

PRELIMINARY PROGRAM

14th Annual Forum on Open Learning and ePortfolios*

MONDAY, JANUARY 23, 2023
VIRTUAL

AAC&U



** held in conjunction
with AAC&U's 2023
Annual Meeting*



PRELIMINARY PROGRAM

14th Annual Forum on Open Learning and ePortfolios

Monday, January 23, 2023 | Virtual

Program is subject to change.

This event is held in conjunction with AAC&U's Annual Meeting; however, registration for the Annual Meeting is not required to attend the Forum.

Forum registration details: aacu.org/forum

Welcome and Opening Plenary

10:00–10:55 a.m. EST

Welcome

- C. Edward Watson, Associate Vice President for Curricular and Pedagogical Innovation, AAC&U

Pedagogy and the Power of Open

- Robin DeRosa, Director, Open Learning & Teaching Collaborative, Plymouth State University

In this presentation, Robin will discuss the pedagogy that can emerge when we approach teaching and learning through the lens of openness. Robin will offer a starting definition of “open pedagogy,” explore how such pedagogy relates to the use of OERs, and how access and social justice can supplant cost-savings as a dominant logic for course and program planning. She will share concrete examples of projects and assignments that use open pedagogy to engage students and positively impact the public good.

Concurrent Block #1

11:00–11:45 a.m. EST

Change Agents Guide to the Successful Adoption of OER: A Focus on Diversity, Equity, and Inclusion

- C. Edward Watson, Associate Vice President for Curricular and Pedagogical Innovation, AAC&U

Existing campus OER initiatives are in many ways aligned with their institution's DEI goals; however, formal connections between institutional OER work and campus DEI policies and programs often do not exist. Further complicating this problem are disparate unit and reporting

line silos, often to different vice presidents within an institution, which complicates collaboration and functionally limits transparency regarding practices and approaches. As a result, there are many untapped opportunities for collaborative, co-referencing, co-supporting, and integrative campus efforts at institutions in higher education today. Such integration would strengthen DEI efforts and ensure the sustainability and relevancy of OER work in the future. This session reports the results of research into these challenges and complexities and highlights a new change agent's guide for those seeking to accelerate and instantiate OER practices on campuses in service to affordability and equity goals.

Inclusive ePortfolio Practice: Outcomes, Reflections, and Future Considerations for Curricular Integration, Tools, and Collaborations

- Jennifer Wescott, Clinical Assistant Professor, UIC College of Applied Health Sciences
- Orit Schwartz, Clinical Instructor, UIC College of Applied Health Sciences

Following the two-year implementation of participatory ePortfolio practices across the curriculum of an undergraduate Rehabilitation Sciences program in a publicly funded state university, we present expected and unexpected outcomes, iterations resulting from student and faculty feedback, and considerations for expanding the integration of ePortfolios into our program. Current research suggests that ePortfolios have a positive impact on teaching and learning; at the same time, evidence indicates that successful ePortfolio integration depends on comprehensive planning and consideration of the program's context (Lu, 2021). These findings resonate with the voices of participating students and underscore the need for critical reflection on the conceptualization, implementation, and measurement of transformative learning. Note that this session is one of five sessions brought to you by the *International Journal of ePortfolio*. This session is based on an article published by the journal in late 2022.

Capitalizing the Use of ePortfolios to Foster Integrative Learning, Digital Communication, and Identity Development across Program Curriculum for Education Majors at LaGuardia Community College (CUNY)

- Pablo Avila, Associate Director of ePortfolio and Digital Learning, Center for Teaching and Learning, LaGuardia Community College City University of New York
- Michele De Goeas-Malone, Education Program Co-Coordinator, English Language Acquisition Department, LaGuardia Community College City University of New York
- Caterina Almendral, Associate Professor, English Language Acquisition Department, LaGuardia Community College City University of New York

This session will cover a program-level ePortfolio implementation for Education majors at LaGuardia Community College. Attendees will learn about the Core ePortfolio, how it is integrated across the curriculum, and about signature assignments across key courses in the program. Attendees will come away with ideas and approaches to implement ePortfolios across a program curriculum. Attendees will also learn about professional development efforts that are required to spearhead this kind of implementation. Sample student work will be shared.

Context Matters: The Significance of "Place" in Cultivating a Culture of Reflection through ePortfolio

- Christina McDonald, Professor and Institute Director of Writing, Department of English, Rhetoric and Humanistic Studies, Virginia Military Institute

- Emily Miller, Department Head and Professor, Department of English, Rhetoric and Humanistic Studies, Virginia Military Institute
- Jason Hoppe, Associate Professor and Director of the West Point Writing Program, United States Military Academy West Point

Participants in the roundtable will be invited to discuss the significant role that “place” and distinctive features of local context plays in determining how institutions frame, implement, and sustain the use of ePortfolios, particularly with regard to access, aims, methodologies, and assessment. Participants will explore strategies for both designing learning outcomes and using ePortfolios to create regular, meaningful opportunities for such integrative thinking. They also will examine the design and implementation of a two-course capstone experience that focuses on a key moment in the development of students’ metacognitive abilities: the reflective pathway from workspace to showcase ePortfolio that leads them toward defining their capstone project in the major. Participants will be invited to consider the distinctive features of their local contexts that might make aspects of such a model worth pursuing. Finally, drawing on their own experiences and institutional contexts, roundtable participants will discuss how to navigate longstanding tensions between the use of ePortfolio to foster students’ growth and institutional uses of ePortfolio for assessment.

Making Labor Matter: Strategies for Sustainable Support

- Sarah Zurhellen, Assistant Director, Writing Across the Curriculum, Appalachian State University
- Megan Mize, Associate Director for ePortfolios and Digital Initiatives, Old Dominion University
- Morgan Gresham, Associate Professor of English, University of South Florida St. Petersburg

As higher education responds to a pandemic that exacerbated many systemic inequities, programs and units are restructured, and higher education workers must do more with less, questions about how to value people’s labor and make it sustainable are paramount. This session highlights questions concerning labor, especially regarding initiatives like high-impact practices which put pressure on already marginalized support systems. Unrecognized and undervalued institutional labor harms students and the institutional community at large. Following the emergency shift to remote learning, many institutions continue to turn towards digitally enriched strategies such as ePortfolios. Such shifts require an intentional exploration of the risks inherent to moving teaching and learning into the digital sphere. Therefore, we will share our ePortfolio Mapping Survey results with participants to ignite a conversation about the current state of labor relations and to generate a list of crowd-sourced strategies for supporting this kind of labor.

Design Justice and ePortfolios: Challenging Inequalities with Folio Thinking: A Roundtable Discussion

- Tracy Penny Light, Professor and Director, St. George's University

The goal of design justice is to distribute the benefits and burdens of design more equitably. What does this mean for us in the ePortfolio community? How does context impact our ability to design ePortfolio implementations that bring new voices to our designs so that they are as inclusive as possible? In this session, experts explore the ways that a design justice

approach to ePortfolios can enable us to implement inclusive and equitable approaches that plan for the designs themselves to be continually reevaluated. Leveraging a design justice approach to ePortfolios can ensure that they are nimble enough to consider feedback from the learners they are designed to support.

Digication Sponsor Session

Details Forthcoming

Concurrent Block #2

12:00–12:45 p.m. EST

Changes in the Publishing Marketplace: Threats to Progress

- Nicole Allen, Director of Open Education, SPARC

The Open Educational Resources (OER) field has made unprecedented progress in awareness, adoption, and development over the last two decades. Yet, OER's future will face many challenges. Common barriers continue to limit OER's national rate of growth, while the traditional textbook industry's shift toward "Inclusive Access" and digital courseware has fundamentally altered the landscape. Drawing on SPARC's market analysis and advocacy expertise, this session will examine the implications for OER initiatives and how our strategies can adapt.

Using an ePortfolio-Supported Curriculum to Cultivate Indigenous Student Success

- Shamai K. Thacker, ePortfolio Strategist, University of Alaska Anchorage

Identifying the needs and impact of first-year Alaska Native/American Indian students to be successful in higher education has been a rising priority in the Alaska university setting. Research conducted to identify new and innovative college readiness standards led to work with Native Student Services at the University of Alaska Anchorage to help bridge the gap between standardized testing and college expectations. The use of an ePortfolio-supported curriculum gives students the opportunity to demonstrate how an Indigenous framework combined with higher education practices that integrate cultural values and learning experiences improves the retention rates of first-year Alaska Native/American Indian students. Note that this session is one of five sessions brought to you by the *International Journal of ePortfolio*. This session is based on an article published by the journal in late 2022.

A Ladder to Experiential Learning: Using an ePortfolio Platform to Scaffold Learner Development

- Susan Bonham, EAP Instructor, Langara College
- Diane Thompson, Instructor, Department of Library & Information Technology, Langara College

Langara College launched an ePortfolio pilot largely because of an identified need in our creative programs. However, most of the uptake of the technology to date has been in experiential learning programs, such as practicums and clinical placements. We will share how by staying agile and responsive to users' needs during implementation, we have been able to make extensive use of the more advanced features of the platform's functionality to support robust iterative feedback (both from Faculty and external reviewers), evidencing of skills and

capabilities, reflection on active learning experiences, and other functionality used to scaffold experiential learning experiences. We will also share how we are supporting faculty and students who are using the platform, as well as some examples of the materials from these programs.

An ePortfolio Journey: Approaches for Implementing Integration, Curation, and Digital Abilities in a Capstone-level Graduate Program at the CUNY School of Professional Studies

- Karen Gonzalez, ePortfolio Specialist, CUNY School of Professional Studies
- Rokshana Ali, Assistant Director, Communications & Media and Liberal Studies, CUNY School of Professional Studies

This presentation features the use of ePortfolios in a graduate program at CUNY SPS. As an online institution where 97% of students attend fully online degree programs, an ePortfolio implementation requires a distinct approach to reach faculty and students to maximize the use of the ePortfolio as a tool fostering integrative learning. We will discuss the ePortfolio Capstone project in the Disability Services in Higher Education MS graduate program where students construct an ePortfolio where they choose key signature assignments from courses in the program, build a narrative that demonstrates their learning in the program, and articulate an action plan that includes next steps after graduation. We'll emphasize these last two sections to demonstrate how ePortfolios can support students' evolving identities to reflect on next steps. This integrative approach occurs in the ePortfolio environment where students practice integrative learning, curation, and strengthen their digital abilities. Sample student work will be shared, and attendees will engage in conversations about strengths and challenges of the use of ePortfolios in an online institution.

Building a Successful Framework for Faculty Buy-in of ePortfolios

- Paola Gavilanez, Instructor, Interior Design, Wilson School of Design, Kwantlen Polytechnic University
- Gillian Sudlow, Instructor, English Upgrading, Academic and Career Preparation, Educational Consultant, ePortfolio Advancement, Teaching and Learning Commons, Kwantlen Polytechnic University

In this session, you will follow the journey of the KPU AAC&U ePortfolio Institute team as we share how we worked to engage faculty in the adoption of ePortfolios across programs in the KPU Wilson School of Design (WSD). Our project started with identifying and recruiting a powerful group of faculty champions and supportive leadership to support, motivate, and inspire WSD faculty in adopting ePortfolios. We then worked to anticipate potential barriers, map our strategy, and put together a solid tool kit of resources. With our foundational approach solidified, shared resources, simple strategies, and demonstrated success, we encouraged others in our institution to join in on the adventure. Learn about our team, the details of our strategic process, the tools we have used in the progression of our initiative, and finally, where we are now; and where we are hoping to go!

ePortfolio Implementation through Cultural Change Theory

- Hannah Schneider, Program Coordinator, AAC&U

In 2022, we have a robust body of research supporting ePortfolios as a pedagogical tool and a high-impact practice. PEARL (<https://eportfolio.aacu.org/>), Publications on ePortfolio: Archives of the Research Landscape, currently has 778 peer-reviewed articles exploring ePortfolio research. When implemented effectively, ePortfolios can include all multiple of a campus system: the general education curriculum, accreditation and assessment, student affairs, and individual class sections. However, many campuses are still resistant to ePortfolio implementation. Using Adrianna Kezar's cultural change theory cited in *Scaling Change in Higher Education: A Guide for External Stakeholder*, this session will explore the way in which utilizing cultural change theory can aid in the implementation of ePortfolios. Participants will acquire a deeper understanding of the ways in which cultural change theory can assist ePortfolio initiatives at their home institutions.

Open Learning with OneHE

- Olivia Fleming, Co-Founder, OneHE

AAC&U and OneHE partner to deliver affordable faculty development that can be scaled across an institution. OneHE exists to support faculty and higher education institutions to improve student outcomes through effective teaching. Our mission is to help educators worldwide inspire students in higher education to be their best. We do this by offering content, support, and a community that is accessible anytime, anywhere. We are committed to improving teaching for the benefit of students everywhere, underpinned by the principles of equity, inclusivity, and fairness. We believe that no matter what type of institution educators work with or what part of the world educators live in, they should have the ability to access content for free to support their teaching practice. To achieve this, we offer a proportion of our content as Open Educational Resources (OER) - <https://onehe.org/free-resources/>. We partner with several organizations and individuals on OER content development, such as our work with Equity Unbound - <https://onehe.org/equity-unbound/>. This session will showcase content developed and created as OER and provide an overview of the OneHE platform that gives centers of teaching and learning and educators a new and flexible approach to their professional development.

Concurrent Block #3

1:00–1:45 p.m. EST

Emerging OER Ecosystem: Considering the Pros and Exploring the Cons

- David Harris, Editor-in-Chief, OpenStax

Open Education Resources (OER) are being widely adopted across the post-secondary market. This discussion will highlight the emerging ecosystem supporting OpenStax resources. David will discuss the idea of an OER marketplace in which innovation, competition, and increased access are flourishing. David will also explore some emerging trends that are troubling; namely, the current challenges pertaining to academic integrity and the misuse of OER content. David will also introduce ideas that OER developers can implement to enhance academic integrity for the community. OpenStax is currently the most widely adopted source of OER and serves over four million students annually.

Theory to Practice: Capstone Uses of ePortfolios

- Rita Zuba Prokopetz, Independent Scholar and Consultant

As a curricular and pedagogical innovation in language classes, capstone ePortfolio projects are equitable in terms of fairness, inclusion, and assessment practices. In this session, the presenter shares her ePortfolio learning journey and direct practical experience implementing ePortfolios at a language learning centre in Canada. She provides information on the evidence-based theoretical constructs undergirding the student projects and explains their interconnectedness with the learning episodes. She discusses why she views ePortfolios as a substrate for a variety of learning behaviours among students and how the development of capstone projects aligns with many of the learning theories. Note that this session is one of five sessions brought to you by the *International Journal of ePortfolio*. This session is based on an article published by the journal in late 2022.

ePortfolio as Reflection: Is it a Good Idea to Speak Your Mind?

- Naichen Zhao, Community Engagement Fellow, Center of Community Engagement to Advance Scholarship and Learning, University of Denver

This article provides an overview of the pilot year requiring undergraduate and graduate students to use only ePortfolios as the means of reflection for their community engagement research projects. The student ePortfolios also serve as the sole data source for program evaluation. The article discusses the student outcomes and program evaluation results, including students' success, challenges, and struggles in building and sharing their minds through ePortfolios, as well as the pros and cons of using ePortfolio in evaluation. The article also discusses developing a more effective and sustainable system to support students' reflection through ePortfolios. The authors are also open to ideas and questions on the question: is ePortfolio a perfect idea to help students speak up and raise their voices in times of uncertainty, social conflicts, and crisis?

First-Year Experience: ePortfolios and the Promise of Academic Belonging

- Alysia Davis, Director of Student Engagement, James Madison University

Drawing from the experience of building the Honors ePortfolio Initiative at James Madison University, this session uses an assessment lens to explore introducing ePortfolio development to students as part of a first-year experience seminar. The session will afford opportunities for participant discussion regarding a central question: How might the introduction of ePortfolios in a structured first-year experience class promote a sense of academic belonging? Four bodies of literature inform this question: ePortfolio pedagogy, academic belonging, first-year experience, and assessment. Often, ePortfolio program development feels like building a plane while flying; this session will discuss instincts, evidence, and processes of assessment broadly related to ePortfolios and JMU Honors College's first-year experience, as well as the promise afforded by thoughtful assessment to provide future insights on the triad of ePortfolios, first-year experience programming, and academic belonging.

The CLAS Voyage: Re-imagining a Liberal Education for All Learners

- Kris Pachla, Director, Center for Experiential Education and Community Engagement, Grand Valley State University

- Donovan Anderson, Associate Dean for Personnel, Hiring and Planning, Grand Valley State University
- Kristin Hedges, Associate Professor, Internship Coordinator, Anthropology Department, Grand Valley State University

Grand Valley State University's College of Liberal Arts and Science (CLAS) is embarking on an innovative approach to liberal education: The CLAS Voyage. The Voyage is a re-imagining of a liberal arts curriculum rooted in the essential nature of high-impact practices and an empowering educational experience centered on equity and inclusion. Through an overarching journey beginning with an Embarking Experience, guided by an ePortfolio process called the Compass, and ending with a reflective and contemplative Capstone, students will be prepared for novel environments post-college. Through this Voyage, all students, in all majors will experience high-impact practices to prepare them for their future. Join us to hear about the process and goals of the CLAS Voyage and consider the value of a liberal education considering the problems of tomorrow.

Navigating Change in ePortfolio Implementations: Stories from the Field

- Jennifer Alvey, Associate Professor of Anthropology & Women and Gender Studies, University of Michigan-Flint
- Stephanie Roach, Assistant Professor of English, University of Michigan-Flint
- Kazuko Hiramatsu, Associate Professor of Linguistics, University of Michigan-Flint
- Rajib Ganguly, Associate Professor of Physics, University of Michigan-Flint

Many campuses make the decision to implement ePortfolios because an advocate (leader, faculty member, etc.) makes the case for their use. But what happens to ePortfolios when the context changes? In this session, representatives from the University of Michigan (Flint) share stories of the ways that support for their ePortfolio initiative shifted, how they used a stakeholder's approach to navigate changes that threatened their success, and the opportunities that context change presents. Participants will then discuss their own contexts and strategies for leveraging change into opportunity.

Midday Plenary **2:00–2:55 p.m. EST**

Destined to be HIP - Adopting a General Education-based ePortfolio at Super-Scale

- Teresa A. Johnson, High-Impact Curriculum Expert, Office of Undergraduate Education, The Ohio State University

We knew what we had wasn't doing what we wanted. The Ohio State University General Education (GE) Program was decades old, and everyone on campus from the advisors to the registrar was tired of answering the question students kept asking: "Why do I have to do this?" As we were working across the campus to become more student-centric, and therefore, more assessment-focused, it gradually became obvious that the reason they kept asking was because we weren't doing a good job at answering. We didn't have a clear reason as to why they had to take this particular combination of courses. So, we started envisioning what students might do instead. What could we design that had an answer to that question? What emerged at the end of a long process of introspection, goal setting, and a whole lot of listening, was something nobody expected: an Integrative and thematic GE with an ePortfolio at the center. In this

plenary, hear how we ended up with an ePortfolio for 65,000 students, and how we are making it happen, including strategic teamwork, dedicated specialists, and an innovative platform.

Concurrent Block #4

3:00–3:45 p.m. EST

Open to Open: Pathways towards a Sustainable Faculty Development Model

- Laura Cruz, Associate Research Professor, Schreyer Institute for Teaching Excellence, Penn State
- Jennifer Jarson, Head Librarian, Penn State Lehigh Valley
- Elizabeth Nelson, Reference and Instruction Librarian, Penn State Lehigh Valley
- Mark Capofari, Lecturer, Project and Supply Chain Management, Penn State Lehigh Valley

Faculty are using more open educational resources (OER) than ever, but interest in other open education practices has stayed flat or declined (Ithaka S+I, 2022). We hypothesized that OER expansion serves as the foundation to interest faculty in broader open practices which may bolster engagement, yet factors such as the increasing diversity of faculty needs, de-centering of expertise across institutional partners, and variations in institutional types/capacities demand differentiated pathways and distributed support for open educational development. We developed the Open3 model to address this critical gap. Its three differentiated pathways—access, student collaboration, and public dissemination—enable instructors to find level(s) and type(s) of “openness” best suited to their practice. While centers for teaching and learning often drive faculty development, the Open3 model recognizes the leadership and development that other units (e.g., libraries, student affairs) provide in open education. In addition to presenting the Open3 model, we discuss examples of faculty development programs that use it.

Developing Emotional Intelligence Through Self-Identified and Self-Initiated Portfolio Assignments

- Marie A. Abate, Professor of Clinical Pharmacy, West Virginia University School of Pharmacy

ePortfolios are important tools to enhance reflection and self-assessment skills. Since many of the attributes that ePortfolios can improve are similar to components of emotional intelligence (EI), ePortfolios could be useful for enhancing EI in students. Although our institution had been incorporating EI assignments into ePortfolios for several years, whether these assignments actually improved EI had not been explored. The objective of this study was to determine if self-identified and initiated strategies to develop students’ EI through portfolio assignments resulted in EI changes from the first [P1] to the third [P3] years in a professional pharmacy program. The Emotional Intelligence Appraisal (EIA) tool was used to measure EI proficiency. This session will describe our research approach and share key findings that suggest recommendations for practice. Note that this session is one of five sessions brought to you by the *International Journal of ePortfolio*. This session is based on an article published by the journal in late 2022.

Threshold Concepts and ePortfolios: Identifying Opportunities for Faculty Success

- Tracy Penny Light, Professor and Director, St. George's University
- Helen L. Chen, Research Scientist, Department of Mechanical Engineering, Stanford University

One of the challenges with ePortfolio pedagogy is that the approach is effective "when done well." Yet, many implementations hinge on the ability of faculty to succeed in their implementation of the approach in their own contexts, even without effective faculty development training to support them. In this session, we share several threshold concepts related to faculty use of ePortfolio that have been crowd-sourced from the ePortfolio community and reflect on ways to enable faculty members to "cross the threshold" so that they can implement ePortfolios in their contexts successfully.

From Template to Matrix and Back: The Architecture of an ePortfolio at a Liberal Arts Institution

- Andrew Ross, Assistant Professor of Business and Director of Business Internships, Southwestern University

This session will demonstrate how Southwestern University, a liberal arts college in Georgetown, Texas is leveraging its participation in the AAC&U ePortfolio Institute to implement a campus-wide ePortfolio initiative (Chittum & Chen AAC&U IGEA 2021). Key to that initiative is the development of a comprehensive information architecture that unifies the different types of ePortfolios into a holistic structure designed to accommodate both learning and showcase portfolios that allows the university to assess its effectiveness in reaching essential learning outcomes. Participants will consider how their institutions' existing ePortfolios might fit into a more unified structure that will invite increased participation in ePortfolios by both students and faculty.

Making Visible the Value of ePortfolio Work

- Morgan Gresham, Associate Professor of English, University of South Florida St. Petersburg
- Sarah Zurhellen, Assistant Director, Writing Across the Curriculum, Appalachian State University
- Megan Mize, Associate Director for ePortfolios And Digital Initiatives, Old Dominion University

As higher education responds to a pandemic that exacerbated many systemic inequities, programs and units are restructured, and higher education workers must do more with less, questions about how to value people's labor and make it sustainable are paramount. This session highlights questions concerning labor, especially regarding initiatives like high-impact practices which put pressure on already marginalized support systems. Unrecognized and undervalued institutional labor harms students and the institutional community at large. Following the emergency shift to remote learning, many institutions continue to turn towards digitally enriched strategies such as ePortfolios. Such shifts require an intentional exploration of the risks inherent to moving teaching and learning into the digital sphere. Therefore, we will share our ePortfolio Mapping Survey results with participants to ignite a conversation about the current state of labor relations and to generate a list of crowd-sourced strategies for supporting this kind of labor.

The Possibilities for ePortfolios: An ePortfolio Advancement Plan

- Leeann Waddington, Interim Associate Vice President Teaching and Learning, Teaching and Learning Commons, Kwantlen Polytechnic University
- Lisa Gedak, Teaching and Learning Strategist, Teaching and Learning Commons, Kwantlen Polytechnic University
- Gillian Sudlow, Instructor, English Upgrading, Academic and Career Preparation, Educational Consultant, ePortfolio Advancement, Teaching and Learning Commons, Kwantlen Polytechnic University

In this session, we will share our process to brainstorm and identify the possible applications for ePortfolios at KPU – inside and outside the classroom. The results created an ePortfolio Strategic plan of sorts to help guide our work forward using PebblePad. We built our plan using an Appreciative Inquiry framework called an opportunity tree, where the tree is the desired outcome, and the roots feed the growth that is desired and appear in the leaves. This powerful analogy guided our thinking, the graphics, and the subsequent operational plan that is a work in progress. We hope to inspire you and share the possibilities that ePortfolio practice holds across post-secondary institutions.

ePortfolio as Metacognitive Epiphany: Perspectives from Then and Now

- Matthew Schneider, Associate Dean, School of Humanities and Behavioral Sciences and Professor, English, High Point University
- Hannah Schneider, Program Coordinator, AAC&U

Many ePortfolio initiatives stall when confronted by the overwhelming hows of implementation: How do we get students to participate? How do we incentivize faculty to do the teaching and assessment necessitated by ePortfolios? But the obstacles presented by these hows can be overcome by a carefully articulated statement of the why of ePortfolios. Drawing on the insights of two college graduates—one recent, and one from nearly forty years ago—this session argues that both students and faculty should be encouraged to view ePortfolios as vehicles for unsurpassed self-understanding. Many in higher education believe that the best way to get students to complete an ePortfolio is to frame it as a tool to help them get a job after graduation. The deeper purpose, though, of the ePortfolio—and its lasting value to the learner who undertakes seriously the work of compiling it—lies in its unmatched capacity for prompting transdisciplinary reflection. Through a guided examination of ePortfolios separated by nearly four decades, attendees will take away a widely adaptable rationale for ePortfolios that will motivate students and faculty alike.

Concurrent Block #5

4:00–4:45 p.m. EST

Valuing Open Teaching and Learning

- Andrew McKinney, OER Coordinator, CUNY Office of Library Services
- Kevin Corcoran, Associate Vice President of Digital Learning, Connecticut Board of Regents for Higher Learning

The DOERS3 Collaborative, a group of over 30 public higher education systems and statewide/provincewide organizations whose objective is to support sustainable and equitable

Open Educational Resources programs at scale, has through its Capacity Building Working Group advocated for ways to incentivize and normalize open teaching and learning beyond monetary compensation for faculty. In this presentation, DOERS3 members will discuss their work advocating for the inclusion of OER and Open Education Practices in the tenure, promotion, and reappointment process and share examples of what that work looks like in practice.

Principal Perceptions of Electronic Portfolios and the Hiring of K-12 Teachers

- Alice Cahill, Assistant Professor, Department of Teacher Education, University of Nebraska Kearney
- Rebecca Nelson, Assistant Professor, Department of Teacher Education, University of Nebraska Kearney
- Jane Strawhecker, Professor, Department of Teacher Education, University of Nebraska Kearney
- Ph Vu, Associate Professor, Department of Teacher Education, University of Nebraska Kearney

A mixed-method study was completed investigating the views of principals involved in the hiring process of K-12 preservice teachers in one Midwestern state. Participants' survey data was used to answer four questions including pros/cons, principals' needs, delivery method, and improvements of electronic portfolios (e-Portfolios) for increased use. One important outcome showed that 59% of the participants used ePortfolios in the past two years and that they would be more willing to use ePortfolios if there was a standard format for candidates to follow. The researchers found that this is still a viable artifact for hiring officials. Note that this session is one of five sessions brought to you by the *International Journal of ePortfolio*. This session is based on an article published by the journal in late 2022.

Reflective Pedagogy Community of Practice: Engaging Faculty and Staff in Reflective Pedagogy to Prepare for ePortfolio Launch

- Andrea Karkowski, Professor of Psychology and Associate Provost, Capital University
- Linda Wolf, Director of Assessment and Student Success Analyst, Capital University
- Nate Whelan-Jackson, Assistant Professor of Philosophy, Capital University
- Tristen Davis, Associate Director of Student and Community Engagement, Capital University

In order to prepare for our university's ePortfolio launch, we engaged faculty and staff in a Reflective Pedagogy Community of Practice (RPCOP). We will share what the RPCOP is and what the group does, links to ePortfolios that RPCOP members created, and comments about members' experiences with the RPCOP. In small groups, session participants will develop a plan of action to implement a Reflective Pedagogy group at their institution.

“Shine a Light”: Lessons Learned from the Launch of our ePortfolio at OSU

- Teresa A. Johnson, High-Impact Curriculum Expert, Office of Undergraduate Education, The Ohio State University
- Margaret Young, Associate Professor of Music, The Ohio State University
- Matthew Van Jura, Postdoctoral Scholar, Office of Academic Enrichment, The Ohio State University

- Laura Struve, Instructional Development Specialist, The Ohio State University

This informal discussion will center on the launch of a university-wide ePortfolio initiative at the Ohio State University. Using hits by the Rolling Stones to structure our discussion, we bring a variety of perspectives together (administrators, instructors, an ePortfolio specialist, and researchers) to reflect and share experiences on the development and implementation of the first semester of this enterprise-level endeavor. Each member of the discussion will share the challenges and opportunities they encountered leading up to and throughout the first iteration of this course in Autumn 2022.

The Aftermath: Designing an ePortfolio for Capturing Student Learning and Connecting Assessment

- Regina Cannon, Associated Professor for Business Administration and the Lead Faculty for ePortfolio Development for Faculty, Staff, and Students, Tarrant County College District
- Gracie Williams, Assistant Director of Instructional Assessment, Tarrant County College District

Assessment of student learning involves intentional engagement and is a continuous improvement process. Recent events and new times call for institutions to be agile and grow in varied ways to support student success. Institutions must find innovative ways to reframe assessment; focus on what is actionable and bring consistency to the assessment of student learning for greater utilization of existing resources. Using ePortfolio is one strategy to consider. The ePortfolio practice supports learning across boundaries. This includes inside and outside the classroom, pedagogy, and educational and career development. The collection of artifacts, reflections, and experiences form a digital narrative of a student's academic journey. Join us to learn more about using ePortfolio to showcase student work and more.

Who's Championing ePortfolios on Your Campus? Crowdsourcing Strategies to Navigate the Ecosystem of Institutional Stakeholders, Expectations, and Needs

- Helen L. Chen, Research Scientist, Department of Mechanical Engineering, Stanford University
- Rosalind Ong, IPPE Learning Assessment Coordinator, San Antonio College
- Tracy Penny Light, Professor and Director, St. George's University
- Megan Mize, Associate Director for ePortfolios And Digital Initiatives, Old Dominion University

ePortfolio programs and initiatives live in a variety of places on campuses such as centers for teaching and learning, writing programs, and student success initiatives. Champions for ePortfolios often hold a variety of roles as faculty and instructors, assessment and teaching and learning directors, and academic and student affairs staff. The perceived value of ePortfolios is often influenced by who is advocating for them. In this interactive session, we will explore how ePortfolio practitioners in different positions and vantage points communicate their value and consequently, how ePortfolios are perceived by their campus communities. Collectively, we will crowdsource effective communication strategies and talking points that are aimed not just at individual stakeholders but with an eye toward making the case for ePortfolios to be implemented at scale. This session will also be designed to encourage participants in similar ePortfolio roles to connect and exchange ideas and models.

I Can See Clearly Now: Using ePortfolios to Support Reflection, Active Learning, and Communication in a Summer Internship Program

- Karen Weber, Executive Director, Office of University Scholars and Fellows, Duke University
- Theo Cai, Nowicki Fellow for Student Engagement, Office of Undergraduate Education, Duke University

Recognizing the importance of preparing undergraduates for life after college through offering professional co-curricular activities and meaningful reflective exercises, this study assessed the development of an ePortfolio program. The study was designed to promote active learning, measure students' educational outcomes, and facilitate stronger communication among students participating in a summer internship program. The researchers identified common themes emerging from the students' reflections and analyzed their artifacts. This session includes information on the study's protocol as well as the researchers' findings. The presenters share information on how ePortfolios can be used effectively for intellectual, reflective, and professional purposes.

Closing Plenary 5:00–6:00 p.m. EST

Digital Equity in Higher Education: A Racial Justice Policy Imperative

- Alex Camardelle, Director, Workforce Policy, Joint Center for Political and Economic Studies

The failure to deploy resources that can help students maximize digital learning opportunities equitably has widened racial and economic inequality in education. Historically, learners of color have been systematically excluded from the benefits of technological advances in the classroom, in workplaces, and even in their homes. For instance, the lack of broadband infrastructure in communities of color alone (i.e., 34 percent of Black adults do not have home internet) magnifies structural racism and can be traced to intentional policy decisions that were designed to block those communities from achieving educational, economic, and even political success. To that end, this plenary session will examine that policy history that has created the challenges many educators and administrators encounter when striving to advance digital equity in higher education today. The session will also explore new threats that undermine digital equity and the overall success of learners of color while also highlighting promising practices policymakers and practitioners can implement to defend against those threats.