You Can't Replace Face to Face: *A Snapshot of AAEEBL's Campus-Based ePortfolio Conference at Clemson University*

Trent Batson
President/CEO, AAEEBL

Clemson University hosted an AAEEBL campus-based conference November 12 and 13. The weather in Clemson, SC was splendid and so was the conference. This is the second time Clemson has hosted an AAEEBL conference: some of you may have been at the first one 2 years ago. We share this with you since the AAEEBL-Clemson Conference was such a fine experience, and also to enable you to get an idea of what campus-based conferences are like.

Campus-based conferences have typically included around 80 to 100 attendees, making it possible to do some whole-group discussion and small-group "table work." We think these conferences are a perfect complement to our large Annual ePortfolio Conference in Boston.

Clemson University is internationally known for its eportfolio work, directed by Dr. Gail Ring. The 2012 conference was held in Clemson's Madren Conference Center located next to a lake surrounded by hills. What a pleasant venue for eportfolio practitioners, researchers, administrators, vendors and advocates to meet!

During the day and a half of the conference, we met for some of the time in one room and for some of the time in breakout rooms. By sharing meals together in spaces that are conducive to social interaction, attendees are able to hold conversations between sessions where they get to know each other and can share ideas and learn from one another.

At Clemson, we met with more than 60 colleagues, 5 students, and representatives from 6 eportfolio providers. At campus-based conferences, we can offer a student rate, which is currently not logistically possible for the Annual ePortfolio Conference in Boston.

Our keynote speaker was Dr. Peter Doolittle of Virginia Tech who talked about a "constructive eportfolio," using the eportfolio to construct knowledge. He told us that "technology is neither good nor bad, but using it makes it so."

He referred to an article by Njenga, J., & Fourie, C. (2010), The myths about elearning in higher education, in which they reported on research comparing learning with face-to-face instruction and technology-enhanced instruction, finding no difference whatsoever. (See British Journal of Educational Technology, 41 (2), 199-212.) "Putting things online does not make them magical. It just puts it online," asserted Doolittle.

The real work needs to occur at the development and design levels when planning and approach for learning, Doolittle explains, and has to do with "designing effective instruction." He advocated a systems approach to learning design that includes a broader context than just an individual course.

After the keynote, we moved into concurrent sessions. "Two Peas in a Pod: Portfolios and Integrative Thinking," was led by Lisa McNair of Virginia Tech. Interestingly, she uses rubrics modeled on AAC&U's VALUE Rubrics, not just to help faculty members design their courses based on the larger context Peter Doolittle mentioned, but she also has her students use the rubrics so they can reflect on evidence in their eportfolio that aligns with learning outcomes. McNair was inspired by Melissa Peet's work on The Integrative Knowledge Project. She, and Wende Garrison, who also works on the project, provide their students with a "structured reflection prompt" as a way to initially get their thinking going. After using this structure provided by prompts, "they can then move away from prompts."

Another informative session was led by C. Edward Watson, Co-Founding Executive Editor of The International Journal of ePortfolio. He offered some perspectives on IJeP ("eye-jeep"):

4 Domains of IJeP:
1. Instruction and pedagogy
2. Assessment, methods, and practices
3. Technology, policy, and management
4. Unique, distinctive topics

Face to Face

AAEEBL SE at Clemson — Growth of a field

Marc Zaldivar
Co-Editor

"Close friends contribute to our personal growth. They also contribute to our personal pleasure, making the music sound sweeter, the wine taste richer, the laughter ring louder because they are there." — Judith Viorst On November 12 & 13, I had the pleasure of attending the AAEEBL Southeastern conference at Clemson University. It was great to see old friends again. Gail Ring and the team at Clemson provide such a welcoming environment, and it was a great blend of old and new friends — and good wine!

What I notice most about these AAEEBL gatherings are a crowd of people sharing challenges and looking for solutions, no matter the scope or scale of their portfolio projects. There was a large contingent from Auburn University, and I even ate breakfast with someone from Kapiolani Community College in Oahu. From all over, it felt like an open sharing of our ePortfolio experiences, questions, and challenges.

Peter Doolittle, from VT's CIDER, started us off nicely with a pedagogical framework. His sessions are always fun because they are participative, and I heard many people comment how invigorating it was to have a perspective outside of ePortfolios to provide a framework for the conference, which was titled "Reframing the e- in ePortfolios." Having an understanding of the educational implications of ePortfolio work is critical, I think, in creating successful implementations. What was also noticeable about this relatively small conference — about 90 folks all told — was the presence of the vendor technologies. Beyond the great food and drink that they provided, they also brought a critical

Growth

Face to Face

Current Research Trends:
1. Reflective practice, thought & writing
2. Feedback to promote learning
3. Assessment strategies and rubrics
4. Integrative learning
5. Professional development portfolios and their use in the hiring process

Future Directions:
1. A need to move beyond quasi-experimental studies to increase generalizability of findings
2. Greater validation of eportfolio practices that utilize reflection

We were also entertained and motivated by a repeat performance from last July's AAEEBL Annual ePortfolio Conference by Shane Sutherland of Pebble-Pad: "Making it Fail: A User Guide to Screwing Up ePortfolio Implementation." It is amazing what you can learn by planning to fail! Somehow, it seemed easier to think of ways to fail than ways to succeed – maybe it's the humor of the exercise? Sutherland called it "reverse brainstorming." One sure way to fail, most agreed, was to "choose the technology first." Another was to exclude faculty from eportfolio implementation planning. The eventual list was 31 items long and we could have continued.

The second day started with a panel of six – Barbara Speziale, Clemson; Lisa McNair, VA Tech; Jean Mohammadi-Aragh, VA Tech; Teddi Fishman, Clemson, Meghan Brown, Clemson; and Marc Zaldivar, VA Tech.

In opening remarks, Marc Zaldivar emphasized the value of the concept of "open." In the work at Virginia Tech, he said,"we set up a playground and try to keep it open for students to experience learning." Lisa McNair described a "big push from the council of graduate schools to empower future faculty." A question driving their work is: How can new teachers become proficient, not only in the subject matter, but also in teaching? Jean Mohammadi-Aragh talked of her own graduate school experience helping to design the eportfolio structure for engineering students at Virginia Tech. This experience enabled her to develop her own eportfolio that fostered integration between her MA and Ph.D. work, eventually leading her to discover her own "elevator speech."

Teddi Fishman, speaking in the context of Clemson's International Center for Academic Integrity, which she directs, said that "engaged" students are less likely to cheat. Students engage when they know why they are learning. To the extent that eportfolio work helps students better understand their learning goals, they are more engaged.

Meghan Brown, the undergraduate student member of the panel, is a mentor at Clemson and helps other students with their eportfolios. She says that many students are so excited about their eportfolios that they come to her for help to make it look even better.

Barbara Speziale, Associate Dean in Undergraduate Studies and Professor of Biology at Clemson spoke last and talked about Creative Inquiry. Creative Inquiry is a large program at Clemson that encourages engagement among students. It involves a focus on interdisciplinary work. ePortfolios offer advantages to students seeking to identify connections among their work in various courses from different disciplines.

The conference included many more sessions and events. We were grateful for the presence, interest, participation and sponsorship shared by our Corporate Affiliates. Breakfasts were sponsored by Digication, lunches by Epsilen (Now "ConnectEDU") and the reception by Pebblepad.

Be sure to see the AAEEBL Calendar of Events elsewhere in this newsletter so you can plan your conference strategy for next year!

Growth

perspective to the conversation. I saw impressive demos from Digication, LiveText, PebblePad, and didn't have time to visit the others. The sessions were not focused on technologies, though it was a good chance to see some of these systems in action. This is a theme that I've been ruminating on since this summer's conference where it became apparent that ePortfolios are at a new level in the field of educational technologies, edging just a bit further up Gartner's adoption curve…

It's clear that these sponsoring companies are listening intently to faculty and to students. The first evening's reception, sponsored by Pebble Pad I believe, was an opportunity to mingle with colleagues, but more impor-

tantly, to visit with a group of Clemson students (and Jean from VT! Thanks Jean!) and talk with them about their eportfolio likes and dislikes, and the processes and benefits of putting working this way. We even cornered our poor waiter at dinner who was a graduating senior while he was serving us some delicious sushi…

And from all of these conversations, we each go home and take small steps forward. I know the next generation of ePortfolio software that I see emerging right now is mighty impressive; I know that I heard many people sharing training and faculty engagement plans. I know that when I came home, I was looking for the next step myself… It reminded me of how pleased I am with how Virginia Tech is working on adoption:
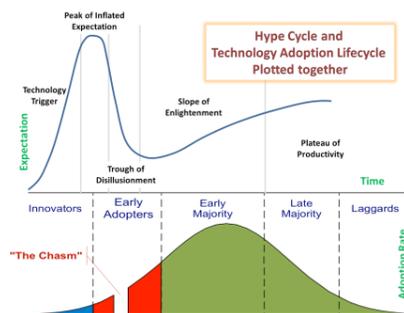
We have remarkable students, like Jean Mohammadi-Aragh, a graduate student in Engineering Education, who sat on a panel with myself, Lisa McNair (professor in Engineering Education), and three others from Clemson, including a graduating senior. Jean's story was very interesting to hear — from her "jump in the deep end," starting out by helping a department design an ePortfolio plan for assessment of their program, which was for her difficult, but now,

coming to her own ePortfolio design as a soon-to-be graduate using the ePortfolio for professional reasons. Keeping in mind that ePortfolios are for and by students will be so important as we move forward to understand that implication on faculty adoption and institutional effectiveness.

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning." — Benjamin Franklin

Cindy's Column:
Connecting ePortfolio to Social Business

Cindy Stevens
Co-Editor

Social business (or business social networking) has rapidly become very popular and for some organizations unmanageable. The Social Business Forum web site defines social business as:

"An organization that has put in place the strategies, technologies and processes to systematically engage all the individuals of its ecosystem (employees, customers, partners, suppliers) to maximize the co-created value" (www.socialbusinessforum.com).

Social business seeks to strengthen employee, customer, and other relationships in order to maximize efficiency and value for its organization. Yet, it can also create chaos since aspects of social networking can take on a life of its own. Organizational transparency creates many challenges. And, since social business is still in its infancy for most organizations it is imperative that key employees have the needed skill sets for the multiple dimensions that are driving this fact.

Social business experience is a necessity for many students entering the workforce. Other than utilizing Facebook, Twitter, or other social networking sites how do students gain the skills or values needed for social business practices within an organization? One can argue that a college education itself prepares students directly for social business through areas such as student writing, teamwork, and technological skill advancement. In many ways traditional teaching in a college environment does help to prepare students. All students should leave college with adequate soft skills such as written, verbal, or technical skills. Soft skills, plus critical thinking skills, are a must for eportfolio development too. In turn, the eportfolio experi-

ence directly improves self-reflection, critical thinking, as well as soft skill development, such as organization and technical skills. In addition, the eportfolio experience also helps to build favorable ethical habits well beyond typical social networking characteristics.

In many ways students are building human and social capital for themselves through the development and use of an eportfolio, all of which can represent positive practices for conducting social business. Since many students lack critical thinking skills about transforming academic classroom knowledge into real life practices, the eportfolio can help bridge a gap on many levels especially related to the social business experience. The unique skill sets required for social business practices can be tied directly to student eportfolio development and use. Some, but certainly not all of the skills for eportfolio development and usage, are listed in the table below:

The skills for eportfolio development and usage are similar to the skills needed

ment and usage can be directly tied to the skills or values needed for social business challenges with an organization. Meaning, students who develop and utilize an eportfolio are entering the workforce with the needed communication, technology, organization, and other reflected skill sets. In fact, those students who develop and utilize an eportfolio are also entering the workforce with other needed social business skills or values, such as integrity, persistence, and motivation. Core values become engrained with continued practice. Since eportfolios are assessed, integrity is engrained; since eportfolios can be a challenge to develop, persistence is engrained; and finally, since it takes motivation to develop and utilize an eportfolio, this value is engrained, as well.

ePortfolio development and usage can be directly and indirectly tied to the needed skill and value sets for managing social business within an organization. The more student effort put into eportfolio development and usage the higher

Development	Publishing	Networking	Marketing
Technology	Identity Creation	Collaboration	Associations/Contacts
Organization	Intelligence gathering	Social interaction	Connections
Design	Norms and Rules	People-to-People	Searching
Self-Reflection	Security/Privacy	Peer-to-Peer	Viral Marketing

Table 1: ePortfolio Development and Usage Skill Sets

for managing or conducting social business. Depending on the student, these skills may be present at an entry level or at a higher level upon graduating from college. This means that those students, developing and utilizing an eportfolio, are entering the workforce prepared for the challenges of social business at entry level or higher.

Additionally, since an eportfolio is generally developed and utilized over a period of time and assessed (graded) by a professor or other academic core team, certain positive values become habitually present in the college graduate entering the workforce. These social business skills or values are similar to the skills needed for eportfolio development and usage presented in Table 1.

The skills or values applied over a period of time for eportfolio develop-

the byproduct of skill and value sets for social business practices. The outcome translates to eportfolio net worth (NW): ePortfolio=NW ± SB. The higher net worth of a student's eportfolio the higher reflected social business preparedness. The lower net worth of a student's eportfolio the lower reflected social business preparedness.

It would be interesting to develop a measurement of increased positive values or habits spanning across several years of eportfolio development and usage. A number of areas are recommended for this future research. More specifically, the development of an assessment rubric as it applies to these eportfolio models is an important area to address. Other areas would include the employer perspectives, both co-op employer and career employer.

Educause Reflection

Teggin Summers
Co-Editor

In November 2012, I led a full-day workshop and attended the Educause 2012 Annual Conference. It was a hugely rewarding experience. There were a couple of things that stood out to me and upon which I wanted to reflect.

The first, and perhaps the most obvious is the workshop my colleagues and I ran on the conference pre-day. We met with faculty and administrative professionals from around the world, including Japan and South America. As we went around the room introducing ourselves, one of the participants announced that she had traveled all the way from Kyoto just to attend our one-day workshop and that it has been a dream of hers to "see Virginia Tech ePortfolios." I was standing at the front of the room when she said that, and I remember thinking, "we have to deliver a quality, worthwhile experience for this woman who has exerted such energy just to be here." I truly believe we succeeded in delivering that experience for her.

The day went quickly, smoothly transitioning from one activity to the next. We spent the first hour discussing a general overview of ePortfolios, with some specific information on how we "do" ePortfolios at Virginia Tech. This also included some general Q&A time. We then moved into a hands-on activity about "what is an artifact." The activity was a ton of fun and involved leftover Halloween candy. You can't go wrong with chocolate! It had participants moving around and writing on giant pieces of paper. We then regrouped and went over the instructions for our next activity: the video reflection activity. For this, we first discussed and developed a rubric for a video reflection based on a provided prompt. We then gave people time to grab lunch and spend some time recording their video reflections. After lunch, participants returned and we posted their video reflections online. At this point, we moved into the assessment phase of our afternoon. We spent some time revisiting our earlier candy activity and had folks assess their bags of candy. This resulted in a lively discussion where some folks attempted to barter for better candy. This led into a more concentrated discussion of the participants' video reflections. We discussed both the quality of the reflections, as well as the quality of the assignment. After all of that, we opened up the floor for general Q&A.

All in all, I think it was a productive, fun, (hopefully) enlightening day! I certainly learned some things throughout. First and foremost, it felt good to really model active learning. I think it was useful for all of us (because we workshop "leaders" also participated in rubric creation and made our own video reflections!) to actively go through an assessment cycle. I think it was good for us to get a little uncomfortable and to experience what our students do when they complete an eP assignment. So we modeled reflective learning, and along the way we talked about how programs can embed assessment within these authentic learning experiences. We also showcased and discussed professional developments ePs, as well. It truly was an eP experience, but it was more active and engaging than some of the previous workshops I've done.

To view the ePortfolio for our workshop, go to educauseportfolio.wordpress.com. The second part of Educause that was memorable for me was participating in the pilot event known as the Unconference. I had never heard of an unconference before that point, and it was a great learning experience for me. Ultimately, an unconference is meant to be significantly less structured than a traditional conference. This particular unconference had a bit of structure because the organizers had people vote beforehand to help narrow down the topics for discussion. Ultimately, the topic that received the highest number of votes was that of Bring Your Own Devices. Organizers created areas of the room that were designated for specific sub-topics related to BYOD. For my part, I administered the CoverItLive website, which aggregated all of the unconference tweets (#unconf) and general conference tweets (#edu12). I also participated in two subtopic group conversations and tweeted the conversations. What I think was notable was this gathering of like-minded, interested people who came together to just discuss questions and ideas. At the end of every hour, sub-topic group facilitators would report out some of the themes and ideas generated by their group participants. It was another session that felt very productive and interactive. And also, they had candy!

AAEEBL Annual ePortfolio Conference – 2013 Call for Proposals

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

New in 2013!

- The AAEEBL Annual ePortfolio Conference will be held in a new location, at the heart of Boston in the Hynes Convention Center and Sheraton Hotel. This location offers easy access to many of Boston's attractions and provides an array of choices for lodging and dining.
- By popular request: A Pecha Kucha session will be featured. (See www.pecha-kucha.org/.)
- A variety of tracks will offer topics of interest across the eportfolio experience and interest spectrum, whether you're a beginner or a leader in the field. For example:
  - A special track on eportfolio start-ups will be offered for those who are new to the field.
  - A track inclusive of the latest trends tangential to eportfolio use – open learning, badging, MOOCs – will be included.
  - Our new online CFP makes it easy to submit your proposal. (Check out the radio buttons and other features that make submission a snap!)

As Usual

- AAEEBL institutional members will benefit from a $200 discount per person for up to 3 people ($600 total) from an instition.
- You'll have your pick of around 100 interactive and concurrent sessions.
- Poster sessions will be prominently featured.
- Five featured speakers, all eportfolio notables, will present keynotes:
  - o Randy Bass, Georgetown University
  - o Bret Eynon, LaGuardia Community College
  - o Helen Chen, Stanford University
  - o Gary Brown, Portland State University
  - o Tracy Penny-Light, St. Jerome's College at Waterloo University.
- Lunches will be provided on Monday, Tuesday and Wednesday.
- A reception will be open for AAEEBL attendees on Tuesday.
- AAEEBL will co-locate with Campus Technology, and AAEEBL attendees may go to any CT session.
- Volunteer conveners will pitch in to help with session introductions, time-keeping and other helpful tasks.
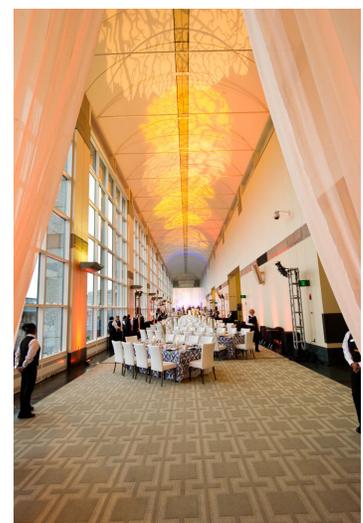
Photo credit: Advantage Boston -- http://www.advantageboston.com/ (12/1/12)

Important Dates

- Proposal Deadline: February 18, 2013
- Notifications of acceptance: March 25, 2013
- Online registration and lodging reservations available: March 2013

Related Links

- Join AAEEBL, and take advantage of deep discounts on conferences -- http://www.aaeebl.org/benefits
- Landing page for AAEEBL's 2013 ePortfolio Conference – http://www.aaeebl.org/2013conference
- 2013 Call for Proposals – http://www.aaeebl.org/2013cfp
- Tracks (full descriptions) -- http://www.aaeebl.org/Default.aspx?pageId=1438000#choosetrack
- Easy online proposal submission form -- https://www.surveymonkey.com/s/AAEEBL2013AnnualConferenceProposal
- Downloadable (PDF) full text with conference information and CFP -- http://www.aaeebl.org/Resources/Documents/2013AnnualConference/AAEEBL%20CFP%20-%202013%20Annual%20Conference.pdf

AAEEBL

Researching Around the World: Developing an International Reference Group for ePortfolios in Higher Education

Kate Coleman

In keeping with the 2012 AAEEBL Annual ePortfolio title of ePortfolios as a Catalyst for Connections: Celebrating the Curious, Creative and Capable Learner, Kathryn Coleman chose the theme of Alice in Wonderland for her presentation. This clever and whimsical presentation may be viewed in full -- http://www.aaeebl.org/Resources/Documents/ResearchCommittee/Curiouser-Curiouser.pdf.

Kathryn Coleman
Educational Designer, Learning and Teaching Unit, University of New South Wales

The following is from a poster session presentation by Kathryn Coleman. She is a member of AAEEBL's Research Committee and shared information about the AAEEBL IRG in Australia at the ASCILITE eportfolio conference and also at Australia Portfolio Day. Others collaborating on this project include Judy Williamson Batson, AAEEBL; Trent Batson, AAEEBL and Nan Travers, Director of the Office of College-wide Academic Review, Empire State College, State University of New York.

This poster presents the newly developed International Reference Group (IRG) for eportfolios in Higher Education as part of the work by The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) 2012 Research Committee. The purpose of the poster is to highlight this initiative, to share the AAEEBL mission, and to recruit interested individuals to join the IRG. AAEEBL is the international professional association for the eportfolio community with the mission to develop learners and to transform institutions with eportfolios. AAEEBL seeks to accomplish this by serving the global eportfolio community as a non-profit, service organization that offers membership benefits to institutional members and opportunities to corporates to share practices, research and industry developments supporting eportfolio implementation.

ePortfolios as a catalyst for connections

ePortfolio community leaders recognized in 2008 that eportfolios, as a technology, and as a body of theory and of practice, had emerged as a promising influence and direction for education. As such, the eportfolio movement needed its own professional association to catalyze the implementation of eportfolios in education. AAEEBL deeply believes in the value of eportfolios for assessment as learning, life-long and life wide career success and professional readiness. Members of the global eportfolio community formed AAEEBL in 2009 to serve educators and learners in order to address the growing need to underscore advances in knowledge about eportfolio use and to recognize the emergence of eportfolios as a field of specialized research and practice. AAEEBL promotes authentic, experiential and evidence-based learning for an international community of eportfolio users, researchers and educators.

As the recent research of Oliver (2008, 2010) and Oliver and Whelan (2011) suggests, the relevance to higher education student learning in providing evidence for graduate employability is becoming increasingly warranted. As Oliver et al. (2009) indicated, eportfolios are "an interface for collecting and sharing evidence of learning and professional development" and demonstrate "recognition that learning happens both within and beyond the formal classroom" (p.1). This growing importance of demonstrating graduate capabilities and competencies necessitates a revision of traditional assessment practice. The emergence of technologies to support eportfolios allows not only the aggregating of material in a wide range of formats, but also the embedding of peer review and selective sharing via social networks. While the potential of eportfolios has been recognized for over a decade, eportfolios as a catalyst for research connections still needs further development.

Penny-Light, Chen and Ittelson (2012) delineate an eportfolio implementation framework that they describe as "an iterative process" (1). It is significant that a number of the eight critical issues they identify in this process include attention to a variety of research-related activities: 1.) Defining learning outcomes; 2.) Understanding your learners; 3.) Identifying stakeholders; 4.) Designing learning activities; 5.) Using rubrics to evaluate eportfolios; 6.) Anticipating external uses of evidence; 7.) Including multiple forms of evidence; and 8.) Evaluating the impact of eportfolios.

This poster presents AAEEBL's mission to develop learners and transform institutions with electronic portfolios alongside its desire to establish an International Reference Group (IRG) of researchers. AAEEBL is a service organization that offers conferences, resources, community connections, a newsletter, and consulting to institutional members and corporate affiliates.

If we build it – will you come?

With affiliations and collaborations among a wide array of worldwide eportfolio initiatives, projects and organizations, AAEEBL helps delineate the new field of eportfolio scholarship and research. Its offices are located in North Kingstown, Rhode Island, USA. A Board of Directors oversees AAEEBL's activities and serves as a governing board. Members of this board include prominent leaders in the field of eportfolio implementation, publication and research. The development of an International Research and Reference Group aims to provide integrated knowledge and strategic advice on future research investments, including in the areas of education and higher education, professional development and collaborative activities.

Future directions - Developing an International Research Group

The mission of the IRG is to establish collegial connections and to disseminate educational research while developing international collaborations on research projects. The IRG aims to have impact by encouraging effective and innovative models of partnership through joint research, conferences,

Researching around the world
Developing an International Reference Group for ePortfolios in Higher Education

ePortfolios as a catalyst for connections

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AAEEBL is a service organization that offers conferences, resources, community connections, a newsletter, and consulting to institutional members and corporate affiliates.

Assignment is adaptable
ePortfolio has vital role in enhancing the written assignment & connection
Potential exists for ePortfolio to foster

ePortfolio conceptions vary from country to country. Likewise, sources for support to implement eportfolios vary from country to country with full governmental funding available in some instances and the barest of institutional funding provided elsewhere. Therefore evidence gathered from eportfolio research and assessment data is often uneven and lacks meaningful synthesis upon which to "close the loop" as Clemson University's Gail Ring (2012) suggests in order to "share assessment data in ways that significantly improve learning outcomes."

Developing an International Research Group at AAEEBL

The IRG aims to develop a coalition of international, regional and national eportfolio bodies whose members contribute in sharing eportfolio research findings and thus widening the field of eportfolio implementation and investigation.

The IRG will keep abreast of changes and innovations in eportfolio research and share these updates.

Sites for sharing include international, national and regional conferences and webinars, the new publication, *International Journal of ePortfolio (IJeP)*, a variety of social media, and the creation of a collaborative online repository for research findings and discussion.

The poster that Kathryn Coleman shared at ASCILITE may be viewed in its entirety at http://www.aaeebl.org/Resources/Pictures/Research/Poster-ASCILITE-Coleman.png .

and publications, which will be shared locally, nationally and internationally.

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In the USA, eportfolios are employed in several ways, the most prevalent being for: career/showcase; assessment; learning; and advisement according to a preliminary report compiled by the Connect to Learning Project (C2L Leadership Team, 2012). Other widespread emerging uses for eportfolios in the US include professional accreditation and institutional credentialing. The focus is therefore primarily on learning and assessments with a developing focus on employability.

In the UK, eportfolios are seen as "recording achievement," demonstrating learning, workforce development, with an incipient focus on learning.

In Europe, eportfolios have little traction except as the Bologna process tries to align certification across the members of the EU: What does a college degree mean in France as compared to the Netherlands?

In Australia, eportfolios are seen as both reflective and life long learning spaces. They are used in courses and programs to enable students to reflect on their learning, performance and /or achievement in both formative and summative assessment, while encouraging independent learning. They also serve for students to present evidence of achieving program outcomes through artifacts that demonstrate transferable skills in capstone courses and programs that require professional accreditation.

To connect these international foci, The AAEEBL-facilitated IRG will encourage innovative approaches to eportfolio assessment and evaluation in training, education, professional development and research-focused activities. The IRG aims to develop a coalition of international, regional and national eportfolio bodies whose members contribute in sharing eportfolio research findings and thus widening

the field of eportfolio implementation and investigation. The IRG will keep abreast of changes and innovations in eportfolio research and share these updates. Sites for sharing include international, national and regional conferences and webinars, the new publication, International Journal of ePortfolio, a variety of social media, and the creation of a collaborative online repository for research findings and discussion. AAEEBL's bi-monthly newsletter, The AAEEBL Learner, will dedicate space for highlighting resources and for sharing write-ups about research initiatives and upcoming events that seek to explore how international eportfolio research can be shared more widely in the community.

How to get involved
Expressions of interest for the IRG are to be addressed to the authors (email links above). For information about joining AAEEBL, contact Judy Williamson Batson (judybatson@me.com).

Links:
For more information: http://www.aaeebl.org/irg
Pecha Kucha Presentation by Kathryn Coleman given at Australian Portfolio Day on September 29, 2012 -- https://docs.google.com/file/d/0B3oVhLYY-qjwYm-d0Y3RqYXdqR2s/edit?pli=1

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Future Directions in Learning
What does badging mean in the assessment of learning?

The Backstory

Trent Batson
President/CEO, AAEEBL

On November 1, I had the privilege of co-leading a NERCOMP workshop with Randall Rode of Yale University on "Badges, ePortfolios and Alternative Credentialing." NERCOMP (The Northeast Regional Computing Program) is the northeast regional group for EDUCAUSE and is active throughout the year. NERCOMP has also been supportive of AAEEBL's Annual ePortfolio Conference the past few years as co-sponsors.

Participating in this workshop was a privilege for me because Randall was able to involve a number of thought leaders in the badging movement:

* Randall Rode was the chief organizer of this workshop. He also uses badges in a course that he teaches at Quinnipiac.

* Amy McQuigge runs the Badges in Higher Education discussion group at HASTAC that you can join to learn more. Amy is at SUNY's Empire State College where she is the Coordinator for Open Education, Office of Research, Innovation, and Open Education." (Note: AAEEBL is listed in the HASTAC organizations. If you visit the HASTAC site, make sure that you indicate you're a part of AAEEBL.)

* Jonathan Finkelstein was instrumental in the creation and use of BadgeStack: "BadgeStack is the only open source badge-based learning platform. It is Mozilla OBI compliant, WordPress-ready, and supported by the cool folks at "Learning Times."

* William Wisser of Harvard University, presented an extensive overview of badging in collaboration with his colleague Kristin Sullivan. (See the link to their presentation PDF below.)

* Nan Travers is an international leader in the movement to assess prior learning, a process by which educational institutions can recognize and accredit prior formal and informal learning. She is based at Empire State College. Nan is a member of the AAEEBL Research Committee and is also a co-chair for the 2013 AAEEBL Annual ePortfolio Conference.

* Phillip Simon is on the faculty at Quinnipiac University in Connecticut and teaches courses using badges.

* Trent Batson led the concluding whole group discussion on badges and eportfolios.

It is impossible, after spending a day in the company of these leaders and commentators, to discount the movement toward badging. The question is not whether they are the buzz, or the new silver bullet, but what can badges add to the open education movement and to the student-oriented eportfolio movement?

At the EDUCAUSE Annual Conference in Denver, the keynoter, Clay Shirky scoffed at MOOCs, saying the obligatory word, but saying MOOCs (Massive Open Online Courses) are not the big issue facing higher education today but "openness." "Openness" is another way to say that educational institutions no longer "own" learning legally, scientifically or practically. The myth that real learning occurs only in the classroom has been busted.

The badges phenomenon is another symptom of openness. Badging is, in part, an effort to find a way other than grades to show capabilities of learners in an economy demanding life-long learning inside and outside of the academy.

The application of how badges are used will almost certainly not be determined by HASTAC, Mozilla or the McArthur Foundation but by higher education institutions adopting their use for their own purposes. Badges fill a gap in how learners are assessed as a means for micro-credentialing and as a means to include learner-peer review. Even when students are assessed on their eportfolio work, adding badges into the archive adds an important dimension. Badges are not just the learner's work, but also signify of how others responded to that work. Badges can provide a indication of how well a learner works with teams and how well he or she collaborates, an essential capability in today's work settings.

In other words, while badging as a practice is not likely to storm the walls of higher education, it may instead prove valuable for strengthening assessment within higher education.

Institutions will profit by learning more about how badges can be implemented to assess student work, to more effectively motivate students and to better understand strategies for improving the quality of student work.

One core value of badging is peer-review. Research has long understood the connection between peer review and how peer interaction is at the core of student initiative to continue to learn in the disciplines. Peer review drives knowledge construction for expert learners, and the case is also true for novice learners. The badging movement asks: Why not extend a time-honored, and peer-affirmed custom, to learners who are not yet experts? Novice learners are capable of developing the ability to judge the quality of team participation of a peer. To suggest an example: You may not know

Future Directions

AAEEBL Calendar of Events

January
16 -- Deadline for February submissions for The AAEEBL Learner
23 – ePortfolios: Foundational Knowledge, Student Voices and Best Practices, the AAC&U ePortfolio Forum to be held in conjunction with the AAC&U Annual Meeting at the Hyatt Regency, Atlanta, GA (http://www.aaeebl/org/2013eportfolio-forum)
February
Publication: The AAEEBL Learner
March
15 – AAEEBL Campus-Based ePortfolio Conference at Johnson & Wales University, Providence, RI (More information coming soon at http://www.aaeebl.org/aaeebl-northeast2013)
16 -- Deadline for April submissions for The AAEEBL Learner
April
Publication: The AAEEBL Learner
9-11 -- 6th Annual Emerging Technologies for Online Learning International Symposium -- Planet Hollywood Resort, Las Vegas, Nevada
19-20 -- AAEEBL Campus-Based ePortfolio Conference at Salt Lake Community College, Salt Lake City, Utah (http://www.aaeebl.org/aaeebl-western2013)

May
16 – Deadline for June submissions for The AAEEBL Learner
June
Publication: The AAEEBL Learner
July
16 – Deadline for submissions for The AAEEBL Learner
29-August 1 -- The ePortfolio Field Coming of Age: Knowledge, Research and Practice, AAEEBL 2013 Annual ePortfolio Conference in Boston, MA at the Hynes Convention Center
August
Publication: The AAEEBL Learner (Due to conference dates, this will be issued later than usual.)
September
16 – Deadline for October submissions for The AAEEBL Learner
20-21 -- AAEEBL Campus-Based Conference at University of Washington Bothel, Bothel, Washington -- in proximity to Seattle. (More information coming soon at http://www.aaeebl.org/aaeebl-northwest2013)
October
Publication: The AAEEBL Learner
November
4-5 – AAEEBL Campus-Based Conference at Virginia Tech, Blacksburg, VA (This will be held in a VA Tech conference facility in close proximity to an airport.)

Future Directions

physics very well, but you may know how to gauge the contributions a member of your project team makes toward meeting deadlines and producing deliverables.

Some colleges and universities are taking badges seriously and some eportfolio providers are creating the technology capabilities to include badges within their eportfolio applications. While only a small trend so far, we see the trend evolving and growing.

A year ago, the scramble was on to know more about badges. Now, I hear badges talked about as if they were just a passing fad. In fact, they are into that important second stage of quietly being adopted here and there while slowly attracting advocates from within higher education. AAEEBL leaders believe that badging is an important movement for the eportfolio community, one that is related to eportfolio initiatives, and we will continue to track developments in order to keep you informed.

Related Links/Resources on Badging
* Randall Rode -- see http://drama.yale.edu/facstaff/randall-rode.
* Amy McQuigge -- see http://hastac.org/users/amymcquigge. (Amy runs the "Badges in Higher Education" discussion group at HASTAC, which you can join -- http://hastac.org/groups/badges-higher-ed.

* While you're at HASTAC, be sure to note your affiliation with AAEEBL, noted on HASTAC, at http://hastac.org/organizations/aaeebl-assoc-authentic-experiential-evidence-based-learning .
* For more on Jonathan Finkelstein, see Learning Times -- http://www.learningtimes.org/jonathan.html. Jonathan is the force behind Learning Times, an important organization in the open education movement -- http://www.learningtimes.com/ . (See also http://badgestackproject.org/ 11-28-12).
* William Wisser -- see http://scholar.harvard.edu/wisser/. A Google search using the string "William Wisser badges" will lead you to "Badges in Higher Education NERCOMP." (PDF) http://

nercomp.org/corecode/uploads/event/uploaded_pdfs/Badging101%20-%20Harvard%20U%20-%20Sullivan%20&%20Wisser_213.pdf
* For more about Nan Travers, see http://www.esc.edu/academic-affairs/provost-office/staff/nan-travers/.
* Phillip Simon -- see http://www.phillipsimon.net/.
* Trent Batson -- see http://www.aaeebl.org
* This recent Chronicle of Higher Education article offers more about badges in higher education: http://chronicle.com/article/Grades-Out-Badges-In/135056/.
* See also AAEEBL's developing Scoop.It site where the latest in 21st Century Learning is featured: http://www.scoop.it/t/aaeebl-mooc-ssbadgeseportfolios .

Business & Arts in Harmony -- Steinway & Sons Concert:
Integration through ePortfolio

Rajendra Bhika, CPA, MS, Assistant Professor of Accounting and Business; Andrea Francis CA (SA), CFA, Instructor of Accounting and Business; Rosalia Barnett, Ed.D., Lecturer of Business and Information Technology, all from the Business and Technology Department, LaGuardia Community College

Picture a pedagogy where teaching, learning and doing are combined to create one fruitful educational experience. Imagine the use of a single ePortfolio to harness and catapult the efforts and energy of students, faculty, a college, a business, and a community, to organize, promote, and stage a memorable event. On March 28, 2012, this approach to teaching and learning energized a community that dares to do more with the *Business & Arts in Harmony: Steinway & Sons Concert.*

The Business & Arts in Harmony: Steinway & Sons Concert

With the guidance of faculty and staff from eleven divisions/departments across LaGuardia Community College, over four hundred and fifty students from accounting, marketing, law, music, art, photography, and literature courses integrated their knowledge and skills and worked as a single unit to plan and produce a concert that celebrated the rich history of Steinway & Sons and introduced a new generation of music lovers to the elegant sounds of the Company's premier piano.

Performed during the Business & Arts in Harmony: Steinway & Sons Concert were pieces popular during five periods in Steinway & Sons' glorious history:

- 1850s - 1860s: The arrival of the Steinway family to America and the start of the Steinway & Sons business
- 1870s - 1880s: The building of Steinway Village
- 1920s - The opening of Steinway Hall on West 57th Street, New York
- 1970s - The John Lennon's Imagine
- Now and the Future - A look at what is happening now and how it will impact the future for Steinway and Sons

The period pieces performed by students and faculty were:

- 1850s - 1860s: "Hard Times Come Again No More" by Stephen Foster
- 1870s -1880s: "Maple Leaf Rag" by

Scott Joplin
- 1920s - "St. Louis Blues" by Louis Armstrong
- 1970s - "Imagine" by John Lennon
- Now and the Future - "Poker Face" by Lady Gaga

The concert was truly a student-centered effort. Students from across the disciplines really took charge of the initiative and the occasion to collaborate with others and work outside of preconceived silos. From our conversations with students, they valued being able to see their learning come to life - the fusion of business and arts, and the blend of the theoretical with the practical, to produce a memorable event. To support the efforts of the concert, accounting students created the budgets and performed analysis, marketing students developed an internal and external promotional campaign and designed a website and advertisements, and communication students edited the introduction, written by accounting and management students, for each musical piece. Music and business students performed the period pieces, and commercial photography students were assigned to document the concert. Throughout the process, faculty supported students.

The Value of the ePortfolio

The Business and Technology - Steinway Research Project is the umbrella project from which the Business & Arts in Harmony: Steinway & Sons Concert originated. Several semesters ago an ePortfolio was created for the project. This ePortfolio acts as a central repository for lessons, assignments, student work, presentation videos, and work plans. The ePortfolio is accessible to the College community and has therefore provided a platform for sharing ideas and artifacts.

Students involved in the concert

initiative during the 2011-2012 academic year were able to reflect on prior students' work captured on the project's ePortfolio. Through the use of the ePortfolio, students could listen to and learn from each other, develop and cultivate ideas, and support and advance an event that some referred to as "a highlight in the life of the College."

The ePortfolio was also leveraged in a very effective way to present the concept of the concert, and to share progress in its planning and execution, with Steinway & Sons executives and other interested parties. In this way faculty were able to secure a Steinway piano for use during the concert, and funding to defray concert expenses.

The Audience and Media

Over two hundred students and faculty attended the Business & Arts in Harmony: Steinway & Sons Concert in the College's Little Theater. Amongst those in attendance were the President of LaGuardia Community College, the President of Steinway & Sons - Americas, and the Director of Sales for Steinway & Sons - Americas.

The following are comments from guests attesting to the value of the concert:

"At first, I was confused as to why there was collaboration between the Business department and the Arts department to put together a concert. Now, after attending the concert, I no longer question the collaboration. I learned about the company's (Steinway & Sons) history and how it coped with the dynamics of different times to keep producing state of the art pianos while keeping the business afloat. Even popular musicians (both famous and infa-

Business and Arts

Introducing: A New AAEEBL Learner Series!

AAEEBL ePortfolio Campus Conversation Focus on DePaul University ePortfolio Implementation: "To Help Improve Learning"

Trent Batson
President/CEO, AAEEBL

Judy Williamson Batson
Co-Editor, AAEEBL

In each of these case study snapshots in this series, we explore the implementation of eportfolios by talking with key eportfolio leaders on the campus in focus and by sharing their own experiences and perspectives about eportfolios. In keeping with AAEEBL's platform-neutral position, we do not name adopted eportfolio platforms.

We chose AAEEBL member institution, DePaul University in Chicago, for our first eportfolio implementation case study. We interviewed Caryn Chaden, the associate vice president for academic affairs and associate professor of English.

After the phone interview, Chaden responded in email, saying:

After we hung up, I was thinking about how I'd summarize the story, and it boils down to this: When we tried to launch eportfolios primarily for the purpose of assessment, all we did was argue about platforms. When we switched the conversation to launching eportfolios to help improve learning, we got traction from key players very quickly. (Of course, it didn't hurt that a very good and flexible platform became available around the same time.) Now, our goal is to increase participation from programs across the university. Assessment will come, but you need buy-in from both faculty and students in order to have something meaningful to assess!

"To help improve learning!" Chaden's focus on learning proved to be the centerpiece of the DePaul eportfolio initiative.

Professor Chaden attended the AAEEBL co-sponsored eportfolio symposium at the AAC&U Annual Conference in Washington, DC while DePaul was trying to launch their implementation based on their assessment goal. She heard Melissa Peet's keynote and was inspired to learn more.

Since Dr. Peet works at the University of Michigan, not far from the DePaul campus, she accepted an invitation to visit DePaul. Conversations with Peet helped DePaul leaders envision a new direction toward implementation and to adjust course as they moved forward. DePaul's choice of an eportfolio platform emerged as fundamentally based on their priority to address student learning. They now have a number of departments engaged with concepts and practices associated with eportfolios.

The heart of teaching and learning at DePaul was well-suited to non-traditional students and to an eportfolio implementation in order to enhance how students conceive of goals, experiences, competencies and individualized learning. For example, DePaul's School for New Learning supports a competency-based program.

The School for New Learning (SNL) provides a unique approach to learning for adults, with customized programs that build upon abilities and experiences, add knowledge, and develop skills to help achieve personal and professional goals.

A fundamental idea behind SNL is learning from experience. We believe mixing experiences and interpretations results in lasting knowledge. SNL programs are designed to recognize and develop competence. Our students are assessed on their problem-solving knowledge.

SNL values individualized learning. Students move at their own pace with personalized guidance.

One might think that the School for New Learning was pedagogically structured with eportfolios in mind. Even so, DePaul employed a staged process of implementation and scaling-up. The fields adopting eportfolios first at DePaul were education and first-year writing. In both cases, the faculty instructional technology group was pivotal to their success. Having a structure for support was essential for progress.

The writing program was receptive to adoption of eportfolios, and all new students, required to take First Year Writing, are using eportfolios. The other early-adopting department, the College of Education, started with a different eportfolio system than was being used in First Year Writing. Education then chose to also employ the new system in keeping with the First Year Writing program.

How did DePaul eportfolio implementers get support to move forward While there is no designated eportfolio office at DePaul, a center for eportfolio activities emerged somewhat organically: the University Center for Writing-Based Learning. ePortfolio practitioners therefore gained both technology support and a center to coordinate their efforts. Can anything be generalized about the education department's work that resulted in some sort of a departmental support structure?

One early indicative anecdote: A student who used the eportfolio system in a course changed majors. Another: the University is re-considering its learning outcomes and has now included a new one: Integration of Learning.

Some campuses seem positioned to initiate eportfolio practices and ideas and to succeed. DePaul is among these campuses. Professor Chaden proclaims that DePaul is "student-focused" and that DePaul emphasizes interdisciplinary learning. DePaul already accepts, and has designed, ways of learning to facilitate, and to affirm, students from a variety of backgrounds.

Some markers of potential success can be seen in the steps of DePaul eportfolio early adopters who worked to implement and demonstrate the value of portfolios:

- An eportfolio champion arose from the ranks and was clearly identified. (Associate Vice President Chaden, our interviewee).
- Faculty Information Technology Services offered technological support for two eportfolio platforms thus giving the departments an ability to compare and to select what worked best given their goal related to student learning. (This is a fairly rare arrangement among US universities.)
- The College of Education launched an eportfolio program. (It is not unusual to see a professional certification program move forward to enable students to align their practice and learning

DePaul

Corporate Affiliate News: ConnectEDU and Epsilen Join Forces to Increase Student Engagement, Persistence and Success

You may have noticed a logo change on the AAEEBL Web site Corporate Affiliate page since ConnectEDU recently announced the acquisition of Epsilen. AAEEBL's first Leadership Circle Corporate Affiliate, Epsilen provides a cloud-based eportfolio platform. ConnectEDU offers expertise in aggregating learner-level data to develop and inform learner pathways. Together, these two student-centered companies advance their shared mission of enhancing student persistence and driving success across school-to-college-to-career pathways. The complimentary services and resources brought together by ConnectEDU and Epsilen deliver ways to increase student engagement and professional development.

Bringing together more than 20 million combined, registered users, Epsilen and ConnectEDU's blended network also integrates 5,000 educational entities and 130,000 employers in more than 40 countries. The new enterprise emphasizes twenty-first century learning and integrates preparedness for both college and career while also focusing on skill development in the classroom. A significant feature that emerges from this amalgamation of technologies and resources includes the capability to identify "at-risk" learners and employees through improved access to data points.

Craig Powell, founder and CEO of ConnectEDU views the Epsilen acquisition as "a way to allow us to further ensure that students are attaining twenty-first century job skills and are graduating college career-ready and that the necessary professional development is accessible."

Related Links
ConnectEDU – http://www.connectedu
Epsilen – http://www.epsilen.com
Webinar resources on the AAEEBL site
http://www.aaeebl.org/epsilen-forum.

Business and Arts

mous) have recognized the company for their contributions, especially to the world of music. It was a pleasure to witness such talent by students and faculty. Kudos, to all those who made a contribution, whether big or small, in making this concert a success. Steinway & Sons should be proud! LaGuardia should be proud!" - A LaGuardia Community College Student Concert Attendee.

"Thanks to you, your students, your colleagues and the Steinway company for such a wonderful, memorable, and inspiring concert and presentation! I think those of us fortunate enough to have attended will be savoring the afternoon for a long time to come; it was a highlight in the life of the college." - LaGuardia Community College Faculty Concert Attendee.

DePaul

with professional standards.)

- The First-Year Writing Program implemented eportfolio practice. These programs often require course completion of a students and therefore have a large number of eportfolio participants.
- The School for New Learning – Their focus on interdisciplinary and non-traditional learning moved DePaul into considering new ways to support students.

In addition, there is the Teaching Commons. As Chaden said about DePaul, "enculturation around eportfolio is in progress, though hardly completed." The University, Chaden explained, has "inched up" to institutional site licenses for eportfolio software. Right now, technical support is "spread out." Chaden, and her cadre of eportfolio leaders at DePaul, are hoping to continue enculturation of eportfolios around student-centered learning and are currently questioning the most expeditious ways to go about that work. Chaden posits: "It's all about the conversations around learning. It is about integration."

In addition to holding conversations with Melissa Peet and joining AAEEBL, DePaul engaged in other work to ramp up their expertise in the area of eportfolios. They are now a participant in an I/NCEPR (Inter/National Coalition of ePortfolio Research) cohort. Additionally, DePaul adopted the AAC&U VALUE Rubric for integrative thinking. In practice, one example of encouraging integrative thinking is the requirement, in the capstone course, that liberal studies students show connections from their major to at least one course outside of their major. Students also must write about connections among their Liberal Studies courses. Addressing this requirement, Chaden said, "This is itself deep learning." If we use the dichotomy between surface and deep learning as a reference point, integration indicates deep learning.

What are future directions to lead the whole University into eportfolio use? One is using eportfolios to capture evidence from service learning -- the Junior Year Experience, a DePaul requirement.

DePaul, as an example of a university culture already calibrated toward eportfolio ideas and practices, attracts faculty who want to teach "the DePaul way," employing student-centered practice. Therefore, once DePaul framed their eportfolio implementation around learning, other considerations fell into place. Given the context of learning as a priority, DePaul eportfolio leaders soon identified an alignment with the eportfolio community.

To share one impressive example of how well this sense of affinity with eportfolios is working out, recently a DePaul graduate applied for a job and included an eportfolio as part of the process. Experiencing an attenuated process, the student initially felt some concern. Said the employer to the candidate: "We don't need to interview you. We read your eportfolio and want to hire you."

Thanks to Associate Vice President Chaden, and to DePaul, for sharing their story with the eportfolio community.

Related Links/Resources
- Integrative Knowledge Project – a FIPSE-funded project directed by Melissa Peet – https://sites.google.com/site/generativeknowledge/
- Integrative Knowledge, DePaul -- http://education.depaul.edu/About/CentersAndInitiatives/E-Portfolio.asp
- DePaul University School for New Learning -- http://snl.depaul.edu/
- AAC&U VALUE Rubrics -- http://www.aacu.org/value/rubrics/index_p.cfm?CFID=31357134&CFTOKEN=54056382
- I/NCEPR ePortfolio Project -- http://ncepr.org/index.html
- Join AAEEBL and become part of the growing professional community of eportfolio practitioners around the world, or invite colleagues at another university to join – http://www.aaeebl.org/membership

Don't Miss IJeP – Available Online

The new issue of the International Journal of ePortfolio (IJeP), a double-blind, peer-reviewed, open access journal, is now available online at http://www.theijep.com/current.cfm

The following articles comprise Volume 2, Number 2 of IJeP:

Report
The Annual AAEEBL Survey at Two: Looking Back and Looking Ahead
    Gary Brown, Portland State University
    Helen L. Chen, Stanford University
    Aifang Gordon, Portland State University

Instructional Articles
Making Learning Visible with ePortfolios: Coupling the Right Pedagogy with the Right Technology
    Heidi L. Johnsen, LaGuardia Community College
Using the ePortfolio to Complement Standardized Testing in a Healthcare Professional Program: Better Education or
    More Busy Work?
    Clarence Chan, LaGuardia Community College
Developing a Model for ePortfolio Design: A Studio Approach
    Russell Carpenter, Eastern Kentucky University
    Shawn Apostel, Eastern Kentucky University
    June Overton Hyndman, Georgetown College
The Dialogic Potential of ePortfolios: Formative Feedback and Communities of Learning Within a Personal Learning
    Environment
    Ester Ehiyazaryan-White, University Centre Doncaster

Assessment Articles
Improving the Quality of Evidence-Based Writing Entries in Electronic Portfolios
    David W. Denton, Seattle Pacific University
Class Syllabi, General Education, and ePortfolios
    Jeffrey Appling, Clemson University
    Jessica Gancar, Clemson University
    Shiree Hughes, Clemson University
    Alex Saad, Clemson University

The mission of the International Journal of ePortfolio (IJeP) is to encourage the study of practices and pedagogies associated with eportfolio in educational settings. The journal's focus includes the explanation, interpretation, application, and dissemination of researchers', practitioners', and developers' experiences relevant to eportfolio. It also serves to provide a multi-faceted, single source of information for those engaging in projects and practices associated with eportfolio. A refereed (blind) peer-reviewed journal, IJeP embraces inquiry into eportfolio considering the following areas of investigation:

• instruction and principles of learning that utilize and inform practical, effective ePortfolio methodologies;
• evaluation and assessment methodologies and practices supported by ePortfolio;
• case studies and best practices regarding applications of ePortfolio for learning, assessment, and professional development supported by scholarship of teaching and learning practices and research methodologies;
• theoretically rich accounts of the principles grounding ePortfolio work and its relationship to larger social and cultural phenomena; and
• innovative development and applications of technologies that enable new ePortfolio practices.

Authors with questions regarding their manuscript's suitability for IJeP should direct their inquiries to the Executive Editors at ijep@vt.edu.

The current call for papers can be found at http://www.theijep.com/callforpapers.html - IJeP employs a rolling submission process.

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

ePortfolio initiatives

Judy Batson, *Co-Editor, AAEEBL*   Cindy Stevens, *Co-Editor, WIT*
Teggin Summers, *Co-Editor, VT*   Marc Zaldivar, *Co-Editor, VT*
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