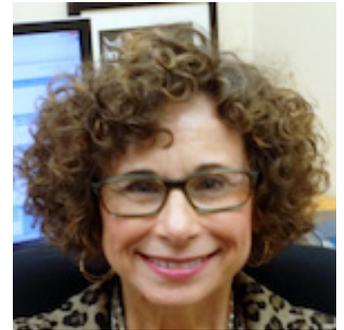




2	Feature: Why ePortfolios Should Have a Future in the College Admissions Process By John Regan
4	Cindy's Column
6	Student Voices: Danielle Wickingson
9	Conference Retrospective: Empowering Digital Fluency: Leveraging the 'e' in ePortfolio by Jennifer Sparrow
11	Wentworth ePortfolio Competition Winners
15	Student Voices: Faith Gagliardi & Jackson Spivey
16	Campus Conversations: Amanda Hyberger
18	Five Things You Can Count on at An AAEEBL Event: One Attendee's Experience
20	Conference Retrospective: "Rethinking Engaged Learning: Who? How? Why?" by Randy Stoecker, Ph.D.
23	Conference Retrospective: "Developing a Culture of Student and Faculty Engagement through ePortfolios" by Christine Tulley
25	New Issue of the International Journal of ePortfolio (IJEP)
26	News & Notes: Focus on the ACO
27	Wentworth Co-Op Students take over TAL
27	AAEEBL Around the World
28	News About the AAEEBL Learner
28	Well-Deserved Gratitude from AAEEBL!
30	Earn AAEEBL-Credentialed Badges and Contribute to the ACO
32	Greetings from your AAEEBL Co-Leaders!
33	Calendar of Events 2014-2015

Click this Butterfly anywhere in this issue and see what's in store for AAEEBL 2014!

A Message from AAEEBL's Board Chair



The Fifth AAEEBL Conference on July 28-31 in Boston promises to be our biggest and best ever! Let me extend a preliminary welcome to all of you and a special welcome to new corporate partner, Bulb, and our most recent Institutional Members: Carleton University, Ottawa; Emory & Henry College, Virginia; Point Loma Nazarene University, California; California State University Fresno.

The theme of "Engaged Learning and eportfolios: Advancing Student-Centered Cultures in a Multi-Modal Age" is what AAEEBL is really all about, and this conference promises to be especially rich in ideas and information. In addition to great pre-conference workshops, keynote speakers, and a wealth of lunchtime table conversations (both on Tuesday and Wednesday), concurrent sessions, the conference will feature the dynamic Ignite sessions that proved so valuable and thought-provoking at last year's conference that we decided to add opportunities for continued Ignite conversations and even some Ignite Poster Sessions.

Also, I'd like to urge everyone to participate in the 4th Annual AAEEBL eportfolio Research Survey, which you can access from AAEEBL's home page. It took me about 15 minutes to fill out, and the more people who participate, the more we'll learn about how eportfolios are being used and implemented in the U.S. and around the world. Members of the AAEEBL Research Committee will share preliminary results at the upcoming conference, but the survey will remain open until August 1 with results to be published after complete analysis of the full data.

In May, I had the pleasure of attending my first regional conference and AAEEBL's first Midwest Regional Conference at the University of Michigan. The lovely campus setting, smaller size, and great organizational work by the U of MI Team made for an intimate, informal atmosphere and gave participants a chance to explore a focused theme—in this case, integrative and engaged learning. For those of you who can't make it to Boston, as well as for those who can, I encourage you to consider attending an AAEEBL conference in your region. Better yet, bring a campus team, as I did. I think you'll find the experience unexpectedly rewarding.

I look forward to seeing everyone in Boston a little later this month.

All the best,
Susan Kahn

Why ePortfolios Should Have a Future in the College Admissions Process

John Regan, Boston University

Since 2009 I have worked with eportfolio in my Rhetoric courses at Boston University's College of General Studies and as part of our college's assessment of learning in our general education program. From the beginning, eportfolio has helped me to get a better sense of my students as learners and as people, a knowledge that has helped improve my teaching. I truly appreciate the value of having ready access to the students' welcome messages, photographs, videos, and other artifacts of learning both inside and outside of the classroom. So when my daughter became a high school junior and we began to think about the college admissions process, I immediately thought of eportfolio and its potential to convey a deeper, richer sense of self. Wouldn't it be a natural fit for college admissions? While I knew the vast majority of colleges neither required nor requested eportfolios from their applicants, I wondered how many would be interested in them as part of an admissions package.

In June of 2013—which I figured was a relatively quiet time for admissions professionals-- I called thirty college admissions offices from institutions ranging from highly selective to somewhat selective, Common App and non-Common App users, and SAT required and SAT optional. I asked if applicants could submit a digital portfolio along with the required admissions material. Below are some typical responses:

- “The student can send it, but we probably won't look at it.”
- “This would make for more reading, and adding extraneous material might cloud the decision process.”
- “We don't consider it.”
- “No!”

Only one institution, Bennington College, welcomed applicant eportfolios. Bennington's admissions representative explained how a digital portfolio may indicate more about the “whole student” than standardized test scores. Regarding the other twenty nine schools, the clear consensus was that submitting an eportfolio would be a waste of time, an additional burden on already overwhelmed admissions officers.

Yet one wonders if admissions officers truly believe their current processes tell them all they want to know

about their applicants. According to David Copeland, a writer for ReadWrite, nearly one third of admissions officers admit that they check Facebook and Google for information about applicants (“[How High School](#)”). In addition, some colleges use “outside of the box” essay questions in hopes of capturing authentic student voices and breaking up the monotony of the admissions process for both the applicants and those who read their essays. As Larry Gordon of the L.A. Times notes, “Colleges hope for more authenticity in a process skewed by parental intrusion, paid coaching and plagiarism” (“[Colleges Start](#)”) Gordon offers several examples of unusual essay prompts including the following:

- So where's Waldo, really?
- Please describe an unusual way you have fun?
- A package arrives at your door. After seeing the contents you know it's going to be the best day of your life. What's inside and how do you spend your day?

But if admissions officers want to see what's really “inside the package” of an applicant, eportfolio is, in my view, a better option than the Common App essay or any supplemental ones. Certainly much resistance to eportfolio for admissions purposes is based on the belief that reviewing thousands of them would be too labor intensive. However, this view assumes that these eportfolios would be massive, disorganized collections of materials when, in fact, colleges could just indicate what should and should not be included. Admissions officers may just discover that a well-designed eportfolio with concise text, brief video clips, and a few visuals is easier to get through than that two hundredth Common App essay about why my grandmother is the most interesting person I know.

Resistance to eportfolio may also be indicative of broader problems within college admissions itself. In his call for reforms of the college admissions process, Jon Boeckenstedt, associate vice president for Enrollment Management at DePaul University and author of the outstanding blog “[Admitting Things](#),” observes, “The problem is we have tried to adapt a mid-20th century process to students of the 21st century” (“[Let's Bring Clarity](#)”). But the traditional process does seem to be

Continued from Page 2

firmly entrenched. Interestingly, some high schools are undeterred by the indifference of college admissions offices, perhaps because high school professionals see the value of eportfolio in documenting the multiple intelligences of their students and deepening student learning and reflection. For example, at Bishop Feehan High School in North Attleboro, Massachusetts, and Lake Shore High School in Angola, New York, students maintain eportfolios for career and college admissions purposes.

As eportfolio practitioners at the college level, we can promote the use of eportfolio for college admissions in the following ways:

- Contact the admissions office at your school and listen to their concerns regarding eportfolio.
- Learn more about the “best practices” of admissions offices that welcome eportfolio and spread the word about their practices.
- Reach out to high schools that currently use eportfolio for admissions purposes and learn about what they are doing.
- Seek grants to promote eportfolio use at schools in lower socioeconomic districts; otherwise, eportfolio just perpetuates the digital divide.

I strongly believe eportfolio can provide college admissions offices with a powerful tool for more authentic assessments of applicants and also help those applicants convey a more complete sense of themselves.

John Regan is a Senior Lecturer in Rhetoric and eportfolio and Assessment Coordinator at Boston University's College of General Studies.

jregan@bu.edu

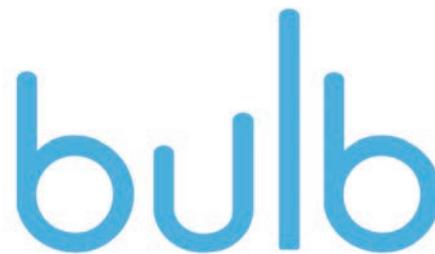


Click the image above to go contribute to AAEEBL's 2014 Annual eportfolio Research Survey. We want to hear from you, even if you've responded in our previous years. Thanks to those leading this initiative:

- **Aifang Gordon**, 2014 Survey Co-Chair, Portland State University
- **Gail Ring**, 2014 Survey Co-Chair, Clemson University
- **Gary Brown**, AAC&U and AAEEBL
- **Helen L. Chen**, Stanford University

AAEEBL Welcomes our Newest Corporate Partners

Click their logos below to visit their websites and learn more.



Cindy's Column: Thank you AAEEBL!



Cindy Stevens, Ph.D.

Professor at
Wentworth Institute
of Technology
Co-Editor of the
AAEEBL Learner

It is no coincidence that I was just promoted to full professor only after becoming associated with AAEEBL. Full professor status is the *crème de la crème* of promotions in my opinion. If I sound like I am tooting my own horn, I am! It took me five long, hard years and three attempts to receive my new, full professorship status. It may not sound like a long time, but if you combine this with the fact that my last promotion was in 2002 then you will most certainly understand. Achieving associate professor status was hard work too, but nothing like achieving full professorship. At my institute, if you want to be successful, you have to focus on four concrete areas: Teaching, Scholarship, Service, and Professional Development. I am sure many of you are nodding your heads in agreement with me now. These four areas are assessed each year for annual review and these four areas are examined through a microscope for promotion. In 2009, I decided I had enough years and accomplishments to meet all the requirements for this promotion. I was published, speaking at conferences, and had my teaching and service activities down pat! I was a strong candidate, in my opinion, for this promotion. I was wrong. I did not have enough in 2009, nor in 2010 (my second attempt). I was floundering and not sure what direction to take next.

The problem was twofold: I was all over the place doing too much and I was not seen as an expert in any one area. Basically, I had too much going on, too many interests. A lot of interests are not bad per se, but I needed to become an expert; I needed to become the “go to person” in a specific area at my school. I decided to wait two years before attempting again, regroup, and focus on one area wholeheartedly. The area that I choose, the love of my career life, the area that I am most passionate about is the portfolio.

A Little History First

I started working with paper-based portfolios back in 2001 and I had my students start developing eportfolios in 2006; I started speaking and writing about eportfolios in 2008. My research agenda increased drastically the last half of 2010 and is still on full speed ahead direction today. I presented for AAEEBL for the first time in 2010 in Boston, MA. This was their first year in “official” existence. During 2010, I did not fully grasp the whole concept of AAEEBL, It wasn't until 2011 into 2012 before I fully understood the complete significance of AAEEBL as an association. AAEEBL helped me launch into an “expert” level status. I am now the “go to person” on my campus. Folks call me and say to me, “I heard you were to person to talk to about eportfolios.” Wow, that means a lot! I worked hard, stayed focused, traveled quite a bit and had a lot of fun doing it all. And, I could not have accomplished so much, in what I would like to say now, a short amount of time, without AAEEBL. If you want to know exactly what I mean by this big, bold statement, please let me explain. Not only does AAEEBL provide a community of like-minded, sharp, educated, kind, and respectful peers to collaborate with, AAEEBL also provides the following opportunities, all of which I have taken advantage of and will continue to do so for years to come:

Scholarship

You can submit an article to *The Learner* for publication consideration. Also, you can present your research, projects, etc. at any of the numerous conferences throughout the year to help refine your research to submit to other mediums. AAEEBL hosts many conferences each year where you can submit proposals to present, as well.

Service

AAEEBL hosts many conferences each year. Volunteer to join a conference program committee. You can review proposals, join a conference sub-committee, and participate in numerous other conference-planned activities. Also, consider joining *The Learner* team. Take an active role in getting this publication to press. There are many roles to choose from: review incoming articles, editing articles, and helping to edit the final issue just before publication.



Will you come aboard as an eportfolio research partner in 2014?

Each year AAEEBL Research adds more to the knowledge about eportfolio use.

With your participation, and with the help of your colleagues and contacts, AAEEBL will conduct its 4th Annual eportfolio Survey. We invite your help on this important research, even if you have participated before. Our study is designed to continue a multi-year research initiative to find out more about trends in eportfolio implementation and results across a wide variety of institutions and demographics. Our data-collection, consistent with AAEEBL's educational mission, is not only about the technology but also about how eportfolios are used to achieve learning objectives and educational goals. Therefore, we encourage those involved in eportfolio practice, at any level, from learner and IT support to faculty and administration, to share individual and institutional information. *(Not just for one response per institution.)*

Survey Closes: August 1, 2014.

Please contribute now to [this year's AAEEBL eportfolio Research Survey](#).

While the survey itself will only take about ten minutes to complete, your participation adds to scholarly research about eportfolio use and implementation.

How else can you support this important eportfolio research?

Please share this notice with others involved in eportfolio use and thank you for your support of our research initiative. Help us spread the word by posting the links in this message on social media sites. Preliminary results will be shared at AAEEBL's [5th Annual Conference to be held in Boston, MA, USA, July 28-31 at the Hynes Convention Center](#).

Why is AAEEBL's research valuable to faculty, administrators, instructional designers, students and all involved in education-related work in this new era of learning?

AAEEBL, The Association for Authentic, Experiential and Evidence-Based Learning, as our name suggests, is foremost about learning, and we believe eportfolios offer a way to move 21st Century learners, from pre-K to professional and career learners, in to intentional reflection in ways that foster deeper and more meaningful learning. This process of learner-ownership of learning outcomes, we believe, accelerates key components for life-long learners such as a sense of identity through integrative learning (connection-making). Though this was identified in the 20th Century by educational leaders such as Dewey, it has not been fully implemented or identified as key to issues related to authentic, evidence-based and experiential learning where learners take an active role and assume responsibility for the creation of knowledge.

How can you learn about findings from previous AAEEBL eportfolio Research?

To read results from previous AAEEBL eportfolio Annual Surveys, see the article published by Brown, Chen and Gordon in The International Journal of eportfolio at <http://www.theijep.com/articleView.cfm?id=93>, "The Annual AAEEBL Survey at Two: Looking Back and Looking Ahead." You will see that we are finding some fundamental and important data through this research.

Learn more: Visit the [2014 Annual eportfolio Research Survey landing page](#).

Continued from Page 4

Teaching

When you attend conferences or participate in one of the many webinars hosted each year you can gain ideas not only for eportfolio development, but also for other teaching methods, as well. AAEEBL is The Association for Authentic, Experiential and Evidence Based Learning. You can learn about many ideas that would help you in the classroom and transfer this knowledge to your teaching practices. Also, this past year, I had two of my students write and submit an essay to the Student Development Office at my school. Both won grant money, based on their essays, to pay for registration for the AAEEBL conference in Boston. These two students were able to attend many sessions and network with other professionals. Both students felt they gained so much from this experience. Both students also wrote up a reflection about the conference and posted it to their own eportfolios. Now, that is hands-on teaching experience!

Professional Development

Even if you don't present at one of the many conferences hosted each year you can gain a lot by attending. The conferences are packed full of excellent research, new

ideas, spotlight sessions, poster sessions and even vendor solutions. In addition, AAEEBL hosts many Webinar sessions over the year for anyone to attend. Webinars are free for institutional members.

Now for the Thank You

Back in 2010 and 2011 when I fully realized the significance of AAEEBL, I secretly thought to myself that AAEEBL must have been established just for me! How could this association so aptly meet all my academic needs and be so timely in doing so! So, without further ado... thank you AAEEBL, thank you Trent and Judy Batson for establishing such a wonderful association, and thank you to everyone who is associated with AAEEBL. By participating, being a member, and working for AAEEBL, my career goals have come to fruition. My hard work has paid off at my school and my hard work for AAEEBL bounced right back to me! I plan to continue for years so that I can be a part of this wonderful association that gives so much. If you are not involved as much with AAEEBL as you would like to be, I hope I have inspired you with my own Thank You Note to AAEEBL.

Student Voices

Exemplary Student eportfolios

Danielle's ePortfolio



Welcome!

Thank you for visiting my ePortfolio! Here you will find a display of the hard work that I have done towards achieving my dreams, including various examples of my work **in school** and **out of school**, a list of my **personal goals**, my **resume**, and more. 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.



Continued on Page 7

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By showcasing student eportfolios, we highlight the varied and unique values students have found in creating and owning them. Remember, eportfolios are distinctly different from person to person. (If they weren't, what would be the point in creating them?) Some eportfolios represent the diligent efforts of job seekers; some are the bedrock of developing academic awareness; some are the explorations of those who have discovered writing as their best form of learning; and others may chronicle the acts and examinations of learners who have stepped out of old molds into new experiences of anything from political activism to musical performance to fashion design.

Here, we feature the work of Danielle Wickingson, who developed her eportfolio as a student at Salt Lake Community College. Wickingson's portfolio has a balance of academic and personal information. But appearing as a student panelist at an AAEEBL's Western Regional conference based at SLCC back in April, 2013, she shared her experience of using her eportfolio as a job seeker, saying she regretted not taking the job-searching aspects of the eportfolio seriously "from the get-go." But having resolved that issue, Wickingson has her portfolio tuned up and ready to serve in future job searches: She states happily, "The eportfolio is finally on my resume!"

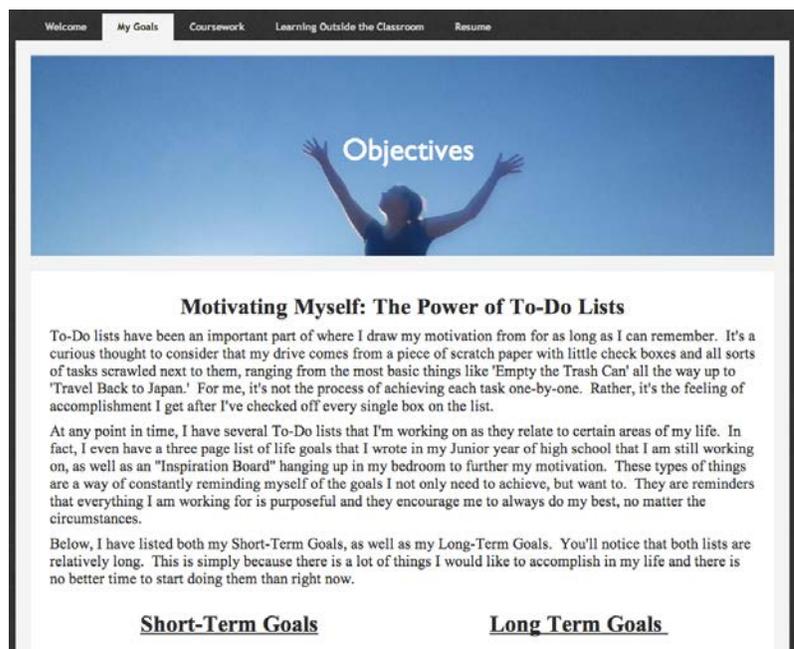
Wickingson says she didn't start out on the right foot with eportfolios. "It took me a lot of time and effort to get the process to benefit my future. I didn't get it the first semester, but now I'm very proud of my eportfolio. It shows how I've grown. And it's cool to look back and see how I've come along as a student in the past two years."

With a very "cool" portfolio in her court, Wickingson tries to encourage other students, by showing them one of the greatest values she's found in eportfolio. "It demonstrates how adventurous I am, and how I can set myself apart with 'quirky things.'"

You can see more of Danielle Wickingson's eportfolio at <http://dwickingson.yolasite.com/> (used with student permission).

At Salt Lake Community College (SLCC), a leading institution in eportfolio use, students have a choice of platforms for eportfolio-building. SLCC hosted the 2013 AAEEBL Regional Conference at which we heard from several capable and amazing students. Our Regional Conferences generally feature student showcases and include the presence of students who share the impact of eportfolio use in their own in-school and outside-school life, often finding them valuable for career use too. These student presentations are always engaging and well-received, a most popular aspect to AAEEBL Regional Conferences. To visit SLCC's eportfolio Resources, visit the links below:

- SLCC eportfolio Information -- <http://www.slcc.edu/gened/eportfolio/students.aspx>
- Student eportfolio Site -- <http://eportresource.weebly.com/>
- Student Resource Publication Center -- <http://slccpublicationcenter.wordpress.com/publication-center-library/2013/>
- SLCC Center for Innovation - <http://www.slcc.edu/innovation/innovationcontest/11-12contest.aspx>





AAEEBL 2014

Engaged Learning and ePortfolios:

Advancing Learning-Centered Cultures in a Multimodal Age

*On behalf of AAEEBL's Board of Directors
with the generous sponsorship from*

PebblePad

*We extend a collegial invitation for you to represent your organization
at*

AAEEBL's Fourth Executive Summit

Generative Coaching:

Fostering Transformative Learning in People and Organizations

Facilitated by

Melissa Peet, Ph.D.

*Director of Integrative Learning & Knowledge Management as well as
Faculty of Management and Organizations
Stephen M. Ross School of Business, University of Michigan*

Monday, July 28, 2014

1:00 to 5:00 p.m.

Followed immediately

by

AAEEBL's Annual Board Reception

5:00 to 7:00 p.m.

*Hynes Convention Center,
Boston, Massachusetts, USA*

***The favor of a reply is requested on or before July 21.
Priority attention will be granted to first-received responses.***

R.s.v.p. by email to Judy Williamson Batson

Additional Information about AAEEBL Executive Summits

The goals of these interactive, engaged learning events are to promote and deepen conversations, to offer an opportunity for information-sharing and to build increased understanding among AAEEBL supporters in academia and industry.



If you have received this invitation but are not currently an AAEEBL Corporate Partner or Institutional Member, and you wish to attend this premier event, please contact Trent Batson prior to the response deadline above.

Registration is required but complimentary.

Affiliated organizations may send a maximum of two leadership representatives in light of their supportive relationship with AAEEBL as Corporate Partners or as Institutional Members.

Conference Retrospective: “Empowering Digital Fluency: Leveraging the ‘e’ in ePortfolio” reflections on a presentation by Jennifer Sparrow



The science of eportfolio develops through AAEEBL’s support of professional communications and through its national, international, and regional events. AAEEBL’s Southeast Regional event in 2013 focused on student-centered eportfolio applications and practices. Featured speaker Jennifer Sparrow, Virginia Tech’s Senior Director of Networked Ventures and Emerging Technologies considered students’ digital fluency in the context of eportfolios and in relation to the principle of “folio thinking.”

Let’s take a look back at the roots of folio thinking, prior to our common use of the term. Folio thinking is a term coined by Helen Chen, of Stanford University, who is also AAEEBL Co-Director of Research and an AAEEBL board member. The term refers to the reflective and integrative properties of eportfolios.

But for Jennifer Sparrow, the application of folio thinking started years ahead of the emergence of the term. For her, it began with a group of 7 and 8 year-olds in Florida, who were tasked to collect their own work and to reflect on their learning. That was in 1995, so the only way to gather materials was in hard cover notebooks.

Taking a positive approach, the children were told, “Show us your best work.” Then, they were presented with more challenging questions: “Why was this your best work?” and “What could you tell your parents about this work?” These were guided questions, and help from the teacher was of course present, but the responsibility of reflection was clearly in the young students’ court.

That proved to be a productive, approachable activity for elementary school students. They had a taste of reflective and integrative thinking — even with no ‘e’ and no official use of the term “folio thinking.”

Now, shift your thoughts to the college classroom.

What if Rip Van Winkle came back from about 50 years ago and visited a college class today? He’d see the same thing now as he did 50 years ago — probably in a large lecture hall.

Why wouldn’t Rip be stunned to see the application of “folio thinking”? And why wouldn’t he be impressed with students who possess a new, digital fluency? What needs to change, so that Rip can tell that decades have passed since his last nap?

Today, our college students, unlike that group of 7 and 8 year-olds in the 1990s, have digital tools and related skill sets that could, at least potentially, open up the widespread habit of “folio thinking.” Let’s talk about some components of digital fluency, keeping in mind it’s neither the technology we’re after, nor the technical skills. What counts are the ways that digital fluency represents deeper learning.

Digital Fluency: More than Digital Literacy

We used to need to learn to use a mouse as our initial venture into the digital age, but even that’s not necessary anymore — at least it is not significant in a discussion of digital fluency.

And at most institutions we’ve all heard a lot about digital literacy, whether or not it’s an official curriculum component. But even that is not what we mean by digital fluency. We need to move beyond that “literacy” goal toward true “fluency.”

So, how is digital fluency more than digital literacy? How do we move up to fluency? Here are some areas we should master in order to push us over that hump:

1. Solution fluency – Leveraging the technology, we arrive at a novel solution to a problem.
2. Creative fluency – Putting a creative spin on what we’re doing. Increasing our creativity.
3. Collaboration fluency – Students now are the supreme sharers of knowledge. Leverage the social networks that we have been able to develop and move beyond them.
4. Media fluency – Identify the best choice for delivering a message using media.
5. Information fluency – We have been talking about this with our libraries for a long time. This may be the easiest piece for us to get our minds around. How can we cull through sources and validate value and authenticity of a source? Of course, this may look very different from field to field.

Continued from Page 9

A few brief examples and discussion points may help to illustrate ideas from the list above, and may spark your own ideas about eportfolios and about folio thinking.

Solution Fluency – Here is an example that emphasizes the scientific method: Ask more questions, come up with ideas, test them and come up with a conclusion. Students, using their iPads, interviewed residents of their town. Using Google Maps and Google Earth, they included geo-tagging and images with the information gained. They also developed ideas and plans for the town to provide stories for historical sites, and for what a new downtown could look like. The project involved hands-on work gathering real data over time to look at the progression of plans as they went forward. Stories were told using QR codes that could be “over-layed” – many layers that can be a singular and granular iteration over time. For students, the critical gain was the ability to think over time.

Creativity Fluency – Leverage technology tools to imagine and to inspire. An interesting example comes from the use of OpenSim – an open source version of Second Life, a version which is now OpenLife for VA Tech. This space mimics the classroom. Students can meet synchronously, but they do not have to be in the classroom. OpenLife for VA Tech has created a lecture hall space, virtually, where short, mini-lectures are provided to students and archived as learning objects. An image gallery has been created, where students can post and critique while recording their experience synchronously.

Recordings can be saved to become part of an ongoing record of “How I grew as a learner.” Images can be stored anywhere (e.g. Flickr) and backed up in the cloud in a secondary location so they may be dropped into an eportfolio. Participants have stated that their most critical insight gained was: We need to listen to issues and questions, not only focus on the technology. (This is a teaching we often hear about in the AAEEBL frame of reference!)

Collaboration Fluency – Get students to think differently about how they work together. What does it mean to work together? How can technology be leveraged to make working together easier? An important goal is to bring students together to create digital artifacts. Related to that, always start with the learning outcomes desired.

Key words to keep in mind are envision and execute, especially referring to student-developed web resources.

Media Fluency – Use digital storytelling to make research meaningful. Help students talk about research in order to tell their stories to other people. One example is a film festival in class, where students used archives and special collections on campus. Get students to think about “What’s the best way to tell my story?” Learners need to think about the choices in media use, and consider the significance of making a given choice. A critical takeaway for instructors is learning how to help students understand the ways they can convey knowledge through media.

Information Fluency – Years ago we realized anyone can be an author, and anyone can acquire information. But of course, the key to using information is the need to analyze and assess it. There’s an example of how Wikipedia had intentionally incorrect information posted. How long did it stay up? 17 minutes!

Students almost always need additional writing help in their first year of college. A big part of this is learning how to assess the information they acquire and how to make good choices in the ways to acquire information

Now, let’s circle back to folio thinking and eportfolios. Here are some points to remember:

Continued from Page 10

ePortfolios: The “e” allows us to move past the stacks of paper gathered into binders. Students can see first paper written in college and can gather a collection over time. A second, important aspect to this is the creation element – there are many different kinds of eportfolios, and different audiences and purposes for them. But these do not need to be mutually exclusive.

Folio thinking: Students need to ask, “How did I get here?” and “What were my ‘ah-ha’ moments?” And, they need to do this over time. Folio thinking is not only reflective, it’s integrative — a process which takes a commitment of time.

Finally, here are some questions that have been on attendees’ minds:

Question: What about the longevity of eportfolios?

Response: There are more and more opportunities for cloud storage, and options to save things in “safe” spaces (such as saving photos in Flickr). The collection of resources in one location creates the longevity and easy access. Digication and PebblePad provide unlimited alum access! D2L also has student access. Bedford’s scheme is 6 years of access after graduation.

Question: How do you handle the ownership of the eportfolio? The instructor, the student, the institution?

Response: “If your work is really good, it will become part of the course resources.” At VA Tech, the class projects have a disclaimer that shows they may not represent personal views.

Question: Related to ownership, what are the implications of students’ “digital footprints”?

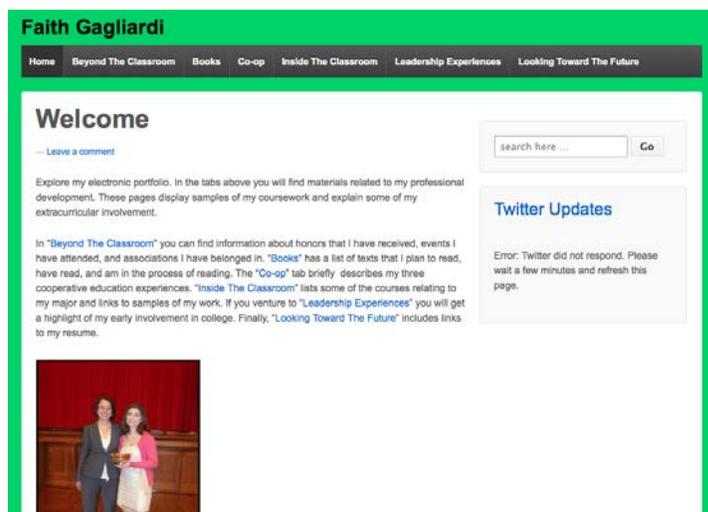
Response: At VA Tech there is a model of co-ownership. Students own a product and can do what they want to with it. What’s it for? If it is to improve a course or to improve learning, the university would own that process and evidence as an internal process. Students need to be aware of the bigger process: “We’re going to be trying something new and you’ll be test subjects, but you’ll be able to help shape it for the future...”

Management Department At Wentworth Institute of Technology In Boston, MA Acknowledges ePortfolio Competition Prize Winners

Submitted By Cindy Stevens, Ph.D

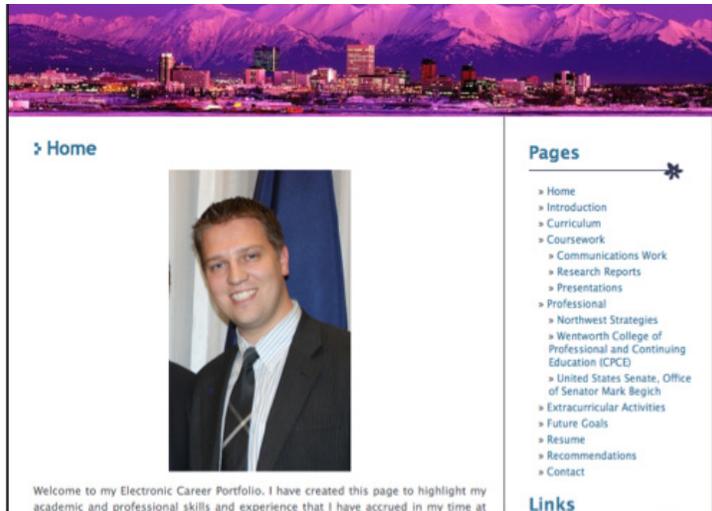
For the past four years, students at Wentworth Institute of Technology, Boston, MA in the Management department, have competed for prizes for the top four eportfolios. When the eportfolio requirement was put into place during 2008 there seemed to be something lacking in motivation from the students for the first few years. As a department, it was decided to find ways to motivate students during eportfolio development and the faculty came up with several options, such as a grading rubric, peer review, and four gift card prizes for the top four eportfolios. Showcased below are our top eportfolio winners for the senior graduating class of August 2013.

*Click the images and explore the winning eportfolios.



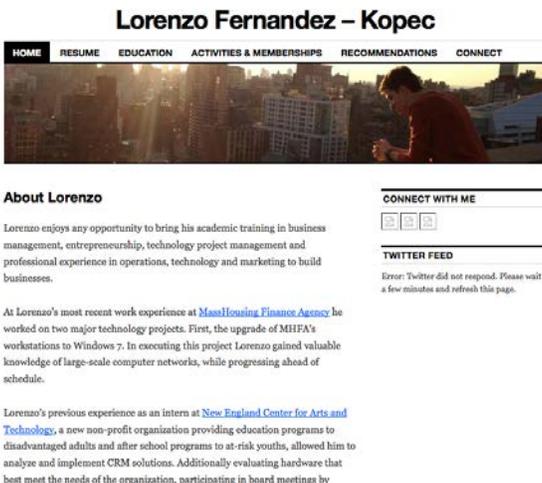
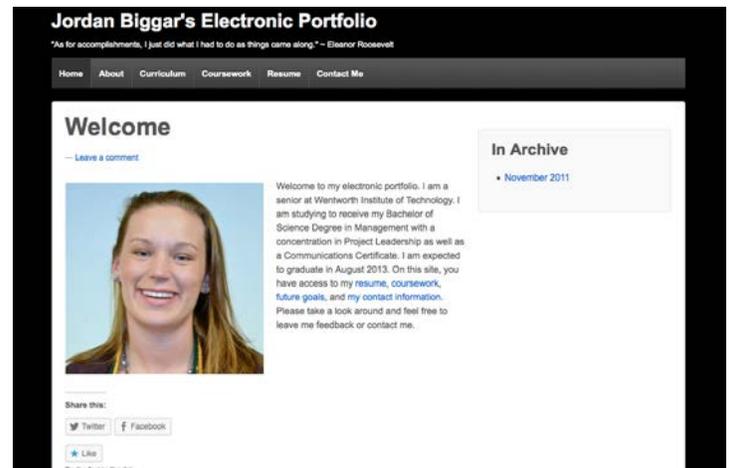
Faith Gagliardi was our 1st place winner. She was awarded a \$100 gift card. “Developing my ECP from scratch gave me a wonderful opportunity to think about how to organize and structure my information. Additionally, it required an analytical look at my past experiences to decide what to include and what to leave out. After looking at many other ECP examples and reading up on web design, I submitted a robust eportfolio that I am proud of.”

Continued from Page 11



Jackson Spivey is our 2nd place winner. He was awarded a \$50 gift card. "As I began aggregating information for my portfolio, whether it be class work artifacts, co-op experiences, or extracurricular activities, I was able to look back and see what all I had accomplished at my four years at Wentworth."

Jordan Biggar is one out of two, 3rd place winners. She was awarded a \$25 gift card. "The process of building my ECP allowed me to reflect on my past assignments and work. It created a tangible source for my future employers to see what I have accomplished over my educational career at Wentworth."



Lorenzo Fernandez-Kopec is also a 3rd place winner. He was awarded a \$25 gift card. "Building this eportfolio helped me to identify my strengths and accomplishments and then market them to potential employees. Additionally, the writing, the design, and the organization of it all allowed me to display skills beyond my resume and portfolio as well give employers a sense of who I am as a person. Having this ECP is so much more impressive than just having the standard LinkedIn profile, and I believe by having one, students have an edge when it comes to finding a job in this market."



*Conceptions, Misconceptions
and Best Practices:
The Whys and Hows of ePortfolios*
November 10-11, 2014
Hosted by the University of Georgia
Athens, GA, USA

Conference Context

Faculty and administrators in higher education traverse a landscape full of emerging and evolving technologies, and they must make decisions regarding the efficacy of these nascent technologies with respect to their strategic and academic goals. The sheer volume of products available for educational use can be overwhelming, and it is often difficult to discern their redundancy, their usefulness, and their efficiency. Despite the promises touted by the “next big thing,” it is prudent to thoroughly explore, investigate, and research the plethora of tools to find those that will provide lasting opportunities for academic and professional growth and enrichment. Among the tools arising from the myriad educational technologies is the electronic portfolio (eportfolio).

ePortfolio is a transformative instrument whose time has come. Born from the profoundly significant pen and parchment portfolio that required the collection, reflection, and revision of art, writing, and music, eportfolio—coupled with deliberate, learning-centered pedagogies—has increasingly found its place as a dynamic vehicle for student learning, professional development, and programmatic assessment. With over 50% of students in higher education in the US reportedly using eportfolios last year (AAEEBL, 2014), it is becoming apparent that more individual faculty, educational departments, and academic and professional programs are adopting the use of eportfolios as a practical means to implement and document high-impact educational practices across the disciplines (Kuh, 2008).

Invitation to Submit Proposals

The Center for Teaching and Learning (CTL) in the Office of the Vice President for Instruction at the University of Georgia is pleased to host the 2014 Southeast Regional Conference of the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) in which participants will engage in conversations and presentations centered around the conceptions, misconceptions and best practices for using portfolios.

The CTL Conference Committee invites proposals by the **September 27 deadline** that address the “whys” and “hows” of eportfolios, using the following questions to frame our discussions:

Why would I use eportfolios?

- What is the pedagogical value of using eportfolios?
- What is the practical value of using eportfolios?
- What are the benefits of using eportfolios in different disciplines?
- How do eportfolios benefit interdisciplinary and/or inter-professional educational endeavors?
- How can eportfolios provide qualitative assessment data for student and/or programmatic evaluation?

How do I use eportfolios?

- What *can* eportfolios do? What *can't* eportfolios do?
- How do I begin using eportfolios and what is the time investment?
- How do I grade student eportfolios?
- What is the best way to use eportfolios to optimize student learning?
- How do I know if eportfolios are working?

Types of Sessions

1. **Poster Session** -- The conference committee encourages proposals for interactive and dynamic poster sessions that include eportfolio assignments and evaluation methodologies and that feature displays of completed and in-progress eportfolios. Students are welcome to attend with faculty presenters to showcase their eportfolios and to answer questions regarding the eportfolio process from the student perspective.
2. **Ignite Session** -- Ignite sessions are short, punchy, 5-minute presentations, with slides that advance every 15 seconds, delivered one presentation after the other. (Please visit [the Ignite site](#) for examples.) Please note that these sessions are NOT simply “rapid-fire” PowerPoint presentations; instead, they are thought-provoking, image-intense expositions, intended to produce energy, spark ideas, and inspire dialogue (similar in format to a TEDTalk). The Ignite sessions will be followed by informal lunchtime discussion opportunities with Ignite presenters. If selected to conduct an Ignite session, presenters will be provided with guidance on the creation of their presentation materials and given a template to use for this event.
3. **Instructional Session** -- The 50-minute long instructional sessions will be presented as highly interactive workshops in which participants will engage in the exploration of the uses, functionality, and/or best practices of eportfolios. Instructional sessions should highlight both the whys and the hows of eportfolio through the active involvement of participants using both eportfolio pedagogy and technology. These objective-based presentations should actively engage and provide a clear “take-away” for participants.

Conference Quick Links

- Go to the [AAEEBL Community Online](#)
- Find out more -- [Visit the Conference Landing Page](#)
- Read about **featured speakers** presenting at AAEEBL Southeast 2014
- [Submit a proposal](#) to present at the conference
- Register to attend [AAEEBL Southeast 2014 at UGA](#)
- Complete [AAEEBL Online Community site registration](#)

Note: In order to submit a proposal or to register to attend an event, it is necessary to first register at the AAEEBL Community Online site. Why? This helps AAEEBL, as a non-profit, to keep records on site usage. Behind the scenes, the site operates dynamically and assists you by auto-filling fields when you submit a proposal or registration for an event.

Please share this information with colleagues, and help us share online by posting to social media. You will find an easy-to-use set of social media links at the top of the conference landing page. **Thanks very much for your help!**

Student Voices

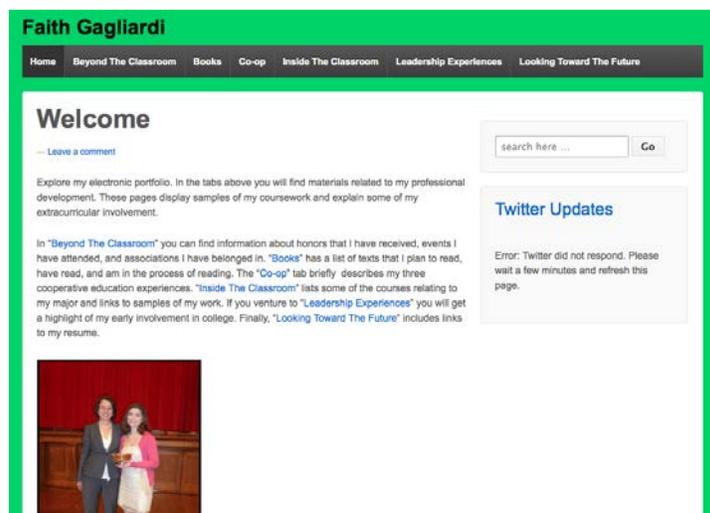
Exemplary Student ePortfolios

Faith Gagliardi, Senior
Wentworth Institute of Technology

During the spring semester of 2013 I was tasked with creating my own electronic career portfolio (ECP). At Wentworth Institute of Technology all Business Management students must complete a professional ECP in order to graduate. I was overwhelmed at the idea of undertaking this big endeavor.

I chose to use WordPress as the outlet for my ECP because it was free and came with many different pre-designed themes. With no previous education and extremely limited hands on experience, I was able to navigate through WordPress to put together a respectable site. Now, my ECP has seven pages, including "Home" which is the landing page.

Developing my ECP from scratch gave me wonderful opportunity to think about how to organize and structure my information. Additionally, it required an analytical look at my past experiences to decide what to include and what to leave out. After looking at many other ECP examples and reading up on web design, I submitted a robust eportfolio that I am proud of.

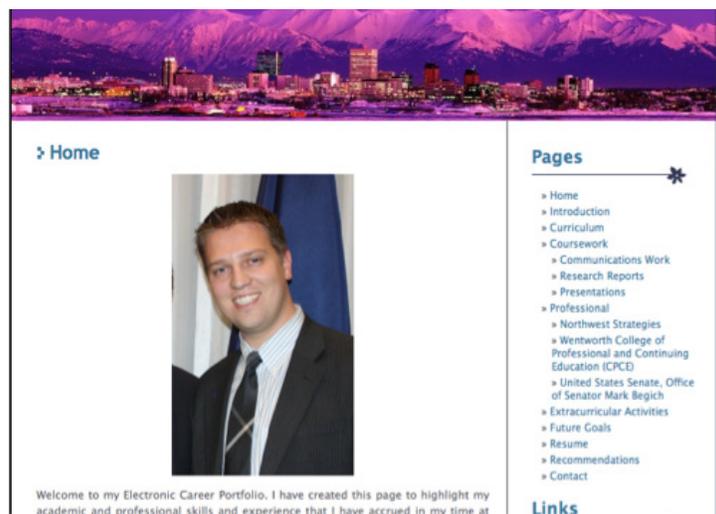


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Jackson Spivey, Senior
Wentworth Institute of Technology

This spring, as a first semester senior in the Business Management program at Wentworth Institute of Technology, I created an Electronic Career Portfolio (ECP) to highlight my academic and professional work and accomplishments. The process started as a simple assignment but morphed into something much bigger by the time the final product was finished and published.

At the beginning of my senior year, I, along with every other nearly-graduated college senior, began reflecting back on what I had done in my college years, and how I would use these achievements to differentiate myself from other freshman members of the "real world." The time of this reflection conveniently coincided with the beginning of the ECP process. As I began aggregating information



for my portfolio, whether it be class work artifacts, co-op experiences, or extracurricular activities, I was able to look back and see what all I had accomplished at my four years at Wentworth. Comparing freshman work to the papers I produce today was like night and day, and truly showed how far I have come as a student.

It was this process that allowed me to truly gage the value of my ECP. I knew there were the obvious benefits: a centralized database of my academic work, an enhanced resume, a visual resource for potential employers, etc. But it was going back over my old work and experiences, seeing what all I had accomplished over my four years that validated all the work that went into creating my ECP. I know that the idea of a portfolio is to attract employers and highlight your attributes. But by recapping my collegiate accomplishments, I more or less authenticated myself and my qualities and background, a process that will certainly help as I prepare to enter the professional world.



CAMPUS CONVERSATIONS

Sharing and learning through discussions about eportfolios



“While eportfolio is really a nice fit to help students get jobs and enter the workforce, we are working to educate our students, staff, and faculty that portfolios are also potentially transformational for education and other processes.”

- Amanda Hyberger, associate professor of music and director of Chattanooga State Community College’s Quality Enhancement Plan

Chattanooga State Community College is finishing its second year with eportfolios. In the first year, the college ran a pilot, with just 200 total student, faculty, and staff accounts. But in the second year, the program grew to include some 2,300 accounts. Amanda Hyberger, an associate professor of music, directs the college’s Quality Enhancement Plan (QEP) program, which spawned the eportfolio initiative. Hyberger says eportfolios are taking root easily on her campus, even calling the process “organic”. She spoke with AAEEBL recently to add Chattanooga’s implementation success story to our Campus Conversation initiative.



How did your campus get started with eportfolios, and what is your own role in the institution’s eportfolio implementation?

In the SACS accreditation process — for the Southern Association of Colleges and Schools — we have what’s called the Quality Enhancement Plan, in which all schools develop their ideas for a quality added program that would stay with the campus, providing benefits long after the accreditation work is done. Ours ended up focusing on work ethic and is called W.E. Succeed: Work Ethic First. We chose to implement eportfolios to satisfy the student evidence piece of this QEP but found them also to be a good fit to enhance the tenure process for faculty.

I was on the faculty team that helped develop the QEP program and was hired as its director about three years ago. Part of my role is to keep teaching: We want the QEP director to be someone who understands the classroom — still having to teach as well as work in administrative circles to establish the QEP throughout campus. We are charged with making our QEP campus wide — both in the classroom and with faculty and staff.

So then your eportfolio program started as part of your QEP and accreditation process, but is intended to continue long term?

Yes. The QEP is a five-year plan that you can extend and be supported to ten years if it’s working well, and in doing so you can choose to build on one of its strengths. We wanted to design something that would be transformative and organic for the students. Because we are a community college, much of what we do is workforce development for our region and helping students get into that workforce. While eportfolio is really a nice fit to help students get jobs and enter the workforce, we are working to educate our students, staff, and faculty that portfolios are also potentially transformational for education and other processes.

Campus Conversation Feature Continued from Page 16

Can you point to any transformations so far?

Definitely. We have a fair but very rigorous process for promotion and tenure review. It has been quite time consuming in past years for faculty to file forms and collect the required information in binders. It has for some time been the desire of many faculty to modernize the tenure review process. As we got started introducing eportfolios around campus, many faculty asked whether they might be able to use eportfolios to “stop scrap booking” for the tenure process.

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At first, I wasn't feeling secure about that — tenure wasn't really my job as I'm not in academic affairs. Finally, last year, a department head in humanities asked me if humanities and fine arts (my personal division) could pilot our annual tenure review electronically. I said that if he could get the permission of the provost, I'd do it — not really expecting to get that permission. He had permission by the next day, and that changed my life!

So, that all started with the department head and faculty requests and we executed on those requests successfully in our division during the past year. Seeing that success, our provost asked me to make eportfolios available for faculty within all the other divisions. This year, all 180 faculty involved in the tenure review process submitted electronically, and many staff are also asking about the potential of submitting eportfolios for their review process.

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We had great momentum for faculty portfolios. It's interesting, because everywhere I go at conferences, the question comes up about how you get your faculty interested in eportfolios. And of our humanities and fine arts faculty, who will be starting their second year with eportfolios, few say they would ever go back to paper. Not only for the convenience, but for the new capabilities they have to demonstrate their work.

Then did you find training faculty was much easier than you would have expected?

They were motivated. But teaching them the tool is really hard. They are very busy people, and there are other technology tools they need to be involved in, such as the learning management system or textbook systems online... it's just a lot of digital training, especially for a group of people who largely weren't raised in the digital age. We did spend a lot of time on the training, and there were mixed feelings about it. But everyone did complete it, and for the newer waves of trained faculty (other than humanities and fine arts), I am starting now to see some progress.

Continued on Page 19

Five Things You Can Count on at an AAEEBL Event: One Attendee's Experience

AAEEBL conferences offer far more than thoughtfully laid out, relevant, topical tracks and speakers ready to share their expertise. For most who travel to Boston for our annual conference, or to one of our regional gatherings around the country and internationally, it's truly a journey... one that begins when you step off the plane.

Most attendees register thinking they will learn tons of valuable information about eportfolios - how to plan for them, how to implement them, and "heaps" of other knowledge. And, of course, they do. But that's not the most important gain. "Folio thinking" - an understanding of the reflective and integrative properties of eportfolio technology - is a learning process in itself, and most attendees experience this as a real awakening in their awareness of eportfolio values.

First-time AAEEBL conference goer Cynthia Hollingsworth, coordinator of instructional design at the Indiana University School of Nursing, shared her reflections on the process of being an AAEEBL attendee. We've selected five of her observations - in her own words - that may be helpful to those who are thinking of joining us at the upcoming annual meeting in Boston, July 28-31.

1. A reflective learning process

The conference sessions all added to my knowledge of portfolios, including the fact that eportfolios often mean greatly different things.

ePortfolios are definitely not "one size fits all." Reflection is a strong theme, and I am learning to reflect rather than process facts. I returned home with a stronger belief that formal education spends entirely too much time cramming information into students' heads, leaving very little time for the learners to reflect on their learning.

2. Learning to question

Many sessions caused me not so much to learn, as to question. I now find myself asking questions such as: Can I be more effective in teaching my teachers how to teach, and thereby help our learners to learn? I wonder if students are learning the integrative, transferable knowledge that they need to have mastered when educators are no longer by their side (or do they simply know how to create snazzy multimedia presentations)?

3. Insights from peers

I liked the tips that conference presenters provided from their own experiences. eportfolios are a way of documenting learning that has occurred, giving faculty a better opportunity to answer the question, "Has the right learning occurred?" Artifacts help to demonstrate the integration of the learning that has occurred... One valuable tip was to start with a well-defined rubric, then choose the artifact that best exemplifies mastery of that item.

4. A view of eportfolios as an integrative process

I returned home impressed that we have to find a way for students to see value in an eportfolio beyond the siloed effect of an assignment for a single class, or even a single academic career. Students have to be invested in eportfolios. Integration throughout a curriculum is a start, but without the faculty also believing in their value (and passing that on to their students), portfolios will still remain an academic exercise, just a more comprehensive one. Until a student is as excited about updating their portfolio as they are adding to their Facebook status, the value of the technology will be limited.

Continued from Page 17

How about reaching the students with this technology? How is that experience so far?

We have more than 2,000 student portfolios — some more active than others, some just a start. There are about 300 truly active student eportfolio users on campus at this point. A few are individuals who have picked up on eportfolio on their own, though the vast majority are students who fall into one of ten academic areas on campus that are encouraging student eportfolio use: study abroad, vet tech, dental assisting, humanities, and others.

But the key is that, if faculty are trained in electronic portfolios for their own use, and have that personal experience, they will use them to teach, as well. Those faculty are starting to see the beginnings of transformation.

“But the key is that, if faculty are trained in electronic portfolios for their own use, and have that personal experience, they will use them to teach, as well”

At conferences I always hear about how eportfolio is a transformative tool, an engagement tool. That students who are engaged in eportfolio are usually more engaged in their academic courses and show more intentionality of doing their best work.

There are faculty who are making their portfolios public — I have about 30 already. These tend to go above and beyond what their tenure documents require. And, it’s exciting for students to see what faculty have to do for their jobs. Students are now beginning to ask to see faculty portfolios. It used to be that students entering a classroom don’t sense the background and education that is going into the instruction they receive. More and more, they will. That will be a big transformation.

“Students are now beginning to ask to see faculty portfolios. It used to be that students entering a classroom don’t sense the background and education that is going into the instruction they receive. More and more, they will.”

You’ve put eportfolios in place, virtually campus wide, in a very short time — all sparked by and stemming from the QEP. Moving forward, do you see a shift in the “home” for eportfolios on campus, or a change in the focus for their use?

Initially our goal for the QEP was to demonstrate that our students are impacted by our teaching of work ethic. That will continue to be of the highest importance, and eportfolio will continue to be my responsibility for the foreseeable future.

Still, we are sure to see new application areas for eportfolio technology. To make the most of this tool, we need to take advantage of digital mentoring and other opportunities, and there has to be a presence beyond students. Earlier, none of this was on our radar screen. Now that it is, we are already considering many expansions — such as including staff portfolios in the review process (for example, library staff). We also have a request from career and counseling to have their department reviews done electronically. And institutional research is highlighting this option as well this year.

“But especially with what we’ve seen as very strong faculty engagement, our goals for eportfolio have broadened and deepened in ways that I couldn’t have imagined three years ago. I wouldn’t have expected a campus wide eportfolio program that included faculty, staff, and students — and so much potential for transformation.”

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Continued on Page 20

Continued from Page 18

5. An active community and ongoing professional connections

Attending AAEEBL was a great resource for my professional development, and I hope to be able to take advantage of future conferences. Other than shadowy mentions, prior to attending my first AAEEBL conference, I had basically no awareness of eportfolios. As far as I knew, a portfolio was a big binder of thoughtfully chosen papers. I knew that because I had one — one that I threw out some time after it gained me 6 credits toward my master's degree. But more recently, I was swept up, into the maelstrom of campus and school discussions on eportfolios. I was invited to attend AAEEBL, and with the overwhelming support of professional development funds, I went to the event in Boston. I'm so glad I did.

Continued from Page 19

Links and Resources

A collection of links illustrating eportfolio adoption, courtesy Chattanooga State Community College.

[A roadmap template, adopted by new students during orientation.](#)

W.E. Succeed: Work Ethic First:

https://chattanoogastate.digication.com/w_e_succeed_work_ethic_first/Welcome2/published

<http://www.chattanoogastate.edu/our-campus/initiatives/pdf/qep.pdf>

Sample student portfolios from the initial pilot group:

[A Music student](#)

[Tiger travels student:](#)

[Faculty evaluation template](#)

[Sample faculty portfolio: Music/QEP director](#)

Faculty and staff portfolios that are being created for student/community education and outreach:

- [Campus project with national writer.](#)
- [Departmental concert portfolio for gen ed music students.](#)
- [Weekend library supervisor.](#)
- [Library instruction coordinator.](#)
- [Created for students by the library.](#)

Conference Retrospective: “Rethinking Engaged Learning: Who? How? Why?” by Randy Stoecker, Ph.D.

Highlights from a plenary given by Randy Stoecker, Ph.D., University of Wisconsin Madison

“Is ‘required volunteerism’ not just another oxymoron in academia?” - Randy Stoecker

Randy Stoecker, from the University of Wisconsin Madison, challenged attendees to think more deeply about “engaged learning.” He situated himself as a first generation college graduate in his family, and says he operates as an “anti-war demonstrator” of sorts given that he interrogates both sides of an issue while standing in community spaces more than simply occupying a space in higher education. Thus, he presented from that perspective.

Stoecker suggested that labels on practices can be symptomatic of needs to change the practice. For example, we discuss: “engaged learning,” and, among other things “community-engaged learning” (“with a hyphen that’s really important to those who use the hyphen” Stoecker noted). He further elaborates how current thinking about engaged learning addresses the “who” by putting students first then community. Looking at the “how,” we suggest that experiential education comes first then service. When we talk about the “why” of engaged learning, we look first at student development then at community outcomes. Stoecker, a sociologist, is dissatisfied with these priorities and suggests there is a conflict between the interests of the students and the interests of the community. If students are sent to the soup kitchen to experience the impact of poverty, they do not necessarily learn about poverty, Stoecker argues, but they may learn about being a service provider.

Are “service providers” necessarily what community organizations need? What do communities want as they deal with “some of the worst consequences of what has been created in this society”? Stoecker asked us to consider the word “community,” and that we need to question language such as “the global community.” He suggests that things we once thought we wanted to exist in “community” do not exist any more. In communities where he works, he sees gunfire and broken relationships.

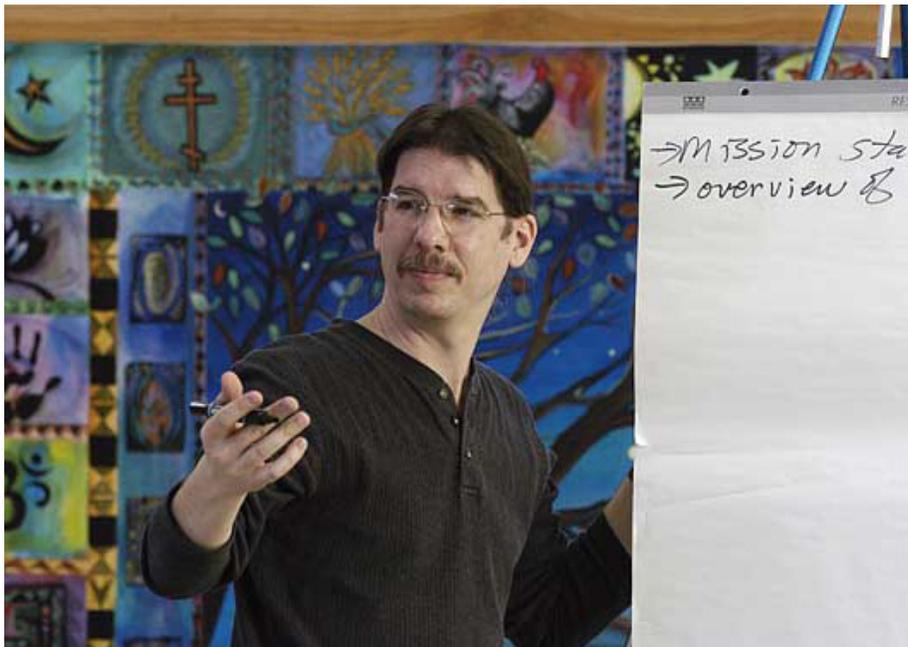
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“Constituency” may provide a more helpful way to think about the groups we send students out to work with. Stoecker works with what he identifies as “constituencies focused on change.” He compared the budgets of the U of WI or the U of MI to the budget of the sort of non-profits where students are sent for “service learning” and wonders how reciprocity can apply simply due to saying how we are “in community together” with non-profits that deal with significant problems. Stoecker interrogates the notion of “service learning.” He says that in order to move toward mutual benefit and true reciprocity, it is critical to work collaboratively with groups whereas service learning can be mainly about providing service in an exchange relationship. The student perspective here may be “I serve, and in exchange, I get to reflect on my service.” So, Stoecker pointed out, we send students to “serve” a group and then to return to their technology to “write about it.” This, he believes, creates separations, and does not “use engagement to build collective power to challenge the systems keeping people down.” Stoecker asserts that we, as academics, may possibly be ideologically acting as “neoliberals” by using service learning as a way to bring groups we serve more into the mainstream instead of working with them as constituency groups.

Looking at Foucault in relation to how knowledge and power work, Stoecker shared the potential for “the power to knowledge” to serve in moving the capacity for social change in order to enlarge social justice? As an example, Stoecker pointed to the unemployed who seek but do not find jobs. A group such as this leads him to ask “How can those of us in the ‘knowledge business’ intervene to help them create a structure of action?” He also asked us to consider another question: “How can we add the social justice piece while we engage in the knowledge piece?”

“How can those of us in the ‘knowledge business’ intervene to help them create a structure of action? How can we add the social justice piece while we engage in the knowledge piece?”



Continued on Page 22

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Stoecker moved us to examine ways of transforming ICTs (information and communication technologies) around specific issues and also to engage communities in our ICTs to support giving voice to their situations. In moving beyond exchange relationships where students “give” something, we start thinking how “my liberation is bound up with yours.” That kind of thinking, he added, moves us to share common goals and helps express a collective voice with direct benefits to constituents.

“I never send a student out alone,” says Stoecker. “If they’re doing it. Then, I’m doing it.” He asserts that faculty need to practice a “wide range of availability” and that they support expertise and “ally-ship,” not necessarily “leadership.” When people in community groups think of faculty as an ally, it creates other kinds of relationships and possibilities beyond producing knowledge in our institutions then handing it off. “What we need is work toward ‘participatory design’ of technology that transforms something we do inside our institutions to what we do with people in constituency groups.”

Stoecker further asks, “Instead of providing untrained students to volunteer, why don’t we offer the best trained people we have to community groups/constituencies and engage students with a constituency to underscore social change, ally-ship, direct involvement where ‘no student goes out alone?’” Stoecker differentiates training from “just educating” students in order to build significant collective and collaborative learning. “Students don’t go into communities to learn,” says Stoecker and asks “What if we sent physicians out to practice the way we send students out to do ‘service-learning’?”

The kind of work Stoecker proposes is not without challenges. In working with constituencies, for example, we can get uncomfortable because “we will be bumping into conflict since that’s what happens when you encounter power.”

Stoecker left us with an important question to ponder: “When your students fill their portfolio, whose work will it be?”

Citations provided by Randy Stoecker

Living Knowledge Network: The International Science Shop Network. Available at <http://www.livingknowledge.org/livingknowledge/>. (Date accessed: 5/19/14).

From the site:

The website informs you about the following:

Science Shops, as small entities that carry out scientific research in a wide range of disciplines – usually free of charge and – on behalf of citizens and local civil society. The fact that Science shops respond to civil society’s needs for expertise and knowledge is a key element that distinguish them from other knowledge transfer mechanisms. The Science Shop section offers access to FAQs, documentation, reading suggestions, archives and a toolbox service.

Myles Horton was noted as having a connection to Rosa Parks, one that few in the room knew about. Parks was strongly influenced by Horton. Several sites to start learning about his contribution to education:

http://en.wikipedia.org/wiki/Myles_Horton

“You Got to Move: Stories of Change in the South.” Available at <http://www.yougottomove.com/myles.html>

We Make the Road by Walking: Conversations on Education and Social Change (Myles Horton and Paulo Freier).

Review of dialogue available at http://www.temple.edu/tempres/titles/804_reg_print.html

(Date of access for all three web sites above: 5/19/14).

Conference Retrospective: Christine Tulley : “Developing a Culture of Student and Faculty Engagement through ePortfolios”

Highlights from a plenary given by Christine Tulley, Ph.D., University of Wisconsin Madison



What does integrated learning look like at The University of Findlay? Christine Tulley, associate professor of English, director of writing and academic career development coordinator told us that Findlay is somewhat unusual these days since they are still largely face-to-face and work with primarily 18-22 year-old students who come in to prepare specifically for a career. She provided examples such as “Box City” where students spend a night living as a homeless person, study abroad programs, book illustration projects through the Mazza Museum, taking part in extra-curricular activities, doing lab work and other hands-on experiences. Students take part in these kinds of activities and then “pack them in a suitcase and take it with them.” Tulley talked about the value of applying context to learning through enabling connection-making between theory and practice. At Findlay, students integrate learning across assignments within a single course. For example, they can examine themes in a course and look to records such as archives to discover evidence. They can also extend integrated experiences across a major and mesh their academic career with their employability.

Tulley, however, suggested another route to eportfolio integration on a campus and posed a question: “Has the area of faculty use of eportfolios been under-used?” She then shared why she believes the integrated culture of teaching is a key launching pad for eportfolio diffusion though it is often overlooked. She noted a paucity of available information about eportfolios in staff development or in administrative areas.*

Despite the lack of “what integrative learning looks like for faculty,” her work as academic career coordinator led her to implement a requirement for all new faculty to keep teaching portfolios. At Findlay, all new faculty are now expected to use eportfolios for documenting and reflecting on their teaching philosophy and experience as well as their research and service. This, she explained, has provided impetus for eportfolio diffusion across the campus.

The University of Findlay is a Blackboard campus, and it is widely used on campus (and even loved) with eportfolios created in BB as their primary “delivery tool.” BB, said Tulley, “made it possible to encourage multimodal learning, but students still worked to ‘get beyond the system’ and gave links to outside websites in their Blackboard site.” Starting in 2008, all first year writing students had to create a portfolio, and new faculty were required to submit tenure and promotion documents in portfolio format. In that year, Tulley had to “sell eportfolios as an enthusiast” and was not aware of how these two groups would fan out to provide a groundswell for a campus rollout. Interestingly, at Findlay, now faculty (55%) are the largest group of users on campus. Some of these faculty members moved on to integrate eportfolios in their courses. Data gathered from campus provide a unique view showing how faculty are benefitting greatly from their own integrated learning with eportfolios. eportfolios offer an opportunity for reflection over time, for showcasing career growth and for demonstrating how they achieved goals. The mechanism for eportfolio use, therefore, now exists at Findlay due to the tenure and promotion requirement to develop electronic dossiers in Blackboard.

*For an additional perspective on faculty adoption, see the [campus conversation](#) article in this issue of the AAEEBL learner

Continued from Page 23

The initial faculty group who learned how to create eportfolios now appreciates how eportfolios are more than a delivery system and serve rhetorically as a way to present their arguments about teaching, research and service. This group serves as a stronger presence on campus to support new eportfolio developers. Those who create dossiers online “map connections to various components through reflections to provide the faculty affairs committee with an understanding of how the artifacts are tied together.” Faculty must make the case for the value of each item and provide a “way of reading” their collection for their reviewers. Given this thoughtful process, the collection is more than assorted artifacts and gains a coherency that’s evident to reviewers.

This tenure and promotion process serves to underscore a person’s identity and his or her integration of professional activities. The regular process of reflection Tulley encourages with faculty gets passed along to students for their own integrative learning although she does not provide prompts for faculty. Tulley suggests that starting with faculty eportfolios leads to greater eportfolio buy-in and further eportfolio adoption. Currently, 67.5% at Findlay use eportfolios.

Challenges remain at Findlay, and Tulley muses about “a possible over-reliance on Blackboard” since it is a closed system that does not offer portability or easy modification. Also, there is not a way to attach rubrics using Blackboard. Further, the actual reflection process, in contrast to the showcasing, is somewhat resisted by faculty who are reluctant to “reveal weaknesses” in their tenure and promotion process.

Tulley provided some “take-aways” for conference attendees:

1. Local context provides a key to integration of eportfolios, and right now, their local culture is based on Blackboard. They have started with something that was already accepted, accessible and familiar to faculty.
2. It is still necessary to provide reasons why eportfolios are the optimal “tool” to make sense of learning experiences.
3. Learning about “where to go with this” is still occurring. The process continues.
4. Unexpected connections may happen. Then how do you incorporate and contextualize the surprises?
5. A renewed focus on faculty development in eportfolio creation pedagogy is essential, and greater emphasis at that level, it is necessary to plan for scaling up.
6. Career trajectory for faculty is a potential place for starting the growth of eportfolio integration. This could give rise to a more “holistic” way to approach Findlay’s eportfolio initiative on campus.

Cited by Christine Tulley

Bhika, Rajendra, Andrea Francis, and Dionne Miller. “Faculty Professional Development: Integrative Social Pedagogy Using eportfolio.” *International Journal of eportfolio* 3.2 (2013): 117-133.

Danowitz, Erica S. “On the Right Track: Using eportfolios as Tenure Files.” *International Journal of eportfolio* 2.1 (2012): 113-124.

“Integrative Learning: Opportunities to Connect.” Public Report of the Integrative Learning Project sponsored by the Association of American Colleges and Universities and The Carnegie Foundation for the Advancement of Teaching. Edited by Mary Taylor Huber, Cheryl Brown, Pat Hutchings, Richard Gale, Ross Miller, and Molly Breen. Stanford, CA, January 2007.

To learn more about the Mazza Museum, referred to above, see <http://www.mazzamuseum.org/> (Date accessed: 5/19/14).

New Issue of the International Journal of ePortfolio (IJeP)

IJeP

International Journal of ePortfolio

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>

This is a special issue that was published in collaboration with AAC&U and offers peer reviewed articles that correspond to presentations from AAC&U's Fifth Annual E-Portfolio Forum. Wende Garrison, Terrel Rhodes, and I served as guest editors for this publication. Manuscripts are also being sought for the forthcoming issue of the journal. The current call for papers can be found at <http://www.theijep.com/callforpapers.html> and those wishing to be considered for the upcoming issue should use December 1, 2014 as their submission deadline.

The following articles comprise Volume 4, Number 1 of IJeP:

Introduction to the Special Issue

Editorial: A Call for More Rigorous ePortfolio Research

Terrel Rhodes, AAC&U

Helen L. Chen, Stanford University

C. Edward Watson, University of Georgia

Wende Garrison, Portland State University

Instructional Articles:

ePortfolios and Audience: Teaching a Critical Twenty-First Century Skill

Chris Gallagher, Northeastern University

Laurie Poklop, Northeastern University

Unlocking ePortfolio Practice: Teaching Beliefs

Jean M. Henscheid, University of Idaho

Gary Brown, AAC&U and AAEEBL

Aifang Gordon, Portland State University

Helen L. Chen, Stanford University

Assessment Articles:

Using an ePortfolio to Assess the Outcomes of a First-Year Seminar: Student Narrative and Authentic Assessment

Catherine Buyarksi, IUPUI

Cynthia Landis, Indiana University

A Framework for General Education Assessment: Assessing Information Literacy and Quantitative Literacy with ePortfolios

David A. Hubert, Salt Lake Community College

Kati J. Lewis, Salt Lake Community College

ePortfolio as a Catalyst for Change in Teaching: An Autoethnographic Examination of Transformation

Alison S. Carson, Manhattanville College

Sherie McClam, Manhattanville College

Jim Frank, Manhattanville College

Gillian Greenhill Hannum, Manhattanville College

College

Identity Development Article:

ePortfolios Reveal an Emerging Community of Underrepresented Minority Scholars

Karen Singer-Freeman, Purchase College, SUNY

Linda Bastone, Purchase College, SUNY

Joseph Skrivanek, Purchase College, SUNY

Field Report

What Difference Can ePortfolio Make? A Field Report from the Connect to Learning Project

Bret Eynon, LaGuardia Community College

Laura M. Gambino, Stella and Charles Guttman Community College

Community College

Judit Torok, LaGuardia Community College

News & Notes: Focus on the AAEEBL Community Online (ACO)

ACO Goal

AAEEBL launched as an expression of the “eportfolio community’s” hopes to establish a clearinghouse for content and resources, an organization to build global interactivity and a way to cohere factions who can benefit from being part of a “greater whole.” AAEEBL’s goal in spending over a year on site migration during the most challenging of circumstances, has been done with one goal in mind: To provide a content-rich site on a site that offers inclusive access for those interested in authentic, experiential and evidence-based learning, in particular for those who are striving toward those AAEEBL learning values aligned with folio-thinking.

The good news is that, regardless of logistical complexities, we are progressing on a learning curve by decoding ways to manage a very complex backend to build a content-rich site. The platform offers useful and beneficial features, some of which we have not even launched yet such as a Career Center for job postings and a Certification Process (badging) for earning AAEEBL Certification through ePortfolio Programs Online. The new platform even offers something AAEEBL conference attendees unanimously rate as a high priority: interactivity, discussion, collaboration and conversations.

Simplified Site Registration

We know our launch was not ideal, certainly not the way we envisioned it to happen, but we move on and keep learning. The site is growing in function and content. We envision it as an online clearinghouse for sharing and learning about authentic, experiential and evidence-based learning with our special emphasis on the value of eportfolios.

Greater Access

The new site is intended to be globally inclusive so people may register without charge if they are not affiliated with a [Member Institution](#). In fact, we offer a special member type for students and will also include a group to showcase their eportfolios. We are now able to ease the posting of conference proposals in one place and to offer registration to AAEEBL regional conferences at the site. We are able to share a handy Calendar of Events on our home page. We can even add surveys. We have yet to gain fluency at the new [location](#). We have yet to provide essential site reorganization to support our

goal as a high content-rich website. We’re working on that too. Many of our Corporate Partners know about the journey we’ve been on during the past year, and some have stepped forward in highly supportive ways to provide extra sponsorship for regional conferences and to assist with counsel and a step-up in their AAEEBL Circle of Support. To those included in this group: You folks sustained us during our “growing pains” and here we are: Stronger, more capable and robust than ever!

Most of our Corporate Partners began supporting AAEEBL as “start-ups” several years ago, and they have prospered but continue to show appreciation to AAEEBL for prominence in the AAEEBL Community by hopping into a higher Circle of Support for AAEEBL! This support has made it possible for us to get through a year of enormous potential balanced with an equal amount of enormous challenge.

Thanks very much for your patience while we’ve needed time to adjust to this new, much more robust, but also much more complex space website. If you have had problems with registration in the past, [we’ve provided clarification and an easier way to move through registration](#). So, please revisit registration now if you found it clunky before. Member types and individual memberships are color-coded on the initial registration page, so you will be able to breeze through what was a complicated morass to us.

Registration is a Benefit to You

If you have not registered, please do so now. This will enable you to submit proposals at the site and register for events. The whole site is dynamic, so once you’ve registered, your information will auto-fill – a handy feature – when you use site features. There is so much more available to you through your AAEEBL Community Online Profile, and we’ll share more about that later,. For now, here are two important assurances:

1. We do not share your information. A note is included during the registration process about how we use information, and you always have choices such as opting-out of email notices.

2. You are the only one who can choose what appears in your profile. You can set your presence to “invisible” or select what you’d like to include make visible. You can also create your own blog and publish about your eportfolio work.

Wentworth Co-Op Students Take Over the AAEEBL Learner Production



This issue marks the first created by a Wentworth Institute of Technology Co-Op student as the AAEEBL Learner production transfers from Virginia Tech. The student that assembled this edition of TAL is David Gidley. David is a junior at Wentworth, where he is pursuing a degree in Business Management with a Concentration in Technology Project Management. He took on this position as an optional co-op all Wentworth students are encouraged to have during the summer in between their sophomore and junior years. Co-Op is a semester long internship that provides all Wentworth students the opportunity to get hands on experience within

their field of study before they graduate. All students have to complete two Co-Op work semesters to graduate from Wentworth. The production of TAL will switch each semester between one of these exceptional Co-Op students and we would like to thank David for being the first of many Co-Op students to assist AAEEBL with assembling TAL.



AAEEBL Leaders In Australia

In the digital economy, how do we assess and accredit evidence of learning for graduate success? Professor Beverley Oliver's National Teaching Fellowship invited Dr. Helen Chen, Stanford University; Dr. Tracy Penny Light (University of Waterloo, Canada) and Nancy Wozniak, (SUNY Stony Brook) to answer this question and to present at the Assuring Graduate Capabilities Forum at Deakin University in Melbourne, Australia in June, 2014. Allison Miller from eportfolios Australia was a participant at the Deakin Burwood campus forum on June 24 and had

time to speak with our Deakin student guest speaker Christian Wernert and three of our AAEEBL favourites. (Photo by Kate Coleman)

AAEEBL Quick Links

[Visit the AAEEBL Community Online](#)

[Learn more about AAEEBL 2014, our Annual Conference in Boston](#)

[Submit a proposal for the AAEEBL Southeast Regional Conference](#)

[Register to attend AAEEBL 2014](#)

News About the AAEEBL Learner

AAEEBL has recently resumed publication of The AAEEBL Learner through the generosity of Wentworth Institute of Technology after years of wonderful and talented support from Virginia Tech. We gratefully acknowledge the talented and dedicated leaders at both institutions, notably Marc Zaldivar, Teggin Summers, Emily DeNoon and Stephanie Tordoff, all of Virginia Tech and Cindy Stevens and the newest co-op student, David Gidley at Wentworth. (Our hiatus, as many of you know, was due to an intense period of website migration for which we are still on a steep learning curve but making great progress.)

The AAEEBL Learner and The International Journal of ePortfolio (IJeP – see www.theijep.com -- are aligned as co-partners to support the publication of information that encourages practices and research to support folio-thinking. These two publications complement each other but seek different kinds of submissions. IJeP is notably focused on research in the field of eportfolio while The Learner is more of an open space for voices new to the field to publish lessons-learned, best-practices, and experiences in implementing greater authentic, experiential and evidence-based learning practices.

The AAEEBL Learner seeks submissions from undergraduate and graduate students as well as from faculty and Corporate Partners that highlight successful implementation of eportfolios. We have deemed ourselves as an “informal-scholarly publication” while IJeP is much more rigorous. Therefore, we see The Learner as a stepping-stone to more rigorous academic publication and endeavor to present many voices on relevant topics. We welcome reflections and experiences from learners at all levels, who benefit from adoption and use of eportfolios and related “tools.” For more information, please contact judy@aaeebl.org.

The deadline for submission of articles for the Fall 2014 issue of The AAEEBL Learner is August 30 for publication in late September. Please consider sharing abstracts of your conference presentation in The Learner. All those who submit an AAEEBL 2014 session abstract and resource information will earn an AAEEBL-issued badge to recognize and credential their contribution.

Note: If you are interested in publication in the field of eportfolios, be sure to join the Wednesday lunch-time table discussion facilitated by C. Edward Watson, co-executive editor for IJeP and Cindy Stevens representing The AAEEBL Learner.

Well-Deserved Gratitude from AAEEBL!

AAEEBL is fortunate to have talented and dedicated leaders and Corporate Partners who support us with time, talent and contributions. Any time acknowledgements are offered, one runs the risk of inadvertently leaving someone out. If this is the case, please accept our apologies and bring it to our attention, and we will correct the omission!

Special thanks to:

- PebblePad for sponsoring the AAEEBL 2014 Executive Summit
- AAEEBL Leaders who are on AAEEBL's Fourth Annual Research Survey on ePortfolios:

Aifang Gordon, 2014 Survey Co-Chair, Portland State University

Gail Ring, 2014 Survey Co-Chair, Clemson University

Gary Brown, AAC&U and AAEEBL

Helen L. Chen, Stanford University

Continued from Page 28

- Virginia Tech University for providing able assistance in publishing The AAEEBL Learner for our first four years:

Marc Zaldivar

Teggin Summers

Virginia Tech student interns who proved to be exceptionally capable and talented, notably Emily DeNoon and Stephanie Tordoff

- Wentworth Institute of Technology for assistance in re-launching The AAEEBL Learner by providing a supervisor for a student co-op student and a capable co-op student:

Cindy Stevens

David Gidley

- PebblePad for sponsoring a reception at the AAEEBL Southeast Regional Conference hosted by Clemson University.
- LiveText for generously sponsoring the AAEEBL Midwest Regional Conference hosted by the University of Michigan Ann Arbor
- BlueHost for hosting the AAEEBL Community Online and the new email addresses for AAEEBL on their secure servers. (N.b. Not to be confused with the community/membership platform with which we've had such a steep learning curve.)
- Seelio for hosting a sumptuous "Movable Feast" reception during the AAEEBL Midwest Regional Conference hosted by the University of Michigan Ann Arbor.
- To all those at campuses who supported hosting of AAEEBL Regional Conferences (2012-2014). Exceptional AAEEBL Regional Conferences were made possible through the efforts of many who spent extensive hours coordinating these events by dedicating time, professional expertise and by offering unlimited talent to increase the scope of AAEEBL's outreach and services:

Clemson University

Virginia Tech

University of Michigan Ann Arbor

Johnson & Wales University

Salt Lake Community College

University of Washington Bothell

Westminster College

Earn AAEEBL-Credentialed Badges and Contribute to the AAEEBL Community Online (ACO)

We are moving forward with AAEEBL's badging and digital credentialing initiative given a global movement with greater recognition of badges for Prior Learning Assessment (PLA) and credentialing. We are stepping up on this regardless of our lag in the 2013 launch since we believe that PLA and alternative credentialing are vital components of 21st century learning, and we endeavor to offer significant and innovative ways for AAEEBL Community members to earn designation of engagement through badging.

But, What is a Badge?

- a. A device or emblem worn as an insignia of rank, office, or membership in an organization.
- b. An emblem given as an award or honor. [Freedictionary.com](http://freedictionary.com)

JISC tells us that "in its most basic form, an Open Badge is a digital reward which can be stored inside a student's 'digital backpack'. The badges can be achieved by completing tasks and goals set by an issuer, such as a learning provider (awarding badges for achieving soft skills) or a website (for completing an online task), basically anyone who wants to keep a user motivated and interested. The issuer creates the criteria needed for the user to achieve the badge. This is embedded inside the badge in the form of metadata, along with who issued the badge, when it was issued and an expiry date if relevant" (<http://www.jisc.ac.uk/blog/so-what-are-open-badges-28-aug-2013>).

Digital badges are artifacts that signify credit upon endorsement for a skill, capability or competency. They represent to the earner that they have achieved a significant milestone and demonstrate accomplishment to enrich and motivate, incentivize and acknowledge both informal and formal learning experiences. They have an international standards body (Mozilla Foundation) and many supporting platforms for award and display. Badges provide evidence of learning in a variety of situations and can be issued by any evaluator of the badge assigning a value to it such as museums, schools and organisations such as AAEEBL. In 2011 the Mozilla Foundation developed the Mozilla Open Badge infrastructure, this created a common system for the issuance, collection, and display of digital badges. In the art world they are becoming valuable digital currency in museums and art galleries, particularly in North America where the American Alliance of Museums, including the Museum of Modern Art New York, The Smithsonian and the Dallas Museum of Art issue trusted and valuable art credits to learners. Digital Badges can assist our students as they develop lifelong learning skills and development of self through portfolios to:

- Credential demonstration of evidence, process and product
- Display competencies, skills and capabilities
- Develop identity and explore notion of self through badge earning as they make skills explicit to the community
- Capture and demonstrate the various learning process pathways
- Encourage and motivate learners through formative feedback
- Support innovation, trial and experimentation as they can be designed to capture a variety of skills

Flashback to 2013

Regarding the 2013 launch, one person noted that she thought the badging was "sorta silly," but then she was "disappointed to not get badges" since she actually earned them.

One sticking point last year was how we lacked a way to upload more than five people at a time to Credly, our partner in badging. Sadly, nobody on the 2013 Badge-Issuing Team, all volunteer leaders, could dedicate the time it took to issue badges to five earners at a time, and we hope you understand. Credly is now can accept larger lists, and we are able to revisit unissued 2013 badges and move forward with a whole new 2014 initiative.

If you earned a badge in a particular category or at a specific level in the 2013 issuing of badges, we can redress and issue your badges now. They don't go out of style like the Princess Phone but gain stature as we all move into 21st century learning together.

Continued from Page 30

Here's what you need to do now:

1. Log into Credly, and set up your account (<https://credly.com/>). Some badges for 2013 and for 2014 are automatic and will be issued to you.
2. Other AAEEBL-issued badges, require you to nominate yourself, or another person, and submit evidence to support achievement of criteria established behind-the-badge to warrant the credit. In some cases, testimonials from colleagues are necessary to earn badges.
3. In some cases, as a participant in the initiative, you are able to issue the badge to others based on the evidence they submitted.

Beyond Superficiality: More than just a “pretty face”

It is important to note that badges are not superficial displays of singular activities, but build upon each other and are representative of increased levels of engagement in the AAEEBL Community and enable display of initial and higher levels of competency and accomplishment in a variety of areas.

Yes, AAEEBL-issued badges are super-handsome, and those who earn them are entitled to display them in social media, on websites, and in signature files among other places, but they signify an issuing from a recognized source for credentialing that supports your learning, accomplishments and contributions to the field.

Behind the Badges: Evidence and Testimonials Matter!

It's what's behind the badge that counts! The AAEEBL badging initiative entitles earners to display AAEEBL-issued credentials at each badge level recognizing deeper learning achievement with evidence about engagement from an initial level that recognizes individual accomplishment to increased shared learning and greater dissemination about authentic, experiential and evidence-based learning with eportfolios. The evidence is embedded inside the badge in the form of metadata, along with the details of the issuer, in this instance AAEEBL, when it was issued and an expiry date if relevant. As mentioned previously, in some cases, the earning of badges is incumbent upon demonstration of evidence to support learning and, in some cases, testimonials from colleagues.

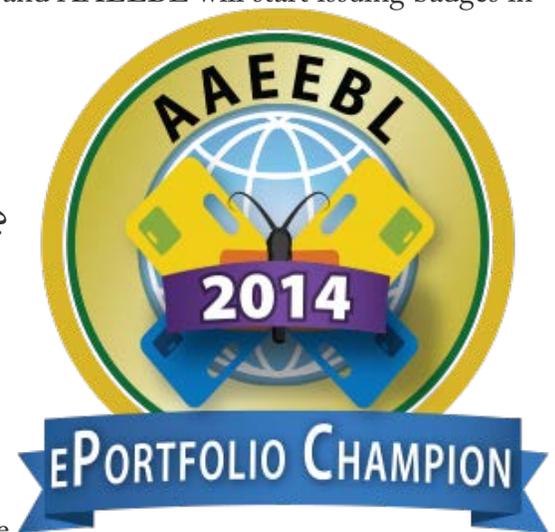
We expect all of our badges and criteria to be posted to Credly soon, and AAEEBL will start issuing badges in as timely a manner as possible given the limits of volunteer leaders.

High Achiever? No worries! Become an ePortfolio Champion! ----->

Want to Gain Experience in Badging and Alternative Credentialing?

If you are interested in badges and alternative credentialing, and if you are already part of an AAEEBL Member Institution, we invite your assistance and participation as a leader in this initiative. For more information, contact judy@aaeebl.org.

Note: Since this is a relatively new initiative, we are all learning as we move forward, so it is important for volunteer leaders to be willing to jump on the learning curve and be ready to learn more about and to contribute to this important alternative credentialing initiative.



Greetings from your AAEEBL Co-Leaders!

We write as we are in preparation mode for AAEEBL 2014, our Fifth Annual Conference but want to share a few significant notes with you.

Back in publishing mode!

We are excited to re-launch The AAEEBL Learner with support from Wentworth Institute of Technology after a hiatus last year while we moved to the new AAEEBL Community Online (ACO). We're very grateful to Wentworth for providing Cindy Stevens to supervise co-op student David Gidley, who has proven to be a quick-study in rolling us forward. David is skilled, responsive, creative and also a patient collaborator. With their assistance, you can look forward to quarterly publication of The Learner. Welcome aboard Wentworth!

After around five years of excellent support from Virginia Tech on The Learner, the mantle has been passed, and we are indebted to Tech for all they did to get this publication launched and published regularly. Fortunately, our talented and dedicated friends at Virginia Tech will remain active in AAEEBL. Marc Zaldivar is a member of the AAEEBL Board of Directors. Teggin Summers is starting a new job addressing technology innovation, and we wish her our best and look forward to continued work with those valued colleagues.

It's official, and the IRS even says so!

We have more exciting, and long-awaited, news to announce: Although we've operated as a non-profit and were incorporated as such, AAEEBL is officially designated as a 501(c)3 non-profit by the USA Internal Revenue Service (IRS). The application submission and review process took almost two years! If you have heard that gaining 501(c)3 status is a complicated and challenging task, you heard correctly!

News about a colleague respected and dear to all of us

On a more somber note, we want to share news that arrived about two weeks ago from Gary Brown's wife, Jean Henscheid. Jean shared that Gary had been in a serious biking accident and was paralyzed from the neck down. He hit a rock while mountain biking and went flying, hitting his head hard on a rock, but fortunately, he had a good helmet on, and current news indicates that Gary is gaining strength through physical therapy and showing hopeful signs that make his neurological staff pleased with his progress. So many of you either know Gary personally and have had the pleasure of working with him, or you know of his world-leadership in assessment and research. Gary and Jean will not be at AAEEBL 2014 this year, but they have shown astounding strength and determination, and know they'll re-join us as soon as they are able. Gary has been determined to keep up with what's happening in his professional life, and is looking forward to using email again, but his first priority, we hear, is to be able to use the TV remote so he can tune into his favorite sports teams. We remain hopeful with Gary, Jean, their family and friends and constantly keep them in our thoughts. Jean and her family set up a Caring Bridge site for Gary, and Jean has also shared a mailing address with an invitation for colleagues to send postal mail greetings to cheer Gary on during his recovery:

Dr. Gary Brown, St. Alphonsus Regional Medical Center 1055 N. Curtis Road Boise, ID 83706

Forward!

Look for more news about our comings and goings in the next AAEEBL Learner, due out in September. In our next issue, we'll feature abstracts and resources from AAEEBL 2014, Engaged Learning and ePortfolios: Advancing Learning-Centered Cultures in a Multimodal Age. It's been an incredibly busy year for us, and we're still catching our breath from the challenging website migration and its demanding learning curve as well as from Trent's quadruple bypass and recovery and responding to the IRS with a 200 page document (faxed!), our last hurdle in gaining 501(c)3 status. Even though there's more news, information and plans to share, we hope you enjoy this re-launch of The Learner, and now it's back to work on AAEEBL 2014 preparations for us! We're eager to see many of you at what we expect will be the most innovative and interactive AAEEBL Annual Conference yet.

Trent Batson, Ph.D., President & Judy Williamson Batson, APR, CEO

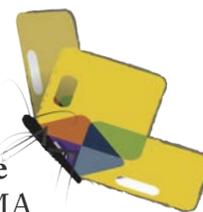


Calendar of Events 2014-2015

4th Annual eportfolio Research Survey

06/01/2014 through 08/01/2014

[More Information](#)



AAEEBL 5th Annual Conference

Hynes Convention Center in Boston, MA

07/28/2014 through 07/31/2014

[Full Conference Schedule](#)

CFP Deadline for next issue AAEEBL Learner

9/5/2014

CFP Submission Deadline for Southeast Regional at UGA

09/27/2014



AAEEBL Southeast Regional at UGA

University of Georgia in Athens, GA

11/10/2014 through 11/11/2014

[More Information](#)

CFP Submission Deadline for IJEP

12/01/2014

Do you have an upcoming event of interest to those involved in authentic, experiential and evidence-based learning? If so, please email judy@aaeebl.org with the information for the event, and we'll include it in our Calendar.