



## Are you an AAEEBL member?

Trent Batson

President/CEO, AAEEBL

Judy Williamson Batson

Vice President, AAEEBL

We've learned that some folks aren't sure whether or not they're actually an AAEEBL member, and many, since they get AAEEBL mailings, assume they are. Exactly who is a member, and what's the value of being a member?

Since AAEEBL serves the full, global eportfolio community, and offers a wide range of services, many people think they are members of AAEEBL because they receive AAEEBL mailings, but then they find out, especially at conference-registration time, that they are not actually members. So, we hope to clarify what AAEEBL membership entails, to share a few key benefits and to extend an invitation to those of you reading this AAEEBL Learner to join AAEEBL.

Bottom line: An institutional membership currently costs your full institution only \$800 (USD) yearly, and all those who are employed by your institution as full-time faculty or staff, are then considered AAEEBL members. Why would your institution spend \$800 to join AAEEBL?

### 1. It's about technology! (Or, is it about teaching and learning?)

For those of us engaged in teaching and learning, it is important to have more than a passing impact on the technologies we implement since the impact on our students can be long-lasting. We recognize the huge impact various platforms have on fostering deeper learning, on reflection, on collaboration, on authentic assessment, on career and life-long learning. Also, we have found that together, we collectively have a voice that can influence aspects related to the ways eportfolio platforms evolve.

### 2. It's about your voice and the power of connections.

AAEEBL was created for a variety of reasons, certainly to influence "folio-thinking," research and implementation but also to advocate for eportfolio development that's student-centered and that supports the kind of learning emphasized in our (official and rather long) name: authentic, experiential and evidence-based. As a non-profit association working with our for-profit Corporate Affiliates, AAEEBL serves as a bridge, as a way to assert the voice of the academic community in order to preserve the learning, assessment, and employability values of eportfolios. Our Corporate Affiliates are tuned into the preferences, needs and knowledge of the eportfolio community, and AAEEBL is unique as the only full-time, year-around professional association dedicated to the eportfolio community around the world.

### 3. Truth be told, you can gain all, maybe even more of this \$800 investment back!

Sometimes we wonder about our "business model" since we are committed to service, and our current business model actually allows member institutions to join and potentially receive more back in benefits than they invested! Not too long ago, for example, an institution joined AAEEBL and sent over fifteen participants to an AAEEBL Campus-Based ePortfolio Conference and saved around \$1000. Their team was able to collaborate and learn together and also to return to their institution with new, collective knowledge.

### 4. AAEEBL offers a wide range of opportunities for learning and sharing as well as support for multiple perspectives.

Together, with campus partners and Corporate Affiliates, AAEEBL leads

AAEEBL Member

continued on page 5

## We're Moving!

AAEEBL is once again upgrading and expanding services for the eportfolio community!

Trent Batson

President/CEO, AAEEBL

Judy Williamson Batson

Vice President, AAEEBL

I wonder how many of you recall the days when AAEEBL was operating with only a Google list? Such a nice way to launch in 2009, but so quickly exceeded! We have been through two association management platforms since, both of which we outgrew rather quickly.

In order to offer more opportunities to the eportfolio community at-large, and especially to our institutional members and Corporate Affiliates who support our services, we are undertaking what is, at this time, a very labor intensive migration, one that we hope will support our growth and sustain community activity for years to come. Among other things, visitors to our new home will now be able to:

- Employ a search function for the site! (Not an available option in our current space.)
- Enjoy simplified navigation. (The current site did not provide options to ease navigability issues.)
- Explore a site map, another option that was not available on at our current site.
- Locate links to AAEEBL's social media presence.
- Participate in more opportunities for community collaboration, interactivity and resource sharing using forums, wikis and blogs.
- Develop a personal member page where you can share about your work with eportfolios and present your own blog for the community.

Moving

continued on page 2

*Cindy's Column:*  
**New Year's Resolutions:  
 13 for 2013!**



**Cindy Stevens**  
 Co-Editor

Spring semester is a time for renewal and change for most everyone. Once we make it through the cold months many folks start to make their way outside again for activities, flowers start to bloom, and many of us accomplish some much needed spring-cleaning. Spring is my favorite time of the year. Spring semester is also a time when senior student eportfolios are due at Wentworth Institute of Technology (WIT) in the Business Management Department. Each year I have new energy and I am resolved to help my students finalize development and submit quality eportfolios that far exceed my expectations from the previous year. And, my expectations are mostly reached; student eportfolios are increasing in quality every single year. I contribute the quality increasing due to the amount of work I directly put into spring semester. And, as my eportfolio knowledge increases year after year, I pass this

knowledge on to my students. Yet, by the end of spring semester, as I reflect back, the same issues keep repeating like a never-ending cycle year after year no matter how hard I work or try to emphasize change. As much as I would like to blame the students, I really can't. We have more work to do in my department that will help students arrive to senior spring semester eportfolio ready. We know what needs to change in my department. For example, we need to assign projects every single semester in key management classes that involves the student eportfolio. We need to hold mandatory eportfolio workshops once or twice a year. We also need full buy-in and support across the campus pertaining to the net worth of student eportfolio development. I am sure there are many other challenges and needs I could list. However, for now, I have decided that if I write my new year's eportfolio resolutions on paper and put each one out to the universe all of my hopes and dreams will come true this year. Or, at least I will have a wonderful wish list to consider. Most of the items are quite simple. Only a few have deeper meaning. This list will at least serve as a goal for future planning. As you read over my new year's resolutions you may relate, disagree, commensurate, or you may also sense a little humor here as well. Each resolution needs no further

explanation. So, here goes:  
 1. Students will have worked on their eportfolios every semester since freshman year leading up to senior submission.  
 2. Students will arrive to spring semester senior year with a breath of eportfolio understanding.  
 3. Students will select artifacts after a reflection period.  
 4. Students will write reflective statements for all necessary artifacts.  
 5. Students will obtain critical feedback from "others" on their eportfolios.  
 6. Students will network with "others" via their eportfolios.  
 7. Students will understand the skills they use to create their eportfolios.  
 8. Students will understand the skills they gained from creating their eportfolios.  
 9. Students will select a professional design theme.  
 10. Students will post a professional photo.  
 11. Students will post PDF files and not Word or PowerPoint file types.  
 12. Students will spell check their writing.  
 13. Students will verify all hyperlinks are working properly.  
 Okay, there it is; my new year's wish list for Spring 2013. Now, I am off to start planning just how to accomplish 13 for 2013. Stay tuned for future progress reports.

**Moving**

*continued from page 1*

- Present you with a much more multi-dimensional and interesting virtual setting for AAEEBL and the global eportfolio community with an increase in resources and unique, regular features.
- Increased opportunities for sharing and learning through leading and taking part in facilitated topical discussions.
- Host specific work groups and committees in designated areas that offer ease in communication and teamwork.
- Register more easily for AAEEBL-sponsored events and even pay for them at the same time on the same site in most cases.

- Actually join our site (and therefore be added to the general AAEEBL mailing list).
- Gain access to more password protected areas for institutional members and Corporate Affiliate supporters.
- Stay connected to AAEEBL news, blogs and other conversations through RSS feeds.
- Find more ways to connect to other educational organizations that are partnering with AAEEBL.

We believe that visitors to our new site will have many more reasons to hang out there as well as more reasons to share their knowledge and experience with eportfolios and learn from others. We are hoping to open the doors of our new home by the start of May.

## Kate's Column:

### From AAEEBL's Social Media Leader

**Kathryn Coleman**

**Deakin University, Melbourne, Australia**

I fell into the world of electronic portfolios at a learning and teaching conference many years ago. As an art educator and artist I had always kept and maintained portfolios and kept many folders, visual diaries and containers of art works. I saw the potential of having the digital versions of what I had been keeping and collecting. As a teacher, I saw the potential of this technology for my students.

Now my use of eportfolios, research into eportfolios and active participation in the eportfolio community is enhanced through our sharing space in Scoop.It (<http://www.scoop.it/t/aaeebl-focus-on-eportfolios>) and Twitter (@AAEEBL).

For someone like me who has become a true believer in the power of eportfolios for learning and teaching, being able to select, collect, curate and share on all things eportfolio on Scoop.It for the AAEEBL community continues to be a great pleasure.

As we continue to scour and scoop the Internet on eportfolios and cloud-based learning and teaching issues in education in this curated space we are developing a shared eportfolio space for us all.

We have been scooping and curating on eportfolios



from a range of perspectives. If you are interested in the MOOC discussions happening in higher education, eportfolio platforms or the AAEEBL International Reference Group we have an appropriate portfolio curated space to start reading and sharing your thoughts on.

As an avid reader and researcher, the lens of Scoop.It continues to amaze me as you see the world through the curator's lens. Looking through this lens in twitter can also invite you to see eportfolios and the AAEEBL community from another perspective, this time in 140 characters or less.

*Note: Read an introduction to Kathryn Coleman on page 10.*

## AAEEBL Social Media Directory and Call for Volunteers

**Judy Williamson Batson**

**Vice President, AAEEBL**

Thanks to Kathryn (Kate) Coleman's volunteer leadership in AAEEBL's social media contributions, we have been able to expand our online presence and to assemble more resources. Since the task seems to be ever-expanding, Kate could use some help. While quite a few people stepped forward after last year's Annual Conference in Boston, saying that they would be willing to help AAEEBL with social media we're hoping that even more are interested in working with Kate and will step forward.

**Twitter:** @AAEEBL

**Facebook:** <https://www.facebook.com/aaeebl> -- Page with linked events

**Facebook:** <https://www.facebook.com/groups/aaeebleportfolioconversations/> -- Discussion group.

**You Tube:** <http://www.youtube.com/AAEEBL> -- Volunteers needed to assist with this site.

**Linked-In:** <http://linkd.in/Im6CNp>

**Scoop.It:** <http://www.scoop.it/t/aaeebl-focus-on-eportfolios> -- You will also find a variety of other curated topics relevant to eportfolios and teaching and learning in digital spaces on Scoop.It.

**AAEEBL on MERLOT:** <http://eportfolio.merlot.org/> -- Curators needed. (Helpful to have Adobe Collaborate.)

AAEEBL also has a presence on **HASTAC** – Curator needed.

*To volunteer on AAEEBL's Social Media Team, led by Kate Coleman, contact [kate.coleman72@gmail.com](mailto:kate.coleman72@gmail.com).*



*Campus Conversations: A Series by Trent Batson, AAEEBL President/CEO  
Featured in this Conversation: Michael Moore, DePaul University*

## “Why Can’t We Just Use a Blog Tool? Why Get a Full ePortfolio Platform?”

**Trent Batson**  
President/CEO, AAEEBL

### A Question Arises

At the AAC&U ePortfolio Symposium in January of this year, I heard a question in a session about eportfolios: “Why use a platform instead of, say Word Press or Dreamweaver?” In my head, I heard the question this way: “Since students just need to do a Web page, why invest in a whole eportfolio platform?” If I had heard it only once or twice, I might not have been so concerned about this question. However, I’ve heard variations on this question many times.

My conversation with DePaul University Professor Michael Moore from the First-Year Writing Program offers some answers. DePaul has a long history with eportfolios going back to the mid-1990’s, which you can read about online at <https://depaul.digication.com/fyw/history>. Moore said that before they adopted their current eportfolio platform, DePaul ran the gamut on varieties of applications from webfolios, webpage builders, Adobe PDFs and videos to blogs. (Read more -- <http://composing.org/digitalwrld/student-perspectives-on-e-portfolios/>.)

Like many of us, at the time he thought about how much better everything would be if the campus chose a single eportfolio platform. He thought that using only one platform across the campus would result in a significant improvement. When the campus did choose a new platform and deployed it, he started to

use it. Because a teacher was behind the design of that platform, Moore reports, “the range of decisions given to both students and teachers – more so than most proprietary eportfolio platforms -- became obvious pretty quickly.”

### Using a Non-ePortfolio App for ePortfolio Work

Moore had worked with students earlier on both hard-copy print portfolios and eportfolios. At the University of Arizona in 1995, he worked with students to build portfolios using HTML code to build web pages. Those students created some of the first web-based digital portfolios in First Year Writing. “That we were doing this in a department of English, not in Computer Science, made it all the more exciting,” Moore recalls.

They next moved on to use the capabilities of the first Internet web browser, Netscape 1.0, and then later progressed to using template-driven applications, but Moore said that students couldn’t always make the page look like they wanted. These options hindered student work with too many boundaries.

Moore said, “The new DePaul eportfolio application lands nicely in the middle of a spectrum of options where, on the one hand, learning HTML might not fit the goals of most writing or communications courses, and HTML editors such as Dreamweaver have too high of a learning curve, and, on the other hand, are overly restrictive and

prescriptive proprietary platforms. Our platform gives us the ease of use students and teachers need, while providing a platform that encourages writing in a digital space as well as integrating visual, textual and multi-modal forms of communication.”

### Deciding to Use an ePortfolio Platform

Moore’s comments raise questions about what eportfolio platform would be most useful for your purposes?

A very useful framework is this simple distinction: Will you use the eportfolio application only in single courses? Or, will you (the institution) use the eportfolio application across courses? In a single course, a blog application or a web page builder might be sufficient, but over a series of courses, the quantity of evidence makes it increasingly difficult to effectively manage and respond to eportfolios.

Also, if the eportfolio will be used as a collaborative workspace, choosing an actual eportfolio application is wisest. Moore finds the eportfolio system at DePaul to be useful because having everyone on the same platform made “a more coherent teaching community” possible. Having one platform means that “people can talk to each other with a shared technical and rhetorical vocabulary.”

### What is the Theory Behind ePortfolios?

Moore said that Peter Elbow and Pat Belanoff, in their 1980’s writing about portfolios, focused on the ef-

---

**Campus Conversations****continued from page 4**

fect of (paper) portfolios on teaching communities. They could not, then, imagine how much more powerfully electronic portfolios would affect teaching communities.

He also cited Cindy Selfe, now at Ohio State University, and Anne Wysocki, now at UW Milwaukee, for his interest in multimodal writing. (See Selfe's 2009 article "The Movement of Air, the Breath of Meaning: Aural and Multimodal Composing," copyright NCTE, published by CCC 60:4/June 2009.) He also cited The New London Group: "A Pedagogy of Multi-Literacies: Designing Social Futures," Cazden, Courtney, Cope, Bill, Fairclough, Norman, Gee, Jim; et al, Harvard Educational Review; Spring 1996; 1; ProQuest Education Journals pg. 60.

In his writing courses, Moore puts the eportfolio at the center of the course. He says it fits perfectly with how he teaches, which is iterative and multimodal. The eportfolio counts for fifty percent of the grade.

Moore asserts that multimodal is not complicated: "It's how people communicate anyway."

**Set Tech Questions Aside, and Focus on the Subject**

Before DePaul deployed the current platform, Moore had used various tools and found that technical questions from the students took up a big chunk of class time. Now, he says, because DePaul has such great support for the campus-wide implementation -- "even our Writing Center has tutors trained on the platform!" -- the technical questions no longer dominate class sessions. Now, he and his students can focus on the subject at hand, which in Moore's case is writing.

An eportfolio platform almost invariably will accept all file types. Moore says that he also encourages the use of visual objects and multimodal writing. Talk about evoking

rhetorical reality! Using different places to write means the writing has to be different as well. To him, the eportfolio writing spaces themselves invite, almost demand, variations in tone, length, amount of information, and sensitivity to varying audiences. He thinks the eportfolio helps students better understand "what it means to be literate early in the 21st century."

In his view--and in mine--eportfolios as composing spaces, and therefore as a way to expand metacognitive awareness, is perhaps the most useful way to understand eportfolios. **A Single ePortfolio Platform as a Community-Builder**

In the First Year Writing Program, 65 faculty are using eportfolios with 2300 students. Moore is quick to point out colleagues in the Writing Program who laid the groundwork for the current eportfolio initiative: Darsie Bowden, former Director of First-Year Writing; Julie Bokser, Director of First-Year Writing; and Eileen Seifert, Associate Director of First-Year Writing.

After citing influences and crediting colleagues, Moore concludes: "And we depend very much here on collective expertise among students and faculty. We find that in a culture of mutual support, we can focus on pedagogy first and let the technology catch up with us, which is how it should be, rather than the other way around."

In DePaul's case, using an actual eportfolio platform supported more community involvement, supported long-range reflection and also, therefore, supported integration of varying learning experiences. In Moore's case, he was, and is, able to evolve his pedagogical models more freely by using an eportfolio platform.

Sample DePaul ePortfolios

Moore's own eportfolio at <http://composing.org/> exemplifies a multimodal eportfolio. When I started looking at his site, I wanted to linger

and reflect on the site's significance. Moore is one of those teachers who not only requires students to use eportfolios, but also keeps one himself, a powerful pedagogical practice in itself and an effective way to gain insight into students' experiences.

At <http://tinyurl.com/a7xsflq> you can look at some student eportfolios from the First-Year Writing Program at DePaul.

---

**AAEEBL Member****continued from page 1**

at least four campus-based eportfolio conferences each year and hosts a series of webinars. Our Annual ePortfolio Conference in Boston provides an international scope. Further, AAEEBL co-sponsors the AAC&U Annual ePortfolio Symposium and works with colleagues in other parts of the world such as Germany and Australia. Since AAEEBL continues to grow, we believe we are on the right track by engaging a diverse range of eportfolio interests and voices in an organization that supports strategic leadership in the field. **5. Maybe most important: As an AAEEBL member, you can give back well beyond this \$800 investment.**

We've already shared that AAEEBL offers a generous return on investment, but we offer something even more compelling: We take your professional growth seriously. AAEEBL opens opportunities for those who seek to be leaders in this emerging field. We invite members to serve on committees and to further collegial interaction and collaboration.

Finally, your membership helps AAEEBL continue to provide and increase our offering of services. While most of our services are available to all in the eportfolio community, AAEEBL benefits are only provided to AAEEBL institutional members.

---

**AAEEBL Member****continued on page 9**

## Auburn Responses to the AAEEBL Southeast ePortfolio Conference at Clemson

**Margaret Marshall, Director of University Writing and Professor of English:** Auburn University chose ePortfolios as the focus of its Quality Enhancement Plan (QEP) required for its reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges as a way to expand and deepen our commitment to enhancing student's critical thinking and communication. Last year two representatives from the QEP Development Committee attended the Southeast AAEEBL ePortfolio Conference at Virginia Tech, an experience that informed the Committee's decisions about implementing the plan. Three of us also attended the National Conference in Boston in July. Now, as we begin to launch our ePortfolio Project, five departments (Art, Building Science, English, Nursing and Pharmacy), a co-curricular unit (Study Abroad and Exchange Programs), and a student organization (the New Media Club) have come together as a Year 1 Cohort to design models for subsequent adopters. Though we chose to begin with professional ePortfolios that students produce as a capstone experience as they leave the university, we recognize that learning portfolios associated with specific courses and assessment portfolios that guide departmental curricular decisions will be embedded in the implementation of professional ePortfolios. This year thirteen faculty members from various departments and support units, representing both Year 1 Cohort members and those considering joining the project in Year 2, and three students attended the Southeast AAEEBL Conference at Clemson. We offer here short reflections that capture how the conference prompted our thinking and helped us forge a community of practice that we will be able to build upon in the years to come.

**Abbie Naglosky, Coordinator, and Deborah Schmidt Weiss, Assistant Director, Auburn Abroad and Exchange Programs, Office of International Programs:** The Southeast AAEEBL ePortfolio Conference at Clemson University provided an excellent introduction to the various methods of ePortfolio implementation that other colleges and universities are utilizing and allowed the Auburn cohort to further define the strategy we are using at our university. Our program is one of the Year 1 Cohort participants for Auburn's ePortfolio Project, but we are just beginning to consider how to use ePortfolios to help our students capture and reflect on their experiences in other countries. We particularly enjoyed viewing student examples and speaking with students about the process they encountered when creating their

ePortfolios. Interestingly, we noticed very few examples of universities urging students to transform co-curricular activities, such as study abroad, into artifacts to showcase their learning in their ePortfolios. After considering the feedback provided by the student panelists, we intend to engage students both before and after they travel abroad. Our tentative plan this year involves exploring the feasibility of, and the resources needed for, a range of activities, including: providing examples of artifacts during pre-departure sessions; promoting ePortfolios during re-entry programming as a way to market study abroad experiences; hosting an "ePortfolio contest" to accompany our annual photo and video contest; and, encouraging faculty program abroad directors to include ePortfolio assignments within their programs. We are excited about the possibilities connected to ePortfolios and look forward to learning more about how best to use this tool to enhance student learning from abroad experiences.

**Miriam Marty Clark, Associate Professor of English:** Peter Doolittle's keynote address provided a welcomed opportunity to consider the intellectual and pedagogical value of ePortfolios. For faculty like me who are sometimes called on to answer questions from skeptical colleagues and dubious students, knowledge of current thinking and research findings in the field is indispensable. Dr. Doolittle used a sentence memory game to make his main point that cognitive processing of the kind students do in developing portfolios enhances learning and memory. But this exercise turned on the ancient strategy of the memory palace or the method of loci, recently described in Joshua Foer's book *Moonwalking with Einstein* and in Hilary Mantel's novel *Wolf Hall*, where it is used brilliantly by Thomas Cromwell. While I have little doubt that the work of developing a portfolio really does deepen and extend learning, I resist the sleight of hand that turns an age-old memory device into good evidence for cognitive processing. The Conference was full of such moments for me, where I made connections to things I know from other contexts and could engage in the critical thinking that I so often ask of my students.

## Auburn Responses

continued from page 6

**Francine Parker, Associate Professor of Nursing:** A required assignment in a nursing professional concepts course I have taught for over a decade is a graduation portfolio, which evolved (thankfully) from a 5" binder full of documents (visualize 70 - 5" binders stacked in my office...) to the current electronic submission. Imagine my excitement when Auburn chose the ePortfolio Project as its Quality Enhancement Plan initiative. Attending the AAEEBL Clemson ePortfolio Conference was a prime opportunity for me to critically assess the state of my current assignment and garner new ideas for a tired course requirement. First and foremost, the conference affirmed that Auburn is on the right track with a focus on the infrastructure and process during the development and early implementation phases of the project. I heard repeatedly that engaging faculty and students early on is critically important in laying the foundation for a project where there is buy-in and enthusiasm. The conference presentations definitely encouraged me to think about the ePortfolio assignment in my course in new ways. The current assignment is quite prescriptive—with rigid student entries (artifacts) leaving little room for creativity. What I learned has encouraged me to take a new direction and open up possibilities for students to do more critical thinking about their clinical and educational experiences as they select appropriate artifacts and connect them to our curricular outcomes. This more individualized approach will still provide a basis for accurate assessment and evaluation of students' learning. The AAEEBL conference provided a platform for me to develop so that reflective and integrative thinking processes are promoted through our use of the ePortfolio.

**Bonnie Sanderson, Associate Professor, School of Nursing:** As a fairly new faculty member at Auburn University (AU), I was fortunate to gain practical experience in the use of ePortfolios as a senior Capstone project working with my colleague, Dr. Francine Parker. When I joined the AU's QEP Development Committee on ePortfolios and participated in reviewing the literature and developing the implementation plan, I soon realized the potential of ePortfolios to expand the depth and breadth of learning outcomes across the curriculum. It was enlightening to attend the Southeast AAEEBL Conference and learn about the "pearls and pitfalls" of similar universities implementations of ePortfolios. Since engaging faculty and students during the early stages seems especially important and getting faculty buy-in is critical, integrating strategies that support personal and professional development for faculty and supporting



faculty as they help students achieve their learning goals is essential. I am especially interested in learning more about the scholarship and current research in the use of ePortfolios in higher education and would like to hear more about such research at future conferences.

**Kelly Walker, Digital Content Editor, College of Liberal Arts:** I came away from the AAEEBL Southeast Conference thinking a great deal about a subject that is often talked about in higher education, but rarely addressed in a tangible manner: search engine optimization (SEO). While I personally am a proponent of a catholic approach to the tools available for ePortfolio creation, not all tools are equal in terms of their effectiveness in promoting an individual's search rankings. Faculty face a number of challenges in the search arena, ranging from widely varying policies for keeping institutional websites up to date to the pervasiveness of sites such as ratemyprofessors.com. In addition, constantly shifting policies regarding privacy on social media sites proves a challenge to faculty and students alike. A coherent set of SEO tools integrated into ePortfolio training and best practices could provide users with an invaluable means of controlling their own footprint in the all-important arena of online searching.

**Laura Elmer, Graduate Student in English Literature and Composition and Rhetoric:** I really enjoyed the session "Cultural Considerations for Reframing ePortfolios" where Mahnas Jean Mohammadi-Aragh and Lisa McNair, both from Virginia Tech, discussed the changes in departmental culture through the practice of ePortfolios. This session asked others to consider what challenges/barriers/cultures our ePortfolio projects would face and how we could anticipate those issues. In the pair and share session, it was interesting to see similarities across different institutions and different approaches to combat those issues. The session not only helped participants consider the struggles they might face in initial implementation, but challenged us to think of unique ways to consider doing research with ePortfolios.

Auburn Responses

continued on page 8

---

**Auburn Responses**

---

*continued from page 7***Nels Madsen, Professor of Mechanical Engineering:**

I believe electronic portfolios have a role to play as an intervention in the theory of the 3Fs. This theory postulates that students take a final, promptly forget, and subsequently fail – hence the 3Fs – final, forget, fail. Much of our educational system unfortunately contributes to student adoption of the 3Fs approach. However, an electronic portfolio and the associated reflection could be an opportunity for students to self-intervene and convince themselves that maybe it is about what they take with them from a course or an experience that matters – not just the grade they earn. Such a change in our approach to education would be well worth the time faculty would need to invest in learning to use ePortfolios.

**Gary Wagoner, Associate Professor and Chair, Department of Art:**

The greatest value of the AAEEBL conference for me was in permitting a broad view of how ePortfolio initiatives are playing out among our peers who are further in. Pitfalls and promising strategies were on view, and observations at the conference will allow us, at the beginning of our Auburn project, to emulate some successful approaches and details, and, I hope, to mirror some accomplishments. We're bound to make our own missteps, but perhaps we can avoid some that others have already mapped. One thing I saw that I hope to apply to our version: incorporation of ePortfolios vertically in the curriculum, beginning in a first-year experience course within the major and ending in a capstone course at the culmination. I teach in the department of Art; artists live and die by the portfolio, and art students need to be given sophisticated tools and professional practices for collecting, presenting, and contextualizing their work. If we begin to provide these tools and practices as they embark on the degree, and articulate the goals for doing so well, we can expect students to steadily build something they value. Another observation we can use: devising program-specific reflective aspects can enrich the endeavor. In our program, a thoughtful artist's statement can illuminate the artist/student's goals and intentions to the audience, but also to him/herself. As a component of the ePortfolio that evolves over time, we can expect that the reflection an ePortfolio entails may contribute to a growing sophistication of the artwork. Those portfolio initiatives that focus on professional application seem most successful at eliciting student buy-in, but we also envision strong pedagogical value in giving students tools for carrying their accomplishments with them and sharing them with faculty as they advance from course to course. We'll have new capability for vertical assessment

in the program also, which we see as an added value but not the driving force. I saw examples of strong student engagement where the portfolio they built became an expression of their aspirations, but less engagement when the ePortfolio was an institutional expectation focused on measures of academic performance.

**Charles Hemard, Assistant Professor of Studio Art & Photography:**

For some time now, artists have used online portfolios to professionally represent and promote their productions, so as I headed to the AAEEBL Southeast conference, I was aware that ePortfolios were practical for the classroom and beneficial for art students as they headed into the real world. I went to the conference with an open mind, eager to learn about other discipline's uses of ePortfolios and how they were being implemented, but the conference forced me to think more specifically about what, where, why and how ePortfolios apply to instruction and practice in studio art. Fortunately, Auburn's approach has been both open and inclusive from the outset. This flexibility is crucial as it allows for distinct disciplines to consider individualized solutions even as we develop a campus wide ePortfolio program. Participating in the conference as a part of our Year 1 Cohort provided a forum to pinpoint and highlight some of the many components that warrant discussion both within and across individual departments and gave us time to share ideas and resources. In retrospect, the conference expanded my awareness of the goals and functions an ePortfolio can serve beyond professional marketing. The conference also led me to believe in the importance of balancing the use of ePortfolios as a professional marketing tool with the ways ePortfolios function as a learning tool. Getting all parties to "buy in" and find intrinsic motivation will warrant considerably more thought, discussion, and revisions over time, but the conference did help clarify some of the potential benefits for students (archiving, reflecting, synthesizing, professional marketing, etc.) and faculty (assessing student learning across multiple dimensions and over time and intervening more productively in their learning). In short, I gained a more comprehensive awareness of ePortfolios' potential. Now, off to the heavy lifting of incorporating ePortfolios into my department's programs in a way that achieves that potential.

## Get Ready for Badging: Micro-Credentialing Initiative to Launch at the AAEEBL 2013 Annual ePortfolio Conference

Amy McQuigge

Coordinator of Open Education, Office of Research, Innovation, and Open Education, SUNY Empire State College

The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) will be partnering with Credly (<https://credly.com/>) to issue digital micro-credentials—badges—during its 2013 Annual ePortfolio Conference, July 29-August 1 in Boston, MA. This emerging technology supports AAEEBL's commitment to professional development and life-long learning and will allow conference participants and presenters to not only experience and earn badges, but to take back what they have learned to their home institutions and campuses for possible implementation.

While the idea of recognizing and rewarding learning or participation with badges has been around for years through service organizations such as scouting, The Mozilla Foundation has been instrumental in providing the resources and momentum for digital badging through their Open Badging (<http://openbadges.org>) initiative. Colleges, universities, companies, and non-profit organizations have been building their own badging systems including Purdue University, LearningTimes, and Peer to Peer University. Each of these systems can be linked to the Mozilla Open Badges Backpack, which enables badge earners to share their accomplishments via social media, eportfolios and digital resumes.

The badge itself holds information about how, where and when it was earned, allowing instructors and employers the opportunity to dive into the detail of these credentials. Instructors can determine, reward and investigate which specific objectives, skills, and/or prior learning students have acquired. Job applicants can show potential employers which elements on their resume are backed by authenticated credentials through endorsed badges. Finally, once hired, employers can use badges as a way to document and share professional development. Badges give earners and viewers an in-depth look into participation, skill development and learning: no matter how, where, or when it happens.

To promote the use of next-generation learning, prior recognition of learning and advances in eportfolio technology, AAEEBL will be badging this coming summer! The badges offered will represent a learning experience for an AAEEBL participant—from pre-conference excitement and networking, through attending and interacting



with colleagues, to post-conference implementation of ideas and practices. Special recognitions will be given to AAEEBL members whose participation goes above and beyond attendance, including conveners, members of newly forming leadership teams and program committee members. By recognizing and promoting the activities that happen beyond the conference walls, AAEEBL hopes to enliven the international discourse on the connections between badging and eportfolios.

### Getting Started with Badging

AAEEB-Curated Scoop.It Resource -- <http://www.scoop.it/t/aaeebl-moocssbadgeseportfolios>

Mozilla Badges -- <https://wiki.mozilla.org/Badges>

Learning Times -- <http://www.learningtimes.com/>

“Grades Out, Badges In,” Chronicle of Higher Education -- <http://chronicle.com/article/Grades-Out-Badges-In/135056/>

#### AAEEBL Member

continued from page 5

Links related to this article:

- <http://www.aaeebl.org/about> -- information about AAEEBL's mission and background.
- <http://www.aaeebl.org/faq> -- questions and answers about AAEEBL.
- [http://www.aaeebl.org/institutional\\_members](http://www.aaeebl.org/institutional_members) -- listing of current institutional members.
- <http://aaeebl.amercommerce.com/store/c/18-AAEEBL-Memberships.aspx> -- join AAEEBL as an institutional member.



July 29 - August 1

Hynes Convention Center in Boston, MA

[www.aeebl.org/2013conference](http://www.aeebl.org/2013conference)

### Monday (7/29) Workshops

*New Models for Assessing ePortfolios*  
Barbara Cambridge, Darren Cambridge and Kathleen Yancey

*The Essential ePortfolio: Working to Build from the Ground Up*  
Wende Garrison and others from Out of Practice

*Free as the Air? ePortfolios, Copyright and Fair Use*  
Joseph Ugoretz

*Walking the ePortfolio Walk: Begin Your ePortfolio in Four Hours*  
Wende Garrison and others

*Measuring vs. Measuring Up: ePortfolios and the Scholarship of Teaching and Learning*  
Joseph Ugoretz

*Action Planning for ePortfolio Research*  
C. Edward Watson

**Plus**

### ***The Third AAEEBL Executive Summit***

(an invitation-only event for AAEEBL institutional members and Corporate Affiliates)  
Sponsored by eLumen  
with Helen Chen, Terrel Rhodes, David Hubert and David Shupe

**Note: Registration and lodging links will be added to the conference landing page soon.**

### Featured Conference Speakers

Randy Bass, Georgetown University  
and  
Bret Eynon, LaGuardia Community College

Helen Chen, Stanford University  
and  
Gary Brown, Portland State University

Tracy Penny-Light, St. Jerome's College at  
Waterloo University

Melissa Peet, University of Michigan

### New Venue

Still co-located with Campus Technology, AAEEBL's 2013 ePortfolio Conference will locate in the heart of Boston, offering easy access to many attractions and providing a wide array of options for lodging and dining.

### Are you an AAEEBL Member?

AAEEBL membership is advantageous at conference time, whether it's the annual conference or campus-based conferences. Institutional members receive significant discounts on registration. Savings on conference registrations may completely cover, or greatly offset the modest cost to join and support AAEEBL's services to the eportfolio community.

Find out if your institution belongs to AAEEBL at [www.aeebl.org/institutional\\_members](http://www.aeebl.org/institutional_members)  
Learn more about AAEEBL member benefits at [www.aeebl.org/benefits](http://www.aeebl.org/benefits)



## Using ePortfolios for Global Learning and Other High-Impact Practices

### Announcement and Call for Proposals

#### An AAEEBL Campus-Based ePortfolio Conference

September 20-21, 2013

Hosted by the University of Washington Bothell

[www.aeebl.org/aeebl-northwest2013](http://www.aeebl.org/aeebl-northwest2013)

Featuring Keynote Speaker Ruth Cox

“Making Learning Visible: The Power of ePortfolios”

Dr. Ruth Cox directs the ePortfolio Initiative at San Francisco State University, working campus-wide on comprehensive assessment strategies using student electronic portfolios. She has led eportfolio research and development projects such as AAC&U’s VALUE rubrics, a national FIPSE “Connect to Learning” project (with 22 other campuses) and has facilitated Assessment Essentials trainings for WASC (Western Association of Schools and Colleges). Ruth teaches in the Master of Public Health Program (MPH) and facilitates faculty development seminars focused on learner-centered course design with the Academic Technology team. She has enjoyed teaching a range of courses on creativity, psychology, and human potential using hybrid/blended and fully online strategies. For more than 30 years she also worked as an actress in theater, film, and television, in productions from Shakespeare to “Happy Days,” and continues to perform in San Francisco.



### Conference Context

Since students learn in an unlimited number of venues and roles, not only in our curricula and co-curricula, but also from jobs, family, friends, hobbies, places of worship, travel, and, of course, the Internet, educators need tools for helping students reflect upon and make sense of all of their learning. When we examine the list of the American Association of Colleges and Universities’ “high-impact practices,” we readily see that eportfolios can foster learning from these practices by providing a space for students to reflect upon and make connections among their myriad learning experiences. Moreover, as our students increasingly see themselves as global citizens, and are focusing more on study abroad and on global issues in their own communities, the “Diversity/Global Learning” set of pedagogical practices can be particularly enriched through eportfolios.

In addition to diversity and global learning, research has shown that students learn optimally when high-impact teaching practices are employed. First identified by George Kuh, the Association of American Colleges and Universities (AAC&U) situates Kuh’s list as a centerpiece in Project LEAP (Liberal Education for America’s Promise - <https://www.aacu.org/leap/index.cfm>). These practices include:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Service-learning/community-based learning
- Internships
- Capstone courses and projects

Proposals are invited for sessions lasting 25-minutes or 50-minutes. Poster sessions are also invited. Although the proposals need not specifically address the theme of the conference, we will give preference to those that relate to the theme. We especially encourage interactive sessions that aim to engage attendees, and we ask proposers to consider including activities, for example, that facilitate discussion or that provide time for small group, or workshop-style interaction.

## Join us at the AAEEBL-SLCC Campus-Based Conference April 19-20

**Kati Lewis**  
Salt Lake Community College

Salt Lake Community College is excited to host the AAEEBL Western US Conference April 19-20, 2013. This year's conference will focus on how ePortfolios can be vehicles for fostering lifelong learning and civic engagement. More specifically, we would like this conference to be a platform for exploring the use of ePortfolios as spaces for empowering students, staff, faculty, and administrators to learn and do more across our campuses and in our communities.

Recently, SLCC students demonstrated this "learning and doing more" at SLCC's 3rd Annual Student ePortfolio Showcase. The showcase honored four students who earned scholarships based on the outstanding work presented in their ePortfolios. These students clearly use their ePortfolios as spaces for empowering themselves and others. Following are excerpts from their ePortfolios:

"I hope that this page [ePortfolio] conveys my passion, energy, and work ethic in accomplishing my goals and exceeding the expectations that are placed on me. I believe that the greatest benefit of being a non-traditional student is having been able to gain knowledge from a wide variety of life experiences which tie in to what I am learning in college... I appreciate learning through service."

-Eli Spikell, Showcase Student

"I hope this portfolio serves as a means of expressing my journey and life experiences, as well as an adequate representation of where I've come from, where I am, and where I'm going."

-Dani Wickingson, Showcase Student



**Kati Lewis (middle) with Showcase Students: Eli, Mathew, Dani, Victoria**

"The ePortfolio has become a guide for me... This ePortfolio signifies my accomplishments as well as painting a picture for others to see what my future hopes are."

--Victoria Harding, Showcase Student

"I think now the ePortfolio has served its true purpose in allowing me to intellectually and creatively express myself... To sum it up, I want to learn. I want to be able to better understand the universe that we inhabit and make better sense of it. My idol Carl Sagan said, 'If we crave some cosmic purpose, then let us find ourselves a worthy goal.'"

--Mathew Potts, Showcase Student

AAEEBL Western US Conference 2013 presenters and/or attendees will have the opportunity to meet some of these showcase students during the student ePortfolio presentations. Students from other colleges and universities are encouraged to present their ePortfolio work as well. In addition to student presentations, the conference will offer workshops on writing/creating and social justice, intentional reflection through multimedia, and more.



While the conference will surely engage, teach, and delight presenters and attendees alike, SLCC's location in the Salt Lake Valley presents a variety of after-conference experiences: hiking, skiing (depending on the snowfall), theatre, concerts, fabulous dining, running/biking trails, kayaking, and much more. For more information on the conference, visit: <http://www.aeebl.org/aeebl-western2013>

We hope to see you in April!

Join us in Salt Lake City for

*Civic Engagement and Lifelong Learning:  
Infusing ePortfolios with Activism*

Hosted by



April 19-20, 2013  
Salt Lake City, UT



*How are ePortfolios being used as spaces for empowering our students, staff, faculty, and administrators to learn and to do more across our campuses and in our communities?*

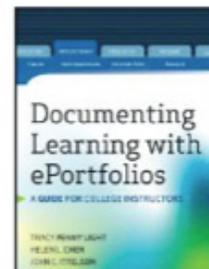
Full information at conference landing page: <http://aaeebl.org/aaeebl-western2013>

Register at: <https://aaeebl.amercommerce.com/store/c/21-Conferences.aspx>



**Keynote Speaker: Helen L. Chen, Ph.D.,  
Stanford University and AAEEBL**

Helen L. Chen is a researcher in the Designing Education Lab in the Department of Mechanical Engineering, the Director of ePortfolio Initiatives in the Office of the Registrar at Stanford University, and the director of AAEEBL's Research Committee. Helen and her colleagues Tracy Penny Light and John Ittelson are the authors of *Documenting Learning with ePortfolios: A Guide for College Instructors* (2011, Jossey-Bass).



See the conference landing page for a link to a free chapter in this book.

### Important Dates

- Proposal submission deadline: **March 20, 2013** (Note: Original date was 2/11. This represents a change.)
- Notification of proposal acceptance: **March 25, 2013**
- Discounted lodging registration ends: **March 28, 2013** (It is still possible to register for lodging after this date, but without the discount.)
- Early-Bird Registration discount ends: **April 5, 2013**

*At this conference we will explore the use of eportfolios in lifelong learning and civic engagement. Most colleges and universities strive to mold students into lifelong learners and civically-minded citizens. Connecting learning across disciplines, and from the classroom to real-world experiences, creates lifelong opportunities and deepened civic engagement.*

*ePortfolios provide a dynamic space for students to collect and share their learning and experiences with a variety of audiences: faculty, employers, friends, family, community members, and others. Conference discussions will focus on creating eportfolios that invite multi-modal/multimedia self-authorship and deepening meaning-making opportunities for students as they showcase and reflect on curricular and co-curricular work and also on thier volunteer work.*

*Call for Proposals:*

**2013 Eportfolio Forum:**

**Digital Identities, Footprints and Networks**

**When:** Thursday, October 3, 2013

**Where:** University of Canberra



- This forum will showcase eportfolio practice in Australia and beyond through a combination of presentations, workshops, 20x20 sessions, posters, and facilitated conversations.
- Themed ‘Digital Identities, Footprints and Networks’, the forum aims to support the different ways people use eportfolios to help manage their learning and their information.
- The forum will be complemented by Pre-Forum Workshops on Wednesday 2 October. These workshops will be for new and experienced eportfolio supporters to gain some ‘hands-on’ experience with using eportfolios.
- The Forum will showcase eportfolio practice in Australia and beyond from all levels of education, as well as from industry and professional associations.
- Proposals to present or to facilitate a workshop/professional conversation are now opened.
- Submissions of 150 words or less close on Monday 29 April 2013, and should relate to one or more of the following themes: Eportfolios supporting learning pathways, managing online identities through eportfolios, verifying evidence through eportfolios, and getting started with eportfolios and/or changing eportfolio platforms.
- Proposals which do not fall under these sub-themes may also be submitted but should justify how the proposal complements the Forum theme.
- Read the full submission guidelines here: <http://eportfoliosaustralia.wordpress.com/forums/2013-eportfolio-forum-home-page/2013-eportfolio-forum-call-for-proposals/>
- Register to receive regular updates about 2013 Eportfolio Forum at: [eepurl.com/kCQW5](http://eepurl.com/kCQW5) or stay tuned via or Facebook, Google+, LinkedIn and Twitter.
- 2013 Eportfolio Forum is provided by in kind support from ePortfolios Australia, Australian Catholic University, Australia eSeries, La Trobe University, Queensland University of Technology; University of Canberra, University of Sydney, University of Tasmania, Vanguard Visions Consulting, and the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL).
- For further information about 2013 Eportfolio Forum or ePortfolios Australia, contact Allison Miller: 0400 732 270, email: [eportfoliosaustralia@gmail.com](mailto:eportfoliosaustralia@gmail.com).
- If you registered for 2012 Eportfolio Forum updates or previous ePortfolios Australia events, there is no need to re-register.

[eportfoliosaustralia.com.au](http://eportfoliosaustralia.com.au)

## AAEEBL Calendar of Events

**April 9-11:** Sloan Consortium International Symposium for Emerging Technologies for Online Learning  
Las Vegas, NV

**Sponsor:** MERLOT

**More info:** <http://sloanconsortium.org/conference/2013/et4online/welcome>

**Register:** <http://sloanconsortium.org/conference/2013/et4online/registration>

**April 10:** Webinar Enabling Deep Learning with ePortfolios: Featuring ConnectEDU

1:00 p.m. – 2:00 p.m. (EST)

Online- TBA

Registration required

The 2013 EPAC-AAEEBL webinar series, Enabling Deep Learning with ePortfolios, held on Wednesdays, starts at 1 p.m. EST. Location information is sent the morning of the webinar and also posted online and to the EPAC listserv. A recording and resources will be available after the session, linked to the webinar landing page.

**April 12:** CUNY ePortfolio Symposium.  
Macaulay Honors College, New York, NY

**More info:** <http://macaulay.cuny.edu/community/eportfolio-symposium/>

**Register:** <http://macaulay.cuny.edu/community/eportfolio-symposium/register-for-an-invitation/>

**April 12:** Sparks of Innovation: The Future of Teaching and Learning Stony Brook's 5th Annual Teaching and Learning Colloquium

Stony Brook University, Stony Brook, NY

**Featured Speakers:**

Dr. Tracy Penny Light – “Documenting Self: Integrating Learning with ePortfolios”

Dr. Vijay Kumar – “Open Education on the Move: New Pathways for Learning”

**More info:** <http://facultycenter.stonybrook.edu/events/5th-annual-teaching-learning-colloquium>

**Register:** <http://facultycenter.stonybrook.edu/events/5th-annual-teaching-learning-colloquium/registration-info>

**April 19:** AAEEBL Campus-Based ePortfolio Conference at Salt Lake Community College

Salt Lake City, Utah

**Featured Speaker:** Helen L. Chen, Stanford

**More info:** <http://www.aeebl.org/aeebl-western2013>

**Register:** <http://aeebl.amercommerce.com/store/c/21-Conferences.aspx>

**Submit:** <https://www.surveymonkey.com/s/SLCC2013>

**April 24:** Webinar: Enabling Deep Learning with ePortfolios: Featuring eLumen Collaborative

1:00 PM - 2:00 PM (EST)

Online - TBA

Registration required

**May 1:** Webinar: Enabling Deep Learning with ePortfolios: Featuring Pebblepad

1:00 PM - 2:00 PM (EST)

Online - TBA

Registration required

**May 8:** Webinar: Enabling Deep Learning with ePortfolios: Featuring Foliotek

1:00 - 2:00 PM (EST)

Online - TBA

Registration required

**July 8-10:** 11th International ePortfolio & Identity Conference: *Open Me! What Can We Learn from Open Data Initiatives?*

London

**Sponsor:** ePIC 2013

**Deadline for submission:** May 15

**More info:** <http://www.epforum.eu/>

**July 30-August 1:** AAEEBL Annual ePortfolio Conference

**More info:** <http://www.aeebl.org/2013conference>

**Registration:** <http://www.aeebl.org/2013conference> (for link)

**September 20:** AAEEBL Campus-Based ePortfolio Conference at the University of Washington Bothel  
Bothel, Washington

**Featured Speaker:** Ruth Cox, San Francisco State

**More info:** <http://www.aeebl.org/aeebl-northwest2013>

**Submit:** <https://www.surveymonkey.com/s/AAEEBL-BOTHELL2013>

**October 3:** 2013 ePortfolios Australia Forum: Digital Identities, Footprints and Networks

University of Canberra, Australia

**More info:** <http://eportfoliosaustralia.wordpress.com/forums/2013-eportfolio-forum-home-page/>

**Submit:** <http://eportfoliosaustralia.wordpress.com/forums/2013-eportfolio-forum-home-page/2013-eportfolio-forum-call-for-proposals/>

**Register:** <http://eportfoliosaustralia.wordpress.com/forums/2013-eportfolio-forum-home-page/2013-eportfolio-forum-registration/>

**November 4-5:** AAEEBL Campus-Based ePortfolio Conference at Virginia Tech

## Welcome: Christopher Franklin

Christopher L. Franklin, Chief Financial Officer, has more than twenty years of Public Accounting and Industry experience. He has extensive experience in the areas of financial management and analysis, cash flow management, budgeting, forecasting, process analysis, and improvement. Chris is also a certified public accountant with a master's degree in taxation. Most recently, he was the CFO at Swarovski Optik N. A. where he managed a staff of finance, human resources, and IT professionals. He was also a member of the Company's Management Board responsible for strategic planning and the overall operations of the Company.



## Welcome: Kathryn Coleman

I have worked for many years as a visual arts teacher in high schools and I am most currently a Lecturer (cloud learning) at Deakin University in Melbourne. To this position I bring my experience in academic development and educational design from UNSW & my secondary visual arts education, curriculum design and research and writing in elearning and online teaching. My research specifically focuses on increasing the integration of web 2.0 and mobile technologies into the art world and educational setting, and examining both pedagogical and social spaces and the implications of social networking in education. I am a member of the AAEEBL Research Committee and I actively research the use of digital portfolios in Higher Education for lifelong and life-wide learning. I have presented at a number of International learning and teaching conferences and authored many papers on online collaboration, co authoring papers on authentic assessment, digital-scaffolding and peer review in higher education. I have been a casual Academic in Art and Design History and Art Administration at the College of Fine Arts, UNSW.



## Introducing Seelio *A New AAEEBL Corporate Affiliate*

Seelio (<http://seelio.com/educators>) is the newest corporate affiliate to join the AAEEBL family in the Friendship Circle.

Seelio is a leading student portfolio network designed by educators and students to help students beautifully and easily document, share, and showcase their learnings, experiences, and projects.

Seelio lets educators tailor and brand student portfolios for their class, program, or campus. They can also collaborate and engage their students on a private network and build a branded gallery to showcase student achievements to audiences like alumni, employers, prospective students, and more.

Seelio is currently working with schools and programs at the University of Michigan, Massachusetts Institute of Technology, University of Texas at Austin, University of California - Los Angeles, and Michigan Colleges Foundation.

Exclusive for AAEEBL members: Educators can sign up an unlimited number of students for a free 60 day trial of Seelio. Request a demo by emailing [emily@seelio.com](mailto:emily@seelio.com) and mentioning AAEEBL.



The next AAEEBL Learner deadline is **May 16**, for publication **June 1**.



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



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

Emily DeNoon, *Student Intern, VT*