



Announcement and Call for Proposals



Attend AAEEBL's Southeast US Regional Conference
*Empowerment, Enrichment, Engagement:
Reframing the "e" in ePortfolio*

November 12-13, 2012
Clemson University
Clemson, South Carolina

Co-Sponsored by Clemson University and Virginia Tech, Blacksburg, VA

Creating an ePortfolio is a dynamic way for a student to share thoughts and work with faculty, employers, and others. Through the integration of diverse academic, professional, and personal experiences incorporating 21st century technologies, an ePortfolio can be transformed into an individualized learning environment. At this conference we would like to explore the reframing of the "e" in ePortfolio: not just in terms of technology, but also in terms of how ePortfolio development can empower, enrich, and engage our students.

Proposal submissions are invited for 50-minute sessions or poster sessions in line with this theme of the reframed "e". While the proposal need not specifically address the theme of the conference, preference will be given to those that relate to the theme.

Links

- Conference landing page with complete information and conference agenda - www.aaeebl.org/aaeebl-southeast2012
- Submit a proposal at <http://tinyurl.com/aaeebl-se2012-cfp>
- Register at <https://metalearning.amercommerce.com/store/c/21-Conferences.aspx>
- Reserve lodging at www.clemson.edu/centers-institutes/madren/inn/

Important Dates

- Proposal submission deadline - September 30, 2012
- Notification of proposal acceptance - October 10, 2012
- Early-Bird Registration ends - October 20, 2012
- Last day to reserve a hotel room at a discounted rate - October 2, 2012

Travel and Lodging: Reservations for lodging may be made at Clemson's lovely **James F. Martin Inn**. The discounted rate is \$99 per night when you mention AAEEBL. A block of rooms has been set aside for the conference. Also, **Southwest Air** is now flying directly to Greenville, South Carolina, making it easy to reach Clemson University.

Keynote Speaker: Peter E. Doolittle, Director of the Center for Instructional Development and Educational Research (CIDER), professor of Educational Psychology in the Department of Learning Sciences, and the Director of the Educational Psychology Research Program (EPRP) at Virginia Tech, Blacksburg, VA.



Cindy's Column: What's it Worth?



Cindy Stevens
Co-Editor

Business Management (BSM) students, at Wentworth Institute of Technology (WIT), are required to develop eportfolios. The eportfolio is a core graduation requirement. Students must register for a course number and at the end of the semester a grade of a "Satisfactory" (S) or "Unsatisfactory" (U) is issued after the eportfolios are assessed. Students begin developing their eportfolios during freshman year and then finalize and submit during senior year. Student eportfolios are also part of an assessment and self-study accreditation report at WIT. We also encourage students to submit their respective eportfolios to co-op employers and upon graduation to potential career employers.

During senior year when my students are working very hard on their eportfolios and when stress is high because the due date is looming, many times several students ask me this question: "what's my eportfolio worth?" This is a very hard question to answer. It is a question that has multiple answers, layers, and ideas behind it, yet I don't seem to satisfy all of my students with my answer or should I say, answers. In many ways it is similar to a student asking: "why do I need to take a history or literature class when I am going to be an engineer?" Most of us understand the processes behind eportfolio development and usage, but many of our students cannot grasp these concepts early on. In short, I tell my students that their eportfolio is worth what they put in to developing it and what they put in to using it. That is when I usually get many blank sets of

eyes staring back at me. After that, I try to explain how many skills they use and gain to develop their eportfolios and I also try to explain what skills they gain utilizing their eportfolios once it is complete. I end with telling them that my idea is that the net worth (NW) of an eportfolio is the sum of human capital (HC) and social capital (SC); or, simply $NW = HC + SC$.

Of course, this leads to more questions from my students, such as, "what is human capital and what is social capital?" Human capital signifies technology, organization, writing, critical thinking, and self-knowledge skills, just to name a few. These skills are either utilized or gained during the eportfolio process. Social capital signifies the ability of students to rhetorically understand and communicate with a particular audience, work with others, and create and maintain networks as a result of their eportfolio usage.

Developing and utilizing an eportfolio involves many skills or leads to new skill growth. Helping students understand the worth of eportfolio development is challenging. Students utilize, perfect, and increase certain skills during eportfolio development and usage. ePortfolio worth or simply, the intended outcome of eportfolio development, is for students to maximize skills, create and utilize effective networks, and increase marketability.

Students must critically think about the artifacts that represent human capital, including papers, projects, reports, and other academic and/or work-related artifacts, all of which attest to a student's technical, organizational, writing, critical thinking, and self-knowledge skills. Students must also think critically about the social capital elements of the eportfolio, which include a cross-section of proficiencies, with an emphasis on social networks, external hyperlinks, and other measures of social-related skill sets.

The net worth of student's eportfolio is an evolving concept and requires a continued discussion on

ways to capitalize on this useful and important arena. An emphasis on students is of paramount importance and empowering students as they develop and present their eportfolios will continue to be the primary objective of the eportfolio development and usage process related to answering the question: "what's my eportfolio worth?"

Sample 2012 WIT Graduate ePortfolios

Ashley Carroll "I have chosen to pursue a concentration in Project Leadership. This concentration focuses on both the details involved in planning projects from beginning to end, as well as dynamics of a team." (<http://carrolla1.wordpress.com/>)

Courtney Fillmore "For graduate school, I will pursue a Master Degree in Higher Education or Student Affairs." (<http://courtneyfillmore.wordpress.com/>)

Aaron Goldblatt "In my co-op position, I quickly realized my interest in research, particularly research as it pertains to the strategic goals of an organization or department." (<http://aarongoldblatt.wordpress.com/>)

Kyle Laird "My concentration in Technology Management courses has given me great exposure to technological issues faced by Information Technology and managerial professionals across a wide range of industries and backgrounds." (<http://kylelaird.wordpress.com/>)

Michael Paglino "Management with a concentration in Communications. Extracurricular activities include Wentworth's Hockey Team." (<http://paglinom.wordpress.com/>)

Alyssa Stevens "I am seeking a position that will utilize my experience in a field that will align my interests in business management." (<http://alysasapstevens.wordpress.com/>)

Announcing the 2012-2013 Webinar Series: Enabling Deep Learning with ePortfolios



AAEEBL, EPAC and ePortfolio California serve the eportfolio community with a wide variety of practical resources and engaging programs about eportfolios in teaching and learning. In an ongoing effort to develop and share high-quality, multimedia resources with the worldwide eportfolio community, we are teaming up once again to produce a series of interactive webinar presentations featuring notable eportfolio approaches to teaching and learning. Webinar sessions will offer opportunities for educators to interact online with technology providers. This year's series will highlight how eportfolios foster deep learning.

Deep learning, in contrast to surface learning, results in improved long-term retention and enables learners to analyze new information in ways that build connections to previous knowledge. Deep learning can be fostered with high-impact practices and pedagogical approaches such as active learning, problem-based learning, self-paced learning and experiential learning. ePortfolios support deep learning for the preceding and other learner-centered pedagogical approaches.

In contrast to last year's Exploring ePortfolio Technologies series where the focus was specifically aimed at fundamental features and benefits of various technology platforms, Enabling Deep Learning with ePortfolios will explore broader perspectives on how eportfolios are being used in academic and workplace settings throughout the United States and around the world. This series will feature a diverse range of eportfolio practices to actively engage participants in conversation about eportfolio implementation. The series will endeavor to increase participants' knowledge about benefits, outcomes, strengths, and challenges of employing specific eportfolio platforms in different institutional settings.

As last year, this year the webinar leadership team will assemble resources from each webinar session for the benefit of the eportfolio community. These will appear on the AAEEBL and ePortfolio California Web sites and will include recordings of the sessions along with platform resource information and other materials. To review last year's compilation of resources, see <http://www.aaeebl.org/eport-webinar>.

The following dates have been proposed for webinar sessions:

- October 17?
- October 24 – EPAC 10th Anniversary Special -- program developed by EPAC?
- November 7?
- November 14?
- December 5?
- January 16, 2013?
- January 30?
- February 13?
- February 27?
- March 13?
- March 27?
- April 10?
- April 24?
- May 8

All sessions will occur on Wednesdays and are timed for 10 a.m. PST, 1:00 p.m. EST. We do not yet have a completed line-up for Corporate Affiliate presenters to share but expect to be announcing that in the near future.

AAEEBL 2012 Annual ePortfolio Conference

Snapshots from Boston

with thanks to Nancy Wozniak of Stony Brook University for the photography

Executive Summit 2012



In the background, Eddie Watson, co-editor of the *International Journal of ePortfolio*, stands as he leads the 2012 Executive Summit with Gail Ring.



Interaction and facilitated group work bring eportfolio industry and academic leaders together for discussions.



Left: Peter Elbow (right) having a thoughtful moment during a pause for writing at his Monday workshop while participants reflect.

Right: Bret Eynon and Laura Gambino played to a packed house as they discussed the 3-year FIPSE project, Connect to Learning, headquartered at LaGuardia Community College.



Bottom Left: Wende Garrison leads a Monday workshop on The Essential ePortfolio and guides people through a number of considerations about starting an eportfolio implementation.

Bottom Center: Teggin Summers, from Virginia Tech, shares at the Monday Essential ePortfolio workshop.

Bottom Right: Barbara Cambridge of NCTE, spoke about ePortfolios for Individual and Common Good. She is joined here by another eportfolio leader, Susan Kahn, Chair of the AAEEBL Board of Directors.





Snapshots from Boston

Left: Two of our three co-chairs for the AAEEBL 2013 Annual ePortfolio Conference, Barbara Walters from CUNY -- Kingsborough and School of Professional Studies, and Louise Levine from CUNY School of Professional Studies/CUNY College of Staten Island. (Missing from the photo is Nan Travers from SUNY Empire State College.



Above: Joe Ugoretz from Macaulay Honors College, a Program Committee co-chair for the 2012 Annual Conference, led a Monday workshop on the scholarship of teaching and learning with eportfolios



Above: Jim Griffin, Johnson & Wales University and member of the AAEEBL board of directors, and Helen Chen, Stanford University, director of AAEEBL's Research Committee. This dynamic duo has been tagged as featured presenters at the 2013 Executive Summit.



Left: Poster sessions on Tuesday and Wednesday were well-attended and accompanied by sumptuous refreshments.

Right: Birds of a Feather conversation tables, coordinated by Marc Zaldivar from Virginia Tech, were popular at lunchtime.



Congratulations! Winners Announced for Annual Conference Survey Give-Away!

As an incentive to complete our 2012 conference feedback survey, AAEEBL offered some valuable give-aways and promised to announce the winners in the October issue of *The AAEEBL Learner*. The results are in:

- Free institutional membership (only applicable for an academic institution - value \$800)
Doreen Oneschuk, University of Alberta, Canada
- Free registration to attend AAEEBL 2013 Annual Conference (not including Monday workshops)
Andrea Brewster, Santa Clara University
- \$200 discount to attend the AAEEBL 2013 Annual Conference
Susan Banner Inouye, University of Hawaii
- 1 of 3 free registrations for one AAEEBL Regional Conference of your choice (for 2012-2013) – 3 winners:
Ellen Zeman, Champlain College
Gina Marandino, St. John's University
Carrie Luke, University of Michigan

Once more, these give-aways are not for cash equivalents or any substitutions or transfers to another person. Only one survey per person was accepted. Winners must have attended the AAEEBL conference in Boston 2012 to be awarded a give-away.

An AAEEBL Premise for this Academic Year: *ePortfolios are Coming of Age*

Trent Batson
President/CEO, AAEEBL

I've lived eportfolios for ten years. First, as a director of academic computing and on the lead team for implementing an eportfolio platform across a campus, then, as Chair of the Board of the Open Source Portfolio Initiative, funded by the Andrew W. Mellon Foundation, that developed OSP (the eportfolio application within the Sakai platform), then as co-leader of the New England ePortfolio Project from 2004 to 2006, and finally as president of AAEEBL.

In that time, eportfolios have evolved from a few academic proprietary systems in 2000 to becoming commercial

assessment management systems favored by colleges and universities seeking re-accreditation in 2007 to facilitating and showcasing robust and intuitive student learning today. Now some eportfolio companies look to the broad market, selling directly to individuals, and moving beyond the boundaries of education. A lot has changed in ten years within the industry. To read more about the latest trends in the market, see: <http://campustechnology.com/articles/2012/09/19/12-important-trends-in-the-eportfolio-industry.aspx>

The eportfolio industry, to be sure, is coming of age. Can we document an equally dramatic evolution within education? This is an open

question. What I have heard is that sales of the technology have increased without a concomitant increase in use within formal education. No doubt, the scale of campus implementations – moving from single courses to small pilots in programs to, now, large rollouts in large programs – has increased. Can we say that this greater scale of adoption reveals growing sophistication in the use of eportfolios?

Where there is grant support of one kind or another, the answer is probably “yes.” In the absence of consistent and persistent support, by grant funds or by institutional commitment, does the eportfolio idea spread naturally? We probably all have our own

answers to that question.

ePortfolios are now a permanent part of our academic and social spheres. The outlook is good for continued growth in higher education, including in 2-year colleges, in K-12, in informal learning and in life-long learning and in the corporate sector. The technology is being adopted, but is wisdom following? ePortfolios, at their best, enable not the surface learning that has sufficed while knowledge was relatively stable but the deep learning that sticks and can be applied in new situations. Deep learning is necessary now in our changed economy. Does the widespread adoption of eportfolios indicate an increase in deep learning pedagogy?

Save the Dates!

The ePortfolio Field Coming of Age: Knowledge, Research and Practice

AAEEBL's 2013 Annual ePortfolio Conference will be held in Boston, **July 29-August 1** at the Hynes Conference Center, a new venue for the conference that's in the heart of Boston and which offers a wide array of options for economical dining and interesting activities, many within walking distance. Even though we loved our proximity to Boston Harbor, we're excited about this new location.

At this, our fourth Annual Conference, our theme will be both provocative and suitable at the current moment in eportfolio evolution: *The ePortfolio Field Coming of Age: Knowledge, Research and Practice*.

At this stage of development as an academic field, we will return to eportfolio scholars and leaders who will serve as plenary speakers to reflect on their own learning and research over the years since AAEEBL formed. The featured speakers who will join us are keenly appreciated for their experience, knowledge and appeal to learners at every level of eportfolio implementation.

AAEEBL 2013 will offer something of exceptional value to the entire eportfolio community around the globe with tracks that include topics such as:

- **Practice:** Teaching and Learning with ePortfolios
- **Transitions:** ePortfolios, Transfer, Employability, Advising and Support of Change
- **Research and Scholarship:** Evaluation and Documenting the Effectiveness of ePortfolios
- **Portfolios Start-Ups:** First Steps and Beyond
- **New Directions:** Institutional Change, Open Learning and Alternative Credentialing with ePortfolios

Watch for the Call for Proposals to be issued in early October! We'll be offering a sneak peek at the conference and announcing plenary speakers and Monday workshops at www.aaeebl.org in mid-October.

It's easier than ever to submit to The AAEEBL Learner! Use our new link!

Your AAEEBL Learner co-editors have devised a simple way for you to share your "quick takes": news, updates, announcements, suggestions for best practices, gleanings from lessons learned, classroom strategies, effective prompts for reflection, eportfolio research and survey practices and questions among other things. All you have to do is go to <https://www.surveymonkey.com/s/aaeebl-learner> and complete a form that will enable you to speedily share updates about your class, your campus or program with the eportfolio community. Remember, we are not looking for finished products necessarily, but works-in-progress that will generate ideas.



The new link does not replace our established way of sending longer submissions, but it does enable those of you who have something brief to share to contribute. Refer to <http://www.aaeebl.org/tal> for submission guidelines. A new link to the short form for quick takes will be added to the AAEEBL Learner landing page soon.

Images that accompany your "quick take" may be sent to Judy Williamson Batson (judybatson@me.com), or you may list the URL for any image to be used with the article, along with an explanatory caption. (Put one URL and one caption on each line when you complete the form.)

The next AAEEBL Learner deadline is November 16 for the December issue, due out December 1.

MERLOT and AAEEBL Partnership News

MERLOT, Multimedia Education Resource for Learning and Online Teaching (home page <http://www.merlot.org>) is inviting, participating and sharing online resources with the AAEEBL eportfolio community. Joining MERLOT is simple – go to <http://www.merlot.org/merlot/join.htm>. Membership is free and enables you to actually participate on the site. There are several ways in which to contribute:

- Catalog eportfolios in MERLOT discipline areas – If you have eportfolios, either your own, or student eportfolios (with permission) you can add them to the MERLOT collection ePortfolios are one of MERLOT's 19 material types. <http://teachingcommons.cdl.edu/eportfolio/getinvolved.html>
- Create new OER (Online Educational Resources) with the MERLOT Content Builder: “The MERLOT Content Builder is a web page and website development tool that is integrated into MERLOT. It is directly accessible by registered and logged-in members from the MERLOT homepage or from a members profile page. Web pages are easily created using Content Builder's templates. These include a variety of designs including e-portfolio structures, lesson plans, pedagogical analysis, student reflection, online course, tutorial, presentation, community website, etc.” -- http://taste.merlot.org/Programs_and_Projects/ContentBuilder.html
- Stop by MERLOT CSU eportfolio resources -- <http://teachingcommons.cdl.edu/eportfolio/>
- Visit the AAEEBL landing page at the MERLOT site -- <http://eportfolio.merlot.org/> (Soon to be updated.)
- Check out the MERLOT collection of eportfolio learning materials -- <http://www.merlot.org/merlot/materials.htm?category=372828&&sort.property=overallRating>

Look for a MERLOT-AAEEBL webinar series in early 2013 that will help participants learn more about using MERLOT as a resource, about sharing on MERLOT and about the basics of launching eportfolio projects.

Opening a Discussion on the Definition of “ePortfolio”

Trent Batson
President/CEO, AAEEBL

At AAEEBL, we are sometimes asked to provide a definition of “eportfolio.” Fair enough. Here is my own: ePortfolio technology enables learners to manage the complexity and variability of learning designs and opportunities in formal and informal settings in order to gather evidence of their resultant deep learning.

The two key terms in this definition are “complexity” and “deep learning.” These are the two essential poles of eportfolio experience: complexity because information technology carried knowledge creation and use beyond simple human abilities and into a realm of super-complexity beyond the management of humans without technology. And, “deep learning,” because today's world demands that learners be able to do, not just memorize. Deep learning is contrasted with surface learning.

My argument, and I am fully open to comment about this definition, is that other definitions – such as one that

identifies eportfolios using the classic eportfolio process of “collect, reflect, select, present,” or this one from Wikipedia: An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes.

This misses the essence of eportfolios along with the purpose and importance of eportfolios. (Note: our community needs an updated Wikipedia definition).

Another definition, to capture that essence, might be: The electronic portfolio is the only learning technology that has the potential to transform the dominant learning paradigm in all cultures around the world. It has this potential because it moves the

locus of learning to the learner. By owning his or her own library of personal learning, the learner can use the world as his or her classroom. (Again, my own definition).

A definition cannot miss the true significance of something. At least not the definition we use within our field. The Wikipedia definition does not convey the significance of eportfolios. It does not help those of us in the field to reach a consensus about how we define our work.

Complicating the definition challenge even more is the fact that eportfolios are, of course, used for many purposes, such as assessment, to incorporate rubrics, for accountability, workforce development, creating a digital identity, recognition of prior learning, creativity, personal purposes, for fun and on and on.

However, my contention is that none of these other uses would have arisen, or been sustained, if not for the ability of eportfolios to enable learners to manage complexity and engage in deep learning.

Definition of “ePortfolio”

continued on page 9

Sakai Conference 2012

Virginia Tech ePortfolio Initiatives win international Teaching With Sakai Innovation Award



Held at the Peachtree Plaza Westin in Atlanta, Georgia, the Jasig Sakai 2012 Conference was a virtual whirlwind of community updates; Open Academic Environment updates, demos, and planning; interesting presentations, tech demos; BOFs; Sakai Fellows; and Teaching With Sakai Innovation Awards

Amongst the winners of the Teaching With Sakai Innovation Award this year

was the ePortfolio Initiatives and Office of First Year Experiences from Virginia Tech. The university's project received the award for the Portfolios category, demonstrating the many pedagogically significant ways in which Virginia Tech's Pathways to Success: First Year Experiences utilize the Sakai portfolio tools.

Marc Zaldivar and Teggin Summers presented a ses-

sion at the conference on the use of the portfolios within the university's Pathways to Success project. The TWSIA session included a description of Virginia Tech's Pathways to Success: First Year Experiences program and a variety of portfolio uses implemented by the program participants. Programs from every College in the university utilize some form of portfolio tool, such as the Sakai/Scholar Matrix, the

Portfolios templates, and Assignment-to-Matrix linking. For institutional assessment, cross-site Matrix linking, custom Evaluation forms, and Reporting functionality are possible within the university's Sakai/Scholar system. A slideshow of the presentation can be found here: <http://www.slideshare.net/vtmarcz/twsia-award>.

Introducing Emily DeNoon: *Student Assistant at VT*

My name is Emily DeNoon and I am a junior at Virginia Tech. I am majoring in English and working towards minors in Language Science and Spanish. After graduation I would like to earn my Master's in Education to teach secondary English. My work with ePortfolio at Virginia Tech has occurred through the English Department where I created an undergraduate ePortfolio that showcases my academic work and extracurricular involvement. I also took a leadership and ePortfolio course where we investigated several uses and sites for effective ePortfolios. As an intern in the Office for ePortfolio Initiatives, I am excited to learn even more about the intricacies of ePortfolio and to aid in the production of *The AAEEBL Learner*.



Definition of "ePortfolio"

continued from page 8

The definitions I have offered above are my personal definitions. I have spent 10 years thinking about this core essence of eportfolio thinking, advocacy and use. But, these definitions have not been vetted among the AAEEBL community, so cannot be construed as AAEEBL's official definitions.

With that said, I invite comment in order to see what others think. You can send me email at trentbatson@mac.com.



The AAEEBL Learner is a shared publication of VT, WIT, and AAEEBL.



Judy Batson, *Co-Editor, AAEEBL*
Teggin Summers, *Co-Editor, VT*

Cindy Stevens, *Co-Editor, WIT*
Marc Zaldivar, *Co-Editor, VT*

Emily DeNoon, *Student Assistant, VT*