15th Annual Forum on Digital Innovation

Friday, February 9, 2024
Virtual
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Program is subject to change.

Welcome and Opening Plenary
10:00–10:55 a.m. EST

Welcome
- C. Edward Watson, Associate Vice President for Curricular and Pedagogical Innovation & Executive Director of Open Educational Resources and Digital Innovation, AAC&U,
watson@aacu.org

AI in Higher Education: A Conversation about the New Era of Human Learning
- C. Edward Watson, Associate Vice President for Curricular and Pedagogical Innovation & Executive Director of Open Educational Resources and Digital Innovation, AAC&U,
watson@aacu.org
- José Bowen, Senior Scholar, AAC&U, and Former President, Goucher College,
jazzbowen@gmail.com

The emergence of artificial intelligence (AI) heralds a transformative shift in the landscape of human learning. Indeed, whether we like it or not, AI is already present in most college classrooms. Just ask your students. In this interactive plenary, the authors of the forthcoming book *Teaching with AI: A Practical Guide to a New Era of Human Learning* (Johns Hopkins University Press) will discuss this new landscape and provide concrete recommendations regarding classroom practice, assessment techniques, addressing curricular tensions, and academic integrity.
Concurrent Block #1
11:00–11:45 a.m. EST

Open Pedagogy as One Fraction of a Student-centered Classroom
- Heather Miceli, Postdoctoral Research Fellow, AAC&U, hmiceli@aacu.org
Open Pedagogy is defined as “a series of practices that involve engaging students in a course through the development, adaptation, or use of open educational resources” (Elder 2019). In this presentation, an example of open pedagogy used in a general education science course for non-majors will be shared but highlighted as just one fraction of the teaching practices used in the course to create a truly student-centered experience. Adoption of open educational practices can position instructors to rethink their teaching practices to become more inclusive and equitable, usually well beyond just adapting a single paper or project to open. In this case, as part of the open education community, the instructor was exposed to alternative ideas surrounding grading, tests, etc. that she might not have considered if open pedagogy had not become a part of her classroom.

Track: Open Learning

Open Educational Resources (OER) and the Death of Lesson Planning
- Sarah Olbrantz, Assistant Professor of Education, Wells College, saraholbrantz@gmail.com
- Jacob Shiffrin, Professor, Relay Graduate School of Education, jshiffrin@relay.edu
With the increasing reliance of teachers and school districts on OERs and other curriculum materials, lesson planning is giving way to the idea of lesson internalization—deeply understanding the materials in front of you so you can bring them to life and meet your students' needs. Higher education has yet to catch up on this trend. We will discuss shifting away from lesson planning in teacher preparation programs towards lesson internalization and the impact this can have on both teacher certification candidates and K-12 students.

Track: Open Learning

Creative and Holistic Engagement in Online Discussion Forums
- Tamera Fenton, Online Faculty, Grand Canyon University, tamera.fenton@gcu.edu
Innovative digital strategies intentionally designed to humanize online discussion forums can increase meaningful holistic faculty and student engagement. Best practices in andragogy include incorporating meaningful purpose and connections to the lived experience of adult learners to increase motivation for academic learning. Designing digital interactions to effectively increase creative and innovative engagement with academic material expands the breadth and depth of student critical thinking. This may increase both the student and faculty motivation as adult learners are purposefully integrating academic content into their life experiences.

Track: Innovation
Integrating Learning Theory and Ed Tech: Creating Student Confidence and Empowerment via a Collaborative Community of Learners

- Karen Wilkinson, Associate Dean of Liberal Arts, Southern New Hampshire University, k.wilkinson@snhu.edu

A failure to experience collaboration and interaction can impact online student retention and success. While peer review activity promotes a collaborative community of learners, higher education environments often fail to equip students with the adeptness to participate. The purpose of this action research was to implement and evaluate the impact of a structured online peer evaluation system, including an interactive, learning theory-aligned educational technology tool kit innovation. As an impact of this mixed methods study, students used the structured peer evaluation system to transform apprehension and anxiousness into social and cognitive freedom, producing a focused, responsible approach to peer learning.

Track: Innovation

Advancing Digital Equity at Scale with Workforce Integration: A Triple Promise HIP

- Alana Olschwang, Associate Vice President for University Effectiveness, Planning, and Analytics, California State University Dominguez Hills, aolschwang@csudh.edu
- Krystal Rawls, Director for Workforce Integration Network, California State University Dominguez Hills, kmrawls@csudh.edu
- Roberto Rodriguez, Social Studies Teacher, EntreNous, rrodriguez@youthbuildcharter.org
- Debbie Wong, Technology Instructor, Goodwill, dwong@goodwillsolac.org
- Imani Thomas, Student Majoring in Social Work, California State University Dominguez Hills, ithomas14@toromail.csudh.edu

Addressing complex solutions, like advancing digital equity, requires real collaboration from universities and the communities that they serve. From prototype to pilot, we plan to scale the Impact Course Concept. Faculty participate in a community to advance psychological safety, culturally responsive pedagogy, and learning in the classroom. Then, the faculty co-create a digitally informed course overlay with community partners to elevate student skills in key areas in high demand. These skills are then practiced with support in a community-embedded paid internship. Faculty, student, and community feedback have shed light on the challenges and opportunities of meeting everyone’s needs.

Track: Innovation
Designing ePortfolios for Student Success Across Academic and Professional Contexts

- Helen L. Chen, Research Scientist, Department of Mechanical Engineering and Integrative Learning Portfolio Lab, Stanford University, hlchen@stanford.edu
- Amelia Parnell, Vice President for Policy Research and Advocacy, NASPA - Student Affairs Administrators in Higher Education, aparnell@naspa.org
- James Tarbox, Assistant Vice Provost and Executive Director, Stanford Career Education, Stanford University, jtarbox5@stanford.edu

As institutions continue to provide the instruction, programs, and services that prepare students to meet their future aspirations, our definition of what constitutes student success continues to evolve. Clearer indicators of progress are emerging and as a high-impact practice, ePortfolios facilitate the internal dialogue that occurs during ePortfolio creation that empowers the external public-facing representation. Drawing from experiences using ePortfolios in the career context, attendees will discuss the implications of student disclosure of diverse identities as they relate to students’ perceptions of what it means to be professional and brainstorm strategies for developing resources for educators supporting these learners.

Track: ePortfolio Research and Practice

Showcasing Authenticity: Portfolios that Empower Student Voice and Identity

- Nancy Anderson, Professor, Texas Woman's University, nanderson@twu.edu
- Heather Cato, Assistant Clinical Professor, Texas Woman's University, hcatotwu.edu

Portfolios typically align to standards through required components. This session explores an alternate approach: the student-driven Digital Professional Learning Portfolio. By beginning with vision-setting and enabling choice, this model elevates student voice and agency. Rather than templates, students craft unique website portfolios containing self-selected artifacts, reflective narratives, and creative designs representing their identities. Through rigorous reflection on exemplars, students construct multimodal, evidence-based narratives that document standards while empowering literacy leadership. This session illuminates how starting with student vision and choice designs portfolios by students, not for them, fostering authenticity and agency.

Track: ePortfolio Research and Practice
Ungrading as Open Educational Practice in the Writing Classroom

- Nathan Henton, Program Associate and Assistant to the Associate Vice President, Office of Curricular & Pedagogical Innovation, AAC&U, nhenton@aacu.org

Traditional grades do not measure learning and, in truth, pose an obstacle to learning in the writing classroom; they should, therefore, be abandoned in favor of other means of assessment that encourage student learning and progress as academic and professional writers. That is the essence of this presentation, primarily in the form of an extended narrative detailing the author’s multi-year evolution from traditional grading to an ungrading model for his collegiate writing courses. The presentation will include some attention on ungrading scholarship and alternative assessment tools. The presentation has implications for secondary writing instruction and other disciplines.

Track: Open Learning

Is Forced Innovation Sustainable: Exploring Faculty Changes in Teaching

- Jeff Seaman, Director, Bay View Analytics, jeff@bayviewanalytics.com
- Julia Seaman, Research Director, Bay View Analytics, julia@bayviewanalytics.com

There has been a massive change in faculty attitudes over the past decade. Faculty are much more positive towards delivering courses fully or partially at a distance and have widely embraced using technology for their classes, both at a distance and in person. However, much of this transformation was forced by the circumstances of the COVID-19 pandemic. This presentation uses information from over a dozen national surveys of higher education faculty and administrators examining the nature and extent of these changes, the forces driving additional changes, and whether we can expect these innovations to continue.

Track: Innovation
How Digital Innovations and Global Classrooms Enrich Study Abroad and Curricular Diversity

- John Regan, Master Lecturer, Rhetoric, and Coordinator of ePortfolio and Assessment, College of General Studies, Boston University, jregan@bu.edu
- Natalie McKnight, Dean, College of General Studies, Boston University, njmck@bu.edu
- Oluwadamilola Akingbade, Undergraduate Student, Boston University, damiakin@bu.edu

As higher education rapidly globalizes, the first-year program at Boston University’s College of General Studies fully embraces the significance of digital innovation in experiential learning and the call for a diversified curriculum. The Dean of the College, a faculty member, and a student will share their experiences with ePortfolio and StoryMap in our London program to illustrate how curricular and digital innovations can combine with experiential learning to shape profound academic journeys that extend beyond traditional classroom walls. As institutions embrace digital advancements, the emphasis on inclusivity and diversified materials becomes important, turning students into enthusiastic subject matter experts.

Track: Innovation

The Application of Digital Portfolios in Student-Centered Learning

- Patricia Hayward, Associate Teaching Faculty, Northeastern University, p.goodman@northeastern.edu
- Ed Powers, Faculty Lead, Northeastern University, e.powers@northeastern.edu
- Lynn McNamara, Lecturer, Northeastern University, ly.mcnamara@northeastern.edu
- Denise Strauss, Lecturer, Northeastern University, d.strauss@northeastern.edu
- Carl Zangerl, Associate Teaching Faculty, Northeastern University, c.zangerl@northeastern.edu

Today, students are taking more control over their learning and have greater comfort with digital tools. Gain insights on how one program incorporates ePortfolio as a core experiential learning element from opening to graduation. In this case, innovation is the enhancement of a portfolio to an engaging journey into the students’ growth and professional skills. These ePortfolios allow students to organize and showcase their skills and competencies while extending their graduate experience. HR professionals are starting to see the worth of these digital portfolios when looking for talent. Discover how to connect education with real-world student success.

Track: ePortfolio Research and Practice
Promoting Student Success Through Cross-Disciplinary Open Practices for ePortfolio Design, Development, and Implementation

- James Paradiso, Associate Instructional Designer / Associate Program Director for Open Education, University of Central Florida, james.paradiso@ucf.edu
- Karina Cespedes, Associate Professor, Department of Philosophy, University of Central Florida, karina.cespedes@ucf.edu
- Virginia Koch, Assistant Director / Instructor, LEAD Scholars Academy, University of Central Florida, virginia.koch@ucf.edu
- Robin Pisano, Program Director for Field Education / Instructor, Department of Social Work, University of Central Florida, robin.pisano@ucf.edu

This presentation discusses how instructors from three distinct academic disciplines and their instructional designer (ID) have successfully traversed the increasingly online learning experience by moving away from linear engagement tools (e.g., discussion boards) to a more dynamic tool: the ePortfolio. By empowering students to create ePortfolios, the instructors and their ID have improved student (content) engagement, teacher-student interaction, and student-workforce connections. They have collectively been able to teach research methodologies, applied technology skills, generative storytelling, and culturally responsive practices, while encouraging student self-expression, peer-to-peer support, instructor-student mentorship, and heightened engagement with the external community through these renewable, openly-published artifacts.

Track: ePortfolio Research and Practice
Implementing ePortfolio to Evaluate Competency-Based Learning in Nursing

- Rebecca Wolf, Writing Center Coordinator, University of Rochester School of Nursing, rebecca_wolf@urmc.rochester.edu
- Lisa Brophy, Assistant Dean for Education, University of Rochester School of Nursing, Lisa_Brophy@urmc.rochester.edu
- Tara Serwetnyk, Director, Academic Innovation, University of Rochester School of Nursing, tara_serwetnyk@urmc.rochester.edu
- Michael Rosario-McCabe, RN to BS Program Director, University of Rochester School of Nursing, michael_rosario-mccabe@urmc.rochester.edu
- Susan Ciurzynski, Assistant Program Director, Doctor of Nursing Practice, University of Rochester School of Nursing, susan_ciurzynski@urmc.rochester.edu
- Rebekah Greene, EdIT Instructional Design Coordinator, DNP Program, University of Rochester School of Nursing, rebekah_greene@urmc.rochester.edu

This session describes a nursing school's implementation of an ePortfolio to support metacognitive development and learning integration within a competency-based curriculum. The presentation will cover: 1) The introduction of a comprehensive learner record and ePortfolio to assess competency-based education; 2) Strategies to gain faculty support for ePortfolio adoption; 3) The use of a structured reflection model in undergraduate and graduate programs where students assess their progress and set goals with advisor guidance. Attendees will learn to implement reflective components associated with ePortfolio best practices in their classrooms and participate in guided reflection.

Track: ePortfolio Research and Practice

The Potential of ePortfolios in Facilitating Integrative Learning: A Talk on Pedagogy and Assessment

- Jessica Chittum, Director of Assessment and Pedagogical Innovation, AAC&U, jchittum@aacu.org

ePortfolio can be a valuable tool for facilitating students' integrative learning. In this session, we will discuss integrative learning from both the pedagogy and assessment lenses, including what integrative learning can “look like” in an ePortfolio, how we can facilitate integrative learning in student work through ePortfolio prompts and design, and diving into one very important question: What, in the end, does evidence of integrative learning even look like? This question will lead us to a discussion on integrative learning and assessment, and an introduction to an adaptable tool designed to be used with collections of work like ePortfolios—AAC&U’s Integrative Learning VALUE Rubric. Participants will be encouraged to consider their unique courses, programs, and institutions as we dive into everything integrative learning and ePortfolios.

Track: ePortfolio Research and Practice
Scaling and Sharing Undergraduate Research in Life Sciences with OER

1:00 – 1:15 p.m. EST

Scaling undergraduate research (UR) opportunities has the potential to increase access to experiential learning, provide workforce development skills, and further connect student learning from the knowledge foundation to curiosity-driven experimentation. However, efforts to scale UR are often restricted by physical and capacity limitations. By conceptualizing UR, especially the training, through the lens of open educational resources and scalable solutions, we have created a framework of educational content that can be utilized in the life sciences. This framework and content have enabled the scaling of UR in our labs and allowed students from other institutions to seamlessly participate in remote experiential learning.

Track: Open Learning

1:15 – 1:30 p.m. EST

Incorporate DEIA in Your Course Design with Open Educational Resources (OER)

In her seminal work *Teaching to Transgress*, bell hooks (1994) wrote that "engaged pedagogy recognize[s] each classroom as different, that strategies must constantly be changed, invented, [and] reconceptualized to address each new teaching experience." Traditional textbooks limit the freedom and creativity with which faculty can design courses to meet their needs and the learning outcomes of their students. Open Educational Resources (OER), which are published with Creative Commons or other open licenses, give faculty a powerful tool for praxis that can be adapted to connect "ideas learned in university settings" to those "learned in life practices."

Track: Open Learning
1:30 – 1:45 p.m. EST
Making the Case for Open Educational Resources

- C. Edward Watson, Associate Vice President for Curricular and Pedagogical Innovation & Executive Director of Open Educational Resources and Digital Innovation, AAC&U, wwatson@aacu.org

This session will highlight a new AAC&U publication, *Making the Case for Open Educational Resources*. As the title suggests, *Making the Case for Open Educational Resources* is designed to assist OER advocates in their work to craft persuasive presentations, publications, and arguments as they promote OER. While resulting from an exhaustive review of the literature, this publication is not intended to present a comprehensive summary of all the research regarding OER and open practices. Its purpose is to highlight key studies, utilizing attractive, easy-to-comprehend, free to download and use graphics that OER advocates can leverage to inform and underpin their advocacy efforts in various contexts. The session will highlight key findings and resources that will help campus advocates and leaders more easily make an evidence-based case for OER.

Track: Open Learning

**Room #2:**

1:00 – 1:15 p.m. EST
An Innovation Imperative: Prioritizing Student Privacy in Technology Integration

- Stephanie Blackmon, Associate Professor, William & Mary, sjblackmon@wm.edu

The integration of various technologies in higher education should be accompanied by detailed, easy-to-understand information regarding privacy implications for those using the technologies. Unfortunately, however, privacy can sometimes be an afterthought, or worse, go completely unaddressed. This presentation will focus on student privacy in particular and share 20 years of data (2003-2023) regarding college and university students’ perspectives on privacy with technology integration in technology-enhanced, online, and hybrid courses. Results include students’ thoughts on their privacy with multiple types of technology in addition to privacy considerations when schools and programs are focusing on innovation.

Track: Innovation
1:15 – 1:30 p.m. EST
The Network@TESU: Applying Learning Community Concepts to Support Student Success in Online Environments
- Tara Kent, Associate Dean of Arts, Sciences and Technology and Director of Undergraduate Studies, Thomas Edison State University, tkent@tesu.edu
- Anthony Scotto, Network Coordinator and Program Mentor, Thomas Edison State University, ascotto@htsdnj.org

The University created an innovative virtual learning community for the adult students enrolled in an online graduate program. The virtual learning community builds upon the growing body of research that demonstrates the effectiveness of learning communities in supporting student success and retention. The learning community initiative is designed to build community, enhance learning and to cultivate connections between students, academic content, and career opportunities. The pilot community is called The Network @ TESU and was designed specifically for students in the MA in Educational Leadership program and may serve as a model for similar online communities.

Track: Innovation

1:30 – 1:45 p.m. EST
Equipped to Soar: Innovative Strategies for Improving Student Writing in the Digital Learning Environment
- Sue Small, Online Faculty, Grand Canyon University, sue.small@gcu.edu
- Karin Fedorsha, Online Faculty, Grand Canyon University, karin.fedorsha@gcu.edu

The digital classroom affords opportunities to incorporate innovative strategies, allowing learners to engage with the material in a variety of ways equipping them to soar. Comprehensive tools with multimedia effects can connect students to the learning process and focus on accomplishing the requirements for the task. In this session, research conducted beside our teaching practice will be presented on feed-forward writing resources and self-regulated learning. Attendees will leave this session with an understanding of how to better set expectations for writing assignments and prepare students for college writing at all levels using impactful and engaging Web 2.0 technology.

Track: Innovation
Room #3:

1:00 – 1:15 p.m. EST
Use of ePortfolios in a Physical Education Hiking Course

- Kristie Walsdorf, Assistant Professor, Georgia Gwinnett College, kwalsdor@ggc.edu
- Karen Perell-Gerson, Professor, Georgia Gwinnett College, kperellig@ggc.edu
- Rebecca Cooper, Professor, Georgia Gwinnett College, rcooper5@ggc.edu

Electronic or ePortfolios, in general, have proven to be an effective mode of assessment for students in multiple higher education disciplines to demonstrate understanding by means of reflection, analysis, and critical thinking. The purpose of this study is to describe the experience of using ePortfolios in a physical education hiking course through the eyes of the student. Forty students across two hiking courses utilized an ePortfolio to summarize their hikes; display artifacts (video, audio, images, links, etc.) collected during the pre-planning, planning, execution, and reflection phases; and demonstrate their hiking knowledge and experience through written reflections.

Track: ePortfolio Research and Practice

1:15 – 1:30 p.m. EST
Use of ePortfolios for Pre-Nursing Students to Reflect on Important Essential Skills for Healthcare Careers

- Karen Perell-Gerson, Professor, Georgia Gwinnett College, kperellig@ggc.edu
- Caroline Hanson, Senior Lecturer, Georgia Gwinnett College, chanson@ggc.edu
- Rebecca Fiorillo, Instructor, Georgia Gwinnett College, rfiorillo@ggc.edu
- Wendy Dustman, Associate Professor, Georgia Gwinnett College, wdustman@ggc.edu
- Julie Shearer, Associate Professor, Georgia Gwinnett College, jshearer@ggc.edu

This ePortfolio project spans three courses enabling reflection regarding healthcare career essential skills. In Anatomy and Physiology I, students complete introductory, mission statement, and work ethics pages. In Anatomy and Physiology II, students complete critical thinking and leadership pages. In Microbiology, students complete career exploration and alternative career plan pages. Through these pages, students reflect on the skills necessary to be successful in healthcare professions. Additionally, they were surveyed on the effectiveness of ePortfolios to demonstrate personal growth, professional growth, creativity, and digital communication skills.

Track: ePortfolio Research and Practice
1:30 – 1:45 p.m. EST
Use of ePortfolios to Begin the Academic Journey toward an Exercise Science Career

- Karen Perell-Gerson, Professor, Georgia Gwinnett College, kperellg@ggc.edu
- Kristie Walsdorf, Assistant Professor, Georgia Gwinnett College, kwalsdor@ggc.edu
- Rebecca Cooper, Professor, Georgia Gwinnett College, rcooper5@ggc.edu

ePortfolios are a high-impact practice documenting learning often done in senior capstone classes. ePortfolios can also generate learning through reflection by projecting the path students wish to take. The purpose of this study is to describe the student experience using ePortfolios in an Exercise Science (EXSC) introductory course. During the Fall 2022 academic semester, 18 students completed an ePortfolio in which they reflected on their personal, academic, and professional growth, creativity, and potential careers. This work demonstrated that providing the structured reflection that occurs within an ePortfolio can be beneficial to students early in their academic careers.

Track: ePortfolio Research and Practice

Room #4:

1:00 – 1:15 p.m. EST
In Their Own Words: Student-Led Programmatic Assessment through ePortfolio Reflection

- Peter McLellan, Educational Analyst, Oxford College of Emory University, peter.n.mclellan@gmail.com
- Rose Delony, Student, Emory University, aida.delony@emory.edu
- Chloe Helsens, Student, Emory University chloe.helsens@emory.edu
- Palmer Strubhar, Student, Emory University, palmer.strubhar@emory.edu

Student accounts of institutional successes and failures do not always match the learning outcomes institutions choose to assess. When done well, ePortfolios are self-owned learning spaces where students can exercise agency in telling their learning narratives. Building on this notion, our presentation shows that student ePortfolio reflections have demonstrated areas of growth, discomfort, belonging, and loneliness not reflected in our institution's (Oxford College of Emory University) programmatic assessment goals. We contend that the accounts crafted by university students can further push their communities toward more student-centered learning.

Track: ePortfolio Research and Practice
1:15 – 1:30 p.m. EST

Fostering Reflection at Varying Levels through ePortfolio Design

- Rebecca Thomas, Pathways ePortfolio Director and Teaching Assistant Professor, Bucknell University, rlt013@bucknell.edu

Our prior research examined the influence of a single ePortfolio experience on students' subsequent course reflections. While results were promising, the ePortfolio's design strongly influenced the types of reflections students produced, which we hypothesized as due to the ePortfolio experience not being designed to evoke varying levels of reflection. This subsequent study evaluates the initial assignment to identify the types of reflection prompted. Preliminary findings revealed that we missed the chance to encourage more Critical Reflection, encouraging connections to broader societal contexts. As a response, we revised the assignment. We present analysis of our ePortfolio assignment and student reflection examples.

Track: ePortfolio Research and Practice

1:30 – 1:45 p.m. EST

ePortfolios: A Catalyst for Programmatic Design and Assessment

- Kate Mitchell, University of New England (Australia), kmitch47@une.edu.au
- Shari Bowker, University of Queensland, s.bowker@uq.edu.au

A continued challenge within Higher Education is ensuring a well-rounded, relevant, aligned, cohesive, and supportive student experience. Programmatic assessment is becoming important to success in this area, along with other UX related approaches. We argue ePortfolio design practices hold value in supporting this work. ePortfolio design practices can act as a catalyst for initiating programmatic design conversations and programmatic assessment development, as they naturally encourage design thinking at the various macro and micro levels needed. We use this opportunity to review existing programmatic assessment and ePortfolio design literature and offer updated strategies for programmatic design relevant to modern Higher Education.

Track: ePortfolio Research and Practice
Room #5:

1:00 – 1:15 p.m. EST

*EPortfolio as a Conduit for Experiential Learning and Reflection Through the Use of Educational Artificial Intelligence.*

- Peggy Hartwick, Assistant Professor, Carleton University (Canada), peggy.hartwick@carleton.ca
- Anthony Daynes, Student Partner, Carleton University (Canada), anthonydaynes@email.carleton.ca

This session will showcase a pilot project used in a graduate course in Second Language Acquisition (SLA) wherein students were tasked to document their language learning experiences with Duolingo and other AIs, like ChatGPT. The project was designed to facilitate experiential learning opportunities through AI and stimulate reflection and integration of theoretical knowledge documented in an ePortfolio. This integration is meant to cultivate skills, like critical thinking, and helps bridge gaps in comprehension. The use of ePortfolio as a pedagogical tool is known to foster creativity and deep learning while students embark on a personal learning journey.

Track: ePortfolio Research and Practice

1:15 – 1:30 p.m. EST

*Applications of the Wolf ASET Reflection Model in ePortfolios to Support Competency-Based Education*

- Rebecca Wolf, Writing Center Coordinator, University of Rochester School of Nursing, rebecca_wolf@urmc.rochester.edu

The Wolf ASET Reflection Model was developed to guide students’ development of core nursing competencies. It is a customizable framework designed to scaffold students through a four-step process of analyzing evidence of competency development, synthesizing learning, evaluating goals through the metacognitive cycle, and professional transformation. Piloted at the University of Rochester School of Nursing, this model was integrated into an ePortfolio launch in one undergraduate and one graduate program. Attendees will explore how the model can be adapted to suit various programs, hear feedback from faculty and students, and consider its potential integration into their institutions.

Track: ePortfolio Research and Practice
1:30 – 1:45 p.m. EST
Resources From AAC&U: Tools to Support Your ePortfolio Research and Practice

- Jessica Chittum, Director of Assessment and Pedagogical Innovation, AAC&U, jchittum@aacu.org

Join us in discussing opportunities and tools offered through AAC&U: the Institute on ePortfolios, the International Journal of ePortfolio (IJeP; https://www.aacu.org/ijep), and the research archive “Publications on ePortfolio: Archives of the Research Landscape” (PEARL; https://www.aacu.org/pearl). The Institute on ePortfolios is a year-long, online engagement opportunity for campus (or campus system or consortium) teams seeking to actualize an ambitious strategy to broaden student engagement with ePortfolios. Our entirely ePortfolio-focused journal, IJeP, is a double-blind, peer-reviewed, open-access journal that is freely available online and offers an ideal opportunity for both ePortfolio readers and scholars to publish and tell the stories of their research and learning (and boasts a brand-new website and submission process). Finally, PEARL is a searchable compilation of over 800 peer-reviewed articles that are designed to support ePortfolio decision-makers, practitioners, and researchers. Join this session to learn more about what’s new with these resources and how to access everything you need.

Track: ePortfolio Research and Practice

Midday Plenary
2:00–2:55 p.m. EST

Realizing the Promise of Open Education

- Angela DeBarger, Education Program Officer, William and Flora Hewlett Foundation, ADeBarger@hewlett.org

A meaningful education is one that builds collective good alongside every student’s individual success. Open educational resources and practices, which create inclusive ways to offer students and teachers agency and community, can be a key part of this experience. So, what more can we be doing to realize the promise of open education?
Concurrent Block #4  
3:00–3:45 p.m. EST

Leveraging Emerging Technologies to Advance Student Learning and Success
- Shalini Gopalkrishnan, Adjunct Faculty, Ageno School of Business, Golden Gate University, shalinigopal@gmail.com
- Nicole Jackson, Associate Professor and Associate Dean, Ageno School of Business, Golden Gate University, njackson@ggu.edu

Higher education is undergoing a digital transformation. Emerging technologies like artificial intelligence, machine learning, and adaptive courseware have the potential to enhance student learning, increase engagement, and improve outcomes. This presentation will review key technologies—specifically those of AI, AR/VR tech, and AI-powered tutors—their applications in higher education, and the latest research on their impacts on student success. This presentation provides a synthesis of evidence-based practices for implementing these tools to complement pedagogical goals and concludes with recommendations on how to promote personalized, equitable learning experiences.

Track: Open Learning

CLR is the New ePortfolio: Meet the Future of Digital Learner Records
- Christopher Davis, Vice President, Academic Quality, University of Maryland Global Campus, christopher.davis@umgc.edu
- Kelly Hoyland, Director, Higher Education Programs, 1EdTech Consortium, khoyland@1edtech.org

Delve into the transformative power of Comprehensive Learner Records (CLRs) as the next evolutionary step in ePortfolios. Uncover how CLRs redefine student learning documentation, offering innovative approaches for capturing growth. Experience the benefits of a standardized data structure, fostering effortless sharing, and eliminating obstacles for learners on their educational journey. Join us to explore the potential of CLRs in shaping the future of education.

Track: Innovation

Tech-Forward Education: Building Bridges to Student-Centered Success
- Doug Yung, Associate Teaching Professor, Syracuse University, ptyung@syr.edu

In recent years, the incorporation of technology into pedagogical practices has led to a profound transformation of the higher education landscape. The transition towards tech-forward education has created opportunities for innovative approaches that improve learning outcomes, promote equity, increase affordability, and broaden accessibility. This workshop explores tech-forward education, highlighting both established practices and emerging technologies that bridge the divide between technology and student-centered success. Participants will learn about successful case studies where technology has been effectively integrated into teaching and learning, as well as cutting-edge tools and strategies that can enhance student engagement and foster collaboration in the digital age.

Track: Innovation
 Library’s Project Based Learning Engagement Strategy as Open Learning Infrastructure: Student Publications, Software Development, Internships, and so Much More

- Cyril Oberlander, Library Dean, Cal Poly Humboldt, cyril.oberlander@humboldt.edu

Libraries are crucial open learning infrastructure, elevating curricular and co-curricular student experiences that better prepare students and their portfolios for future careers. This interactive presentation demonstrates an array of open learning infrastructure provided by Cal Poly Humboldt Library, including OER services, open-access publishing, software development, research internships, online SkillShops, and digital humanities. From creating the first 3D Digital Herbarium to publishing over 600 authored works a year, library project-based learning initiatives are powerful infrastructure to support students in developing career skills. Strategies to engage students as co-creators will be presented that can be easily adaptable to other institutions.

Track: Innovation

 Joined at the HIP: Pairing ePortfolio Pedagogy and a First-year Seminar at a Large Research University

- Devon Thomas Jones, Associate Professor of Practice and Course Director, University of Arizona, devonthomas@arizona.edu
- Thomas Murray, Associate Professor of Practice and Course Director, University of Arizona, tam@arizona.edu

Students often report that they don't know the purpose of general education or how it can be valuable to them. To address this, our new general education program centers student agency and learning through the development of their general education learning ePortfolio. We will share insights from applying best practices for working with first-year students, launching two pre-designed bookends Gen Ed courses and ePortfolio learning pedagogy to a new general education program. Our goal is that participants will take these insights and apply them to their student-centered resources by scaffolding ePortfolio support into the campus learning environment.

Track: ePortfolio Research and Practice
Different Pathways to Shared Goals: 3 Ways to Use Portfolios in an Online Graduate Program

- Laura DeSisto, Master of Liberal Arts (MLA) Program Director and Senior Lecturer, Johns Hopkins University, ldesisto@jhu.edu

This presentation will focus on sharing three distinct approaches to incorporating portfolios in an online master's degree program. Although the approaches differ, they share a commitment to enhancing students learning through reflection, analysis, and synthesis.

Track: ePortfolio Research and Practice

Reflective Prompts Across the Disciplines and the Institution: Building a Field Guide to Reflection

- Tracy Penny Light, Dean, Faculty of Arts & Sciences, Capilano University, tracypennylight@gmail.com
- Helen L. Chen, Research Scientist, Department of Mechanical Engineering and Integrative Learning Portfolio Lab, Stanford University, hlchen@stanford.edu

Reflective activities are the cornerstone of effective ePortfolio implementation. By enabling "folio thinking," learners can make connections between and among their learning experiences and develop lifelong learning skills and integrative abilities necessary for addressing the real-world challenges they will encounter in their future education and work. Finding reflective activities that suit our unique learning contexts, however, can be challenging. To assist the ePortfolio community, AAAEBL is building a Field Guide to Reflection. This resource will be developed by the community, for the community, and will include examples from across the disciplines and the institution, paying attention to both curricular and co-curricular settings. The Field Guide will appear as an Open Educational Resource (OER) that is freely available, editable, and updatable making this a truly living document. In this session, we will engage in community crowdsourcing of activities and brainstorm topics for consideration in the Field Guide. Whether you are looking for activity examples or have activities to share, this session will provide you with an opportunity to consider the importance of reflection for effective ePortfolio practice and explore ways to contribute to the Field Guide.

Track: ePortfolio Research and Practice
Building Undergraduate Language Courses Around Open Educational Resources

- Emily Kuder, Assistant Professor, Hispanic Studies, Connecticut College, ekuder@conncoll.edu

Open educational resources (OER) are growing in popularity across college campuses for good reason: Using OER makes learning more accessible and cost-effective, brings diverse voices into the classroom, and allows instructors to craft unique courses unbound by the constraints of adhering to a singular resource. This presentation showcases course materials created for undergraduate Spanish language, Spanish phonetics and phonology, and Spanish sociolinguistics courses that integrate open content and open pedagogy into activities, assignments, and assessments. Course design and administration considerations as well as the benefits and disadvantages of OER are discussed based on instructor and student feedback.

Track: Open Learning

The Power of Notion: How This Tool Can Help You Succeed in Research, Teaching, and Student Projects

- Zachary Adams, Digital Instruction Specialist, Hope College, adams@hope.edu
- Victoria Longfield, Digital Liberal Arts Specialist, Hope College, longfield@hope.edu

Notion is a web-based platform and app used by creators, project managers, and whole organizations to plan, write, and think within a blank digital canvas. This versatile and innovative digital tool can be used in various ways to enhance teaching and learning. Within Notion, instructors can easily create lesson plans, track student progress, and collaborate with colleagues. Notion also supports multimedia integration, allowing for the seamless incorporation of videos, images, and audio recordings. This makes it an ideal platform for creating engaging and interactive course materials.

Track: Innovation

Digital Learning Roadmaps

- Desiah Melby, Communication Instructor, Mid-State Technical College, desiah.melby@mstc.edu

Digital Learning Roadmaps are a great visual way to organize unit content. They allow the instructor to visually scaffold all the assignments, rubrics, examples, resources, and review materials on a single document. This empowers students to self-pace, differentiate, and easily access materials, supporting student ownership over the learning process. This also facilitates absence learning recovery for students who miss class. Join this session to learn best practices on how to construct and use a learning road map in your courses.

Track: Innovation
Climate Resilience and Critical Workflows: An Innovative Pedagogical Approach

- Ryan Schooley, Doctoral Student, University of Miami, r.schooley@umiami.edu

Fostering critical thinking and collaboration skills prepares students to address complex sociopolitical issues. The course being presented facilitated such skill development through innovative pedagogical practices including team teaching, flipped learning, virtual reality, and critical workflow processes. By engaging in these practices, students developed data-driven decision-making habits to address complex climate issues and foster climate resilience. The presenter will discuss specific course practices, evaluation findings, and how utilized tools can be adapted for courses concerning varying social issues. Using these innovative pedagogical tools allows students to think critically, collaborate, and generate actionable solutions with the potential to create a more equitable world.

Track: Innovation

What Differentiates a Professional Portfolio from an Academic ePortfolio?

- David Flood, Assistant Professor, University of Virginia, dnf6xb@virginia.edu
- Helen L. Chen, Research Scientist, Department of Mechanical Engineering and Integrative Learning Portfolio Lab, Stanford University, hlchen@stanford.edu
- Amy Cicchino, Associate Director, Center for Teaching and Learning Excellence, Embry-Riddle Aeronautical University, cicchina@erau.edu
- Megan Mize, Director ePortfolios & Digital Initiatives, Academic Success Center, Old Dominion University, mmize@odu.edu
- Charlie Gleek, Assistant Professor, University of Virginia, bdc3bu@virginia.edu

This proposal focuses on professional portfolios as a practice through which students begin to translate their college experiences into non-academic professional contexts. Featuring a roundtable of presenters who have experience supporting professional ePortfolios across different institutional contexts, this presentation will consider some of primary differences and challenges educators and students face in moving from academic to professional domains of practice, with particular attention to efficacy, genre, and the question of instrumentalization of liberal learning outcomes. The session will be a structured conversation on some of the key differences in these two approaches to ePortfolio practice.

Track: ePortfolio Research and Practice
Competencies and Practice Behaviors: Utilizing ePortfolios as Evidence of Preparedness for Social Work

- Cara Robinson, Department Chair, Social Work and Urban Studies, Tennessee State University, crobin22@tnstate.edu
- Donna Dopwell, Director of Social Work, Tennessee State University, ddopwell@tnstate.edu
- Gary Jones Jr., Interim MSW Coordinator, Tennessee State University, gjonesj2@tnstate.edu

The Council on Social Work Education requires all accredited social work programs to provide students with education that meets nine competencies and 41 practice behaviors. These competencies are: 1) Ethical/Professional Behavior; 2) Diversity and Difference; 3) Social/Economic Justice; 4) Practice-Informed Research; 5) Policy Practice; 6) Macro, Mezzo, Micro (MMM) Engagement; 7) MMM Assessment; 8) MMM Intervention; and 9) MMM Evaluation. The social work program at Tennessee State University (TSU) uses the ePortfolio as the foundation for building evidence of student competency achievement. This presentation provides an overview of TSUs ePortfolio process and its integration with CSWE accreditation and assessment standards.

Track: ePortfolio Research and Practice