Chat Transcript for Session Topic: Using electronic portfolios to assess learning at IUPUI

Discussion of
Banta, Hamilton and Kahn "Using electronic portfolios to assess learning at IUPUI"

Moderated by
Carol Higgison
University of Bradford, Bradford, United Kingdom

Date/Time	Author	Comment
30/05/2007 15:00:19	**Carol Higgison** (Carol (Moderator))	Hello! As it is 3pm here in the UK I would like to open this session and welcome you to the online chat for the third keynote of the REAP Conference on Institutional Strategies for Assessment (Theme 3) - Using electronic portfolios to assess learning at I
30/05/2007 15:00:26	**Trudy Banta** (tbanta)	Sharon is responding now to another of the questions posed in advance.
30/05/2007 15:00:30	**Carol Higgison** (Carol (Moderator))	I'm Carol Higgison and I'll be your moderator for this session. I'm sure most of you have now got into the swing of online chat, but just a reminder that when the discussion gets busy and questions are flowing fast, please give the keynotes time to respon
30/05/2007 15:00:31	**Robert McGregor** (rmcgregor)	Trudy, who owns/maintains the portfolio, is it the University? How does the student 'take' it with them?
30/05/2007 15:01:00	**Kate Outhwaite** (kateouth)	Showing my ignorance here but are there recognised standards for portability of eportfolios?
30/05/2007 15:02:09	**Maha Bali** (MahaBali)	(some softwares convert ePortfolios to html webpages - not sure which one is used at IUPUI)
30/05/2007 15:02:16	**Carol Higgison** (Carol (Moderator))	Just to make sure everyone is on the same page our three keynote speakers are Professor Trudy Banta, Professor Sharon Hamilton and Dr Susan Kahn from the Indiana University and Purdue University, Indianapolis.
30/05/2007 15:02:31	**Trudy Banta** (tbanta)	The student owns the portfolio, so they can take it with them.
30/05/2007 15:02:43	**Denise Webster** (DWeb)	Is the e-portfolio a graduatio requirement for all your students?
30/05/2007 15:03:34	**Ted Smith** (Ted)	I posted a question in advance - would you have time to take a look at it??
30/05/2007 15:03:44	**Sharon Hamilton** (shamilto)	Hi, Ted:
30/05/2007 15:04:02	**Sharon Hamilton** (shamilto)	I just responded -- you should have it right about now.
30/05/2007 15:04:08	**Trudy Banta** (tbanta)	It is not currently a graduation requirement but we hope it will be in a few years.
30/05/2007 15:04:22	**Denise Webster** (DWeb)	Is the portfolio been created to provide evidence for institutional effectiveness, program assessment or both?
30/05/2007 15:04:45	**Gillian Palmer** (GillP)	What is the credit value of your eportfolio - and at what level?

30/05/2007 15:05:04	Carol Higgison (Carol (Moderator))	Trudy, Sharon and Susan - it would help if you posted all your answer to the chat for the moement and then we can move to the dicussion board to continue at 4pm
30/05/2007 15:05:19	Carol Higgison (Carol (Moderator))	Hi Ray
30/05/2007 15:05:35	Trudy Banta (tbanta)	created to provide evidendce of BOTH effectiveness and program assessment.
30/05/2007 15:05:41	Sharon Hamilton (shamilto)	The credit value differs for each class and program that uses the portfolio. For example, for our capstone, the portfolio was worth 60% of the course.
30/05/2007 15:06:00	Ted Smith (Ted)	Thsnks for the reply Sharon.
30/05/2007 15:06:00	Ray Land (Ray Land)	Hi Carol - Christine Sinclair and I are joining in.
30/05/2007 15:07:02	Denise Webster (DWeb)	shamilto: When you say capstone do all students take this capstone?
30/05/2007 15:07:06	Gillian Palmer (GillP)	SO, in theory, people could transfer in 2UL credits if they appeared with a suitable portfolio?
30/05/2007 15:07:20	Carol Higgison (Carol (Moderator))	I think Ted's question was about how the porfolio integrates with 'normal' course assessment and how it meets the new federal requirments
30/05/2007 15:07:27	Chris Hall (chrishall)	can the portfolio be structured in different ways, or is there one structure that your institutions use
30/05/2007 15:07:36	David Nicol (DavidNicol)	how do you present the portoflio data to senior managers as institutional effectiveness data?
30/05/2007 15:08:34	Sharon Hamilton (shamilto)	No, not all students use ePort in their capstone at this time. We would like to move in that direction
30/05/2007 15:09:26	Trudy Banta (tbanta)	We hope to be able to aggregate data from the portfolios in order to satisfy federal requirements, but we don't have that technological capacity yet.
30/05/2007 15:09:38	Gillian Palmer (GillP)	Have you noticed the portfolios creating more integrated undergrad programs i.e. less an accumulation of credits and more of a progression?
30/05/2007 15:09:52	Carol Higgison (Carol (Moderator))	We seem to have a range of questions from the use of the portfolio on individual courses/modules (GillP and DWeb) to institution level accountability (David), Sharon seems to be dealing with the course level queries, perhaps Trudy could tackle Davids ques
30/05/2007 15:09:54	Maha Bali (MahaBali)	presenters: could u indicate whose q's u r answering/?
30/05/2007 15:10:10	Carol Higgison (Carol (Moderator))	Hi Manz - welcome to the discussion
30/05/2007 15:10:19	Suzanne Shaffer (suzshaff)	May I ask the source for the principles of UG on your slide 20 Trudy?
30/05/2007 15:10:23	Sharon Hamilton (shamilto)	Ultimately, we will be able to aggregate results to provide data for institutional effectiveness. Our technology at the moment is running behind our convceptual framework and goals for ePort.
30/05/2007 15:10:27	Trudy Banta (tbanta)	We use an institutionla portfolio at
30/05/2007 15:10:42	Ted Smith (Ted)	I have often found in HE that quality improvement activities like yours produce huge quantities of data that the senior managers then use to keep external forces at bay, but they often do not listen to the please from teachers for institutional actions to

30/05/2007 15:10:46	**David Nicol** (DavidNicol)	but what data would you aggregate
30/05/2007 15:11:47	**Trudy Banta** (tbanta)	www.iport.iupui.edu to present data to senior managers.
30/05/2007 15:11:58	**Terri Rees** (trees)	Sorry I'm late - work!
30/05/2007 15:12:07	**Carol Higgison** (Carol (Moderator))	Hi Trees - welcome
30/05/2007 15:12:17	**Dave Harris** (darris)	I wondered if students can be 'iunstrumental' with portfolios just like they can with any other kind of assessed work - -you know, bluff and play the game?
30/05/2007 15:12:51	**Gillian Palmer** (GillP)	Thanks Darris: I was wondering the same
30/05/2007 15:13:14	**Trudy Banta** (tbanta)	Principles were developed by the IUPUI faculty and approved initiall in 1998.
30/05/2007 15:13:22	**Suzanne Shaffer** (suzshaff)	thanks, Trudy!
30/05/2007 15:13:43	**Suzanne Shaffer** (suzshaff)	what was your background reading for this?
30/05/2007 15:13:45	**Denise Webster** (DWeb)	You have developed a reflection rubric, is this an institution-wide agreed upon rubric that all faculty apply when evaluating the artifact that students submit that demonsrtate their ability to "reflect" regardless of their program of study?
30/05/2007 15:14:08	**Carol Higgison** (Carol (Moderator))	Hello Susan
30/05/2007 15:14:45	**Trudy Banta** (tbanta)	Ted, we boil our data down to a few findings that senior mgrs can consider for action.
30/05/2007 15:14:57	**Susan Kahn** (SusanKahn)	Hello! Sorry--I had problems logging on
30/05/2007 15:15:23	**Sharon Hamilton** (shamilto)	dAVID, In our design, we have students write reflections that connect course work to our Principles of Undergraduate Learning. We then have faculty grade the reflections on a three-point scale, of "Meets Expectations; Exceeds Expectations; or "D
30/05/2007 15:15:26	**Carol Higgison** (Carol (Moderator))	If I can summarise the questions - how will data from an individual or group of portfolios contribute to managment data; are students becoming instrumental; to what extent are rubrics and the eP institutionally agreed and to what extent are they customise
30/05/2007 15:15:36	**Carol Higgison** (Carol (Moderator))	Hi Susan, glad you arrived safely
30/05/2007 15:15:56	**David Nicol** (DavidNicol)	thanks samilto
30/05/2007 15:16:04	**Dave Harris** (darris)	Yes -- if tyhey are bluffing etc the data won't be very useful, of course
30/05/2007 15:16:07	**Carol Higgison** (Carol (Moderator))	Hi Carl
30/05/2007 15:16:22	**Carl Beckford** (CarlBeckford)	Hi Carol.
30/05/2007 15:17:10	**Sharon Hamilton** (shamilto)	Hi,, Darris: Students can always figure out any kind of formulaic requirement. In fact, we had a formulaic "reflection wizard" our first two years, and found that students quickly learned "what we wanted.' Since then, we have structured our

30/05/2007 15:17:25	**Suzanne Shaffer** (suzshaff)	have you seen a need to re-tool the principles over time - to include tech literacy for example? and what drives the change process -
30/05/2007 15:17:34	**Susan Kahn** (SusanKahn)	Rubrics are agreed on within several departments. Groups have worked on institution-wide rubrics, but no campus-wide agreement so far. That's on our agenda for the next couple of years.
30/05/2007 15:17:49	**Dave Harris** (darris)	Shamilto --Thanks -- familiar problem, of course
30/05/2007 15:18:11	**Carol Higgison** (Carol (Moderator))	Hi Jenny
30/05/2007 15:18:21	**Jenny Booth** (JennyBooth)	Hello!
30/05/2007 15:18:29	**Mantz Yorke** (MantzYorke)	Apologoes for slow engagement - someone came to the door at the critical moment. There's obviously a lot of commitment at IUPUI, but in places I have been there's been quite a lot of useful info left lying around unused. There must be a question of the
30/05/2007 15:19:06	**David Nicol** (DavidNicol)	We have found that the skills of reflection have to be deeply embedded in the subject discipline, be seen as rigorous and relevant like the other aspects of learning in order for students to take them seriously,
30/05/2007 15:19:08	**Sharon Hamilton** (shamilto)	Hi, Suzhaff: Oh hes, indeed, and we have met with considerable resistance. However, our Principles are sufficiently general that we can use rubrics and expectations to identify key curricular components that are not explicitly addressed in the Principles,
30/05/2007 15:19:41	**Trudy Banta** (tbanta)	Hello Mantz! Yes, we have wonderful support from the highest levels to use data to make decisions.
30/05/2007 15:20:24	**Suzanne Shaffer** (suzshaff)	i think getting those principles clearly defined is so critical - it drives everything that comes after it. we have a hard time now defining who we are, who we serve, and what we are supposed to be doing - driven by falling funding and need to get more re
30/05/2007 15:20:29	**Mantz Yorke** (MantzYorke)	Hi, Trudy! Yes, I know you do, but what about others?
30/05/2007 15:21:34	**Dave Harris** (darris)	Intyerms of using them for future employment, is the ability to show you have networked and acquired 'social capital' also possible
30/05/2007 15:21:50	**Trudy Banta** (tbanta)	Work bottom up to influence the leaders. In the US we are seeing increasing pressure on top leaders from outside the university, Mantz.
30/05/2007 15:22:10	**Suzanne Shaffer** (suzshaff)	need to have a learning culture that isn't afraid to see the data and work to make changes
30/05/2007 15:22:12	**Sharon Hamilton** (shamilto)	Hi, Suzhaff: Yes, defining the principles clearly so that faculty and students uderstand not only the principles but their relationship to the curriculum in operational terms, in assignments, course discussions, and so on, is curucial if they are to be su
30/05/2007 15:22:27	**Ted Smith** (Ted)	do you find any correlation between students' performance in their portfolios and their qualifications on entry/ home background
30/05/2007 15:23:24	**Ted Smith** (Ted)	suzsahff: I couln'r agree more - often too much time not seeing the wood for the paper!
30/05/2007 15:24:09	**Carol Higgison** (Carol (Moderator))	Hi Sbrussow
30/05/2007 15:24:14	**Sharon Hamilton** (shamilto)	hi, Ted: Pretty well the same correlation that one would have with regular portfolios. Probably one significant difference is that students with heavy domestic responsibilities can do work and get it into their portfolios from their homes. I think this ma

30/05/2007 15:25:36	Ted Smith (Ted)	shamilto: thanks. I just wondered if the intelectual demands of refelcetive thinking etc are rather tough in the early years for those less 'well equipped' for HE
30/05/2007 15:25:59	Terri Rees (trees)	That's interesting. Here at Plymouth our review of assessment shows students welcome more online opportunities for that very reason, although one or two feel that there may be more pressure as a result
30/05/2007 15:26:26	Sharon Hamilton (shamilto)	Hi, Ted and Suzhaff: Yes, sometimes there is a fear of transparent data, of exposing our teaching idiosyncracies to a wider public through our assignments and our grading. Some faculty d feel uncomfortablein that schena, and so a considerable amount of su
30/05/2007 15:26:26	Mantz Yorke (MantzYorke)	But I'm not sure that the 'bottom' always appreciates the issues. I suppose it's about the generattion of a collective culture regarding quality (in whatever aspect one thinks of it). With various (semi-)autonomous groups, that's wuite a challenge. Som
30/05/2007 15:26:39	Ray Land (Ray Land)	Trudy, could I ask how your academic colleagues have found having to assess portfolios. Do they do it cumulatively, treating them as developing 'drafts' or do they receive an avalanche at the end of the programme? And is this perceived as adding to thei
30/05/2007 15:26:41	Carol Higgison (Carol (Moderator))	Trudy, Susan and Sharon - can the eportfolio capture the softer skills (networking and social capital, Darris)?
30/05/2007 15:26:43	Trudy Banta (tbanta)	Ted, reflective thinking is a skill that needs to be taught
30/05/2007 15:27:21	Ted Smith (Ted)	tbanta: absolutely.
30/05/2007 15:28:18	Carol Higgison (Carol (Moderator))	Hello Cindy, welcome, we are currently discussing the assessment load of an institution wide portfolio
30/05/2007 15:28:29	Marielle Patronis (mpatronis)	How many pieces of evidence are required for each learning outcome, and how often eps are evaluated?
30/05/2007 15:28:31	Carol Higgison (Carol (Moderator))	on staff
30/05/2007 15:28:41	Ted Smith (Ted)	gotta go now, please excuse me. Thanks for the dialogue all.
30/05/2007 15:28:53	Gillian Palmer (GillP)	tbanta: have you noticed a difference in portfolio quality between those students who have an aim (beyond the course) and those who are still trying to find a path to follow?
30/05/2007 15:28:55	Carol Higgison (Carol (Moderator))	bye Ted thanks for starting us off
30/05/2007 15:29:02	Suzanne Shaffer (suzshaff)	there is an interesting video out there entitles Digital students in analog schools - students complaining that the things we ask them to do, don't mirror the things that they are interested in doing in terms of how they learn and how the show us what the
30/05/2007 15:29:03	Sharon Hamilton (shamilto)	Ted, we are using a developmental approach to reflective thinking based on a schema developed by Al;verno College, who has been working for over a decade with reflective thinking. What we have found is if we provide students with a framework of what kinds
30/05/2007 15:29:30	Denise Webster (DWeb)	Are you developing institution-wide rubrics for other outcomes?
30/05/2007 15:29:52	Trudy Banta (tbanta)	Ray, assessing the portfolios is time-consuming. At the moment, individual faculty are assessing them as part of their course loads. later we may have an erater score, in addition to faculty groups.

30/05/2007 15:30:15	Helen Ashton (helen)	Shamilto: would you be able to post some links to this in the discussion board later?
30/05/2007 15:30:16	Carol Higgison (Carol (Moderator))	Suzshaff: (and others) can you please remember to post any links and references to the discussion board after the chat? Thanks
30/05/2007 15:30:25	Ray Land (Ray Land)	OK - thanks Trudy
30/05/2007 15:30:27	Suzanne Shaffer (suzshaff)	yes, will do
30/05/2007 15:30:34	Maha Bali (MahaBali)	tabant: what is "erater score"?
30/05/2007 15:30:51	David Nicol (DavidNicol)	could students not help select those items as evidence for assessment thus reducing the workload?, trudy
30/05/2007 15:31:32	Maha Bali (MahaBali)	DavidNicol: but the items still need to be assessed as part of a course, right?
30/05/2007 15:31:36	Trudy Banta (tbanta)	Dweb-Yes we are developing rubrics for all 6 of our principles for ug learning.
30/05/2007 15:31:46	Sharon Hamilton (shamilto)	GillP, we begin our ePortfolio with a Learner Profile, that asks students to reflect on academic goals, and then to revisit that reflection later. The purpose for that is to have students see beyond the immediate context to their own purposes for attendin
30/05/2007 15:32:06	Suzanne Shaffer (suzshaff)	a question - I am still stuck on those principles - wish we had them stated here - but whenever I find myself talking to content faculty about embedding skills building (like reflective thinking) into the curriculum, I am met with a lot of resistance - fe
30/05/2007 15:32:17	Gillian Palmer (GillP)	Thanks Sharon.
30/05/2007 15:32:47	Trudy Banta (tbanta)	maha--erater software has been developed to score written work. Reliabilities approach those of humans ra
30/05/2007 15:33:08	Terri Rees (trees)	Surely reflective thinking could be seen as feeding into research skills?
30/05/2007 15:33:13	Maha Bali (MahaBali)	tbanta: wow! will check it out!!
30/05/2007 15:33:26	Trudy Banta (tbanta)	rating as a group--interrater reliability, that is.
30/05/2007 15:33:43	Maha Bali (MahaBali)	suzshaff: I find it strange that faculty cannot see the benefit of skills to any discipline
30/05/2007 15:33:44	Trudy Banta (tbanta)	ETS has eRater t
30/05/2007 15:33:53	Suzanne Shaffer (suzshaff)	me too!
30/05/2007 15:34:11	Carol Higgison (Carol (Moderator))	suzshaff: 6 PULS 1. Core communication and quantitative skills; Critical thinking; Integration and application of knowledge; Intellectual depth, breadth, and adaptiveness; nderstanding society and culture; Values and ethics
30/05/2007 15:34:11	Sharon Hamilton (shamilto)	Suzhaff, what a great question! It was not easy. In fact the process took from 1992 - 1998 to accomplish. We asked faculty -- hundreds of our faculty -- to talk about values that trnsended any particular course, and out of those conversations came our six
30/05/2007 15:34:23	Trudy Banta (tbanta)	ETS has eRater to score SAT essays.
30/05/2007 15:35:17	Maha Bali (MahaBali)	shamilto: is it that they wanted the skills to "emerge" without "putting effort" into making them explicit as part of their courses?
30/05/2007 15:35:26	Maha Bali (MahaBali)	possibly because they "did not know how to"

30/05/2007 15:35:49	Susan Kahn (SusanKahn)	Just testing--sorry
30/05/2007 15:36:04	Sharon Hamilton (shamilto)	Hi, Trees: Yes, indeed, reflective thinking is definitely an essential part of research skills, and that is a case that we can make.
30/05/2007 15:36:14	Suzanne Shaffer (suzshaff)	Thanks shamilto - it seems to cmoe naturally at the community college level here, but once I moved into a more traditional 4-year research college, I had a harder time convincing faculty to embed some skill buildin ginto their courses. I see the eportfoli
30/05/2007 15:36:18	Trudy Banta (tbanta)	Sorry I can't see previous messages to which we have not yet responded!
30/05/2007 15:36:57	Carol Higgison (Carol (Moderator))	trudy: student selection of artifacts for assessment (David)
30/05/2007 15:37:01	Trudy Banta (tbanta)	Just figured out how to look back!
30/05/2007 15:37:07	Carol Higgison (Carol (Moderator))	ok
30/05/2007 15:37:43	Susan Kahn (SusanKahn)	suzshaff--exactly. I think reflection is something that professors may do naturally--they don't necessarily label it as such, and don't realize that it's not something everyone does naturally.
30/05/2007 15:38:01	Dave Harris (darris)	tbanta: and soft skills?
30/05/2007 15:38:16	Suzanne Shaffer (suzshaff)	or academic reading skills or communication skills, etc.
30/05/2007 15:38:21	Trudy Banta (tbanta)	Students select artifacts that they believe reflect their learning of the 6 PULs.
30/05/2007 15:38:28	Carol Higgison (Carol (Moderator))	Suzshaff and Susan Kahn: possibly reflection is also a tacit skill that they are uable to articulate and teach to their students
30/05/2007 15:38:51	Susan Kahn (SusanKahn)	Yes, I agree, suzshaff
30/05/2007 15:38:52	Trudy Banta (tbanta)	Team work, for instance can be illustrat
30/05/2007 15:39:18	Sharon Hamilton (shamilto)	Hi, Maha Bali: You got it!! However, over time that is changing. Initially, faculty viewed the Principles as Montherhood and Apple Pie, and thought students "received" them through osmosis from faculty lectures. We have shown that is not the cas
30/05/2007 15:39:22	Maha Bali (MahaBali)	presenters: did you have to do some kind of "professional development" to help staff integrate those skills in their courses?
30/05/2007 15:39:28	Trudy Banta (tbanta)	d illustrated with a videotape of grouop work or leading a club meeting.
30/05/2007 15:39:33	Terri Rees (trees)	We had portfolios here, which could be submitted electronically. The amount of evidence was huge and students and staff both found them cumbersome. There was also so much mapping to be done to ensure criteria/outcomes and core values had been met. A lot o
30/05/2007 15:39:43	Mantz Yorke (MantzYorke)	SusanKahn - your point reminds me of the Dreyfus brothers' 'experts' - briefly, people who have internalised things and work at least partly subconsciously when operating.
30/05/2007 15:39:53	Maha Bali (MahaBali)	(ignore my previous question! just got answered)
30/05/2007 15:39:59	Trudy Banta (tbanta)	Trying to illustrate that soft skills can be added to ePorts.

30/05/2007 15:40:31	Denise Webster (DWeb)	In your "Culture of Evidence" you give me the impression that you use multiple measures of evidence to demonstrate student learning - how do you assist faculty to triangulate the information to make a conclusion about the learning within a parti
30/05/2007 15:40:58	Susan Kahn (SusanKahn)	We've tried to articulate this "tacit skill"--our materials include a doc called "Development in Reflective Thinking"--our students find it tremendously helpful. We've tried to describe the traits we see in reflections at ascending le
30/05/2007 15:41:04	Suzanne Shaffer (suzshaff)	we use the ANGEL cms system here and in their newest version, they are including dprogramming that allows schools to import standards and then maps activitites and assessments through individual coursese directly to the standards to get data that way - lo
30/05/2007 15:41:37	Suzanne Shaffer (suzshaff)	Susan Kahn, could you please share these docs in the discussion afterwards?
30/05/2007 15:41:43	Gillian Palmer (GillP)	suzhaff: ANGEL looks great for institutional reporting.
30/05/2007 15:41:45	Terri Rees (trees)	Is theer any way I could see a copy of that SusanKhan?
30/05/2007 15:41:53	Sharon Hamilton (shamilto)	Trees, you make a good point about keeping everything as simple as it can possibly be. That's what we are finding happen as we involve the departments.
30/05/2007 15:41:55	Marielle Patronis (mpatronis)	what happens if the evidence doesn't show growth or improved performance?
30/05/2007 15:42:05	Dave Harris (darris)	tbanta: thanks. Nice idea
30/05/2007 15:42:08	Carol Higgison (Carol (Moderator))	Hi Simon - welcome
30/05/2007 15:42:14	Susan Kahn (SusanKahn)	suzshaff, yes, I thought our handouts were availablle on the conference site, but will check later.
30/05/2007 15:42:18	cynthia shedd (cindyshedd)	Kahn
30/05/2007 15:42:26	cynthia shedd (cindyshedd)	sorry
30/05/2007 15:42:39	Suzanne Shaffer (suzshaff)	oops - yes it is, Susan - sorry!
30/05/2007 15:42:39	Susan Kahn (SusanKahn)	No problem!
30/05/2007 15:42:52	Maha Bali (MahaBali)	Reflective thinking model is in the conf hanouts
30/05/2007 15:43:18	Maha Bali (MahaBali)	in fact, look just above the chat room and you will see the handout (last one) and can download it
30/05/2007 15:43:23	Suzanne Shaffer (suzshaff)	GillP - but that means faculty have to use it - still working on that one :)
30/05/2007 15:43:34	Terri Rees (trees)	thank you. sorry for not checking first
30/05/2007 15:43:38	Gillian Palmer (GillP)	LOL!
30/05/2007 15:43:43	Sharon Hamilton (shamilto)	Yes, I put the Development in Reflective Thinking Document on the conferene werbsite.
30/05/2007 15:44:42	Trudy Banta (tbanta)	dWeb, yes we do ask faculty to consider questionnaire, interview, focus group findings in addition to what

30/05/2007 15:44:54	**Carol Higgison** (Carol (Moderator))	Guys: going back to students taking the eP with them - do they still have access to your system, or do they export it in some format?
30/05/2007 15:45:00	**Trudy Banta** (tbanta)	we learn from ePorts.
30/05/2007 15:45:09	**Susan Kahn** (SusanKahn)	Yes--faculty have to use it--it's not the kind of document most faculty would ordinarily pass out; we developed it first as part of a research project. Later, we realized that it might help our students. To some of them, it was a revelation!
30/05/2007 15:45:44	**David Nicol** (DavidNicol)	In your document you have development of identity as a learner - how would you assess that?
30/05/2007 15:46:22	**Ted Smith** (Ted)	I'm back! as some background how large is the outfit at Inadianapolis?
30/05/2007 15:46:59	**Carol Higgison** (Carol (Moderator))	Hi Ted - welcome, at the moment the discussion is focussing around the Development in Reflective thinking document and how this is used by staff and learners
30/05/2007 15:47:12	**Sharon Hamilton** (shamilto)	Carol, our plasn for students to "take the ePort with them" are connected to our aluni program. All students who graduate receive a year's free membership to the alumni program. We are negotiating for that free year to include continued access t
30/05/2007 15:47:14	**Susan Kahn** (SusanKahn)	David, in part we assess it by looking at the way they describe their learning. Do they talk about what their professor said about it? Or do they talk in a personal way about how creating a piece of work contributed to their sense of their own developme
30/05/2007 15:47:41	**Suzanne Shaffer** (suzshaff)	Susan, I can imagine! It reminds me of Perry's work with intellectual development. I have often wondered if we made that info more available to students like moving from black/white thinking to more questioning posture, for instance, would they seek that
30/05/2007 15:47:51	**Trudy Banta** (tbanta)	dweb-faculty development is important to enable faculty to use multiple sources. Takes much time for discussion regarding how things fit together.
30/05/2007 15:48:15	**Dave Harris** (darris)	suzshaff: nice point. I thought of Perry too
30/05/2007 15:48:20	**David Nicol** (DavidNicol)	thanks susan - good point suzshaff about sharing this and perry ideas
30/05/2007 15:49:00	**Denise Webster** (DWeb)	Thanks Trudy, is was just ready to ask the question regarding how you assist faculty with looking at the evidence in its totality rather than as a year by year snapshot?
30/05/2007 15:49:02	**Carol Higgison** (Carol (Moderator))	Suzshaff: can you please post the perry ref to the discussion board at the end?
30/05/2007 15:49:09	**Dave Harris** (darris)	suyzshaff et al:There are other big hitters too, like Habermas and Kohlberg
30/05/2007 15:49:09	**Carol Higgison** (Carol (Moderator))	Hi Abdul - welcome
30/05/2007 15:49:11	**Suzanne Shaffer** (suzshaff)	yes
30/05/2007 15:49:18	**Susan Kahn** (SusanKahn)	suzshaff, very interesting. As a matter of fact, we tried giving the Perry scheme and Bloom's Taxonomy to our students as well. I think those might have been too abstract for some of the students. The reflection doc talks a little more concretely about
30/05/2007 15:49:19	**Abdulrahman Alghamdi** (Abdul)	Hi

30/05/2007 15:49:54	Suzanne Shaffer (suzshaff)	yes, how would perry flesh out if we re-wrote it for students in that way - interesting!!
30/05/2007 15:50:06	Gillian Palmer (GillP)	So, if students own the eP content and it is stored for ALumns on the uni server, are there any instituional worries? Would students not prefer to keep copies of their own material in printout or portable-drive form?
30/05/2007 15:50:14	Terri Rees (trees)	What is the Perry Scheme? I know Bloom, but not Perry
30/05/2007 15:50:17	Mantz Yorke (MantzYorke)	SusanKahn: I think you are right to make things more concrete - plenty of evidence that abstract statements are not or are mis-understood.
30/05/2007 15:50:27	Maha Bali (MahaBali)	RE: Perry, we "re-wrote it" for ourselvees when once assessing online discussions via Perry's model - it was interesting
30/05/2007 15:50:42	Suzanne Shaffer (suzshaff)	let me look for a link and I'll post it
30/05/2007 15:50:49	Terri Rees (trees)	thank you
30/05/2007 15:50:57	Trudy Banta (tbanta)	dWeb--This is hard because it takes broad thinking. Many faculty are thinking about their subspecialties rather than about the curriculum as a whole.
30/05/2007 15:51:06	Sharon Hamilton (shamilto)	DWeb: in response to your year-by-year question, right now, our technology enables us to look only at semseter-by-semester snapshots. However, the concept is for ePort to track intellectual improvement and achievement over the students' undergraduate care
30/05/2007 15:51:08	Susan Kahn (SusanKahn)	Yes, I think you'd need to rewrite or translate the Perry Scheme into behavioral terms or give concrete examples.
30/05/2007 15:51:11	Dave Harris (darris)	re Perry -- Hilary Arksey and I have included a version for students in our book, on study skills
30/05/2007 15:51:15	Suzanne Shaffer (suzshaff)	http://www.cse.buffalo.edu/~rapaport/perry.positions.html
30/05/2007 15:51:38	Susan Kahn (SusanKahn)	Darris--I'll check that out.
30/05/2007 15:51:41	Terri Rees (trees)	Thank you Darris
30/05/2007 15:51:56	Mantz Yorke (MantzYorke)	Thanks, suzshaff!
30/05/2007 15:51:59	Maha Bali (MahaBali)	darris - any way we can get a look at that?
30/05/2007 15:52:06	Suzanne Shaffer (suzshaff)	darris, could you please provide reference for you rbook?
30/05/2007 15:52:08	Maha Bali (MahaBali)	suzshaff: we used that link and summarized it :o)
30/05/2007 15:52:19	Suzanne Shaffer (suzshaff)	great maha - could you share?
30/05/2007 15:52:27	Terri Rees (trees)	sorry, yes, suzshaff
30/05/2007 15:52:31	Maha Bali (MahaBali)	will do - on discussion board, no online copy
30/05/2007 15:52:37	Dave Harris (darris)	OK. No probs -- I'll post the bibliographic details after the chat?
30/05/2007 15:52:45	cynthia shedd (cindyshedd)	I'm really looking forward to seeing all this material!

30/05/2007 15:52:49	Suzanne Shaffer (suzshaff)	thanks darris and maha!
30/05/2007 15:53:23	Sharon Hamilton (shamilto)	GillP: right now, the ePort itself is very heavily firewalled within our course management system, and so students can access only their own ePorts. The security issues of alumni access have yet to be addressed through apolicies. We are just not at that p
30/05/2007 15:53:32	Carol Higgison (Carol (Moderator))	Sharon: how are you addressing this technology gap?
30/05/2007 15:54:08	Gillian Palmer (GillP)	Thanks, Sharon. Let me know how you fix it - am interested?
30/05/2007 15:54:22	Suzanne Shaffer (suzshaff)	we are really struggling with student preparation coming into college and see all these resources as useful in a summer bridge program - starting the protfolio idea then and making stu's aware of all these underlying skills needed for success in college -
30/05/2007 15:54:26	Terri Rees (trees)	Can they not just simply take it with them, i.e. download to some sort of portable media?
30/05/2007 15:55:14	Gillian Palmer (GillP)	Keeping the eP for alumns has other advantages....
30/05/2007 15:55:15	Sharon Hamilton (shamilto)	Oh, Carol, what a question! we are negotiating withour University Technology Systems Vice President to make ePort a top priority, leveraging the Spellings Commission and our own state Commision on HE.
30/05/2007 15:55:46	Susan Kahn (SusanKahn)	Let me speak to the technology gap. We're addressing it by including more of the tech development folks in our core planning group and being much more specific about functionalities we need. Since we're part developing the technology in-house, giving th
30/05/2007 15:55:52	cynthia shedd (cindyshedd)	suzshaff: do you do anything to connect the skills for college with skills they may already have?
30/05/2007 15:56:05	Carol Higgison (Carol (Moderator))	Sharon: I think the 'technoloy' conceptual gap is a very real issue in a lot of e projects
30/05/2007 15:56:21	Sharon Hamilton (shamilto)	Trees, Yes, they can do that even now. One of our students has sdone that for applications for various international job applications.
30/05/2007 15:56:31	Suzanne Shaffer (suzshaff)	we don't have any summer bridge program yet - so it comes back to individual faculty members in their classes to feel the pain
30/05/2007 15:56:33	Terri Rees (trees)	ok, thanks
30/05/2007 15:57:14	Suzanne Shaffer (suzshaff)	I think we are in a real crisis point here - with faculty expectations and student realitites
30/05/2007 15:57:25	Denise Webster (DWeb)	You also mentioned in your handout in "Improvment" that demonstrating accountability to stakeholders, are you as an institution reporting the eport outcomes or is this indirectly being reported as a result of your graduates and them sharing thei
30/05/2007 15:57:25	Carol Higgison (Carol (Moderator))	Guys: I get the impression from your paper and answers here that this is a long and iterative process - do you see a journeys end? or is this a lifelong process?
30/05/2007 15:57:26	Suzanne Shaffer (suzshaff)	just see this as so helpful!
30/05/2007 15:58:13	Suzanne Shaffer (suzshaff)	reflective aspect tied into change process for students/faculty and the institution

30/05/2007 15:58:30	**Trudy Banta** (tbanta)	Carol, yes, the technology gap has been our biggest stumbling block so far. There a re about 5 other sources of ePorts that we intend to look at this year to provide competition for our own technology system.
30/05/2007 15:58:51	**Carol Higgison** (Carol (Moderator))	All: well we are almost out of time - a lot of very compelling issues and points have been raised and I really hope that this continues in the discussion boards...
30/05/2007 15:58:53	**Susan Kahn** (SusanKahn)	It's iterative and there are milestones. But the possibilities of the technology will continue to evolve, so I'm not sure there is a "journey's end." When we started the e-portfolio, social networking was almost unheard of, for example; now, w
30/05/2007 15:58:55	**Sharon Hamilton** (shamilto)	Carol, yes, I believe it is a long and iterative process, with a lot of learning that occurs along the journey. One of the things we have developed that we did not put on the conference werbsite is a Roadmap for ePortfolio Readiness, based upon our earlie
30/05/2007 15:59:13	**cynthia shedd** (cindyshedd)	Yes!
30/05/2007 15:59:14	**Terri Rees** (trees)	I think staff continuing professional development should encompass them maintaining reflecxtive portfolios - that might change attitudes. :-)
30/05/2007 15:59:29	**Carol Higgison** (Carol (Moderator))	We have about 3 minutes left - please post any final questions and then we have to vacate the premises for the next chat.
30/05/2007 15:59:45	**Carol Higgison** (Carol (Moderator))	Sharon: yes please
30/05/2007 15:59:51	**Sharon Hamilton** (shamilto)	Trees, good point. We are trying to develop a faculty portfolio along lines similar to the student poprtfolio.
30/05/2007 16:00:09	**Terri Rees** (trees)	could be linked to appraisal
30/05/2007 16:00:19	**Suzanne Shaffer** (suzshaff)	the KeepToolKit form Carnegie Mellon is a good example of faculty portfolios
30/05/2007 16:00:30	**Carol Higgison** (Carol (Moderator))	Trees: don't mention that, I've got to do mine for next month!
30/05/2007 16:00:35	**Terri Rees** (trees)	lol
30/05/2007 16:00:37	**Gillian Palmer** (GillP)	Ooh trees - just think of the nerves!
30/05/2007 16:00:51	**Terri Rees** (trees)	well, we expect iut of students!
30/05/2007 16:01:00	**Terri Rees** (trees)	only jesting
30/05/2007 16:01:02	**Carol Higgison** (Carol (Moderator))	If there are references etc. you'd like to point to can I ask you to post them to the message-board.
30/05/2007 16:01:07	**Dave Harris** (darris)	Some of the courses for HE lectureres used to incorporate portfolios for lecturers (like the UKOU one, or any SEDA- validated one). I still have mine on my website
30/05/2007 16:01:11	**Carol Higgison** (Carol (Moderator))	If your question hasn't been answered or if you would like to participate in more debate about this fascinating topic, please remember that the message-board forums will be available throughout the duration of the conference. A great place for more leisur

30/05/2007 16:01:18	**Carol Higgison** (Carol (Moderator))	I'm now going to bring this session to an end. Thank you very much to Trudy, Sharon and Susan and to all of you who took part. The next chat session will take place at 4pm BST

<div align="center">- TRANSCRIPT ENDS -</div>

We apologise that owing to the limit on storage of individual messages within the chat software, particularly long messages have been truncated. Unfortunately, we are not able to recover these.