements allow students to describe how they feel when performing the skill.


[HTTP://TEACHINGCOMMONS.CDL.EDU/EPORTFOLIO/RESOURCES/DOP/DOCUMENTS/MAPPING%20EPORTFOLIO%20ARTIFACTS.PDF](http://teachingcommons.cdl.edu/eportfolio/resources/dop/documents/mapping%20eportfolio%20artifacts.pdf)

AS PART OF A STUDENT'S [Digital Footprint](#), instructional strategies should be for enabling students to learn what is of value to post in an ePortfolio, including how they use the Internet and ALL services connected to the Internet. The Digital Footprint is, as the video link notes, collective over time and can be captured, stored, reviewed, assessed, and distributed. Thus, faculty at Amridge need to fully understand that the artifacts they approve or suggest as viable for an ePortfolio are a truly a critical part of our students' repertoire of SLOs and a validation of the work they have completed. For example, the following list is an extract of what artifacts might be included in an ePortfolio (personal, professional, and community service):

[Examples of a collection \(also included in an ePortfolio\):](#)

- Papers and writing samples of various types-descriptive, persuasive, etc.
- Professional goals statement
- Internship and work experience
- Video and audio clips
- Spreadsheet and database projects
- Group projects
- Research projects and research-related writing
- Photographs, images, artwork
- Community service work
- Public speaking examples
- Leadership experience, qualities, and examples
- Academic awards and honors
- Reflective essays
- Examples of problem solving
- Memberships in professional organizations
- Journal/blog entries
- Examples of technology-related skills
- Graphic illustration of information-charts, time lines, concept diagrams
- Language skills

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ePortfolio Gallery

This page provides an overview of the the types of projects we support. This page is not exhaustive of all portfolio efforts at Clemson. Click on the examples shown below to view some of the ongoing ePortfolio projects at Clemson.

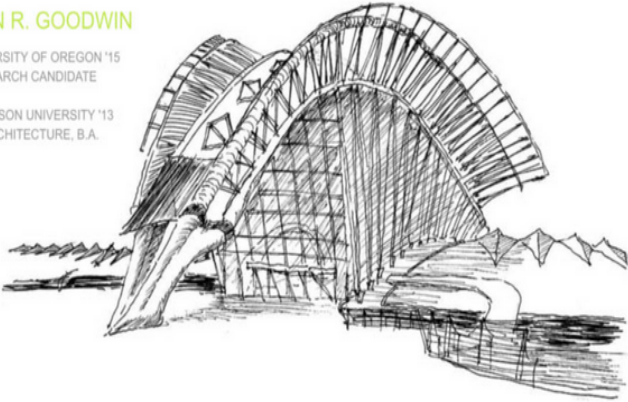
Please contact us if you are interested in learning more about how to participate in one of these initiatives.

Exemplars

Award Winning Career ePortfolio

HOME PROJECTS SKETCHES PHOTOGRAPHY ABOUT CONTACT

EVAN R. GOODWIN
 UNIVERSITY OF OREGON '15
 MARCH CANDIDATE
 CLEMSON UNIVERSITY '13
 ARCHITECTURE, B.A.



Workshops

- CCIT Training
- Center for Career and Professional Development Events
- ePortfolio Center Workshops

Related Links

- Undergraduate Studies
- Academics

As you will note in the above [Clemson University ePortfolio Web site](#), students create ePortfolios, which may consist of using Blackboard, onsite hosting, domain registration, and so forth (each of these will be discussed in the weeks to come). Please note that these students also receive support, guidance, and input/feedback from faculty on the types of artifacts that are displayed in their ePortfolios. If you click on the link, you will see that the headings of the ePortfolio page are: HOME, PROJECTS, SKETCHES, PHOTOGRAPHY, ABOUT, and COTACT. For Amridge University, as we begin to think in terms of improved writing and digital/information literacy skills, one part of this process is to think in terms of how we can help our students improve these skills (and others) so that the artifacts they post are the best they can be for dissemination via ePortfolios, as ePortfolios become a part of the Digital Footprint as previously noted. For example, when you consider instructional strategies in the area of ePortfolios, think in terms of how you can help guide a student not only to improve their writing skills, but also to encourage them to review the Clemson University site so that it might motivate them to produce the best work they can—no matter where it may fall on the list of various artifacts noted on p. 3 above. Why? Because a potential graduate degree or PhD degree committee might just want to see samples of student work. That work should pass muster on our SLOs ... and guide out students on those class artifacts which will be used to populate their individual ePortfolios.

THE MASTER'S E-PORTFOLIO

The Master's e-Portfolio represents the final assessment used in lieu of the comprehensive examination for the Educational Technology program at The University of Texas at Brownsville. The electronic portfolio, or e-Portfolio, reflects progress and growth over time. Each student will select, review, evaluate, and show works that reflect the achievement of the five professional standards addressed in the M.Ed. program.



The curriculum for the Master of Education (M.Ed.) in Educational Technology program is aligned to the 2012 Standards developed by the Association for Educational Communications and Technology (AECT) to define the field of educational technology and to specify the knowledge base for the field.

- [If you would like to review this material, it will provide you a guide as to how instructional techniques support the development of validation artifacts for the Master's Program.](#)

Final Note:

As part of this overall instructional consideration, review the next page to understand how faculty are instrumental in the process of leading students to develop artifacts of the highest quality for respective ePortfolios, not only for degree seeking students, but for future workforce expectations/outcomes. The article, titled, [The ePortfolio Project: Learn It, Live It, Create It, Share It](#), is highly recommended reading.

A—all-inclusive of work students accomplish in college & life, personally and professionally
R-requires the support of faculty as an inherent part of instructional outcomes
T-technology applications are the tools, but validation is the linchpin construct
I-implementation becomes part of the digital footprint open to ALL viewers
F-fundamental issue of artifacts in Amridge classes: produce quality work
A-artifacts: what makes the ePortfolio valuable to validate skills and abilities
C-character is also part of the ePortfolio when personal items are included
T-technical skills in writing, group projects, and other are critical to validation
S-start small, build, and maintain the process

The ePortfolio Project: Learn It, Live It, Create It, Share It
Auburn University's Quality Enhancement Plan: Executive Summary

In support of the reaffirmation of its accreditation in 2013, Auburn University has identified as its Quality Enhancement Plan a project to enhance student learning through professional ePortfolios—personal web sites designed to develop, communicate, and showcase students' skills, experiences, and learning. As a learning process, ePortfolios engage students in assembling, revising, and contextualizing artifacts and performances from across their academic career. As a product, ePortfolios offer evidence of learning and capacity for graduate study or employment. Though it uses web-based technology, the heart of Auburn's ePortfolio Project is the additional learning that happens as students revisit and reconsider the evidence of their learning experiences and present that learning to a real audience.

Chosen through a broad-based, evidence-rich process, Auburn's ePortfolio Project extends a Writing Initiative, begun in 2010, that is providing students in each undergraduate major with guided opportunities to practice the kinds of writing most relevant to their field of study and future careers. This new project will broaden the Initiative by stimulating new modes of learning and communication, with a specific emphasis on effective communication, critical and reflective thinking, technical competence, and visual literacy in a 21st-century setting. Abundant research supports the potential of ePortfolios to enhance students' learning in these areas and suggests that professional ePortfolios, in particular, promote ongoing student and faculty engagement.

Auburn's ePortfolio Project is overseen by the Director of University Writing, working with an Assistant Director for ePortfolios and advised by a faculty-led Steering Committee. An ePortfolio Ambassadors Program allows students to participate in and shape the development of the project, and industry advisory boards have been consulted to ensure that the project is attentive to external constituencies.

Implementation is occurring in stages, using carefully selected cohort groups. Initial cohort members represent both curricular and co-curricular learning settings and both undergraduate and post- baccalaureate students. Going forward, any department, educational program, student or co-curricular organization may apply to join a subsequent cohort. The implementation plan includes action steps to:

- Develop new infrastructure and expand existing academic support services;
- Support faculty as they integrate ePortfolios in their teaching and research and as they mentor students throughout the process of creating professional ePortfolios;
- Encourage departments as they integrate isolated writing experiences into coherent instruction, incorporate reflection, and include technology and visual literacy; and
- Assess the project's impact on expected learning outcomes and institutional practices, and then use assessment data to guide subsequent decisions.

Guided by Auburn's land-grant mission, the ePortfolio Project will help students forge and communicate thoughtful connections among their academic studies and their practical experiences—course assignments and study abroad, undergraduate research and co-op experiences, professional internships and engagement in student organizations. It thus promises to enhance student learning and enable student success both within and beyond the curriculum.

Contact: Margaret J. Marshall, Professor English and Director of University Writing (mjm0030@auburn.edu)

→ WRITING TOOLS/ WRITING FOR PUBLICATION... WEEK 7 ←

THIS SECTION REPEATED FOR FURTHER REVIEW IN WEEK 6 (NEW MATERIALS WEEK 7)

Scholarly writing is an important trait for all college students to master. Listed below are several links to assist students in their pursuit of correct use of grammar, punctuation, and scholarly publication.

I. *Prescription for Success: Using ePortfolio to prepare non-traditional students to compete in the 21st Century Job Market (© Queensborough Community College, CUNY)*

Presentation Objectives:

- Identify innovative and high impact strategies to make student learning visible.
- Discuss the benefits of e-Portfolio as a forum for promoting Writing Across the Curriculum and Service Learning
- Illustrate the importance of peer led student instruction
- <http://www.umass.edu/studentsuccessconference/PresentationPDFs/Burke.pdf>
*** This Link has been added to Faculty Resources in the EXPLORE Lab. ***

DISCUSSION:

As you peruse these slides, you will notice that one of the primary objectives of the presentation—and, therefore, the Student Learning Outcomes of the New England Conference for Student Success--was to use the ePortfolio to promote Writing Across the Curriculum and Service Learning, among other goals of the conference. Over the next several weeks, these features of ePortfolios will be expanded, discussed, and presented as a source of writing for publication, alongside writing tools that create the writing outcomes of our students—so that they might prepare artifacts for respective ePortfolios in their respective classes for promoting their digital footprint. I would highly encourage you to review these slides and consider how the content applies to the writing skills of our students. Moreover, how might the EXPLORE Lab provide materials and services to support this methodology—stay tuned, as those materials and services are soon to become available to students and faculty.



Suggested Resources:

E-Portfolios: Defining Practice and a Research Agenda

<https://www.aacu.org/eportfolios/forum/2014>

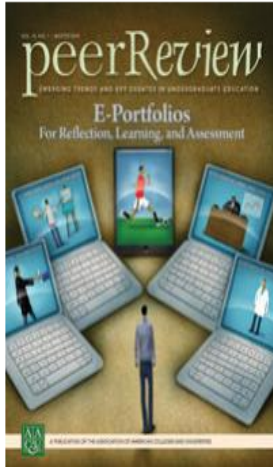
See Next Page:

The sample *Peer Review* Journal was dedicated to ePortfolios. I would recommend reading a select choice of the articles noted in the journal for valuable information on this trending educational tool.

Link to the Journal: <https://www.aacu.org/peerreview/2014/winter>



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Current Issue

Winter 2014 Vol. 16 No. 1

Search Periodicals

E-Portfolios: For Reflection, Learning, and Assessment

E-portfolios are now being used in more than half of US colleges and universities. This issue provides examples of how engaging with e-portfolios enhances student learning and can be used for assessment and students' professional preparation and job searches.

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By Terrel Rhodes, Association of American Colleges and Universities

ANALYSIS

[E-Portfolios: A Look at Where We've Been, Where We Are Now, and Where We're \(Possibly\) Going](#)

Susan Kahn, Indiana University–Purdue University Indianapolis

[Completion, Quality, and Change: The Difference E-Portfolios Make](#)

Bret Eynon, LaGuardia Community College, CUNY; Laura M. Gambino, Stella and Charles Guttman Community College, CUNY; and Judit Török, LaGuardia Community College, CUNY

PRACTICE

[Linking Advising and E-Portfolios for Engagement: Design, Evolution, Assessment, and University-Wide Implementation](#)

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NOTES:

1. In terms of ePortfolios and the QEP, please begin to consider the value and importance of artifacts as many universities and the workforce are beginning to use these artifacts as validation items for course work, graduation in capstone courses, accreditation, and so forth. More information on artifacts, particularly those in the QEP outcomes/expectations will be discussed in detail to help faculty work with students to meet the goals and objectives of the QEP SLOs.
2. Please consider now how your projects, writing assignments, and service learning might be used to validate your SLOs, specifically how these outcomes might be used to validate to the workforce that our students are able to development, design, and articulate these skills.
3. Next week, Week 7, a complete demonstration of how to create the ePortfolio, artifacts, sharing, and so forth.
4. IN the next several weeks, a comparison between a hosted ePortfolio and Blackboard will also be provided, including hosting sites, costs, domain registration, etc.
5. Any feedback, ideas, contributions, and so forth, will be exceedingly accepted.
6. Clemson University has an excellent ePortfolio web site, including awarding students recognition for three best categories of work developed. I hope that you would visit Clemson and see how Amridge might use these technologies and teaching strategies to improve student wiring and digital/information literacy skills.
7. More to follow...