Activity before we get started

Connecting the Dots

On your worksheet, brainstorm as many disparate elements of your students’ experience as you can.
Integrating Learning with ePortfolios

Laurie Poklop, Ed.D.
Gail Matthews-DeNatale, Ph.D.

College of Professional Studies
Faculty Development Workshop
March 2014
Questions for this workshop

• What do we want students to integrate?
• What is integrative learning?
• What are eportfolios?
• What does one have to do with the other?
• What does integration look like?
Activity Follow Through

Connecting the Dots

Now, draw lines to show elements you would like students to connect.
Making Connections

- Elective Courses
- Travel
- Major Courses
- Prior Experience
- Professional Organizations
- Experiential Learning
- Capstone
- Research
- Employment
Making Connections

Welcome to the electronic portfolio of Katharine Marie Amalfitano!

Education Information
Major: Health Science
Concentration: Pre-Professional Health Studies
Minor: Business Administration
Year: Senior
Anticipated Graduation: May 2012
Major GPA: 4.0/4.0

This portfolio showcases a variety of my professional documents, academic work, and extracurricular experiences representative of the highlights of my undergraduate education at Clemson University.

Please feel free to browse my work and contact me with any questions that you may have!

Thank you for your time and interest!

Northeastern University
Center for Advancing Teaching and Learning Through Research
Definitions

• “...learning should be greater than the sum of its parts.”

• “...the capacity to connect...discovery and creativity, integrating and interpreting knowledge from different disciplines, applying knowledge through real world engagements, communicating with the public.”

• “... taking account of different dimensions of a problem, seeing it from different perspectives, and making conceptual links among those dimensions and perspectives.”

_from Mary Taylor Huber & Pat Hutchings (2004). Integrative learning: Mapping the terrain. The Carnegie Foundation for the Advancement of Teaching and Association of American College and Universities._
What is an eportfolio?
What is an eportfolio?

**Portfolio:** a purposeful collection of student work, selected to demonstrate learning process and/or achievement, that includes reflection by the student on the meaning of the work.

**ePortfolio:** a web-based portfolio than enables students to: compile multiple formats of digital artifacts, including multiple media; create links and non-linear paths through work; share their work with a broad audience (or control access).
Purpose/Type of ePortfolio

- Student ePort
- Reflective
- Project
- PDP
- Developmental
- Showcase
- Employment
- Case Study
- Collaborative
- Reflective
- Project
- PDP
- Developmental
- Showcase
- Employment
- Case Study
- Collaborative
Reflective portfolio
Summary

Corporate Education and the Use of eLearning

Author: Michael Warner

Summary

For my case study I am researching how online learning is used and appreciated by the audience in my company. We are facing challenges by our audience as to the relevance and practicality of online learning. Our current models of eLearning as well as a recent Alpha test of MOOC and blended learning formats are excellent places for me to use as comparison and way to gather their views of these modalities.

The Learners

For this case it was important to include multiple viewpoints in the study. As this was a global test the use of the system by non-native English speakers could have an effect on the adoption of the platform. Additionally the effects of cultural bias could be a factor to consider in the new modality. The last factor to consider was the age of the learner, the audience ranges from Millennials to Baby-Boomers and the use of technology across the generations needed to be considered.

Biography

Gary Traverson is an American Baby-Boomer with extensive technical knowledge and an advocate for education within the company. Gary has achieved a BS and is a native English speaker who prefers to read and but will use video for learning procedural content.

Michal Gutowski is from Poland and has a working knowledge of English. He has a BS and is a Millennial who learns best through various media formats and can absorb information quickly online. Michal is an implementer of complex data infrastructures in this native Poland.
Welcome to the electronic portfolio of Katharine Marie Amalfitano!

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Perspectives on ePortfolios and Integrative Learning
Folio Thinking: Helen Chen

“...the reflective practice of creating learning portfolios for the purpose of creating coherence and making meaning.”

(Chen, H., 2004)
Fragmented intellectual experience of students due to:

- Lack of curricular coherence
- Increasing demands of information rich environment
- Growing importance of out-of-class learning

Structured opportunities to create learning portfolios and reflect on learning experiences to enable students to:

- Integrate and synthesize learning
- Enhance self-understanding
- Make deliberate choices about learning path
- Develop an intellectual identity

(Chen, H., 2004)
Central ideas in folio thinking

• Reflecting on growth of knowledge and capabilities over time
• Intentionally providing time for students to document process of learning, not just product
• Enabling students to authentically represent their learning in a way that makes sense to them, and thus take responsibility for learning

(Penny Light, T., Chen, H., & Ittelson, J, 2012)
Integrative Knowledge: Melissa Peet

“….the ability to connect and apply fragmented pieces of information, knowledge, and skills.”

“...a critical capacity for professional success, communication with the public, and participation in, or leadership of, organizations and institutions.”
Overview
In my second semester at Northeastern, I am researching DNA replication alongside a post-doctorate fellow. I am currently producing single-stranded DNA from E. coli plasmids to use an optical tweezer technique and measure the tension force of the strands.

Importance
This is my first opportunity to conduct hands-on, collaborative research in a chemistry lab.

Skills Gained
I have gained practical lab skills by preparing DNA digests, running gel electrophoresis, visualizing the gels, and interpreting the results. I am also more familiar with culturing bacteria and UV/Vis spectroscopy.

Lessons Learned
My time at the lab has taught me important lessons:

Recording is key: noting the exact steps taken and protocols followed ensures that the research can be duplicated if necessary. All raw data, observations, results, and relevant thoughts should be recorded as well.

Being thorough will save time and money. For instance, many proteins are fragile and expensive so they must be handled properly.

Asking questions is critical. The purpose of research is to learn. Plus, it is better to be humbled by asking than to be humiliated by ignorance. This also saves valuable time and money which would otherwise be spent repeating an experiment.

Impact
Working in a chemistry lab has encouraged me to continue researching. Since our lab collaborates with the engineering department's laser lab, it is a great chance to see the interface of biochemistry and physics. In the future, I hope to bring some expertise to an interdisciplinary research challenge.
Integrative Knowledge: C2L Catalyst

“....the ability and disposition to make connections between ideas and experiences, and to apply them to new learning situations within and beyond campus.”
Manhattanville: Examining the Mission Exercise

LaGuardia: Hiring/Promotion Committee Simulation

San Francisco: Letter to a Future Self
Reflective and Social Pedagogies to Advance Integrative ePortfolio Learning

ePortfolios are designed to enhance learning. And while faculty and institutional learning are important, student learning and the pedagogy that supports it stand at

The Catalyst site (C2L) campuses nationwide.

those practices: one on

pedagogy Inquiry Reflection
Integration

Reflective qualities of student enduring; that integration is disciplined and systematic ways, that reflection is more

students. Integration, reflection, and portfolio practices.

compound potential of reflective and social pedagogies to advance

Integrative Learning

Integrative learning — the ability of students to connect and apply their learning across disciplines and semesters, linking academic and lived curricula — has been highlighted by the AAC&U as a top priority for higher education.

Click here for more on the Integrative Learning Project, sponsored by AAC&U and the Carnegie Foundation for the Advancement of Teaching.

The Catalyst essay, The Difference ePortfolio Makes, discusses the C2L findings, which suggest that sophisticated ePortfolio practice builds student success and deepens student learning.
Key Ideas: Theoretical Perspectives

• Chen:
  – Integration through reflection over time

• Peet:
  – Integration through analysis of themes in learning and values/passions

• Connect2Learning:
  – Overarching design principles for effective eportfolio practice: inquiry, reflection, integration
What Does Integration Look Like?
My name is Lydia Gallant. I am currently a freshman at Northeastern University, pursuing a degree in linguistics. I am from Long Island, New York and I am very eager to explore the city of Boston. I love visiting new places, and my dream is to travel across America and hopefully to many countries throughout the world. In my free time, I enjoy playing guitar and ukulele, making art, and spending time with my friends.
Honors ePortfolio

“This digital tool is a way to integrate your Honors experience across your years on campus, reflect on the different opportunities of classroom and experiential learning afforded by your time here at Northeastern, and represent yourself and your work in a meaningful way.“

Requirements

A minimum of 10 entries in specific categories:
• Honors courses
• Majors courses
• Experiential learning
• Capstone
• First Year Reflection
• Final Essay

Components

Artifacts: Work samples

Annotations: 100-250 word reflective statement explaining the importance of the artifact to your personal, academic or experiential learning career.

Reflections: 1st year + Final
Welcome
Travel, Culture, Learning
Contact Me

Tamara Dalton

Hi, my name is Tamara and I am a student of Adult Education at Northeastern. You can click the play button above to hear my introduction or read on!

I am a law enforcement educator, located in Virginia. NEU has proven valuable in enhancing my level of instruction. I want to be remembered as “that instructor” who inspires the people I teach to be better professionals.

My picture was taken in El Salvador and the young girl is my “adopted” daughter Felicia. She studies communications at the Universidad Tecnologica in San Salvador. I have encouraged her to go to school and receive an education and I look forward to being there when she graduates.
"By pursuing a Master's degree, you are in a process of -- metaphorically speaking -- writing the next chapter in the story of your life. ... Your ePortfolio is designed to help you document this narrative of growth to see how parts relate to the whole. We believe it will help you improve the quality of your learning experience, both during and after your time in the program."

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Learning portfolio</strong> (during)</td>
<td><strong>Artifacts</strong>: Signature Assignment(s). Some build on previous core courses.</td>
</tr>
<tr>
<td>• Professional Profile</td>
<td><strong>Annotation</strong>: Varies according to concentration. Some are descriptive, while others elicit commentary on learning, connections, and progress.</td>
</tr>
<tr>
<td>• Goals</td>
<td><strong>Reflection Across Concentrations</strong>: Gateway &amp; Capstone bookends</td>
</tr>
<tr>
<td>• Program/Courses</td>
<td></td>
</tr>
<tr>
<td>• Connections (e.g. work, conferences &amp; workshops)</td>
<td></td>
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</table>

• **Showcase portfolio** (capstone)
  • Revise, present
Assessing Integration
ACTIVITY
What does integrative learning look like?

• Read through an eportfolio excerpt.
• Locate evidence of integrative learning using one criteria of the VALUE Rubric.
• Discuss with one other person and agree on a rating.
# Integrative Learning VALUE Rubric

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.

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connects relevant experience and academic knowledge</strong></td>
<td>Meaningfully <em>synthesizes</em> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <em>deepen understanding</em> of fields of study and to broaden own points of view</td>
<td>Effectively <em>selects and develops</em> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <em>illuminate</em> concepts/theories/frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and <em>acknowledge perspectives</em> other than own.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sues (makes) connections across disciplines, perspectives</strong></td>
<td>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.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Transfer</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</strong></td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Communication</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td>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.</td>
<td>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).</td>
<td>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
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<table>
<thead>
<tr>
<th>Reflection and Self-Assessment</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>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)</strong></td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
</tr>
</tbody>
</table>
Thank You

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