

Assessment Of Student Learning Through ePortfolios

Paloma Rodriguez
Associate Director Undergraduate Academic Programs
University of Florida International Center



of eportfolios as an assessment tool



Global Distinction Program

Capstone Project



International Scholars Program
University of Florida



International
Coursework



International
Experience



Language
Learning

or



Campus Life
Engagement



ePortfolio



Chris Vazquez
Finance and Leadership



Lea Lena
*Health Education &
Behavior*



Xue Wang
*Science in Information
Systems with minor in
Chinese Language*



Kyria Louis-Charles
*Health Education &
Behavior with minor in
Disabilities in Society*



Welcome

to my online portfolio.

I am an undergraduate student at the University of Florida pursuing a Dual-Degree in Biology and Anthropology. I am very passionate about community development, multiculturalism and serving under-represented communities. I wish to pursue a career in the medical field and practice International Family Medicine.

I developed this portfolio as part of the International Scholars Program at the University of Florida to showcase my global and personal interests.

I hope you find this portfolio interesting and useful.

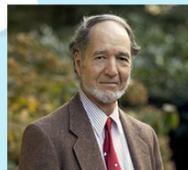
[READ MORE](#)

Academic Work

Blog 2: Guns, Germs and Steel.

The documentary Guns, Germs and Steel was shown in class a few weeks ago. The documentary follows biologist and UCLA Professor Jared Diamond as he shows viewers his evidence for why Europeans were able to conquer the world and how agriculture and geography promoted faster cultural, technological, industrial and economic growth of a particular region. The documentary is based on the book Guns, Germs and Steel written by Jared Diamond.

I thought the documentary was well made and showed solid evidence for the theories that Professor Diamond asserts. His theories basically suggest that the main reason that Europeans and descendants of the Mesopotamia region were able to conquer the world during the Middle Ages and onward was due to the fortunate circumstances surrounding the rise of agriculture and the domestication of animals. Some of the factors he points out are temperature and how it relates to geography, favorable native vegetation for crops, favorable native animals for domestication, and general conditions that promoted agriculture. Professor Diamond states that of all the known animals on earth only 14 have been successfully domesticated and of those 14, 13 of them are native to Africa and the Mesopotamia region.



Biologist and Professor at UCLA Jared Diamond

All of these factors contributed specifically to Spain's ability to conquer the New World with very few men and resources. The Spanish conquistadors were well armed and well equipped due to the fact that they had been the beneficiaries of successful agriculture for longer than the people native to North and South America. The Spanish also had a secret weapon that was extremely effective against the native people of the New World. The Spanish, and essentially all Europeans, carried with them effective means of biological warfare, diseases, bacteria, and viruses that decimated native populations. Professor Diamond believes that this, too, was due to the fact that Europeans had a more successful and a larger scale agricultural operation. Most of what Jared Diamond asserts makes sense but it does seem too simple. To say that one culture's ability to conquer another culture is all due to which culture had access to agriculture first seems like an over simplification of the situation. Hopefully I will continue to learn about this subject in particular and decide for myself whether Jared Diamond is correct or whether there is more to it than what he believes.

HOME ABOUT ME RESUME GLOBAL EXPERIENCE RESEARCH REFLECTION CONTACT

APIA AFFAIRS #SILENCEDNOTSILENT

Xue Wang, APIA Ambassador; Mona Sayedul Itau, APIA Graduate Assistant; and Alexander Cans, APIA Director
Department of Multicultural and Diversity Affairs, Division of Student Affairs, University of Florida, Gainesville, FL

VISION & MISSION

VISION: The Office of Asian Pacific Islander American (APIA) Affairs is dedicated to creating an inclusive and socially just environment where all forms of diversity are respected and recognized as integral to the UF experience.

MISSION: APIA Affairs aims to promote a more critical understanding of APIA issues and identity while advocating for the needs of APIA community. By focusing on leadership development, providing educational dialogue focused on the complex heritage of Asian Pacific Islander Americans, and being a space for the APIA community at UF, APIA Affairs will empower its community members to take where others risk in shaping their experiences at the University of Florida and beyond.

APIA AFFAIRS HISTORY at UNIVERSITY OF FLORIDA

Figure 1: APIA Affairs Timeline of Major Events from 2004 to 2016

2004 - 2005	2006 - 2009	2010 - 2013	2014 - 2015	2016 - 2016
• Asian Pacific Islander American Student Association (APIA) founded	• 1st Annual APIA Conference	• 2nd Annual APIA Conference	• 3rd Annual APIA Conference	• 4th Annual APIA Conference

STATISTICS

Figure 2: Enrollment of APIA Students at UF (2003 - 2013)

Figure 3: South Region Population Growth (2000 - 2010)

INFOGRAPHICS

Gender Issues - Male

Gender Issues - Female

#SILENCEDNOTSILENT CAMPAIGN

The #SilencedNotSilent campaign challenges the notion that the APIA community is silent and invisible. APIA Affairs believes that we were always vocal about the issues that we face. However, our concerns were treated as trivial, dismissed, or unheard creating the perception of us being "SILENT" when in reality we are being "NOT SILENT". Through this campaign, we ask anyone who has felt silenced to take your voice and speak about something that is important to you. You can purchase the #SILENCEDNOTSILENT shirt for \$10 at the APIA Affairs. When you purchase your t-shirt, please take a picture with [#SILENCEDNOTSILENT](#) about your experience. On the same hashtag, please tag us on [TWEET](#) about your experience related to a topic of APIA Affairs and we will post the photo and our voices heard! Limited Amount of Shirts Available! If you are interested in purchase

RESEARCH & SERVICE

ONE WORLD 2017

While these two seemingly different categories do not always fit together, my entire research and service experience over the course of my college career can effectively be summed up by my role as President & Chairman of Inspire Cuba. In this capacity, I performed extensive research to put together various projects that would ultimately serve the Cuban community. To demonstrate the interplay between these two categories, I want to highlight one event in particular: ONE WORLD 2017. Aside from being a campus life event for the ISP, ONE WORLD is an annual conference where six student innovators present their ideas for solving complex global issues to industry leaders and change makers. Click the images to follow the links in order to learn more about the event and Inspire Cuba!

CHALLENGE 2050 PROJECT

Louis - Charles Home About Me Involvement Global Experience Relevant Coursework Awards Reflection Contact

Kyria Louis - Charles



[Available in PDF](#)

Education

University of Florida (Gainesville, FL)
 Bachelor of Science in Health Education
 Minor: Disabilities in Society Minor
 International Scholar Program and Peace Corps Prep

Home About Me Resume Involvement Research Travels Awards Contact

Awards

The value of a man resides in what he gives and not in what he is capable of receiving.
 Albert Einstein



CERTIFICATE OF APPRECIATION
 This certificate is awarded to:
Rodrigo Cortez
 In recognition of your valuable contribution and participation in the
7th ANNUAL FLORIDA INTERNATIONAL LEADERSHIP CONFERENCE



Hall of Fame 2014
 The Santa Fe College Hall of Fame is the highest honor bestowed upon Santa Fe students. The Hall of Fame is reserved for those students who have shown truly superior



Student Life SANTA FE COLLEGE
 Honoree
Rodrigo Cortez Radosevic
The being named to the Fall 2012 Student Life Honor Roll
 In honor of academic accomplishments while being involved with Hispanic Organization of Latino Activities

Student Life Honors Roll
 I have been recognized as members of the Fall 2012 Honor Roll because I earned at least a 3.30 GPA and nine credits during the semester, and have been identified by their adviser, coach, or faculty member as being involved in a Student Life activity.

RESUME
Lea Lena



Skills
 Event Organization
 Marketing Strategy
 Educational Fundraising
 Written/Verbal Communication
 Communication Assessment
 Behavior/Cognitive Skills Assessment
 Conflict Resolution
 Global Diversity

Objective
 To work with an organization encouraging health and safe behaviors while fighting disease, implementing prevention, and practicing health promotion.

Education
University of Florida, Gainesville, FL 2015 - present
 B.S in Health Education and Behavior
 Specialization in Community Health
 GPA: 3.78
 Dean's List, Fall 2016
 Relevant Coursework:

KATHERINE WALKER

HOME ABOUT ME EXPERIENCES INVOLVEMENT TRAVELS REFLECTION



Katherine (Katie) Walker
 University of Florida
 Major: Bachelor of Science in Geography
 Certificate: Geospatial Information Analysis
 Minor: International Development and Humanitarian Assistance
 Expected Graduation: May 2018

Gallup Strengths
Strategic: People exceptionally talented in the strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Input: People exceptionally talented in the input theme have a craving to know more. Often they like to collect and archive all kinds of information.
Learner: People exceptionally talented in the learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
Intellection: People exceptionally talented in the intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Deliberative: People exceptionally talented in the deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.

Resume & Skills

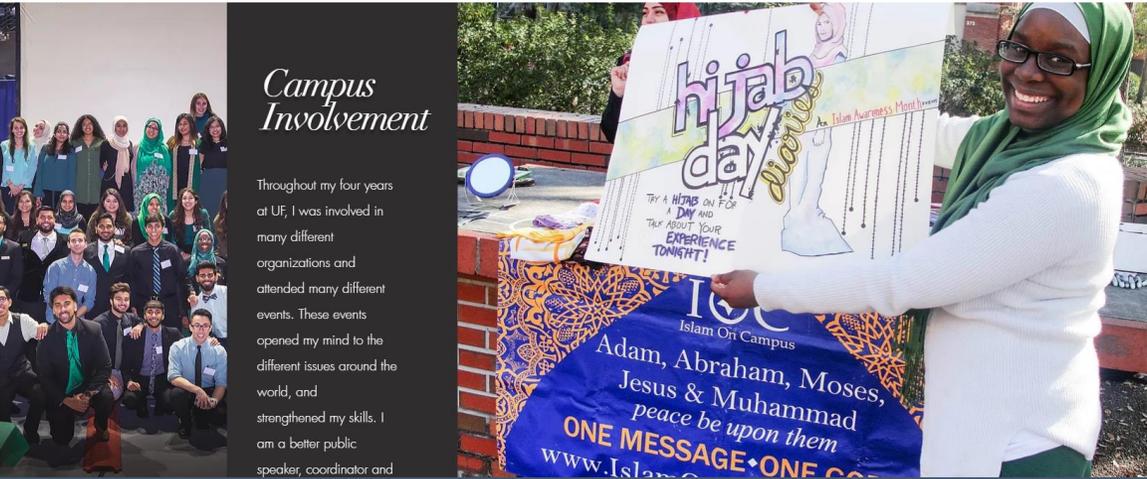
Campus Engagement

Maryam Akinyode

EXPERIENCE EDUCATION GLOBAL EXPERIENCES REFLECTION WHAT NOW? CONTACT

Campus Involvement

Throughout my four years at UF, I was involved in many different organizations and attended many different events. These events opened my mind to the different issues around the world, and strengthened my skills. I am a better public speaker, coordinator and



KATHARINE CHANTRE
University of Florida

Home About Me International



MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS
MAPS Health-Fair Co-coordinator '16-17

The Multicultural Association of Pre-Health Students at the University of Florida is an organization that strives to provide knowledge, skills, and experience to pre-health students who have aspirations of entering the various fields of the health profession.

MAPS hosts a variety of programs and events that cater to pre-health students and the Greater Gainesville community, including the Annual Research Forum, Gainesville Community Health Fair, Shadowing, Study Nights, Ronald McDonald House, Mobile Clinic, Mentoring, and Socials

IPSA'S: SERVED AS AN INTERNATIONAL PROGRAMS STUDENT AMBASSADOR FOR 3 YEARS



Since returning from London, I knew I wanted to continue to globalize my education and encourage my peers to do so. Being an IPSA has allowed me to relive my study abroad experiences, while influencing other students to create their own stories abroad. Leaving your comfort zone can be scary, but my role as an IPSA has made me more confident in leading others down an uncertain path of adventure, self-realization, and a whole new cultural experience.

Education Abroad

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[TRAVELS](#)
[COURSES](#)
[GLOBAL LEARNING](#)
[CONTACT](#)

COSTA RICA



MEDICAL AID TRIP

Gator Alliance for World Health
 Gator Alliance for World Health is a student organization at the University of Florida. In 2016, we raised money and traveled to Costa Rica to serve in the rural area's surrounding San Jose. We volunteered through Maximo Nivel, an organization that manages medical aid in Costa Rica, Guatemala and Peru. I utilized my health education skills by teaching patients the health education materials, taking needs assessments and vitals, and teaching hygiene and prenatal care. We stayed with a host family in the city of San Jose. Our host family cooked most of our meals and engaged us in conversational Spanish.





MICHAEL MOSSINO

HOME ABOUT NEWS CONTACT ME

July 17, 2017

VISITING BRAZIL

THE LIFE IN RIO DE JANEIRO AND SÃO PAULO

My expectations of Brazil prior to the trip were unexpectedly challenged by the true reality of the Latin American culture and lifestyle. Rio de Janeiro's street pavements and buildings reminded me of the small town in Italy where I grew up. The streets were full of life and street vendors were selling fruits I have never seen before. I was surprised by how quickly I became at ease with the cultural shock of this new environment. Visiting Copacabana beach was a beautiful experience and I was excited to try exotic foods while wandering around the streets of Rio de Janeiro.




São Paulo was the city that challenged my beliefs the most. I was informed about the major differences between São Paulo and Rio de Janeiro, but I did not expect the two city to be so totally different. While in Rio de Janeiro it was common to see shirtless people walking to the beach, in São Paulo it was hard to see someone who was not dressed in professional business attire. São Paulo's streets were filled



UF IN LONDON 2014

As a freshman, I attended a ton of study abroad information sessions, not even sure I would go abroad. A specific session led by IPSA's who went on the UF in London program convinced me that I had to go. Many of my friends, family, and peers were doubtful of me going abroad during my freshmen summer, worried that I was too young and had plenty of time to do a study abroad program down the road.

Looking back, I am happy I let go of the doubts and fears casted on me because timing is everything and I would not change one thing about the people, experiences, or program. UF in London proved to be unique because I not only took international courses, but I held an internship in London. Since I was a freshman, I knew I wasn't going to get a major finance internship, so instead I looked towards my passions and interned at a nonprofit in the youth sector of the UK.

This internship immersed me into British life, fully experiencing the differences in the working world of the UK and the United States. Nonprofit work has always been close to my heart, so working for the National Society for the Prevention of Cruelty to Children (NSPCC) was the most meaningful part of studying abroad. I'll never forget travelling to Yorkshire, England to put on a cycling event that I helped plan and seeing the impact our team made right before my eyes.

Studying and interning abroad left me with invaluable skills that I could not have attained anywhere else. Leaving my comfort zone, America, to work for a British organization proved to be a challenging, yet one of a kind experience. Work life in the UK is completely different than the corporate world I have interned in at home. My key takeaway was holding myself accountable and being willing to put myself out there and ask any questions I have in order to gain more knowledge and

Personal Interests

Katie Mellinger
The Foreign Affair

Home About Courses Time Abroad Projects/Events Blog Resume

Students Organize for Syria asks UF for five full-tuition scholarships for Syrian-migrant students

November 1, 2016 | Katie Mellinger



A chalk-drawn figure was carefully sketched onto the cement walkway of the University of Florida's Turlington Plaza Nov. 1, as a group of five students held signs calling for others to join in their effort to provide higher-education to Syrian refugees.

The figure, which depicted the outline of a human body, was meant to promote a silent...

[Read More](#)

Featured Posts



Study Abroad: Day 6 - Velazquez, and Goya, and Greco--Oh, My!

July 8, 2016 | Katie Mellinger



Today my class took a trip to El Museo del Prado -- Spain's foremost museum of Renaissance and Classical art. From the look of the exterior, I was in for a treat. As a major nerd, any type of museum appeals to me. This one in particular did because along the side of every painting or sculpture was a plaque that told of the significance...

ISABEL BONNET FOTOGRAFIA

Welcome

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Volunteering Experience

Portfolio

PORTFOLIO



Solitude



Protests in Venezuela



Vietnam



Serenity

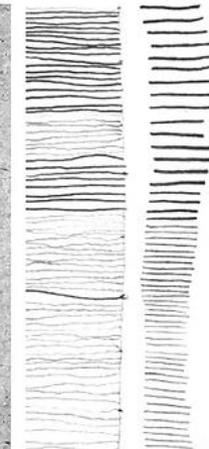
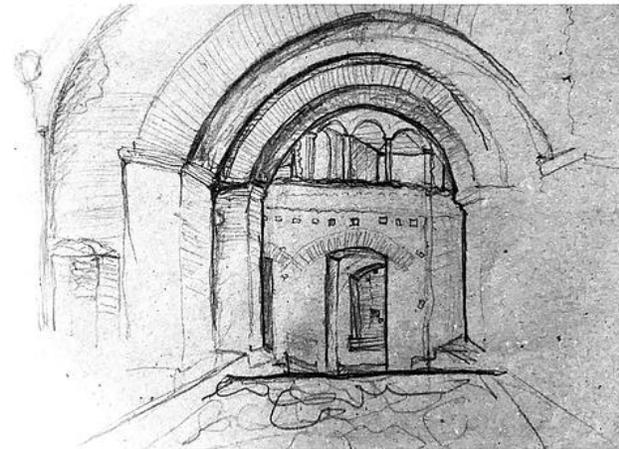
MAN MARIANA ARAUJO NAVA

HOME

ABOUT

PORTFOLIO

INTERNATIONAL EXPERIENCE





What is an eportfolio?

A Product

- ▶ Website
- ▶ A Platform
- ▶ A Technology
- ▶ Documentation
- ▶ Artifacts
- ▶ Digital Archive
- ▶ Showcase
- ▶ Capstone

A Practice

- Reflection
- Connecting learning
- Metacognition
- Deep Learning
- Identity Development
- Student Engagement
- Visibility
- High Impact Practice

Who uses eportfolios?



54%

(over 10 million) of students in the US used eportfolios in at least one course

14%

(2,800,000) of students in the US used eportfolios in 2 courses or more

Appalachian State University
 Auburn University
 Baruch CUNY
 Bloomsburg University
 Borough of Manhattan CUNY
 Boston University
 Brandeis University
 Bridgewater College
 Bronx College CUNY
 Brooklyn CUNY
 Brown University
 Bryant University
 Cal State University Fresno
 Carleton University, Canada
 Central Piedmont Community College
 Central CUNY
 Central Michigan University
 Centre For Recording Achievement
 City College CUNY
 Champlain College
 Clemson University
 Columbia University
 College of Saint Elizabeth
 Dartmouth College
 Davenport University
 Deakin University, AU
 DePaul University
 Dominican University
 Edith Cowan University, AU
 Embry-Riddle
 Empire State College SUNY
 Emory and Henry College
 Everest College
 Ferrum College
 Georgetown University
 Graduate Center CUNY
 Harvard University
 Hostos CUNY
 Hunter University CUNY
 Indiana University Purdue University Indianapolis
 John Jay CUNY
 Johnson & Wales University

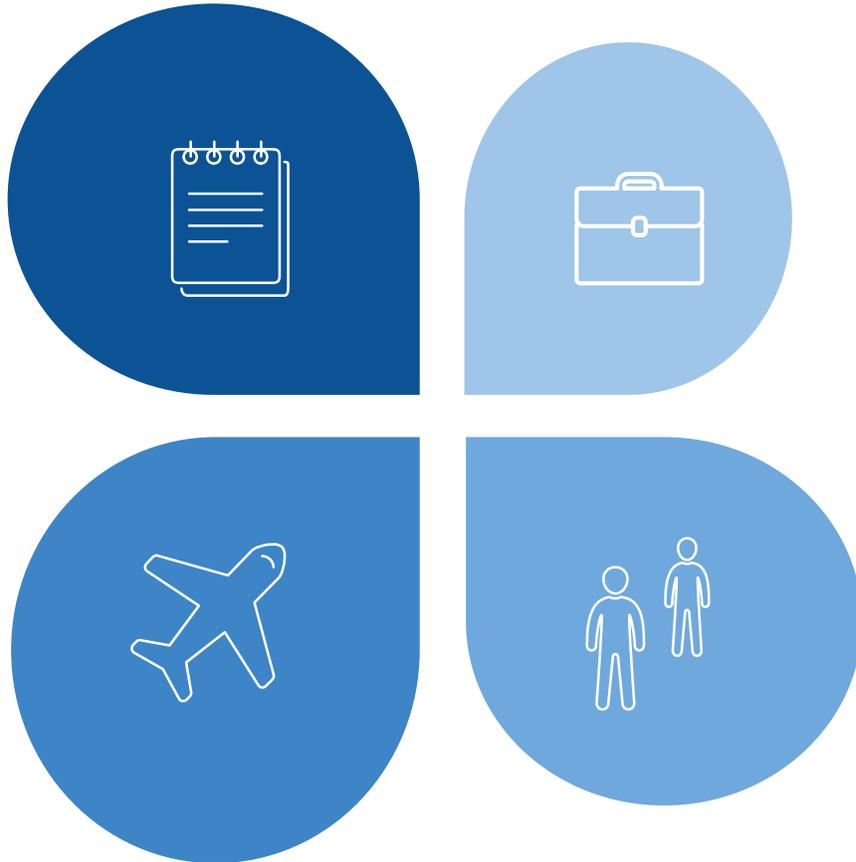
Journalism CUNY
 Kapi'olani Community College
 Kingsborough CUNY
 LaGuardia Community College CUNY
 Lane Community College
 Law CUNY
 Lehman CUNY
 Loyola of Chicago
 MIT
 Macaulay CUNY
 Manhattanville College
 Middlesex Community College
 Molloy College
 Medgar Evers CUNY
 Mercy College
 Montgomery College
 Mount Ida College
 Naropa University
 Nebraska Wesleyan University
 NYC Coll of Tech CUNY
 Guttman Community College CUNY
 Northeastern University
 Northwestern Connecticut Community College
 Norwalk Community College
 Old Dominion University
 Otterbein University
 Pace University
 Pennsylvania State University
 Pepperdine University
 Point Loma Nazarene University
 Plymouth State University
 Prairie View A&M University
 Pratt Institute
 Portland State University
 Queens CUNY
 Queensborough CUNY
 Queensland University of Technology
 Radford University
 Richard Stockton College
 Roger Williams University
 Saint Francis University

Salt Lake Community College
 Salve Regina University
 Southern New Hampshire University
 Southern Utah University
 Stanford University
 Staten Island CUNY
 Stonehill College
 Stony Brook University, SUNY
 Texas Christian University
 Texas Woman's University
 The George Washington University
 Tufts University
 Tunxis Community College
 UFS CUNY
 University of Alaska
 University of Cincinnati
 University of Georgia
 University of Guelph, Canada
 University of Kansas
 University of Laverne
 University of Michigan
 University of North Carolina Greensboro
 University of Nottingham
 University of Notre Dame
 University of Queensland
 University of Virginia
 University of Washington
 University of Waterloo
 Utah Valley University
 Vaughn College
 Virginia Tech University
 Washington State University
 Westworth Institute of Technology
 Westminster College
 York CUNY

Data retrieved from the [EDUCAUSE 2014 Survey of Undergraduates and Technology](#) by Trent Batson Ph.D., AAEEBL (Association for Active Experiential Evidence Based Learning).



What kind of learning can be assessed through ePortfolios?

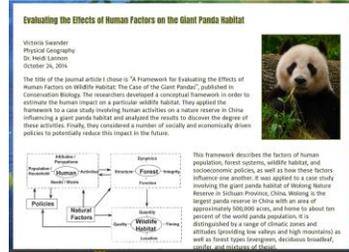


1. Where does global learning happen?
 - classroom study
 - experiential learning (study abroad, internship, student organizations)
 - personal development
 - skill development and career
 - previous learning
 - hobbies, friends, family
2. How do these experiences connect ?

Holistic assessment of student learning over time and space

Integration

- A framework for organizing learning
- Means to deepen and integrate learning
- Opportunity for synthesis



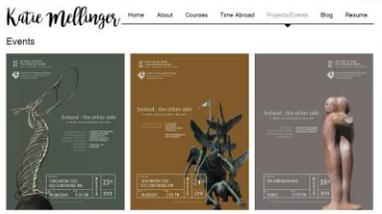
Research



Career



Blog



Events



Student Clubs



Travel



Skills/ Hobbies



Volunteering

Asian Corners

December 17, 2014

Asian Corners is a learning community at Santa Fe for those interested in engaging in discussion about Asian culture, history, politics, and more. A different topic is highlighted each week and participants get the chance to explore the theme with other



Integration

Deep Learning

Asian Corner is a learning community for those interested in engaging in discussion about Asian culture.

I liked this discussion because it reinforced **an experience I had while in Beijing this summer**. While visiting I **saw** that...

A fellow student with family from **India** that attended this discussion told us that.... It was really interesting to hear from someone in person with this view.

In **class** we've contrasted marriage as economic contract arranged by outside parties carrying certain expectations of roles versus emotional choice prioritizing individual desires.

It's one thing to consider these practices abstractly and without context. However, **speaking to a peer**, hearing first hand their beliefs, and being able to ask them questions is a far more meaningful way to understand the perspective of someone different.



Identity Development

HOME ABOUT SCIENTIST SCHOLAR ENGINEER STUDENT LEADER CAPTAIN CONTACT

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HOME ABOUT SCIENTIST SCHOLAR ENGINEER STUDENT LEADER CAPTAIN CONTACT

Mike the Leader

Professional Organizations, Societies, and Student Activities



ASCE
AMERICAN SOCIETY OF CIVIL ENGINEERS

Student Member (2009-Present)

Awards:

- [Community Service Project - 1st Place \(2016\)](#)
- Tallahassee Section Student Engineer of the Year (2012)
- [Concrete Canoe, Regional - 3rd Place Overall \(2012\)](#)
- [ASCE Nat'l Student Chapter Honorable Mention \(2011\)](#)

Leadership Positions:

- [Auburn University Student Chapter](#)
- Graduate Student Advisor (2012 - Present)
- *FAMU-FSU Student Chapter*



IECA
International Erosion Control Association

University Partners Student Member (2013-Present)

Awards:

- [Most Distinguished Technical Paper \(2016\)](#)
- 1st Place Poster Presentation (2016)
- [2nd Place Poster Presentation \(2014\)](#)

Leadership Positions:

- Southeast Chapter Alabama State Representative (2014-Present)

Conference Participation:

- 2016 Environmental Connection San Antonio, TX (February, 2016)

Identity Development, Metacognition, Self-Authorship

- **Who am I?**
- **How do I know?**
- **How do I relate to others?**

Braskamp et al. 2012



Everyone has a story. Welcome to mine.

I was born in Philadelphia and I was raised in Stresa, a small town in northern Italy by the Alps. Since I was a child, I traveled to the U.S. every summer to visit my cousins and during each trip I slowly built my confidence in dealing with unfamiliar environments, different cultural norms, and varying communication styles. Through many years of traveling, I learned how to quickly pick up new skills and communicate with different types of people from around the world.



PASSION FOR LEARNING

The greatest gift that I had as a child was the

Through their eportfolios students reflect on their role in constructing reality, on their goals, on their learning journey, on their relationship with others, and ultimately on their place in the world.

Identity Development

UF



International Scholars Program
University of Florida



“This reflection upon my many experiences has allowed me to finally answer the daunting question, “Who am I?”

- Lauren Greger

Learning over Time

2015-Present

INTERNATIONAL SCHOLARS PROGRAM & PEACE CORPS PREP

I began the process of compiling all of my experiences thus far at the University of Florida into this very portfolio as a reflection of the global exposure I have gotten and the ways I have internationalized my degree.

MAY - JUNE 2014

UF in the Dominican Republic

For six weeks, I lived and learned in the city of Santiago, DR. This service learning trip gave me the opportunity to take courses to improve my Spanish, go on excursions, bond with my host family and serve children, like Felix in the picture below, through the child social service organization, *Acción Callejera*.



August 2016 - Present

SAHEL RESEARCH GROUP PROGRAM ASSISTANT

This was the best way I could have chosen to conclude my senior year. In this group, my biggest responsibility is to produce weekly newsletters about contemporary news in the West African Sahel Region composed of six francophone countries, requiring me to translate French to English. I also helped organize the first Sahel Conference in February 2017.



2015-2016

UNDERGRADUATE REPRESENTATIVE

11th Biennial Conference of the International Society for the Oral Literature of Africa (ISOLA)

I worked alongside two professors and a graduate assistant on the Local Organizing Committee (LOC) of the ISOLA Conference to solidify a conference theme, organize a budget, and prepare the program. I often translated email from French participants to English for my professor.

2010-2012

ANAWIM HOME REHABILITATION CENTER VOLUNTEER

This was my first experience working with impoverished communities on the ground as a wide-



Learning over Time



Almost four years ago I arrived at the University of Florida as a shy freshman, wanting to make a difference, learn about the world around me and share my passion for service but not sure how to make that happen.



That summer, I decided to do something completely out of my comfort zone—I would go on a six-week international service learning program in the Dominican Republic



Going to the Dominican Republic made me want to continue pursuing my Spanish education, so I decided to add a second major along with International Studies.



To be able to return to the country that sparked my passion for serving beyond the U.S. borders is the biggest blessing

These experiences taught me that you can never stop learning. This is what inspired me just a few months ago to submit my application to serve in the Peace Corps.



Dominican Republic



Additionally, I had so much fun learning a new language that I began taking courses in French at UF as well

The following summer, I then had the opportunity to put my French to the test through the UF in Brussels study abroad program.



Social Pedagogy

Authentic Audience

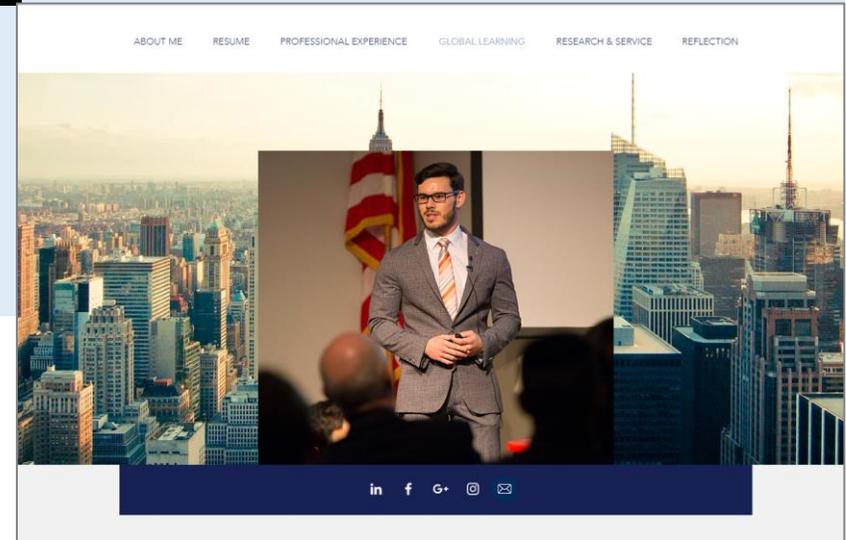


Visible & Shareable

- ▶ Student engagement
- ▶ Intentionality

Collaborative space

- ▶ Feedback from faculty and peers



Social Pedagogy

62%

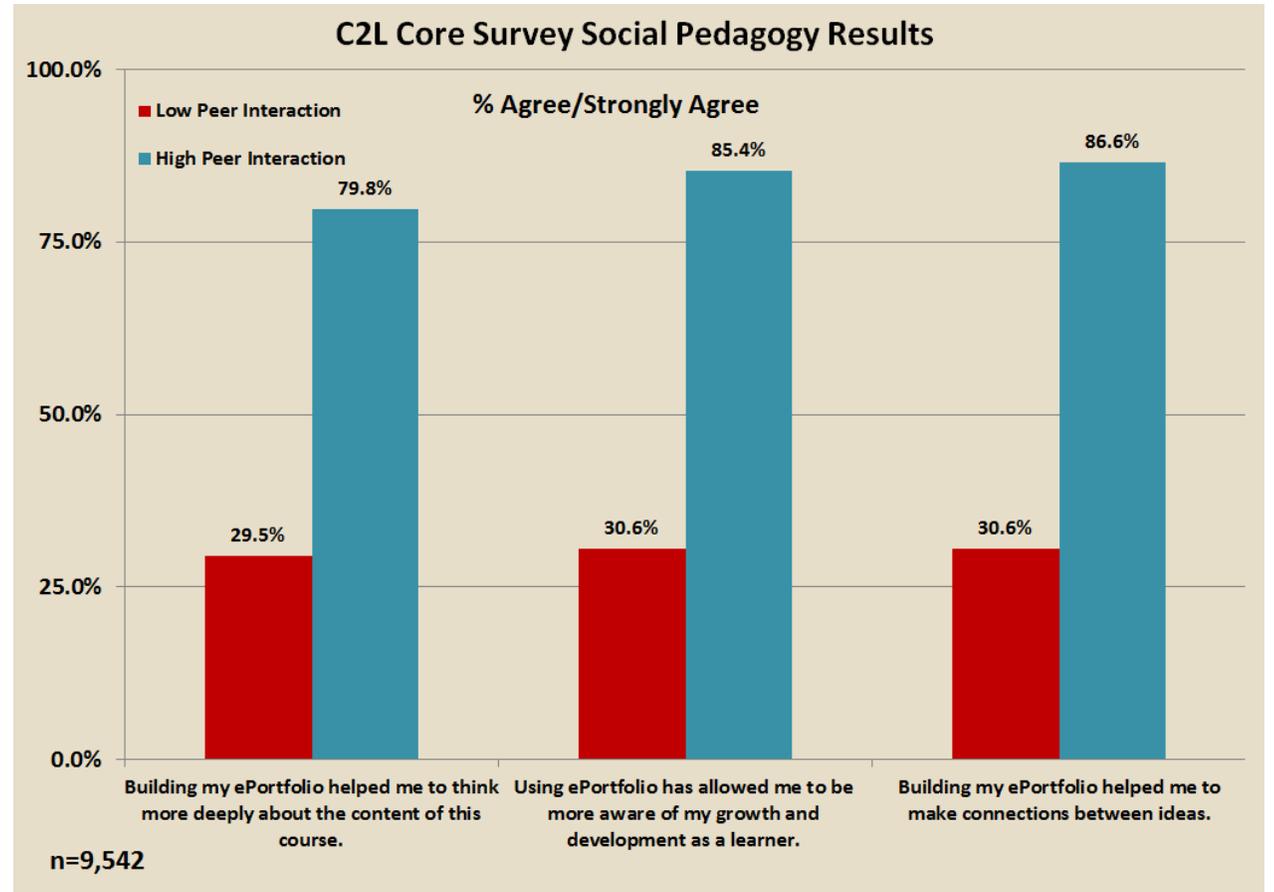
Building my ePortfolio helped me to **think more deeply** about the content of this course

65%

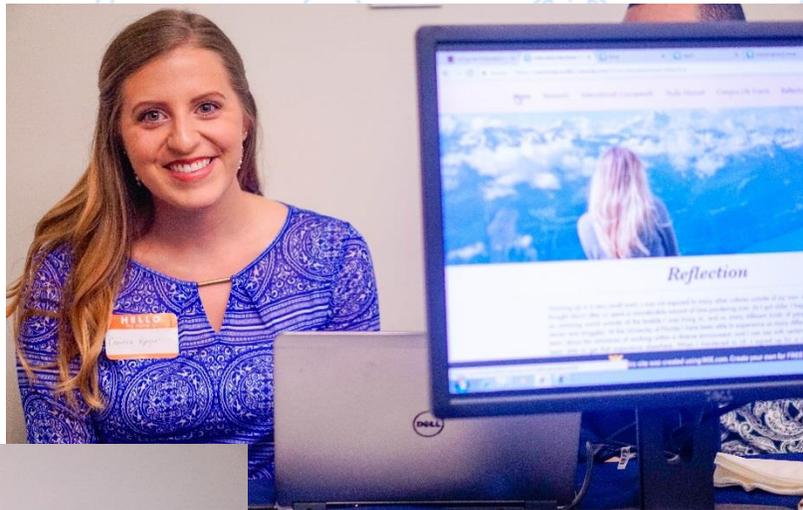
Using my eportfolio has allowed me to be more **aware of my growth** and development as a learner

70%

Building an eportfolio helped me to **make connections** between ideas



ePortfolio Showcase



*University of Florida International Center,
ePortfolio Showcase, April 2017*

ePortfolios at a Glance

Widely used

54%

(over 10 million) of students in the US used eportfolios in at least one course

EDUCAUSE Center for Applied Research, 2014

Preferred by Employers

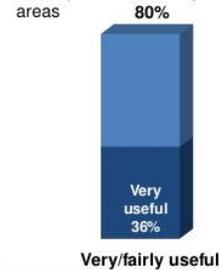
Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants/recent college graduates' potential to succeed at your company?

College transcript

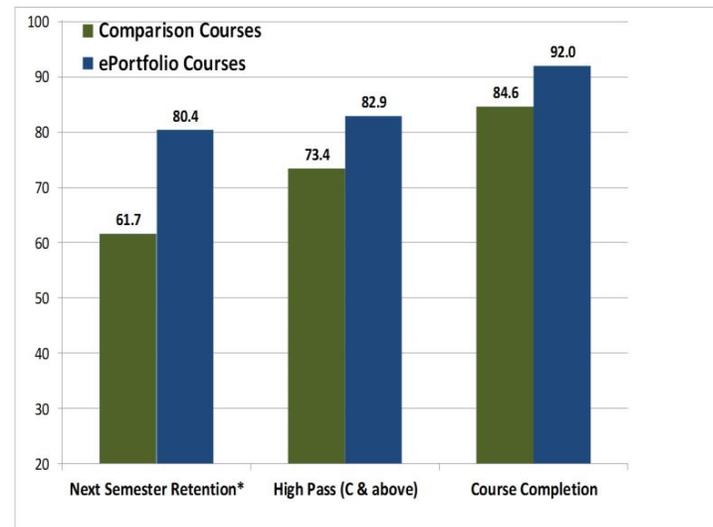


Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



Retention & Success

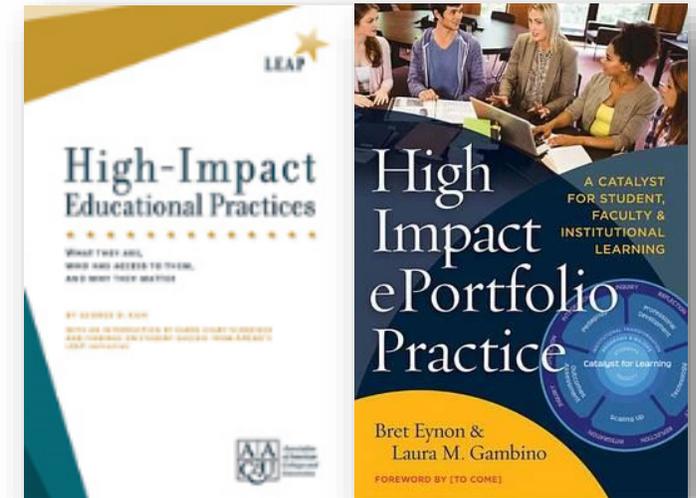
Building Student Success at LaGuardia



2012-13 Connected Learning Program (Title V)

Data from LaGuardia Office of Institutional Research

11th High-Impact Practice



[High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#), by George D. Kuh (AAC&U, 2008)

Eynon, B., & Gambino, L. M. (2017). *High impact eportfolio practice: A catalyst for student, faculty, and institutional learning*. Stylus Publishing, LLC.

Reflective Prompts

Perspective

Did you have any experience in which your values were tested? What did you learn about your values through that experience? What did you learn about your host country's values?

Cultural Self-Awareness

How do South Africans perceive the U.S.? Is it beneficial to be able to see yourself from someone else's perspective? If so, how is it beneficial?

Connect Learning

How did what you learned in the field relate to what you already knew from class, movies, books, friendships, heritage, etc.? Can you demonstrate how your experience in the field allowed you to recognize that all knowledge is related?

Career Goals

In what way has this experience help you define your career path? What do you plan to accomplish and how has this experience contributed to your development as a future professional in your chosen field?

Personal Growth & Skills

Describe a situation in which your expectations were not met. How did you react?

Self-reliance

Problem-solving

Tolerance for ambiguity

Flexibility

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
	Connects experience and academic knowledge			
	Sees connections across disciplines			
	Transfers & applies knowledge/skills from one situation to another			
	Integrates format, language, and visual representation in ways that enhance meaning			
	Demonstrates developing sense of the self			

Closing the Assessment Loop

Authentic Assessment Assessment *for* Learning

Faculty and staff

- Inquiry into student learning
- Reflect on the findings
- Integrate findings and modify their practice, program, and/or curriculum

Eynon, B., & Gambino, L. M. (2017)

Eportfolios promote structured, reflective faculty development. Faculty can use eportfolios to develop new ideas and practices, reflect on the value of those ideas, and consider new steps moving forward.

Catalyst for Learning 2014



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The clash of cultures

The film "The Dialogue" is about a group of college students from different cultures, trying to interact with each other while exploring the beauty of various places in China. There were four American students and 4 Chinese students in the team and all of them had different struggles of their own. Those struggles lead to the understanding among them and throughout the trip, they learned to support each other in ways they never expected.

As a Filipino student in America, I would say that I could relate to them really well. The thing is, I thought I would relate more with the Chinese people being Asian myself but I saw myself in the American group as well. Like them, I was the one who was brought to a totally different world. For me, one of the highlights of the film was when Mercedes lost her passport. Mercedes has never been outside her comfort zone before she joined the trip. She was the one who was trying the most. When she lost her passport, she became emotional and I felt almost everyone who was watching with me thought that there's nothing to be emotional about. I know how she felt. When I first got here, everything I could think about was "When can we visit the Philippines?" The moment I stepped into the United States, I was thinking of going back. Mercedes was already feeling the stress of constantly trying to fit in a country whose language she couldn't speak, whose people she saw her differently and the loss of her passport just broke through her pretense that she was alright. If I was thrown into a remote country, my passport is the last thing I would want to lose. Another favorite of mine was when they switched the main language to Chinese and the American students were surprised to see the Chinese talk so much. They realized that they were lucky to have English as the more used language and they understood the Chinese students a bit more. I feel like there are a lot of people who have more to say but just end up not saying it. In my case, I always have to translate my Filipino thoughts into English and sometimes I just give it up because it's too much work. It's not just "too much work" but you also have to keep up with conversation and try to not stop to think of the English translations while you're at it. I'm pretty fortunate myself, since most Filipinos are good in English. We learn English along with Filipino from a very young age that we don't really stress about it as much as other countries do.

Initially, I thought that the film would only show the Chinese person struggling with "Chinese problems" or the American person with "American problems", but I was proved wrong. "The Dialogue" didn't focus solely on the fact that they're from different cultures. To me, what was emphasized was that they are different people. Although its aim is probably to say that there are a lot of differences between the two cultures, I am more impressed by the fact that it highlighted the idea that it's not just that. There are a lot of differences between those eight people in the trip and from my point of view, they weren't viewed as just the American or the Chinese. They are who they are as a person.

Dimensions	Frequency	Comments
Clarity in written communication	4	<ul style="list-style-type: none"> Clarity of communication Thoughtfulness Communicative skills: report, analysis, reflection Able to summarize content
Knowledge	17	<ul style="list-style-type: none"> Factual reporting <ul style="list-style-type: none"> Evidence of facts, details Students learned something they didn't already know Critical thinking <ul style="list-style-type: none"> in selecting appropriate evidence of learning Include what was missing (as a measure of critical thinking and knowledge) Evidence of inductive and deductive critical thinking No platitudes. Evidence of claims.
Perspective	18	<ul style="list-style-type: none"> Comparison <ul style="list-style-type: none"> Knowledge of historic and current events and comparison with own culture and time Comparison between foreign culture and student's own culture Produce evidence of differences but also similarities between cultures Greater understanding of other people and cultures Examples of cultural traditions that are new to the student Comparison between foreign culture and student's own culture Statement of differences and similarities Contrast with student's expectations <ul style="list-style-type: none"> Reflect on differences (conflicts) <p>Evidence of new perspectives:</p> <ul style="list-style-type: none"> Inclusion of broad perspectives with specific examples Evidence that their world view has changed Shift in paradigms and preconceptions New perspectives <p>Recognize the perspective of others</p> <ul style="list-style-type: none"> Put experiences in context Greater awareness of how those culturally different from themselves see the world and act in it.

Santa Fe College International Studies Certificate Rubric



VALUE	Capstone	3	2	Benchmark		
What?	CT	4	5	1		
	CT	Critical Thinking/ Knowledge	Issue/problem to be considered initially is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered initially is stated, described, and classified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered initially is stated but description leaves some terms undefined, ambiguous, unexplained, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered initially is stated without clarification or description.
	GL	Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as natural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as natural, disciplinary, and ethical) when explaining subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for one position (such as cultural, disciplinary, and ethical).
	IKC	Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g. seeing complexity, aware of how his/her experiences have shaped their rules, and how to recognize and respond to cultural biases, resulting in a shift in self-discipline).	Recognizes new perspectives about own cultural rules and biases (e.g. not feeling too sensitive, comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and sees the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group.) (e.g. uncomfortable with identifying possible cultural differences with others).
So what?	IL	Connections to Experience	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life, experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of sources (e.g. family life, active participation, civic involvement, work experiences), to illuminate concepts/discusses/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic terms and ideas perceived as similar and related to own interest.
	IL	Reflection and Self-Assessment	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex personal factors (e.g. versus with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific effectiveness or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.
And now what?	GL	Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and enacts the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

CT= Critical Thinking VALUE rubric GL= Global Learning VALUE rubric IL= Integrative Learning VALUE Rubric IKC= Intercultural Knowledge and Competence VALUE rubric

Assessment

New Rubric

Discussion

Institutional ePortfolios

S333 BIT (Games Design & Development)



Student profile

Sophie McKenzie



System Information

First Name	Org Defined ID
Sophie	222291
Last Name	System Email
McKenzie	snichol@deakin.edu.au



Discipline-specific knowledge and capabilities



Communication skills



Digital literacy



Critical thinking



Problem solving



Self-management



Teamwork



Global citizenship

Student profile

My career

Course structure

Discipline-specific knowledge and capabilities

Communication

Digital literacy

Critical thinking

Problem solving

Self-management

Teamwork

Global citizenship

Capstone

Badges



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International Scholars share their global and professional learning journey by developing an electronic portfolio that includes their global achievements, reflections, and resume through a creative and polished platform. Guidelines.

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ePortfolio Examples

Welcome to the Auburn University ePortfolio Examples page. Below are links to ePortfolios from Auburn students and alumni. Here you will find a variety of ePortfolios that include thoughtful reflections and relevant artifacts that showcase student learning to audiences outside the University.

Lauren Greger <i>Finance with minor in Leadership</i>	Katherine Chantre <i>Biology & Anthropology</i>	Chris Vazquez <i>Finance and Leadership</i>	Lea Le <i>Health & Behavior</i>
CHIZOLA EZENWA	Fanning Lin	XUE WANG	Elizabeth A. Deane

EMILY UNWIN <i>Report Writing</i>	Michael A. Perez, Ph.D. <i>Civil & Environmental Engineer</i>	Xi Lin
MITCH CARTER	PARKER WADE	RACHEL HAMRICK

ePort
learn
skills:

Criti
writi

A: Artifacts

B: Arrangement

C: Reflective Writing

Visu
elem

D: Visual Elements
E: Design Choices

Technical Competency

Technical Competency focuses on the application of technical elements that should enhance the way information is conveyed to an audience, differentiating an ePortfolio from other products (social media sites, blogs, commercial websites) to construct identity. "Navigation" refers to the way the site is set up to let users move through the site and within individual pages. "Technical details" include features like slide shows, scroll bars, hyperlinks, quality or size of graphics, etc.

F: Navigation

G: Attention to
Technical Details

Effective Communication

Effective Communication is focused on the message of the overall ePortfolio rather than individual components.

H: Ethical Literacy

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
I. Coherent Message for Intended Audience	The textual and visual elements do not work in unison to construct a consistent identity and central message. The purpose of the ePortfolio as a whole is unclear or overtly clunky (I want a job) or the reader has to do too much of the work to supply that message.	Some elements of the ePortfolio as a whole obscure the message or create confusion about the purpose or the author's identity. There are several moments of public disclosure that do not serve to support the author's message or contribute positively to the construction of identity.	The ePortfolio as a whole is almost always effective in both its message and the construction of identity. Most elements work well together so that the reader is drawn in and feels engaged in learning more about the author and his or her experiences, but there are some points where the pieces do not all work together to demonstrate sophistication in the message or construction of identity.	There is a coherent and effective message being told by the ePortfolio as a whole and an identity is consistently and effectively constructed because all elements work together and demonstrate sophistication and originality/creativity.



Getting Help

Campus Units



Organizations



AAEEBL

- ePortfolio professionals



AAC&U

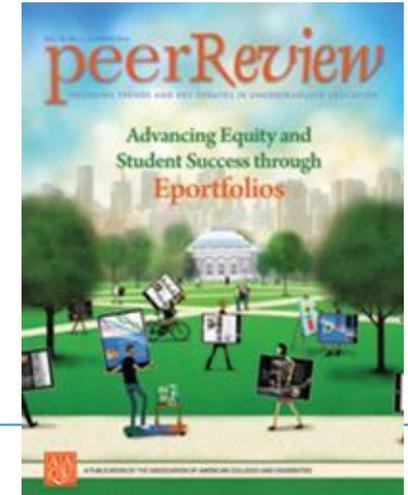
- ePortfolios are the 11th High Impact Practice
- Integrative Learning VALUE Rubric
- *Field Guide to ePortfolio*



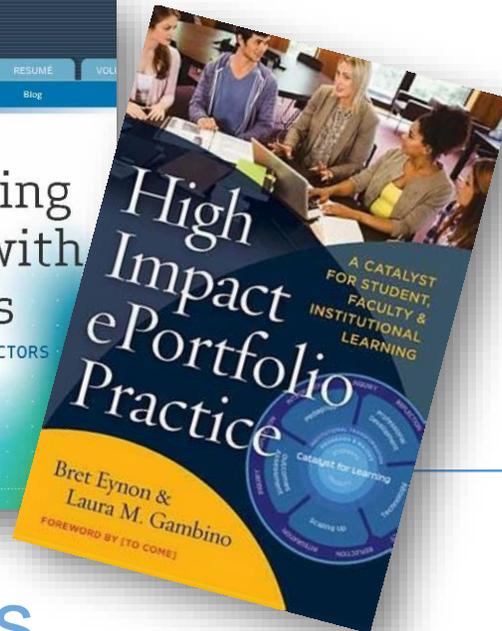
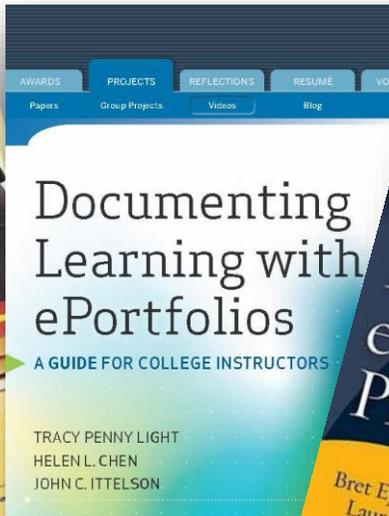
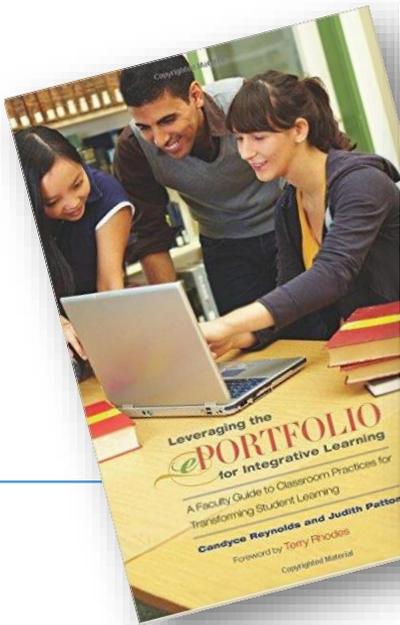
Catalyst for Learning
ePortfolio Resources and Research

Websites

<http://c2l.mcnrc.org/>

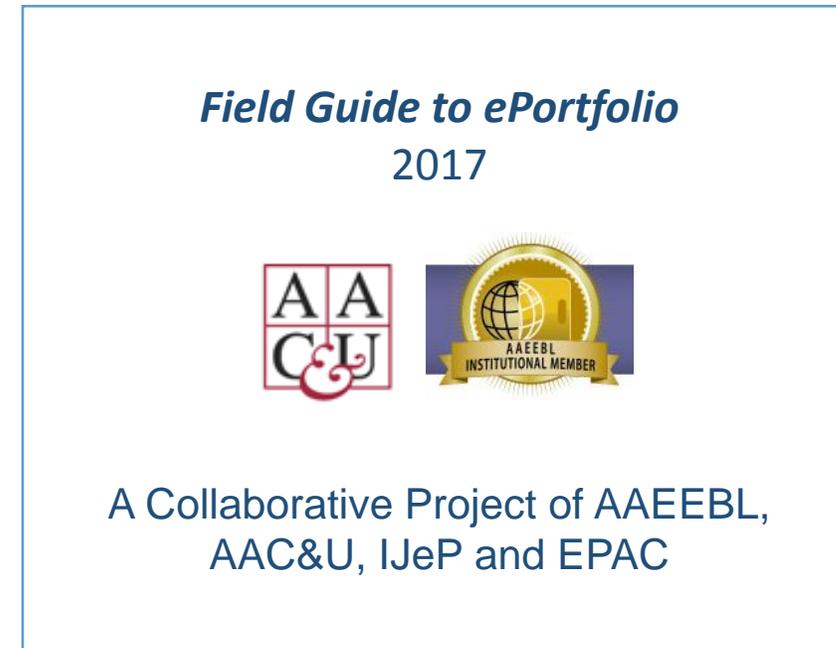
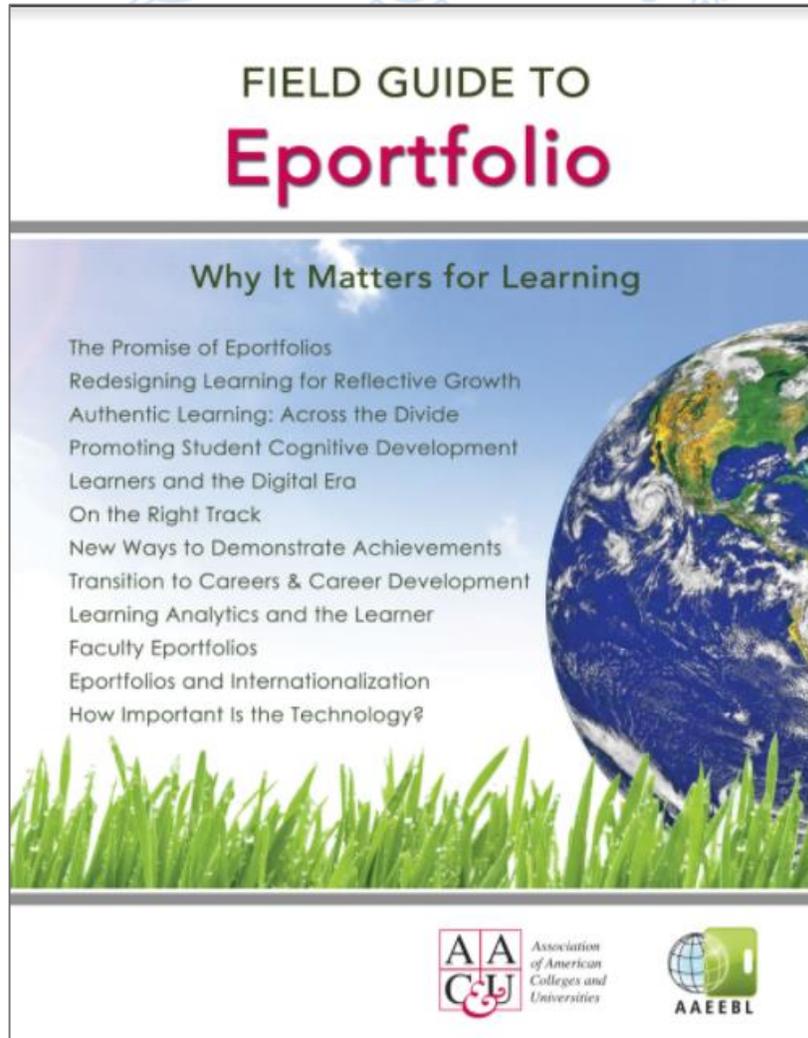


Free Online Journals & Publications



Books

Field Guide to ePortfolio



Access free publication here:

https://drive.google.com/file/d/0B8t_OY4denF1c0NLM3VoNUFhaU0/view

You are invited!

International Scholars Program ePortfolio Showcase

April 25th 2018 at 4pm
UF International Center
Large Conference Room



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THANKS!

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