What Are e-Portfolios?
A collection of artifacts that indicate learning over time.

Artifacts

Reflections
- Thinking about one's own learning
- Critical thinking
- Reflective journals
- Reflections have to be focused and directed
- Scaffolding in the form of short questions

Challenges
- Implementation strategies - top down or bottom up.
- Implementation plan - student and faculty orientation
- Software updates and changes
- Student attitude (Portfolio culture)
- Long term project sustainability

Categories of e-Portfolios
A. Student e-Portfolios
   - Learning assessment
   - Job opportunities
   - Career and training path planning
   - Program requirement
B. Teaching e-Portfolios
C. Institutional e-Portfolios (A + B)
   - Demonstrates institutional accountability
   - Administrative processes, site visit
   - Demonstrates learning outcomes to governance leaders, public and private
   - Institution wide curriculum improvement

References
Anawar L. Twelve Tips For Teaching Reflections.
http://www.educative.org/portfolios/126/bring44


Cambridge D. E-Portfolios: Go Big or Go Home. Edulearn Review.
http://www.edulearn.org/edulearn/articles/e-portfolios-go-big-or-go-home

http://www.educative.org/library/101/56

Barney H. E-Portfolios with Google Apps.
https://www.google.com/education/Portfolios
http://edutechportfolios.org/google/

Tan I. 2003 Designing An Electronic Portfolio System For A Large Research University In Asia.

e-Portfolio software
- Profession specific e-Portfolio systems - PWIC Abilisity
- Learning Management Systems e-Portfolio
- Blackboard and Desire2Learn
- Open source - Moodle, Blackboard
- Commercial e-Portfolio software
- Blogs - WordPress and Google Apps

Ivy Tan Instructional Design Specialist Center for Teaching and Learning Thomas Jefferson University
e-Portfolios in Practice

Ivy Tan Instructional Design Specialist Center for Teaching and Learning Thomas Jefferson University

What Are e-Portfolios
A collection of artifacts that indicate learning over time.

Artifacts

Reflections
- Thinking about one's own learning
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- Reflections have to be focused and directed
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- Implementation strategies - top down or bottom up
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References

- Barrett H. E-Portfolios With Google Apps. https://sites.google.com/a/eduportfolios.org/eduportfolios
e-Portfolios in Practice

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What Are e-Portfolios
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Artifacts

Reflections
- Thinking about one's own learning
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- Reflections have to be focused and directed
- Scaffolding in the form of short questions

Write a short description of the artifact
What Are e-Portfolios

A collection of artifacts that indicate learning over time.

Artifacts
Artifacts
**Reflections**

- Thinking about one's own learning
- Critical thinking
- Reflective journals
- Reflections have to be focused and directed
- Scaffolding in the form of short questions

**Artifact**

- Write a short description of the artifact
- What did I learn?
- Why is this artifact important?
- How does it help in my career development?
- My experience in the process, could I have done better?
- Does this change the way I think and work?

**Challenges**

- ✔️ Implementation strategies - top down or bottom up.
Categories of e-Portfolios

A. Student e-Portfolios
   • Learning assessment
   • Job applications
   • Career and learning path planning
   • Program requirement

B. Teaching e-Portfolios

C. Institutional e-Portfolios (A + B)
   • Demonstrate institutional accountability
   • Accreditation process is made visible
   • Demonstrate learning outcomes to governance boards, public and parents
   • Institution wide curriculum improvement
The Blackboard e-Portfolio System

Short Demo

http://bit.ly/1GnAz3i

My Portfolios HomePage

Sample Home Page
### Shared with Me

Users can directly share portfolio snapshots with you for feedback. You can also discover portfolio snapshots shared indirectly to you if the author decided to share with a role you belong to or if the author shared it with everyone.

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<thead>
<tr>
<th>Username</th>
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Introduction
When I was in my teens... my journey of working as a nurse began... but I did not realize it until many years later.

When I was sixteen years old, I took care of a breast cancer patient whom lived next door to me when I lived in Puerto Rico. Everyday after school, I would go over her house and take care of her. I helped her bath, fed, administered her medications, and slept beside her since she lived...
Course Papers

Course Assignments

Assignment: Submit Assignment 3 - Needs Assessment Analysis & Summary (Attempt 1)
Assignment: Final report (Attempt 1)  Assignment: Seminar C Assignment 7 (Attempt 1)
Assignment: Sem B-Assignment 6 PPT - Intended Fellowship Proposal (Attempt 1)

I have completed many assignments for this OTD program, but I am most proud of the assignments which led me to my final project. I have included some of my most notable assignments in this section.

Needs Assessment Analysis and Summary- summarizes the needs assessment of the Helen Hayes pulmonary rehabilitation program I conducted

Final report- This is a thorough review of the pulmonary rehabilitation literature including critical reviews of all articles examined.

Seminar C Assignment 7- This is my final draft of my fellowship project proposal

Seminar B- Assignment 6 PPT- This is the power point presentation of my fellowship proposal
Assignment Description

Title
Sem B-Assignment 6 PPT - Intended Fellowship Proposal (Attempt 1)

Instructions

Create PPT that is approximately 10 slides (not including title slide and references) that presents your intended Fellowship Proposal.

Please follow the outline of your Conceptual Foundations Paper to create your PPT.

The PPT should clearly describe each component of your proposed project, based on the work you have done this semester.

Submission Detail
Submission Text
Attachments

OTD Fellowship Proposal Draft.pptx

Grade
14.50/15

Feedback

Well done! I'm excited about your project!

Rubrics (Used for Grading)

Assignment 6 - PPT

Create PPT that is approximately 10 slides (not including title slide and references) that presents your intended Fellowship Proposal.

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<thead>
<tr>
<th>Knowledge &amp; Inquiry</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
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<td>✓ The ideas presented in the PPT demonstrate clear understanding of the topic. The content is thorough.</td>
<td>The ideas presented in the PPT demonstrate good understanding of the topic. The content is thorough, but may leave out one or two details.</td>
<td>The ideas presented in the PPT show some understanding of the topic but leave out important details.</td>
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</table>
Rubrics (Used for Grading)
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</thead>
<tbody>
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<td>The ideas presented in the PPT demonstrate clear understanding of the topic. The content is thorough, accurate, and includes all the important aspects of the topic. Thoughts are presented logically and display a high level of conceptual ability</td>
<td>The ideas presented in the PPT demonstrate good understanding of the topic. The content is thorough, but may leave out one or more important aspects of the topic or contain minor inaccuracies. There is a logical structure to the presentation but the analysis is not always well developed</td>
<td>The ideas presented in the PPT show some understanding of the topic but leave out several important issues or aspects of the topic. (TODO: dotted line should be added by CSS if this is in 'selectedCell' parent class)</td>
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<td>Feedback:</td>
<td>Just missing the outcome criteria</td>
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<td>The presentation style is effective in conveying ideas; it is concise yet complete and uses appropriate and easily understood graphic elements (e.g., tables and figures) to illustrate concepts</td>
<td>The presentation style is effective overall but may lack clarity or conciseness; graphic elements may not clearly convey concepts</td>
<td>The presentation style is ineffective; lacks clarity and/or conciseness; graphic elements may not clearly convey concepts</td>
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<td>1.5 (10%) - 2 (13.33%)</td>
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<th>Adequacy of References and Citations</th>
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<th>Marginal</th>
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<td>Presenter uses an appropriate variety of sources that are relevant and accurate to support the presentation</td>
<td>Sources generally support the presenter’s points, but more or less adequate</td>
<td>Sources inadequately support the presenter’s points</td>
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e-Portfolio software

- Profession specific e-Portfolio systems - PIVIO
  http://pivio.org/  Cancelled as of June 30th 2015

- Learning Management System e-Portfolios
  Blackboard and Desire2Learn

- Open source - Mahara  https://mahara.org/

- Commercial e-Portfolio software

- Blogs - WordPress and Google Apps
  https://sites.google.com/site/eportfolioapps/
  http://electronicportfolios.org/google/
Challenges

- Implementation strategies - top down or bottom up.
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Aronson L. Twelve Tips For Teaching Reflections. 

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http://www.educause.edu/ero/article/e-portfolios-go-big-or-go-home

Tan I. 2009. The Clinical Practice E-Portfolio: A Learning Experience 
http://www.educause.edu/node/187094

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