Leveraging the Use of Learning ePortfolios to Support Student Learning During the First Year of College

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A roadmap

- LaGuardia's context & history
- Strengthening First-year programming with an ePortfolio approach
- Situating disciplinary learning in the ePortfolio ecosystem
- Group discussion
- Q&A
- Resources





Quick Facts

Located in Long Island City, New York, we enroll 13,000 students in credit programs;

Students come from 136 countries and speak 43 different languages;

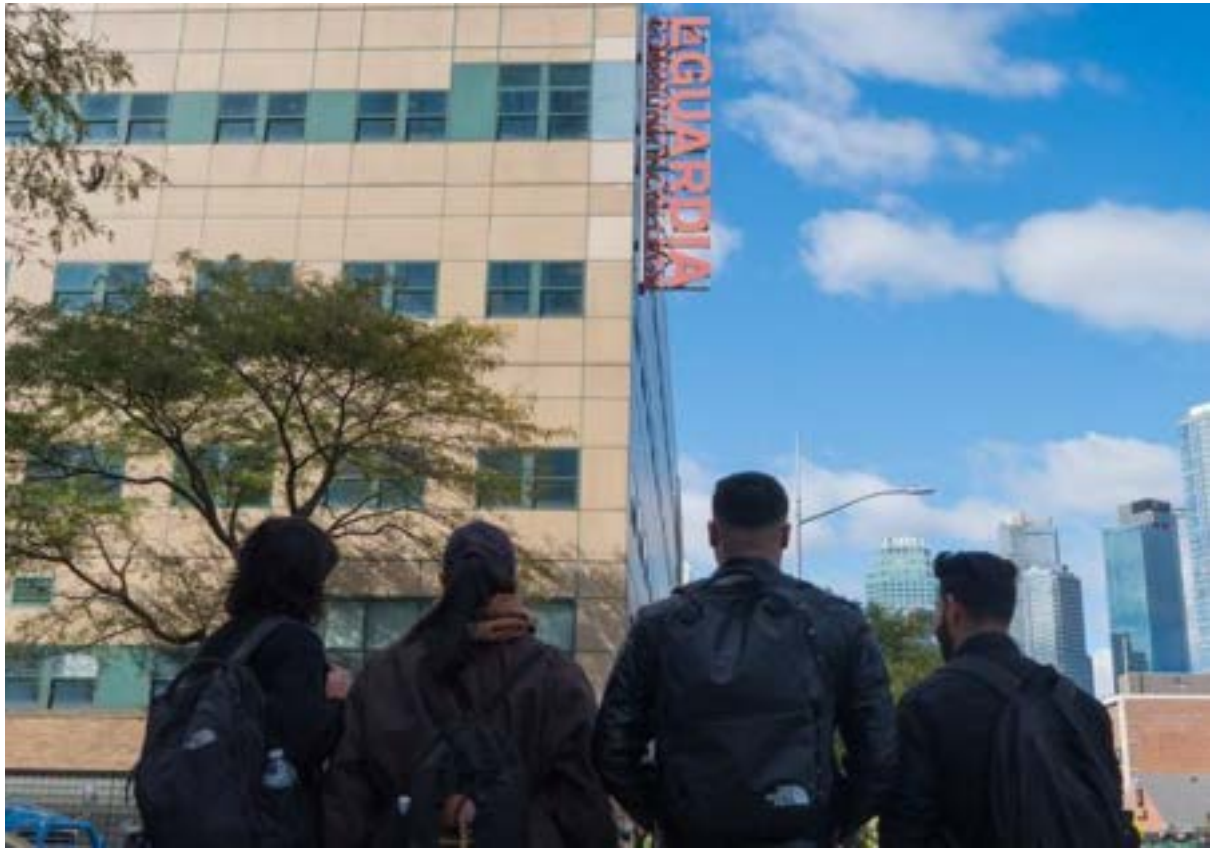
Sixty four percent of students are under 23 years old;

About 60 programs use a Core ePortfolio.

Source: www.laguardia.edu/about

Our context

- Defining characteristics of our students during the first year
- LaGuardia foundational learning experiences during the first year
- What we currently do to support students



Key Milestones

2001: In the early 2000's, a group of faculty begin to explore the use of electronic portfolios to assess student learning.

2002: Twenty-two faculty take part in a year-long professional development and use ePortfolios in their classes.

2008: Our focus on assessment and Capstone grows and competency mapping begins. Our search for a new platform begins. The *Making Connections National Resource Center* is established at LaGuardia Community College to share practice and generate knowledge, advancing teaching and learning at LaGuardia and colleges worldwide.

2010: The college moves to a new ePortfolio system, Digication, in Fall 2010 migrating its legacy ePortfolios to the new platform.

2014: Redesigned First Year Seminar course. Focus on students entering college and setting up a path to complete their programs. A working group is formed comprised of faculty and staff from across the College to further understand, disseminate, and promote research-based ePortfolio pedagogy.

2017: An intentional move towards one ePortfolio is made. Our Next Generation Core ePortfolio is coupled with a total redesign of Digication's ePortfolio interface, giving students more control to build multimodal and visually powerful ePortfolios.

2023: In the post-pandemic era, we focus on helping students polish their ePortfolios to prepare for transfer and career.

Student ePortfolios



2008



2023

2009



Welcome | About Me | Classes | Goals | Resume | Links | Contact Me

welcome



more
Assessment
Research
Suggested book
Library Awards
Psychology
Awards

Read more about the 2009 University Conference.



Our approach to templates

Our approach to templates

ePortfolio

@ LaGuardia Community College / CUNY

LaGuardia Community College

Daylin Valdes

site map

Introduction | About me | Professional Goals | Sample Coursework | Community Service and Non-Academic Activities | Resume | Contact Information

Professional Goals

Professional Goals



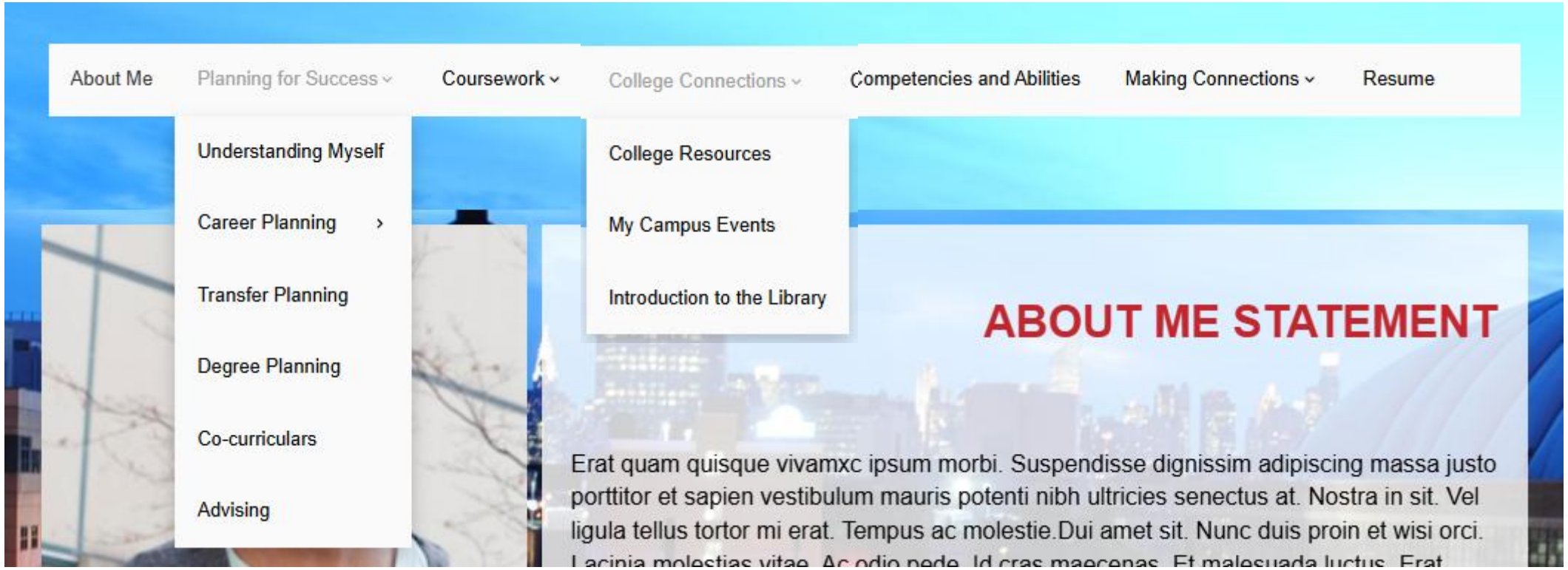
As a student I have many goals and one of them is to graduate as a business woman in the area of Hospitality, Travel and Management. I'm studding at La Guardia Community College because I had found that this school would help me to improve my goal. I had taken English class in a program called CLIP. In this program I had some good teacher that show me that its possible to learn if I really want it and if I put all my effort to be better.

Today I still learning as much I can, my propose in my life it's to be who I want to be, and I have to study hard to became a professional. I'm taking English classes and the classes that area requirement to my mayor. After I get my 30 credits I will like to transfer to another school, to take classes on line this way I will have more time to find a job in this area. This definitively going to help me to develop my skills. Who knows maybe I can open my own hotel in my country.

I'm that kind of person who recognizes talent. i admire my brother in law because he is someone who study hard for his goals and he always teach me something new. He is a business man who help me to find who I want to be. His career it different of mine, but we have something in common. He is a manager of a building in Manhattan and I'm studding to become a manager of a department in a hotel.

How I connect in-school learning with out of school learning? Well sometimes it hard to find a job that it's have something to be with your career. In my case I'm not working where I will like. However, I'm learning every day more and more from the store where I work. The experience that I acquire over there I practice in class. For example, my vocabulary is getting rich; I'm learning some more words that I can use in my English class. I also learn more in customer service and how to help and provide different solutions to satisfy all customers.

What does a template look like currently?



Learning and Showcase ePortfolios

Feature	Learning	Showcase
Goal	Reflection on learning and discovery	Selection of best work; defined and specific goal
Audience	Self, instructors, and classmates	External: Scholarship committee; industry professionals
Content	Drafts, reflections, journals	Polished work
Focus	Process, growth, metacognition	Transfer, career readiness



Our ePortfolio Practice at LaGuardia

At LaGuardia, ePortfolio practice asks students questions such as: Who am I? Who am I becoming? Who do I dare to be?

And faculty and staff questions such as: Who are our students? What experiences do they bring to the college? How can I see and better understand their patterns of learning and growth?

Eynon and Gambino, *High-Impact ePortfolio Practice,* p. 11.

In their First year Seminar, students start building their ePortfolios in the FYS guided by peer mentors.



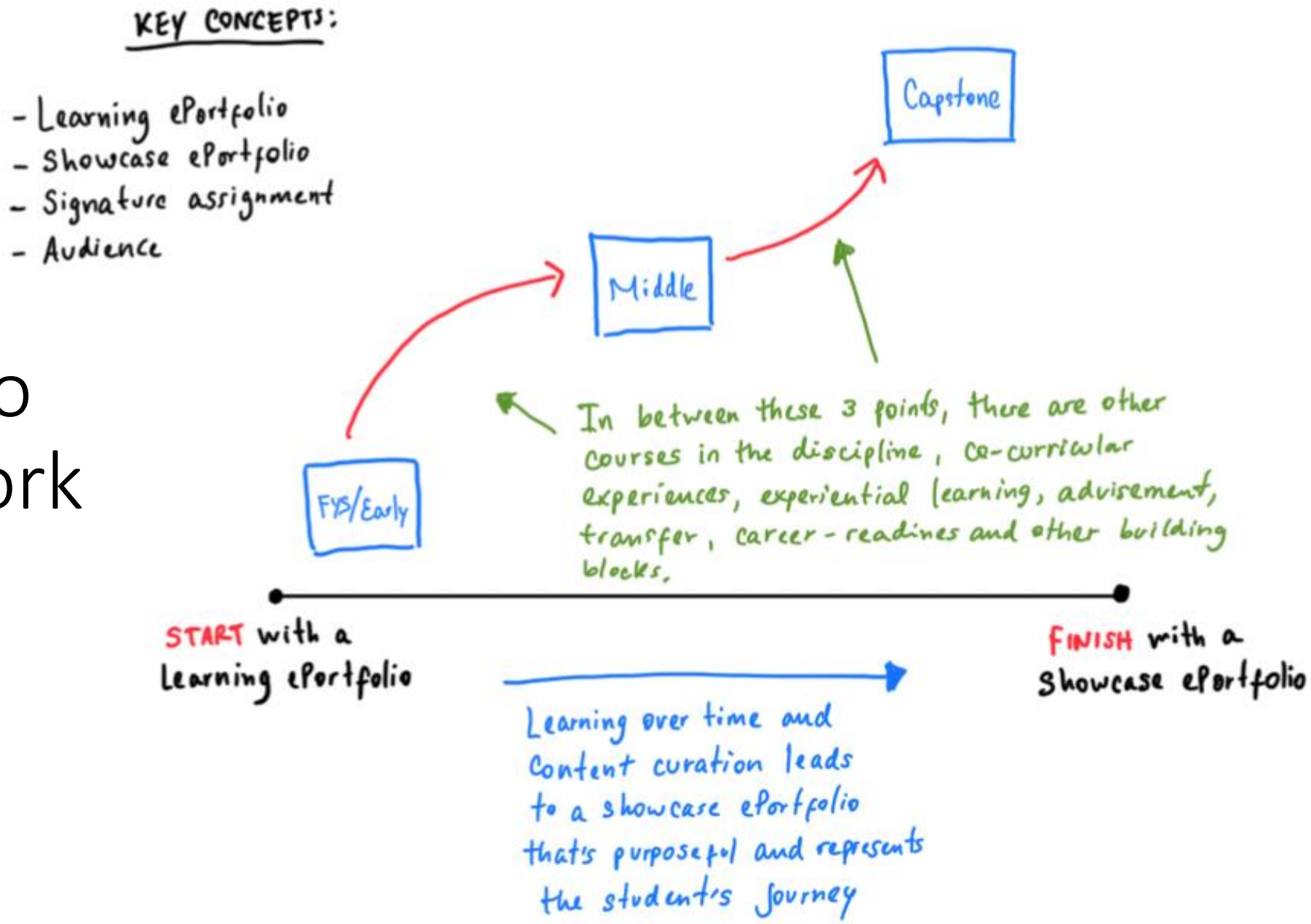
In discipline courses, students continue building their ePortfolios meeting programmatic goals and outcomes, deepening their knowledge about the discipline and careers.



Towards, graduation, students use their ePortfolios to learn about what's coming after LaGuardia once they transfer.



Our ePortfolio Framework



What is the Core ePortfolio?



One ePortfolio

LaGuardia students use their Core ePortfolio from start to finish.



Customizable

The interface gives students visual power to document their work.



Transcending disciplinary knowledge

Students use their ePortfolios to learn about their major and understand their career.



Core Competencies and Abilities

Students use their ePortfolios to become integrative learners and enhance their digital skills.



Impact

When using ePortfolio, students show better academic preparedness.

ePortfolios as a High-Impact Practice



ePortfolios as the 11th High Impact Practice: "As a pedagogy, ePortfolio and folio thinking provide scaffolding to guide learners in capturing their experiences. Further, these practices prepare learners for life in the 21st century by allowing them to develop integrative learning and build habits of mind that are central to lifelong learning."

"Editorial: ePortfolios – The Eleventh High-Impact Practice" (Watson, Kuh, Rhodes, Penny Light, Chen, 2016)

ePortfolios as a High-Impact Practice



It's important to explain why the practice of ePortfolio is a high-impact pedagogy for our students:

- ***FUNCTION***. We could easily talk about the *function* of the ePortfolio, or how it works as a repository: a place to save and collect coursework, showcase accomplishments, create digital resumes, make web personal web portal, an electronic resources for transfer, and catalogue a record of your skills, achievements, and learning.
- ***REFLECTION***. At the same time, most people who work with ePortfolio see it as much more than a functional tool. Scholars and practitioners emphasize why an ePortfolio is an excellent *reflective* tool:

Excerpt written by Professor Justin Rogers-Cooper (English) and taken from the Faculty Resource ePortfolio created in 2017 as part of the Next Generation ePortfolio Think Tank working group

ePortfolios as a hub to document the college experience

When students decide to start college, they enter institutions with complex structures and multiple academic pathways. ePortfolios help them document the development of their intellectual identity.

- Academic coursework and knowledge
- Co-curricular experiences
- Career, transfer, and advisement milestones



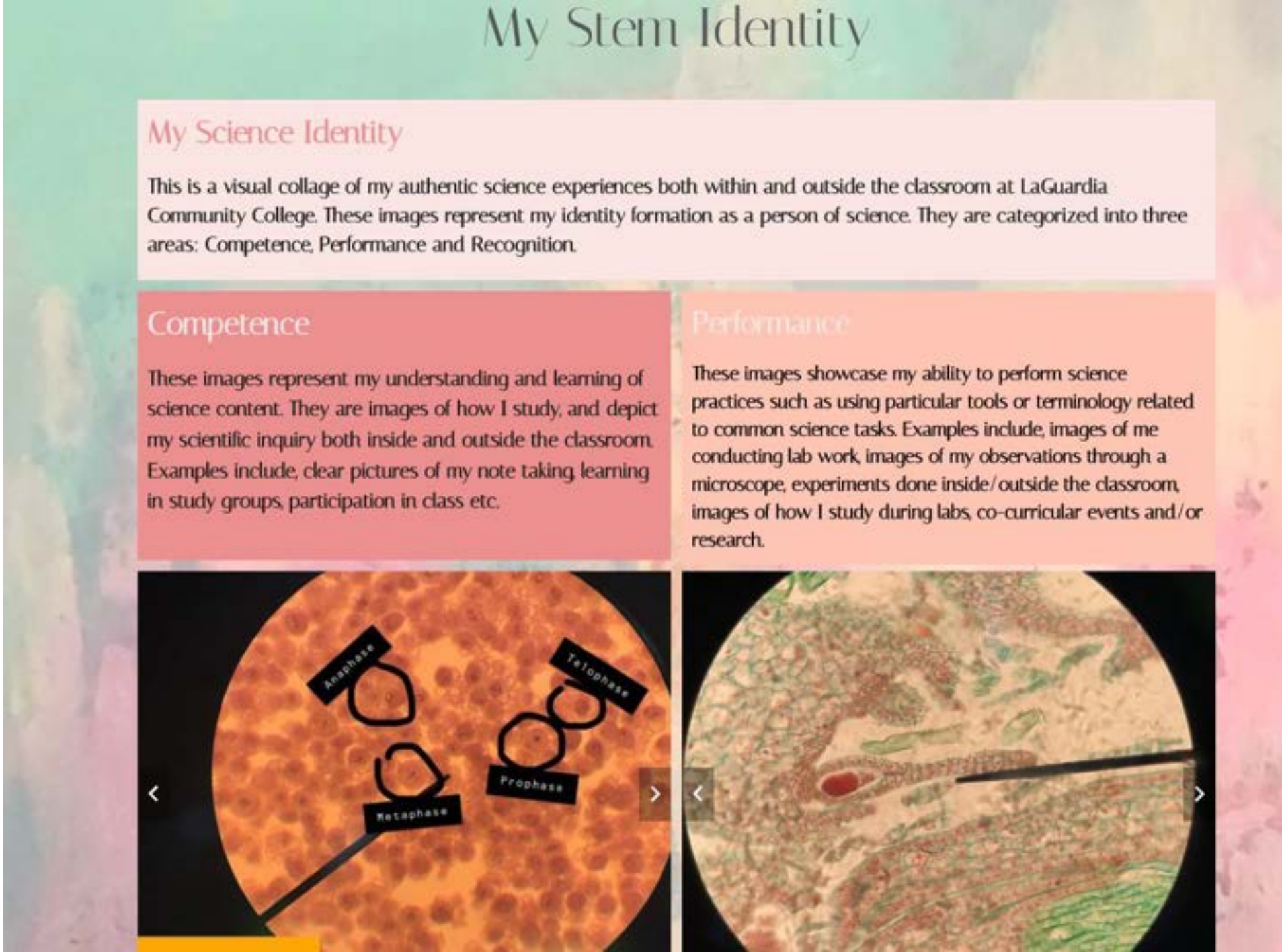
Students develop an identity

Students learn about themselves, understand their discipline, and discover skills and areas where they need to grow.



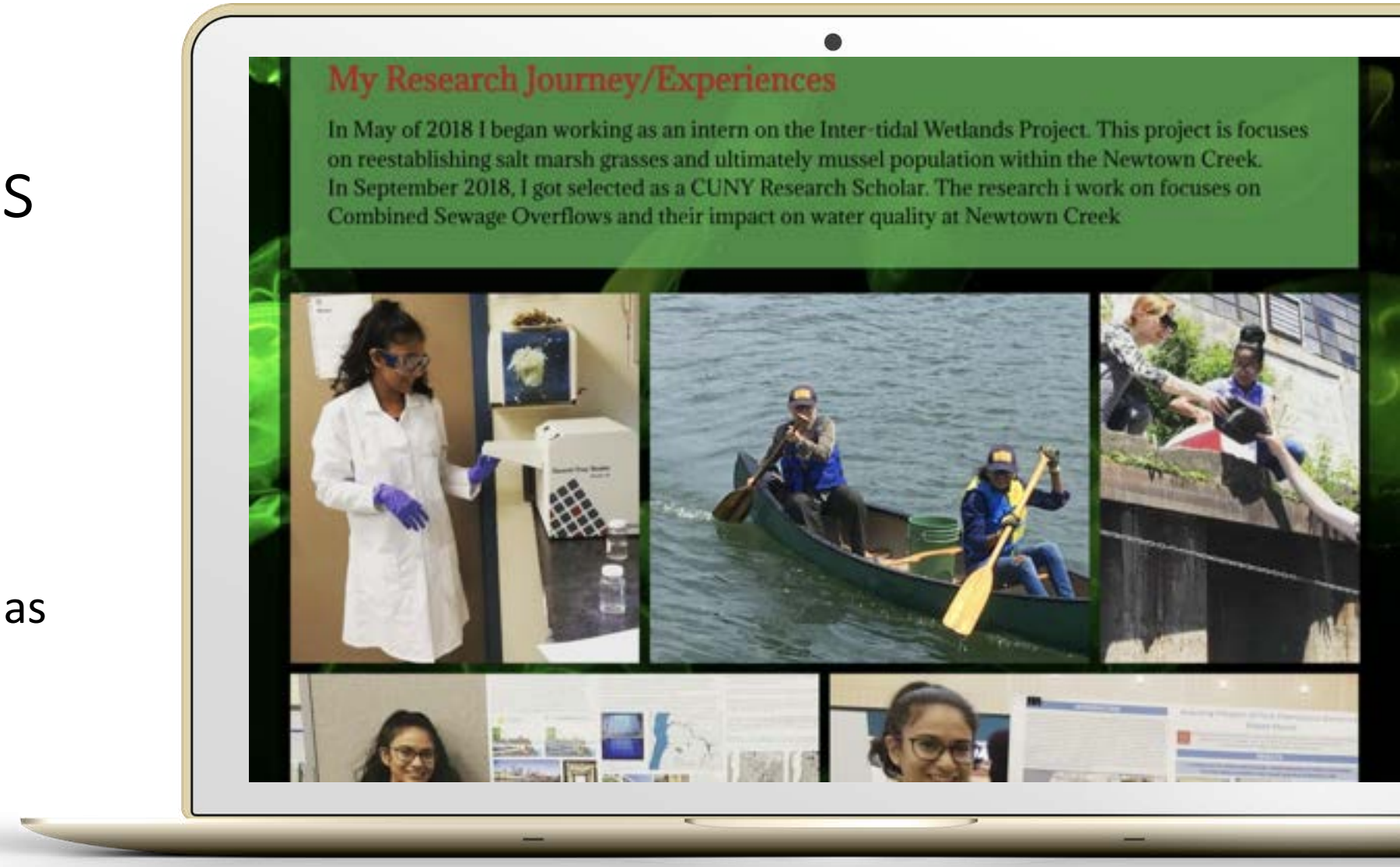
Learning ePortfolios

These ePortfolios can help students embark on a self-discovery journey unearthing skills, interests, and passions.



Developing an identity as a future professional

Students discover and develop their identity as a student and as a future professional!



Documenting college experiences

Students compile and reflect on different learning experiences both inside and outside the classroom!



Connecting different learning experiences

Students use the ePortfolio to integrate their learning experiences and turn their ePortfolios into a timeline of their education.



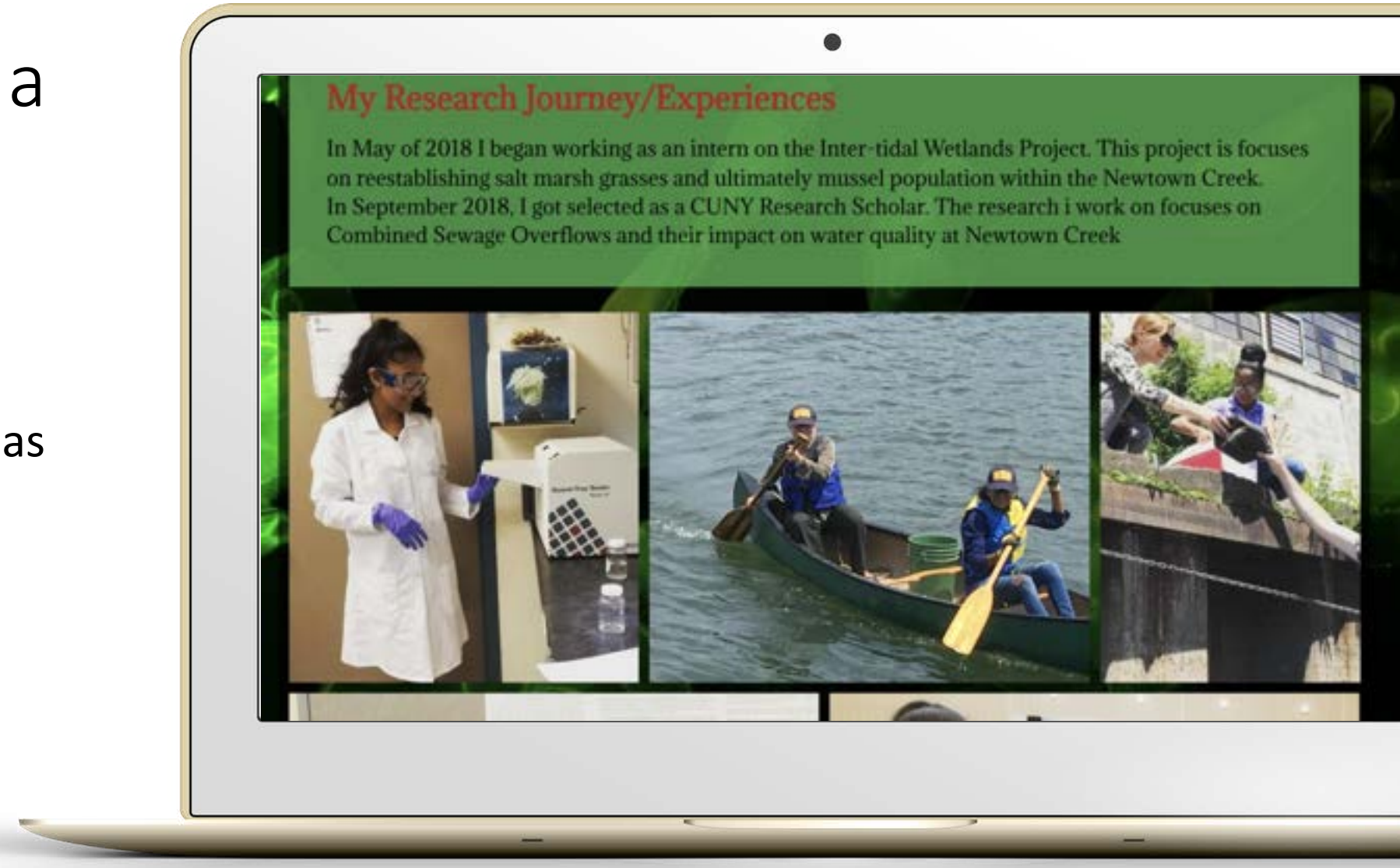
Fostering a sense of audience

By compiling coursework and experiences, students can demonstrate skills, goals, and aspirations in a visually powerful way.



They develop an identity as a future professional

Students discover and develop their identity as a student and as a future professional!



They reflect on their college experiences

Students compile and reflect on different learning experiences both inside and outside the classroom!



ePortfolio Practice across the Early Childhood Major: Early Point

In the education program, students engage with one ePortfolio across courses towards graduation.

EDF 101
First Year Seminar
Key assignments:

- Dream Deferred
- School Narrative

ELN 121 *
Foundations of Education
Key assignments:

- How I became an educator
- Draft of Philosophy statement

ELE 205 *
Language and Literacy
Key assignments:

- Capstone Project
- Program Reflection

ELN 206
Family, School, and Community in Early Childhood Education
Key assignments:

- Review About Me
- Course Reflection

The Studio Hour model

Faculty Hour

- Taught by faculty in the discipline
- Introduction to subject matter course content

Studio Hour

- Facilitated by ePortfolio peer mentor (ePortfolio consultant, Student Success Mentor, Student Technology Mentor)
- Focused on instructional support to build ePortfolios

Small Group Guiding Questions

1. What are some defining characteristics of students at your institution during the first year?
2. What are 2-3 foundational learning experiences that students at your institutions should obtain during the first year?
3. What does your institution already do to support students capitalize this learning?
4. How can ePortfolios advance this learning during the first year?

Guiding the reflective process on learning.



Scan QR code to view this ePortfolio



Guiding the reflective process on learning.

Scan QR code to view this ePortfolio



HIPs FYS Student Survey Highlights

How much has building your ePortfolio helped you in the following areas? (Percentage of students who responded either ***Very Much*** or ***Quite a bit***). Total number of responses included in parenthesis.

	SP24 (1373)	**FA24 (1777)**
Understanding the content of this course	89%	91%
Developing my degree-plan to graduate	90%	91%
Acquiring career readiness skills, such as technical skills and communication skills	83%	87%
Developing my career plans	87%	90%
Being aware of my personal growth and development as a learner	89%	90%

HIPs FYS Student Survey Highlights

To what degree do you agree with the following statements? Percentage of students who responded either ***Very Much*** or ***Quite a bit***). Total number of responses included in parenthesis.

	SP24 (1373)	**FA24 (1777)**
My instructor provided useful feedback on my ePortfolio	85%	86%
My instructor(s) discussed the ways ePortfolio helps students to learn	87%	88%
I plan on using my ePortfolio throughout my time at LaGuardia	74%	78%

HIPs Capstone Student Survey Highlights

How much has building your ePortfolio helped you in the following areas? (Percentage of students who responded either ***Very Much*** or ***Quite a bit***). Total number of responses included in parenthesis.

	SP24 (74)	**FA24 (63)**
Deepening my understanding of the content of this course	85%	77%
Developing my degree-plan to graduate	87%	77%
Acquiring career readiness skills, such as technical skills and communication skills	88%	80%
Developing my career plans	85%	80%
Being aware of my personal growth and development as a learner	85%	82%

HIPs Capstone Student Survey Highlights

To what degree do you agree with the following statements? (Percentage of students who responded either ***Very Much*** or ***Quite a bit***). Total number of responses included in parenthesis.

	SP24 (74)	**FA24 (63)**
My instructor provided useful feedback on my ePortfolio	96%	98%
My instructor(s) discussed the ways ePortfolio helps students to learn	97%	98%
As I built my ePortfolio I saw that the skills and knowledge I developed in one course helps me succeed in other courses	93%	92%
Someday, I'd like to use my ePortfolio to show others what I've learned and what I can do, which includes potential employers or professors at another college	85%	92%

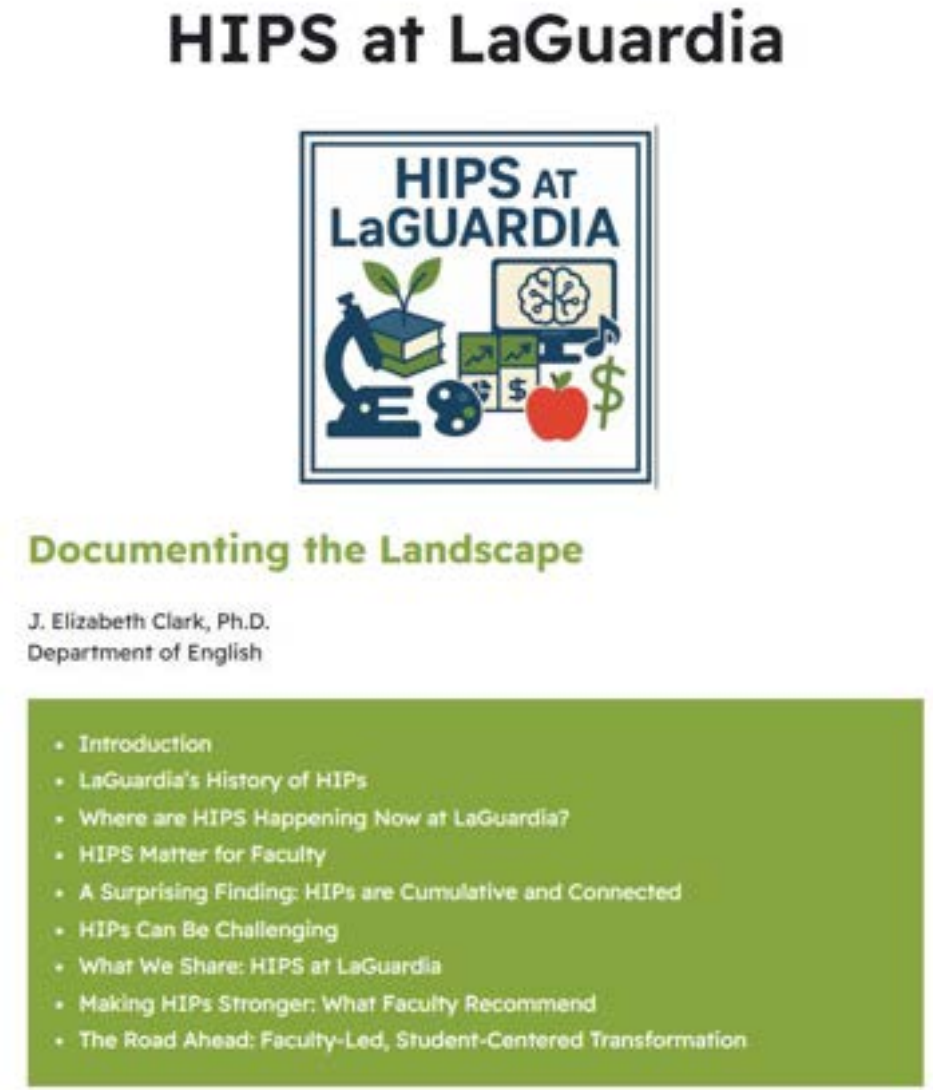
LaGuardia's current conversations around ePortfolios

- Privacy
- Generative AI
- What happens beyond the first year of college
- How can ePortfolios advance this learning during the first year?

Resources

A recent faculty-led effort at LaGuardia has mapped all HIPs across disciplines and areas.

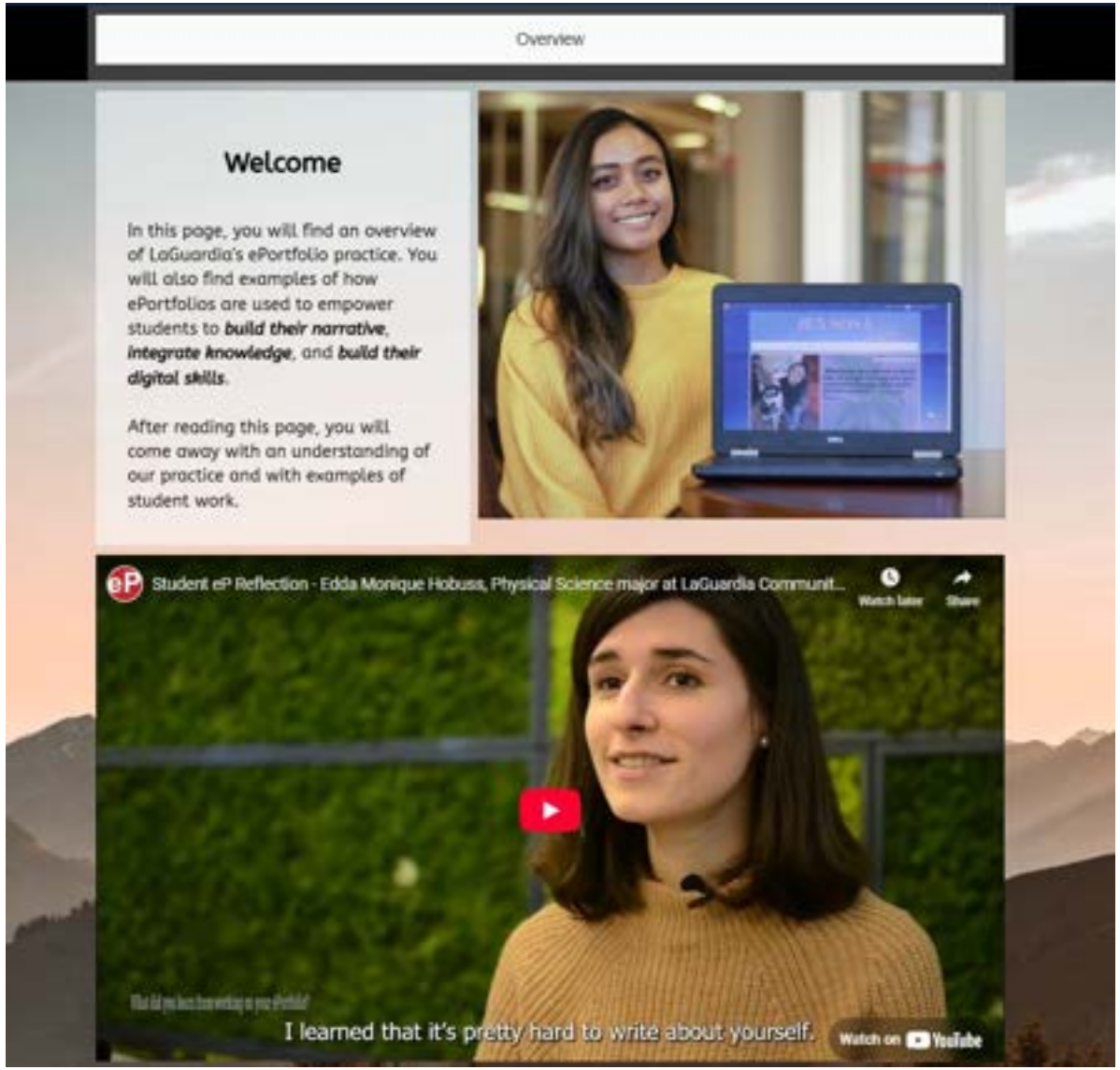
https://hipsatlaguardia.commons.gc.cuny.edu/



Resources

A one-pager that sums up LaGuardia's ePortfolio practice and work over the years, including resources and scholarly work.

https://bit.ly/lag-ep



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