2012 Annual Conference
http://www.aaeebl.org/2012conference

ePortfolios as a Catalyst for Connections:
Celebrating the Curious, Creative and Capable Learner
July 16-19, 2012
Boston, Massachusetts, USA
Seaport World Trade Center

Registration is live: https://1105registration.com/AAEEBL/2012/registration/

Featured Speakers:
• Peter Elbow, University of Massachusetts, Amherst. "Technology, Writing and Spoken Language" -- an interactive, experiential workshop looking at the way technology moves writing closer to spoken language and why that is a good thing -- Monday workshop 8:30 a.m. to noon.
• Todd Zakrajsek, University of North Carolina, Chapel Hill. "Overcoming Apathy and Creating Excitement in the Classroom" -- With a foundation from educational psychology and cognitive neuroscience, this session will demonstrate and explain how instructors can make classroom learning a more meaningful experience for students.
• Gillie Bolton, "Reflective and Reflexive Writing to Inspire ePortfolios" -- Attendees at this plenary talk will learn the secrets of the vital creative role of writing in reflection and reflexivity and the connection to eportfolios.
• Barbara Cambridge, National Council of Teachers of English, Washington, DC
• John Richards, Harvard Graduate School of Education. Featured speaker at the K-12 Institute on Monday (full day).
• Lisa Gray -- Program Manager, e-Learning, University of Bristol, Bristol, UK -- "From Challenge to Change: A Journey of ePortfolio Developments in the UK." -- Since 2002, JISC, a UK body funded to enhance the use of technology in higher and further education, has been exploring the use of eportfolio processes, pedagogies, tools, and technologies in a range of learning contexts. This presentation will showcase findings and key resources emerging from this body of work.
A College President Reflects on ePortfolios
President Michael S. Bassis, Westminster College, Salt Lake City, Utah

American higher education is being held to a new standard of accountability. Colleges and universities are
being asked to assess the degree to which students are learning what the institution claims they are learning and
to make this information available to anyone who asks. Westminster has accepted this accountability challenge.
Almost ten years ago, we adopted a list of college wide learning goals -- cross-functional skills and attributes
we believe are critical to one’s ability to be successful in our rapidly changing world. Grounded in an emerging
consensus among educators and employers, these goals include critical, analytical and integrative thinking;
creative and reflective capacities; leadership, collaboration, and teamwork; writing and other communication
skills; and global consciousness, social responsibility, and ethical awareness.

Grounded in an emerging framework and to integrate what they were learning from across the diverse array of courses they took.

From the very beginning, I was a strong proponent of this approach. I saw it as a way for us to move beyond
our strong focus on disciplinary subject matter by being more intentional in our efforts to address what we had
long claimed to be the most important learning outcomes of a college education. At the same time, I hoped
that creating an eportfolio would help students understand how to fit the subjects they studied into a larger
framework and to integrate what they were learning from across the diverse array of courses they took. For
example, I hoped they would begin to see how chemistry was a creative activity as well as an analytical one;
and as a result, they would develop a new appreciation for the way scientists work. I envisioned students
developing a wide range of valuable insights as they grappled with the connections between what they were
learning in their courses and our College-Wide Learning Goals.

The eportfolio experts had always told me that there was another equally important aspect to creating an
eportfolio. “The process,” they said, “will help students gain new insights into their own character and behavior
because it encourages them to make connections between their personal attributes, lived experiences and the
explicit learning they receive in the classroom. They come to recognize the emerging themes in their lives as
well the values and experiences which influence how and what they learn.”

I was skeptical about that kind of claim. And my skepticism was one reason I decided to create my own
eportfolio. As I went through the process, I began to recognize that there were new things I was coming to
understand about myself. Having new insights at any age is a wonderful experience—having them at my age
is close to a miracle.

If I had not gone through this eportfolio process, I’m convinced I would not have understood the way two of my
traits - my competitive nature and the value I place on quality - have shaped my thinking and my behavior. If
I had understood this dynamic earlier, it might have changed the way I did some of my work as president.
And I’m confident that my new insight will change my behavior in the future. Here is one example.

I had always wanted to be an artist. I took art lessons throughout all of my years as a student but, as I was
graduating from college, I wasn’t sure how good I was and, since I had no interest in becoming a starving artist,
I became a professor. Now that I’m about to retire, I’m planning on taking art lessons again. But without the
insights about quality and competitiveness that I learned from the eportfolio process, my reentry into the world
of art might not have been a very happy one. That’s because I’m likely to discover that the best art I’m capable
of making isn’t up to my high standards of quality. So instead of quitting because I’m not the best artist around,
my new insights may give me the patience I need to stick with it and to be content with just enjoying the
process of continuing to improve.

Learning that can help us understand and modify our behaviors is incredibly valuable. Because it encourages
one to reflect so thoughtfully about one’s experiences relative to a number of lofty goals, the process of creating
an eportfolio can be a powerful device for helping us learn more about ourselves and how to use what we have
learned to improve our lives. After forty years in higher education, I’m hard pressed to identify an activity that
has more educational value than building an eportfolio in the way it’s being done at Westminster College.

Notes:
President Bassis’ ePortfolio -- http://michael_bassis_eportfolio.foliotek.me/
Westminster College -- http://www.westminstercollege.edu/
Authentic assessment?
Trying to move toward experiential education?
Interested in evidence-based learning?

Make connections with ePortfolios!

ePortfolios are digital spaces in which students archive the artifacts of their projects and assignments. ePortfolios are repositories for collaboration where students and teachers can interact and learn a great deal more about what works in terms of learning. ePortfolios provide ways for students to present their work, to reflect on it, and to learn what it is that makes them tick as a learner. ePortfolios provide a way for credentialing and assessing learning outcomes. ePortfolios are the focus of a full-day Institute for K-12 educators presented by AAEEBL, the professional association for the world ePortfolio community.

Join AAEEBL in Boston for our first-ever K-12 ePortfolio Institute: Connecting with ePortfolios, and learn from experienced educators who have successfully implemented eportfolios into their teaching and learning mix. Share your questions and knowledge. Join us for a day of collegiality while we focus on 21st Century learning with student-centered technology that enables students to improve metacognition and grow as independent, inspired and responsible learners.

Monday, July 16, 2012, 8:30 a.m. – 5:00 p.m.
Seaport World Trade Center
Boston, Massachusetts, USA
www.aaeebl.org/2012k12institute

Special fee -- available for K-12 educators for this Institute only: $200 (includes lunch) and does not require registration for the full AAEEBL Annual Conference from July 16 – 19 although K-12 educators are welcome to attend.

Questions? Contact Judy Williamson Batson – judybatson@me.com
Register https://1105registration.com/AAEEBL/2012/registration/

Please take the opportunity to voice your opinions and to share your experiences in a survey for K-12 educators located at https://survey.stonybrook.edu/TakeSurvey.aspx?SurveyID=m6K3l07.

Loyola University – Chicago:
Ashley Kehoe, ePortfolio Program Manager

The Loyola Experience: 4-Year Plan for Student Transformation was developed collaboratively by representatives from a range of departments in both Academic Affairs and Student Development at Loyola University Chicago. The document was designed to provide a clear pathway for students to navigate the college experience and intentionally focus on high-impact, transformative experiences during their time at Loyola. The document was released to incoming students in the fall 2011 as a pilot initiative, with the goal of building on and enhancing the document in years to come. Concurrent to releasing the 4-Year Plan, Loyola launched its ePortfolio Program, using the First Year Seminar as a gateway course to actively engage all incoming first year students in the ePortfolio-building process. Staff members in the Center for Experiential Learning and the Faculty Center for Ignatian Pedagogy recognized the potential to integrate these 2 initiatives, and the chance to bring the 4-Year Plan to life through a guided, 4-year ePortfolio beginning in students' first year via the First Year Seminar. We have since built a 4-Year ePortfolio template, and are currently in the process of convening a committee to investigate the possibility of also developing digital badges that align with the milestones identified in the 4-Year Plan and institutional CORE Curriculum learning outcomes to display in students' ePortfolios.

The ePortfolios Australia Conference 2012 -- Call for Proposals
(http://eportfoliosaustralia.wordpress.com/conference/conference-eac2012/)
27-28 September
Sydney, Australia
Theme: “Meeting Expectations – Achieving Goals”

The event will showcase the diversity of eportfolio practice in Australia and beyond by bringing together national and international speakers from all levels of education as well as from professional associations and industry areas.

Proposals to present are being invited for full/short papers, case studies/workshops and posters. Abstract submissions (400 word max) close Monday 16 April 2012 and should relate to one or more of the following themes?

• Evidencing standards and providing quality assurance through the use of eportfolios
• Professional and/or career development potential of eportfolios
• Using eportfolio for assessment
• Using eportfolios for supporting access and participation
• Considerations for implementing or scaling up eportfolio systems
• Effective eportfolio pedagogical practicesRead the full submission guidelines here: http://eportfoliosaustralia.wordpress.com/conference/conference-eac2012/eac2012-call-for-paper/
EAC2012 is supported by the ePortfolios Australia, Australian Catholic University, Curtin University, Deakin University, Queensland University of Technology, and the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)

Those Miraculous Objects Called ePortfolios
Gray Kochhar-Lindgren, PhD, University of Washington, Bothell

Gray Kochhar-Lindgren speaks on eportfolios at the Western Regional Conference at Westminster College in Salt Lake City.

ePortfolios are miraculous objects. Like all objects, the ePortfolio is an assemblage of characteristics, desires, histories, and technologies that are carried along by a confluence of cultural trajectories. As we enter more deeply into the era of electronic pedagogies and their interface with educational traditions and the flesh, it is necessary not only to expand the connections between technology and learning in its multiple forms—including assessment, creative and critical projects, and self-reflection—but also to trace the outlines of the cultural conditions that provide the platform for the platform that is the eportfolio.

There are innumerable ways to unbundle an object, but let me focus here on the mark, the surface, the archive, projection, the mirror, and money, media, and globalization, saying only a brief word or two about each. In that combination that we call an eportfolio, all move together (though not always in unison) toward articulating life-long learning practices for students, all of which relate to a host of possible careers—ways of making one’s way through the world from birth to death—and enhancing the process of collaboratively creating meaning.

An eportfolio relies, for its being, on a number of different forces. There must be an initial mark that begins to distinguish the culture of the human animal from that of other animals and that begins to make the distinctions involved in all symbolic activity, including thinking. One early example of such marks is the red handprints on the walls of the Cave of Chauvet in southern France. This hand—and it is a very particular hand with a broken little finger, we are told, which is already a sign of a personal style at work—was imprinted approximately 40000 years ago by an unknown figure with whom we, nonetheless, can identify. The mark subsequently evolves into all the grammatologies of writing, image, and the ways of inscribing our experience into an eportfolio.
The mark, always, appears as a companion to a surface. Chauvet has its stone walls deep within the earth and then we are off and running through other stone surfaces on which cuneiform is incised, the papyrus and cool interior stones that host Egyptian hieroglyphics, the paper of Chinese characters and the printing press, and, for us, the screens that accompany us throughout the night and day, from movie screens to our phones, tablets, and laptops. The screen is the surface of the eportfolio onto which, or into which, we inscribe the marks of our identities. Writing, for us, is phosphorescent.

All of this, and we have barely begun, creates the possibility of an archive, a site for storing artifacts that represent a singularized collection of our memory, when the “our” is both individual and collective. The archive—from the governing archons of the Greek polis—provides a place for that which is stored to be cast forward into the future so that others can read what we have written in our portfolios. The archive, for us, is a prosthetic memory, a database.

The mark, screen, and archive are, in turn, forms of projection, that which is thrown forward like a great shadow on a wall, like Balinese puppetry, or like all the films we have all seen being projected onto the screens of a movie-house, a TV, an iPhone. We throw ourselves ahead of ourselves to determine what we will become before encountering the final impenetrable surface of death, which incessantly screens itself from our view. We project an image of ourselves onto the eportfolio, which, in turn, shines the mark of the archive on the screen back at us and toward the others who are viewing the projected document.

This shining is the precondition for the experience of the mirror of reflection. (Although, as we all know, the chicken comes both before and after the egg.) Re-reflectere brings with it a linguistic, conceptual, and pragmatic history that is a twisting and turning back around in order to look once again in the movement of thought that we call “understanding.” We first experience without understanding, which comes always a bit later: Nachträglichkeit and dierenza, to write in a ridiculous shorthand. Therefore, we have to choose carefully and in an inspired manner what artifacts to include in our eportfolios so that we can then begin to reflect creatively. Finally, for us, there is a collocation of money, media, and globalization that inhabits and makes possible the eportfolio. We live in a period of hyper-capitalism whose power shapes the globe and each of us that walk the earth. Money is electronic; media is electronic; and globalization proceeds at the pace of electrons and the size of terabytes. Without each of these, intertwined, there is no such thing as the eportfolio.

All of us, then, are living the eportfolio life, although it is sometimes named Google, Twitter, Facebook, or LinkedIn. Our identities are irrevocably enmeshed in the network of the web and we exist in, and along the edges, of the assemblage of media ecologies from the genetic to the cosmological. Our students, quite often, are not concerned with the concatenations of cultural artifacts that dynamically enable them to think who they think they are, to imagine what they might do. Many of them think that they want instructions for success, a grade based on a transparent algorithm, a quick buck. They want to be done with it so that they can move on to the “real” life of job, career, family, success.

Our task, perhaps, is, instead, to slow them down, to think alongside them about cultural confluences, to introduce the interruption of a glitch, and to wonder, if just for a moment, about that form of the miraculous called the eportfolio.
Note: Gray used a wide variety of images during his presentation. If you would like to see more, you can find the PowerPoint presentation on the AAEEBL Web site at http://www.aaeebl.org/february2012resources.

New Issue of the International Journal of ePortfolio (IJeP) Published in March
by C. Edward Watson, Center for Instructional Development and Educational Research, Virginia Tech

In March, the International Journal of ePortfolio (IJeP) published its second issue. The full text of each article and the entire journal can be freely accessed and downloaded online at http://www.theijep.com - hardcopies of issues can be ordered from this site and those wishing to receive word via e-mail of the publication of new issues can sign up for a “New Issue eNotification” from there as well.

A refereed (blind) peer-reviewed journal, the International Journal of ePortfolio will be published every March and September. While the journal accepts manuscript submission on a rolling basis, those wishing to be considered for publication in the September issue (Volume 2 / Number 2) should use June 1, 2012 as their submission deadline.

Titles and authors of the articles that comprise Volume 2, Number 1 of IJeP are provided below:

- Preparedness Portfolios and Portfolio Studios; Jennifer Turns, Brook Sattler, Matt Eliot, Deborah Kilgore, and Kathryn Mobrand
- Electronic Portfolios for Distance Learning: A Case from a Nursing Clinical Course; Jayne Josephsen
- Understanding Students’ Experiences of e-PDP and the Factors that Shape their Attitudes; Alfredo Gaitán
- The Reflective ePractitioner: A Pilot Model of Teacher Preparation Employing ePortfolio; Judith Cross
- Using the e-Portfolio to Document and Evaluate Growth in Reflective Practice: The Development and Application of a Conceptual Framework; Wesley Pitts and Rachel Ruggirello
- Analysis of a Rubric for Assessing Depth of Classroom Reflections; Dev K. Dalal, Milton D. Hakel, Michael T. Sliter, and Sarah R. Kirkendall
- Implementing ePortfolios for the Assessment of General Education Competencies; Gail Ring and Barbara Ramirez
- Self-Representation and Student Identity: A Case Study of International Student Users of Sakai; Evan Snider and Alex McCarthy
- On the Right Track: Using ePortfolios as Tenure Files; Erica Swenson Danowitz
- The Quest for Expertise: A Review of Documenting Learning with ePortfolios: A Guide for College Instructors; Joan Monahan Watson

The current Call for Papers for the journal can be found at http://www.theijep.com/callforpapers.html - Questions about the journal, the Call for Papers, manuscript suitability, and more should be addressed to the executive editors (Drs. C. Edward Watson and Peter Doolittle) at ijepp@vt.edu.
Student Showcase @ the AAEEBL Western Regional Conference

Westminster College student, Winter Morse, said, "I didn’t realize how creative I was!" about her eportfolio.

Ali Pizza from Salt Lake Community College, being interviewed by a reporter about her eportfolio. Ali’s eportfolio has been a great source of engagement for her in her courses. Ali wants to be a science writer. Her eportfolio can be found at www.ali-eportfolio.yolasite.com.

Westminster College senior, Ariane Dupaix, shares her eportfolio at the Student ePortfolio Showcase held in conjunction with the recent conference in Salt Lake City, Global Connections and Life-Long Learning with ePortfolios. The session was very well received. Conference attendees and visiting professionals from a number of human resource departments were able to discuss eportfolios with the students and then follow-up with roundtable conversations examining the use of eportfolios for career. Says Ariane, “Reflection is always good but it is even better when you have the revision to show for it. By reviewing my previous work, I realized how much I had grown as a scholar but with my eportfolio, now everyone else can see my growth too. My eportfolio is an easy way to collect, demonstrate and showcase my skills and achievements.”
Salt Lake Community College Adjunct Faculty Using Professional EPortfolios
Mildred T. Sparks, Salt Lake Community College

Salt Lake Community College has established an Adjunct Faculty Certification Program through the Adjunct Faculty Issues Committee (AFIC). The program’s primary goal is to enhance the quality of teaching and learning while offering support to the adjunct faculty.

The learning outcomes for the Adjunct Faculty Academy (AFA) are:
1) to increase the quality of teaching and learning;
2) to provide support for teaching and learning;
3) to develop a strong community of instructors who share their best practices, and;
4) to provide a better managed classroom environment to engage students in the learning process.

In order to provide a quality engagement in the learning process for students taking General Education Courses, each faculty must have experience with ePortfolio development. The process will assist faculty to better understand the process students encounter to collect and present artifacts, design ePortfolio pages and reflect on their work. SLCC requests each student in General Education to maintain a General Education electronic portfolio.

AFA courses include twenty-five hours of faculty development courses, open to a select group of twenty-five faculty for each academic year. The AFA includes a combination on online and face-to-face training. Training also includes some faculty choices to allow for each faculty to customize their training to fit needs and interests.

Required sections of the professional ePortfolio for each AFA participant include:

- Welcome: An introduction/SLCC work assignment
- Teaching: Artifacts – course syllabi, assignments, rubrics, teaching philosophy, feedback from students, reflections
- Professional Development: There are a minimum of 25 hours of training with papers required on specific assignment including orientation, FTLC 1000 Essentials of College Teaching, workshops, retreats, faculty conference, online workshops and approved department training.
- Resume: Updated resume

As a result of this initiative, AFA is improving the knowledge for faculty in the SLCC community. The pre- and post-assessments for this First Year AFA will be presented at the AAAEBL Western Regional Conference in 2013 at Salt Lake Community College, Salt Lake City, Utah.

On February 27-28, 2012 a host of people from Utah, Washington, California, and Rhode Island gathered at Westminster College in Salt Lake City, Utah for the second AAEEL Western ePortfolio conference. “Global Connections and Life Long Learning with ePortfolios” focused our thoughts on what was working locally to use portfolios to enhance learning and prepare students for careers beyond our institutions. This one and a half day conference continued the discussion started last year about how portfolios can be used in the transition from academia to employment.

The conference started Monday morning with the President of Westminster College, Michael Bassis taking the stage to present his own eportfolio. Westminster has instituted the use of portfolios for students documenting the five college wide learning goals. All incoming freshmen, as well as selected upperclassmen in certain programs, are using portfolio software to document and reflect on their own learning. President Bassis, who is retiring this summer, developed his own portfolio to reflect on his learning over the past 5 years. Focused on
the same college wide goals, President Bassis shared some of his reflections. He also opened his portfolio to the same review that students will experience. (Please refer to the article in this issue of TAL for President Bassis’ eportfolio talk.)

The remainder of the day involved interesting and interactive sessions from colleagues at Westminster, Salt Lake Community College, University of Washington- Bothell, and Embry Riddle Aeronautical University. In addition, a wonderful keynote by Gray Kochar- Lindgren, Vice chancellor for Undergraduate Learning at the University of Washington-Bothell, entitled “Digitopolis: The Culture of ePortfolio,” prompted the audience to consider the history and projection of the eportfolio. After lunch, small groups discussed the implications of the talk on their views of portfolio learning. We concluded the first day with an overview of AAEEBL context and initiatives by Trent Batson, executive director of AAEEBL.

The second day was devoted to exploring portfolios for learning in the transition to employment. We started by having a look at a group of student portfolios including Ali Pizza, Cornelia Heyney and Ben Claybrook from Salt Lake Community College and Ariane Dupaix and Winter Morse from Westminster College. Examining the eportfolios firsthand and being able to ask students to talk about their creation was an opportunity not only for the faculty at the conference, but also for the seven employers who were invited to participate. Afterwards, the faculty, students, and employers gathered in small groups to discuss aspects of the portfolio that are relevant and supportive of the employment process. A list of ideas was generated, including such things as making the portfolio URL part of the resume, using the portfolio in interview situations, and making the portfolio specific to the employer. Everyone wrapped up the session with ideas on what they might take back to their organization as we move forward with portfolios as part of the interviewing process.

Participants gained new ideas and connections during the conference. We all look forward to the next Western eportfolio conference at Salt Lake Community College in 2013.

News and Notes

IJeP – Current Issue

The new issue of the International Journal of ePortfolio (IJeP), a double-blind, peer-reviewed, open access journal, is now available online at http://www.theijep.com/current.cfm.

Welcome to AAEEBL and Welcome Back!

We are pleased to announce new and renewed AAEEBL members:

Westminster College, Salt Lake City, UT
New England Institute of Technology, RI
Loyola University, Chicago, IL
 Pace University, New York City
Manhattanville College, Purchase, NY
Cornell University, Ithaca, NY
Quinnipiac University, Hamden, CT
Stonybrook, Long Island, NY
Boston University
Salve Regina University, Newport, RI
Otterbein, Westerville, OH
University of Rhode Island, Kingston, RI
Johnson & Wales University, Providence, RI
Stonehill College, Easton, MA
Curtin University, Western Australia
Central Piedmont Community College, North Carolina

Save the Date: April 19-20, 2013

Salt Lake Community College in Salt Lake City (SLCC), Utah, will hold the 2013 Western Regional Conference, April 19-20. The planning has already begun, and the conference will feature, among other things, a student showcase as well as a focus on publication and self-publication. Committee members include: Kati Lewis, Adam Dastrup, David Hubert and Suzanne Mozdy, all from SLCC; along with Peter Ingle, Westminster College; and David Goldstein, University of Washington, Bothell.

Webinar Resources from Exploring ePortfolio Technologies

If you’ve missed a webinar session held during the highly successful 2011-2012 webinar series about eportfolios featuring vendors’ high level views of their platforms, you can take advantage of the significant
Since many people have wished for a side-by-side comparison of the platforms, Patricia Donohue has also made that available to members of the eportfolio community. It is periodically updated to and is available on the AAEEBL and ePortfolio California Web sites.

We hope that the compilation of resources and recordings will be helpful to those contemplating eportfolio implementation and that it will at the very least inform people about what kind of questions to ask.

For more information, contact Judy Williamson Batson (judybatson@me.com)

Volunteer Spotlight: Our 2012 Conference Committees

Chaired by Nancy Wozniak (Stony Brook University) and Joseph Ugoretz (Macauly Honors College), our 2012 annual conference committee, starting with a meeting at the 2011 annual conference, has consistently been dedicated, resourceful, engaged in helping to plan the best AAEEBL Annual Conference yet! Thanks very much to Joe and Nancy and to these committee members:

Linda Amerigo, Queens College, CUNY
Gerd Brauer, University of Education, Freiburg, Germany
Wende Garrison, Virginia Tech/AAC&U
Peter Ingle, Westminster College
Virginia Jones, Ferrum College
Ashley Kehoe, Loyola University Chicago
Louise Levine, College of Staten Island (CUNY)
Allison Miller, Australian Flexible Learning Framework
Nancy O’Laughlin, University of Delaware
Tracy Penny Light, St. Jerome’s University (University of Waterloo), Canada
Stasia Peters, Southeastern Regional School District, MA
Laurie Poklop, Northeastern University
Candyce Reynolds, Portland State University
Terry Rhodes, AAC&U
Gail Ring, Clemson University
Susan B Scott, IUPUI
Andrew Valenti, Tufts University – Host school representative

Another conference committee has been working weekly for much of the year also in order to plan The AAEEBL K-12 Institute: Connecting with ePortfolios. Volunteers for the K-12 Institute include:

Virginia Jones, Ferrum College
Susan Klimczak, Somerville, MA Teach 2 Learn ePortfolio Project
Ellen Murphy, Empire State College
Stasia Peters, Southeastern Regional School District, MA
Nancy Wozniak, Stony Brook University

The inaugural issue of PLA Inside Out (PLAIO) is now available at http://www.plaio.org.

PLAIO is the first scholarly online journal entirely devoted to the recognition and assessment of prior experiential learning.

The Legacy of PLA: 40 Years of Practice

This issue focuses on the historical roots of prior learning assessment and examines how these foundations are connected to—or disconnected from—current trends in higher education.

In This Issue
- The Power of Experience Inside Out -- Alan Mandell, Nan Travers
- Inside/Out: A Meditation on Cross-Dressing and Prior Learning Assessment -- Elana Michelson
- Substantially Equivalent Competency Assessment of Internationally Educated Nurses - A Means of Prior
- Learning Assessment and Recognition -- Shelley Stanhope-Goodman, Pamela M. Nordstrom
- PLA and Transformational Potential: Reflections Through the Prism of Appreciative Inquiry -- David Starr-Glass
-Imagining What is Open: An Interview with Sir John Daniel -- Alan Mandell, Nan Travers
-Recognizing PLA: An Interview with Debbi Dagavarian -- Viktoria Popova-Gonci
-Making Experience Count for Entry to B.A. Management with Advanced Standing: A Case Study in RPL -- Lea McKay
-The Complexities of Research into Prior Learning Assessments: Some Reflections -- Xenia Coulter
-Searching for a PLA/RPL Model -- Morry Fiddler
-Prior Learning Assessment in the United States: A Chronology -- Diana Bamford-Rees
-Transforming Education through Innovations in Prior Learning Assessment: Piloting the Prior Learning Assessment in the United States: A Chronology -- Diana Bamford-Rees
-PLIRC Database: A New Tool for PLAR Scholars, Practitioners and Policy-Makers -- Christine Wihak, Judy Harris, Norm Friesen, Joy Van Kleef
-Working List of Networking Sites -- PLA Inside Out

To Access PLAIO
You can view the journal without a username and password; however we encourage you to register as a Reader so that you can be notified by email when new issues are published.

- Go to http://www.plaio.org
- Click on the “REGISTER” tab
- Enter your information and click “Register”

You can also choose to register as an Author (which will allow you to submit items to the journal) and/or as a Reviewer (for peer reviewing consideration).

Call for Papers, PLAIO Issue #2 -- PLA: Quality Assurance and Accountability
The deadline for submissions is 15 July 2012. Click on the “ANNOUNCEMENTS” tab on the PLAIO site for more details.

Co-Editors
Nan Travers, Director of Collegewide Academic Review
Alan Mandell, College Professor of Adult Learning and Mentoring
SUNY Empire State College

C2L Model of ePortfolio Practices
Judit Torok, LaGuardia Community College

UPDATE on the project -- A lot of exciting work is happening in the Connect to Learning (C2L) Project. A rich online conversation took place during our winter 2012 jam, in which we focused on ePortfolio as social pedagogy. Randy Bass of Georgetown University led off the online forum with a multi-media presentation, highlighting his thinking around the social pedagogy design framework and its possible applications for ePortfolio practices. This was followed by a stimulating discussion with our C2L members. They showcased examples from their own practices and illustrated various instances of “constructing and communicating understanding for an authentic audiences” -- as mentioned in Dr. Bass’ presentation.

The MODEL -- The C2L project is now moving to a new phase -- in which the learning and cross-campus networking and sharing will begin to form a more organized framework. As a group of ePortfolio practitioners, we collectively embarked on creating a resource for the field: the C2L National Developmental Model of ePortfolio Practices. All C2L participants contributed exemplary practices, as well as descriptions of decision-making and planning processes, qualities of ePortfolio leadership to model resources. The C2L leadership team will code and analyze these resources, which will be ultimately showcased through the C2L Model structure.

The STRUCTURE -- The main research question that guides our thinking about the Model is this: What makes ePortfolio projects successful? In other words, what factors contribute to the development of a substantial sustainable and effective ePortfolio implementation? There are many such factors that we need to consider: the overall campus culture, the various stakeholders & support structures, the college’s strategic vision and more. Stakeholders (students, faculty, staff, administrators, employers and programs) all have their own unique relationships to ePortfolios, so the Model allows ways to incorporate issues, questions and concerns of each. Also, different themes present themselves as we ask ourselves crucial questions about how ePortfolios are used in integrative and social pedagogy, in institutional assessment, in advisement, or in personal planning.

What kind of evidence is collected and used to validate and justify project needs? The Model helps to organize these resources, which will be ultimately showcased through the C2L Model structure.

We collectively embarked on creating a resource for the field: the C2L National Developmental Model of ePortfolio Practices. All C2L participants contributed exemplary practices, as well as descriptions of decision-making and planning processes, qualities of ePortfolio leadership to model resources. The C2L leadership team will code and analyze these resources, which will be ultimately showcased through the C2L Model structure.

To make ePortfolio projects successful, we need to consider: the overall campus culture, the various stakeholders & support structures, the college’s strategic vision and more. Stakeholders (students, faculty, staff, administrators, employers and programs) all have their own unique relationships to ePortfolios, so the Model allows ways to incorporate issues, questions and concerns of each. Also, different themes present themselves as we ask ourselves crucial questions about how ePortfolios are used in integrative and social pedagogy, in institutional assessment, in advisement, or in personal planning.

What kind technical and pedagogical support structures are available on campus for various stakeholders? What kind of evidence is collected and used to validate and justify project needs? The Model helps to organize campus examples that speak to these questions.

FUTURE Plans -- The configuration of themes and perspectives in the C2L Model is far from done. In our last online jam we shared a preliminary skeletal framework of the Model with our C2L Network for feedback and comments. Excellent recommendations from our colleagues included the importance of scaling up the project and incrementally: of taking advantage of already existing structures around campus, of strategically involving stakeholders for project planning and evaluation right from the start; and of keeping the goals of the project in mind in every step of the way. These suggestions become part of the Model as we continue populating it with more formalized reports of successful ePortfolio practices, faculty development structures, descriptions of campus leadership, decision-making and planning processes, technology and platform suggestions, and more.

We look forward to sharing the stages of our model-building; and as the Model develops we plan to make it available to our C2L campus participants first, and eventually to anyone else who is interested in knowing: what makes ePortfolio projects successful.
University of Incarnate Word
Selects Epsilen to Help Drive Student Retention and Success
Meghan VanSpriell

When The University of the Incarnate Word (UIW) administrators began looking for an eportfolio platform for its students, they wanted a vendor that was agnostic and also provided a single source solution.

“As we started looking at the various options, Epsilen immediately rose to the top,” said Marshall Eidson, UIW’s chief information officer. “What really caught our attention was Epsilen’s association with Project Share here in Texas, providing us the ability to engage with approximately a million and a half high school students and leverage the fact that they were already working with Epsilen’s ePortfolio. The vast majority of our students come from public schools in Texas. If they’re able to come to us with Epsilen experience and continue developing their online artifacts as they progress with us to graduation, it makes the transition from high school to college that much more seamless.”

Founded in 1881 by the Sisters of Charity of the Incarnate Word, UIW provides a high quality residential and online education to students pursuing degrees in more than 40 undergraduate programs. The 154-acre main campus is located near the heart of downtown San Antonio, and also offers programs at 10 other locations, including China, Mexico, and Germany. With an enrollment of more than 8,000 students, UIW also offers professional schools in nursing, pharmacy, optometry, and, beginning in the fall of 2012, physical therapy. UIW also manages two local parochial schools serving about 1,000 students.

UIW administrators were also attracted to the Epsilen Environment because the toolset and functionality align with the university’s mission and several of its institutional strategic objectives.

“One of our goals is to improve the employability of our students, and we see a direct correlation in the ability to use Epsilen’s ePortfolio with our Career Services in order to enhance their ability to compete in the marketplace,” said Eidson. “For example, if a student were to apply to four different employers, he or she could personalize the content to make the information being shared most relevant for each individual employer. This way employers see only the information that is most valuable for their business and selection process.”

Eidson said one thing that surprised him the most was, “All the ways people here have thought to use the Epsilen tool, many of which had not occurred to me. For example, a faculty member who had been using LinkedIn to incorporate materials into her MBA course is now using Epsilen’s ePortfolio to capture and organize that content.”

Another example is with the faculty tenure and review process. “Instead of having notebooks filled with material about where someone has been published, where they have presented, or what research they have conducted, artifacts can be stored in Epsilen and more readily shared among peers during the review process,” Epsilen’s mobile application also aligns with UIW’s objective of providing its students with anytime, anywhere access to learning materials and other learners within the platform’s global network. “It supports the university’s objective,” Eidson said, “of enhancing student success and remaining engaged with students and faculty both within and outside the classroom.”

Epsilen’s CEO, Evan Nisonson, added, “At Epsilen, we stand for student engagement and retention and our toolset is focused specifically on that – whether it’s Epsilen’s ePortfolio, our social network, Advising solution or our mobility components – we look to gain the greatest ROI for our clients.”

Eidson said that in the near future, UIW plans to integrate Epsilen’s tools into the university’s portal platform so that users can access the application with single sign-on capability. He said UIW has gotten solid support from Epsilen, not only in assisting with the utilization and ongoing maintenance, but also with strategic support, ensuring that the tools are properly aligned with the university’s strategic objectives. “The tool is flexible in ways that allow us to be creative, and also flexible in the ways we’d like to deploy it.”

Epsilen is an AAEEL Leadership Circle Corporate Affiliate. AAEEL invites case stories from Corporate Affiliates. Visit: www.epsilen.com