



# College-wide Engagement with Eportfolios

2014 Winter Term Academic Plan Project Team Report (April 2014)

Mohawk College's 2012 [Academic Plan](#) is a thematic accumulation of responses from both external and internal stakeholders when asked these three questions:

1. **What might make students want to come to Mohawk over the next ten years?**
2. **What core capabilities and skills might students need for the future?**
3. **How might we enable high-quality learning over the next 10 years?**

Stakeholder responses included:

- Develop three to five Mohawk learning outcomes – the key skills or attributes that all students will develop p. 7.
- Implement a skills-assessment framework p. 7.
- Develop a technology-powered learning platform linking content management, assessment tools, eportfolios, collaboration and social networking applications p 3.
- Integrate development of key 21<sup>st</sup> century skills into all programs p.7.

## Project Team Members & Task

Amy Cook, Troy Heath, Jenn Horwath, Theresa Merwin, Alexia (Lex) Neziol, Cathy Ozols, Valerie Parke, Dawn Pielechaty, Shantal Woolsey met Tuesday afternoons, 2-4:00 PM, February 4 – April 1, 2014 in Rm i-208 of the Fennell Campus. The Team's task was to assess engagement with eportfolios by internal and external stakeholders as the eLearn ePortfolio Tool was adopted by 30% of students and their faculty and student advisors.

## Project Team's Objectives

1. Support Mohawk's [Institutional Learning Outcomes](#) (Board Approved in April 2013) being demonstrated in eportfolios.
2. Evaluate effect of [PIF-funded Multi-institutional LOA Project](#) (November 2013-March 2014) on [Mohawk's Eportfolio Project Charter](#) (September 2013-April 2014).
3. Conduct an environmental scan to determine how eLearn/Desire2Learn's ePortfolio Tool is used at other institutions and how eportfolio engagement is fostered at [Ontario colleges](#).
4. Identify methods of communicating to students about eportfolios.
5. Identify methods of communicating to College employees about eportfolios.
6. Identify methods of communicating to external stakeholders about eportfolios.

## Project Team's Findings

1. Assignments assessing [MTCU's Essential Employability Skills](#) are appropriate artifacts to students to include in the five designated eportfolios: Communicator, Collaborator, Critical Thinker, Responsible Citizen, and Continuous Learner.
2. PIF-funding provided for the secondment of faculty and staff to deliver eportfolio training, eportfolio assessment and awards, and eportfolio information campaigns: [Full Day Training Workshops](#)
3. Other Ontario Colleges such as Sheridan, Durham, La Cite are using D2L's Eportfolio Tool to demonstrate the acquisition of MTCU's Essential Employability Skills. [Durham College's Experience with EESs and Eportfolios](#)
4. A student centred focus group revealed that students generally liked their eportfolios experiences but would prefer to receive grades for their eportfolio work from first semester through to their final semester. Some students preferred to learn creating an eportfolio from faculty; however, the majority preferred to learn from Employment Specialists or the Library TechBar, or from Peer Tutors.
5. Teaching faculty were very supportive of EES-based artifacts being included in eportfolios; however, there were consistent requests for PD workshops on reflective practice and using eportfolios for Capstone Projects.
6. The Eportfolio Contest, funded by the PIF Project, was deemed highly successful in cultivating student engagement with eportfolios the [Eportfolio Checklist](#) served as a helpful guide to students. The [ILO Eportfolio Rubric](#) developed by Peggy French and used by a team of faculty assessors was pedagogically sound and should be used as the College standard for eportfolio assessment.
7. The marketing campaign "eportfolio: Express. Progress. Impress", funded by the PIF Project, included videos, and a hallway j-sign campaign.

## Project Team's Recommendation – Creation of EPHQ: Eportfolio Head Quarters

Trial for 8 months, August 2014-March 2015, an Eportfolio Head Quarters (EPHQ) staffed by one employee skilled in eportfolio creation and training, to collaborate with students, staff and faculty in the training and use of eportfolios. EPHQ would be a cross-functional initiative to maintain the momentum of the Winter 2014 Term. *General Student Fund* is the recommended source of funding.

Tasks of the EPHQs Eportfolio Specialist would also include organizing an annual Eportfolio Contest, maintaining a gallery of student and employee eportfolios on the College's website, and seeking external stakeholder feedback on eportfolios, in consultation with Associate Deans, from Program Advisory Committees.

## Project Team's Key Human and Digital Resources

**Dr. Tracy Penny Light** "[Closing the Loop: Integrative Learning and ePortfolios](#)" and "[Reflect to Learn: Designing Reflective Activities for Student Success](#)" February 27, 2014.

CTL's **Jeffrey Rankine** and **Kathleen Kennedy** delivered a *Build Your Own Eportfolio* Workshops to all Academic Plan Project Teams as well as to any other interested employees so that as many college employees as possible could fully understand and use the eLearn ePortfolio Tool.

LaGuardia Community College [ePortfolio Scholars Program](#) & [ePortfolio Studio](#) for assisting students.

Lorenzo, G., & Ittelson, J., (2005). [An Overview of e-Portfolios](#). ELI Paper 1:2005, EDUCASE Learning Initiative.