



Connecting Learning with the AAEEBL Annual Conference

by Teggin Summers, Virginia Tech & Alison Carson, Manhattanville College

(Teggin Summers, TS) The following represents a dialogue between Teggin Summers (Virginia Tech) and Alison Carson (Manhattanville College). Virginia Tech and Manhattanville College both participate in the LaGuardia Making Connections, Connect 2 Learning grant, which operates in partnership with AAEEBL (for information about C2L, go here: <http://www.lagcc.cuny.edu/connections/programs.aspx?id=3440>). Prior to the AAEEBL annual conference, members of the C2L community met for four days for their annual institute. This piece is a text-based conversation, held over several days, wherein Summers and Carson discuss connections they see between the work of the C2L community, with an emphasis on development that occurred during the institute meeting, and the presentations given at the AAEEBL annual conference.



(Alison Carson, AC) During the annual AAEEBL conference, did you hear about any new trends in the field that might have an impact on ePortfolio?

(TS) Actually, during the Executive Summit, Trent Batson discussed some upcoming trends. I know this was something you found interesting as well. Some trends he listed include alternative credentialing (such as badges); MOOCs (massively open online courses); online courses (such as the MITx Degree); online elite education (such as the Minerva Project); recognition and assessment of prior learning; and thinking through how we can have a credential that is actually predictive of what the graduates can actually do.

I think the use of badges is something that is already starting to gain interest in the ePortfolio community. Badges, as well as recognition and assessment of prior learning, go hand-in-hand with ePortfolios. They both speak to part of AAEEBL's namesake: experiential learning, as well as the notion of authentic assessment.

(AC) Yes, I found this to be very interesting as well; trying to be out in front of what the next big thing will be and how we can use it in our teaching to engage students is so important. Badges are an area that I definitely want to learn more about and examine how they might be used on a campus such as Manhattanville's. One See "Connecting Learning, " Page 7

What a summer! We had another amazing conference in July this year, and this issue holds many people's thoughts and reflections on that experience -- we hope to continue sharing these stories, so feel free to send in anything to judy.batson@me.com! In addition to conference reflections, we also have the year's AAEEBL calendar so you can plan to attend your regional events, and Trent welcomes three new corporate sponsors.

-- TAL Editors



A shared publication of VT, WIT, and AAEEBL

Judy Batson, Co-Editor
Teggin Summers, Co-Editor

Cindy Stevens, Co-Editor
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Reflections on AAEEBL 2012

by Trent Batson, AAEEBL President/CEO

One key theme I experienced during the AAEEBL 2012 Annual ePortfolio Conference was “My, how we have grown!” Many session leaders were new to the program. I found that fact to be very encouraging, suggesting that our community continues to expand. Incidentally, we also increased total conference attendance by 17%, a higher percentage than last year’s increase. I want to express our thanks to those of you who assumed leadership roles for sessions at our 2012 Annual Conference. Session leaders and presenters helped to make the conference a huge success, at least based on informal feedback we received.

On another note related to growth, we have been tracking and reflecting on Web site analytics for the past three years, and during the past six months the AAEEBL.org site received between one and two thousand new visitors a month (and the same number of returning visitors). Site visits have increased six-fold since the beginning of 2011. Though AAEEBL does not have “eportfolio” or any variation of the term in its name, “AAEEBL” and “eportfolio(s)” are now commonly connected when you do a Google search. The rationale for excluding the word “eportfolio” from the organizational name remains the same: We encourage a focus on teaching and learning, not solely on the technology for such.

Based on feedback from the previous year, except for Barbara Cambridge, we chose keynoters for the 2012 Annual Conference outside the eportfolio community to present a broader scope about teaching and learning. Presenters offered the following:

- an international perspective looking at England’s JISC with Lisa Gray;
- an expanded view regarding the nature of written reflection by Gillie Bolton of the UK;
- a view into the influence of technologies on language with Peter Elbow who addressed writing as speaking and using speech as a way to write;
- an examination of eportfolios in the K-12 world with John Richards;
- and finally, a whimsically serious look at overcoming apathy in the classroom by Todd Zakrasek.

As always, AAEEBL staff and Program Committee reflect on a conference with a critical eye: We know this year’s conference was well-received and hope that our evaluations will confirm this perception, but we, of course, want to see how we can do better next year.

Due to our co-location with Campus Technology, our 2013 Annual ePortfolio Conference will also be held in Boston but at the Hynes Convention Center located in the center of a lively part of Boston. We expect this location will be popular since it is so “walkable” and full of shops, affordable restaurants and famous places. For those looking for inexpensive places to eat, this area of Boston will provide many choices. A number of universities are also close by: MIT, Harvard, Boston University, Northeastern University, Simmons College, Emmanuel, the Berklee School of Music and others. We are already excited about the 2013 Annual ePortfolio Conference and believe that this new location will offer distinct advantages.

(ctd. on next page)



AAEEBL

The Association for Authentic, Experiential and Evidence-Based Learning
The professional association for the world ePortfolio community

Reflections from AAEEBL 2012, Trent Batson, ctd.

As always, I'm sorry I don't get a chance to meet and greet everyone who attends our Annual Conference, but Judy and I will keep trying to connect with as many of you as possible. The eportfolio community is a generous and warm community. I hope you, and all those who attended, found the Conference as full of energy, collegiality and inspirational ideas as I did. The support you have provided to AAEEBL in its three years has been overwhelming. We look ahead to our fourth year with eagerness and gratitude.

SchoolChapters®

First, a big thank you to AAEEBL for hosting a wonderful conference in Boston. At SchoolChapters, we are thrilled to have met so many great people from the ePortfolio community, both during the AAEEBL Executive Summit on Monday and in the exhibit hall the following days. Although we found ourselves reflecting and conversing about many wonderful moments, takeaways from the Executive Summit seemed valuable to share (and even blog about).

During this session, ePortfolio thought leaders shared their perspectives on the purpose, design and content required in an effective ePortfolio. Gail Ring, Ph. D., Director of the ePortfolio Program at Clemson University, spoke about the process of aligning evidence to outcomes. A conversation sparked about the value of this evidence to the workforce --- if employers cared about aligned evidence or if they would instead screen for critical thinking skills through interview questions. However, the two are not mutually exclusive: the very act of aligning evidence of any kind to an outcome can create a path to critical thinking.

Alignment to outcomes, therefore, becomes an extremely valuable part of ePortfolios; developing critical thinking skills desired by the workforce, while at the same time providing a simple way to effectively prove the quality of your students and programs. Further, things get really interesting when students are able to integrate LinkedIn, Facebook and other networks or to solve live puzzles within their portfolios. The possibilities for student engagement, demonstration of learning and critical thinking easily come together.

SchoolChapters is excited to contribute modern ePortfolio solutions for lifelong learning to the portfolio community. From preschool through K12, into Higher Ed and for careers, we offer easy to use solutions that fit multiple needs and make it easy to align evidence to outcome for accreditation, assessment, employment or funding. Visit our website or follow us on Facebook or Twitter for updates including new content, case studies, webinars, and more.



Reflections from AAEEBL's 2012 Annual ePortfolio Conference, continued

Cindy Hollingsworth, IUPUI, Coordinator of Instructional Design & Adjunct Assistant Professor

I attended my first AAEEBL conference this year and loved it. I hope the opportunity arises for me to make this an annual event. This was a lot of "firsts" for me besides the first conference. I took notes in my sessions with my iPhone using Evernote; I was able to capture critical points and also used my phone's camera to capture snapshots of the speakers to refresh my memory when I returned home. I loved Portland State's mention that they schedule first year and capstone at the same time so the students can meet together periodically with the more advanced students acting as mentors to the others. Gillie Bolton's session was absolutely my favorite of the conference – what a dynamite in thought and action. Her metaphor of looking behind the curtains at the vast behind-the-scenes was especially poignant.

Well done!

Georgina Colalillo, Queensborough Community College/CUNY, Associate Professor, Nursing Department

Faculty in the Nursing Department at Queensborough Community College are fully engaged in integrating ePortfolio throughout the nursing curriculum. Georgina Colalillo, Barbara Blake-Campbell, Janice Molloy and Margaret Stroehlein presented "Building a Community of Learners: Role of Social Pedagogy in Learning and Developing a Professional Identity" at the AAEEBL 2012 conference.

Initially started in the capstone experience as a way for students to showcase their learning and achievements, faculty are transforming ePortfolio into a pedagogy for vertical learning and developing professional

competencies. Through a "Moving Ahead with ePortfolio (MAeP)" initiative, faculty at each course level in the nursing curriculum are collaborating by utilizing wikis within the eportfolio platform to connect students to each other while integrating prior knowledge and experiences to develop a shared responsibility for learning and role identity.



Faculty understand that real world connection and social interaction are the basis for meaning making. By creating a culture of communication and collaboration across disciplinary coursework, students can reinforce conceptual knowledge, work through bottlenecks in learning, and share experiences through guided reflection as they develop and achieve program outcomes. The presenters shared their current practices as well as strategies for improvement and sustainability.



There were many opportunities for collaborating and sharing of best practices at the conference. The topics were diverse and stimulating. These participants have many new ideas and initiatives to share with other faculty as the new semester begins.



Cindy's Column: Management Students Attend the AAEEBL Conference

by Cindy Stevens, Aaron Goldblatt, and Kyle Laird, Wentworth Institute of Technology

This is the third year in a row that I was able to attend the AAEEBL ePortfolio Conference in Boston, MA. I was even more excited this year than normal, because I just returned from the ePic ePortfolio Conference in London so I was engulfed in eportfolio research, one on one discussions, table conversations, and presentations for almost two weeks! This year two of my students from Wentworth Institute of Technology's (WIT) Management department joined me. Both students provided great insight on eportfolio development and how they plan to utilize their eportfolios for the future. Many folks we talked to at sessions and during lunch were also happy to discuss eportfolios with my two students. My students also joined me at the presentation table and answered many questions about their experience and insight of eportfolio development. Aaron Goldblatt and Kyle Laird won grants that

paid for their conference registration. The Office of Student Leadership at WIT funds student projects such as this if the student can show the need and how it can be a benefit to attend.



Conference Presentation Session

Aaron and Kyle each wrote an essay describing the conference, why they wanted to attend, and what they thought they would get out of the conference. The competition is high for this grant money so we were extremely pleased to find out that they both won! Aaron and Kyle share their conference experience here below. You can also view their eportfolios at the web sites given below. Each student also created a short video while attending the conference that can be viewed at: [Aaron's Video](#) and [Kyle's Video](#).

Aaron Goldblatt's Experience:

"As a senior in Wentworth Institute of Technology's Management program, I created an eportfolio as a self-assessment tool and platform to showcase my knowledge, skills, and abilities to potential employers, fellow students, and the Wentworth faculty. With a high quality, prize-winning eportfolio created, I pursued a professional development grant offered by the Office of Student Leadership Programs at Wentworth to cover the costs for a day at the AAEEBL Conference. The grant process consisted of me writing a brief synopsis of my experiences in creating my eportfolio and what I expected to gain from attending the conference. To my delight, I was offered the grant, and I enthusiastically accepted the opportunity to attend the conference."



Kyle Laird, Cindy P. Stevens, & Aaron Goldblatt



Conference Workshop Session



Aaron Goldblatt

<http://aarongoldblatt.wordpress.com>

Perhaps the most valuable facet of the AAEEBL conference is the opportunity to see the eportfolio through multiple perspectives. The conference attendees and speakers included business leaders, researchers, university professors, and software vendors. In being immersed in the research surrounding eportfolios, I am excited to know that I have had the opportunity to provide input and ideas from a student perspective on eportfolio education.

Furthermore, AAEEBL's ePortfolio conference was scholarly, useful, and enjoyable. I realized that the eportfolio field is deeper than I had thought, and that research in the field is ongoing yet still in the relatively novice stage. The conference was as useful as it was scholarly, as I learned about the importance of using substantiated artifacts displayed within my eportfolio, as well as the possibility of acquiring "badges.". Lastly, I thoroughly enjoyed attending the conference with Professor Stevens and fellow student Kyle Laird, as team building and professional networking are essential aspects in maximizing the effectiveness of the eportfolio."

Kyle Laird's Experience:

"Attending the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) conference at the Boston Seaport World Trade Center was a very interesting experience as a student approaching graduation from Wentworth Institute of Technology. After having worked for several semesters to build an eportfolio to showcase my work with Professor Cindy Stevens, she asked that I come along and join her at the AAEEBL conference to learn more about eportfolios.

The conference widened my depth of knowledge about eportfolios; I learned effective ways to use eportfolios as an educational tool and also realized the real world potential from a business management perspective. Being exposed to a conference environment was a great educational opportunity in and of itself to prepare myself for future responsibilities.

Not only did I benefit from being surrounded by tech-oriented professionals, but these individuals also gained feedback from me about my student experience while using an eportfolio for self-assessment. In the future I will continue to update my personal eportfolio to track my accomplishments and showcase my work; I also plan to encourage others to adopt the new technology. I am appreciative of the grant I received from the school which made it possible for me to attend the AAEEBL conference; Wentworth cares about its students' educational processes and strives to take a holistic approach to learning."



Kyle Laird

<http://kylelaird.wordpress.com>



Connecting Learning,

ctd from Page 1

of the things Trent mentioned about badges that is particularly exciting is the opportunity for peer review, emphasizing collaborative and cooperative learning. I think there might be some very interesting applications in our Portfolio System.

Alternative credentialing, in general, I think is an important trend for ePortfolios. For institutions that deal with non-traditional populations, such as adult learners, alternative credentialing for prior learning and life-long learning, will become more and more important. ePortfolios provide an interesting platform for this to happen. Our colleagues at Empire State College have a lot of experience in this area with their long history of assessment of prior learning with their adult learner population. Through the use of a paper portfolio (and now transitioning to ePortfolio), they are able to provide credit to incoming students for prior course work as well as experience. It will be interesting to see if they move in the direction of alternative methods of credentialing.

This issue of future trends is particularly important for the ePortfolio vendors and developers, making sure that the ePortfolio platforms are flexible enough to incorporate these trends. In one presentation, the presenter shared a student's ePortfolio and within the ePortfolio, the student had linked a Prezi. The presenter commented that this student had chosen to use Prezi because he felt that the ePortfolio itself was too linear to demonstrate the kinds of connections that contributed to his development. I was struck by this comment, and hope that developers might be too. Many platforms continue to use architecture modeled after the hierarchical organization of a website, and life is not like this. In the midst of thinking about this, I attended a session by Marnie Evans, Betty Hurley-Dasgupta, Viktoria Popova-Gonci, and Nan Travers from SUNY Empire State College who were talking about the use of concept mapping. I found this to be a very thought presentation providing one possibility toward breaking out of linearity.

(TS) Did you see any trends in the overall discussions taking place at AAEEBL this year?

(AC) One trend that I found emerging across a number of the discussions at AAEEBL is that of bravery. Barbara Cambridge discussed this issue in her plenary. Her focus (I hope I get this right, Susan Kahn warned us, we had to pay very close attention!) was truth seeking. In terms of using ePortfolio with our students, I understand this to mean allowing an authentic, real and true representation of the self to emerge. Cambridge noted there are specific barriers to such truthfulness: inadequate questions, lack of expressive ability, format of ePortfolio (see my comment above), and a tenuous trust relationship between the student and reader. Bravery or courage on both the part of the student and the reader or instructor require open-mindedness and the possibility for failure. It is this possibility of failure, or lack of success, that also provide the potential for incredible learning to occur. Jacob Grohs, along with Marc Zaldivar, Teggin Summers from Virginia Tech (Teggin, I think you are familiar with this presentation!) also spoke of this need to be brave when discussing his use of ePortfolio in his course for first year students in which they participate in a service learning project. He described the need for ePortfolios to be a "safe, messy place." Here, he spoke of faculty needing to be brave and provide the freedom for students to be messy, exploring their own ideas, examining them deeply in a way that may not be well thought out or articulate. The emphasis is on the development of ideas and the process of thought and learning. Gillie Bolton, in her plenary session on reflective writing, spoke about the reflective



writing process suggesting that the initial stages of this process require bravery to not censor one's self and "outwit your inner police system." These discussions again reminded me that learning and growth are messy, iterative and cyclical in nature.

(TS) The issue of bravery also makes me think of the group from Bronx Community College that spoke about wanting students to break down boundaries between the academic and the personal. They spoke about facilitating students' movement through different stages, including confusion, transformation, identity formation, and finally, integration. This process is certainly one that can be uncomfortable at times, and they are asking for their students to have some courage to move through these various stages of transformation. The Bronx CC presenters discussed their First Year Seminar and talked about it as a place for experimentation, intrusive teaching, and creating strong student-centered learning environments that embraced embodied pedagogies. This all sounds to me like high impact practices that require deep thinking, motivation, and a willingness to move away from the traditional, safe, instructional paradigms.

(TS) What are some of the ways in which what we have been doing in C2L "fit" with what we saw at AAEEBL?

(AC) Your mention of experimentation above reminds me of Dewey's concept of experimentation; the idea that one must test his or her ideas in a community of learners. This, itself, requires bravery, and trust. Of course, Dewey was talking about reflection, and much of our work with ePortfolio in the C2L project has been a focus on how ePortfolio can be used to support reflective and integrative practice. There were a number of presentations at AAEEBL that also focused on reflection. One presentation that stood out to me was Cindy Williams' from IUPUI, a C2L campus, who spoke about using reflection to support students' understanding of their own learning. She also talked about how to use peer feedback to support reflection. Of course, Gillian Bolton's plenary on reflective writing also showcased the power of reflection in some quite dramatic ways as well. She had many of us crying (ok, me) about a doctor who wrote a poem about the death of his brother when he was quite young. The doctor then reflected on his poem and how his reflection on the death of his brother helped him to understand how his brother's death had affected his practice as a doctor. It was powerful stuff!

(TS) When I was sitting in Lilian Rafeldt's (Three Rivers Community College) presentation, I learned that they are also focusing on integrative and life-long learning. Of course, Three Rivers is a C2L participating institution, so it makes sense that they have an emphasis on integrative learning. As part of their emphasis on integrative learning, they approach their ePortfolio as a reflective process, that is social and collaborative, incorporates feedback from multiple perspectives, utilizes multimedia, draws connections beyond the course, connects artifacts and reflections, and facilitates students' abilities to draw connections between their knowledge, skills, and affective experiences. It's clear that integrative thinking is a fundamental component of their entire approach to portfolios.

(AC) Wow, I am wishing I caught that presentation as integrative learning is such a fundamental part of ePortfolio pedagogy. I attended a presentation by Ashley Kehoe from Loyola University Chicago. Ashley first drew some interesting parallels between ePortfolio pedagogy and leadership development pedagogy and



then asked the question of whether ePortfolios be used to effectively facilitate and measure leadership identity development. Student Orientation Leaders were asked to develop ePortfolios to document and examine the various ways in which these students developed their leadership capacities. Employment was a natural context for why such demonstration of skills and knowledge is important.

We had a very interesting discussion about career ePortfolios in the Executive Summit as well. While it is not fully clear whether employers will spend the time to look through a student's ePortfolio, an important benefit of putting together an ePortfolio such as those by Ashley's Orientation Leaders is the opportunity to bring awareness to the student of his or her own skills and articulate these skills. It also provides the opportunity to rehearse for future interviews; these students will be much better interviewers as a result of putting their ePortfolios together.

(AC) Another trend that I saw emerge during both our conversations at C2L and AAEEBL was the importance of robust, creative evaluation of the effectiveness of ePortfolio that goes beyond quantification. There is great value in quantification (especially for our funders!), but to really examine the meaning of what students learn and how faculty change as a function of using ePortfolio will require us to combine both quantitative and qualitative methodologies. G. Alex Ambrose from University of Notre Dame, and Helen Chen, Calista Kelly, Lourdes Andrade of Stanford University gave us a glimpse of how they have used mixed methods to understand the benefits of ePortfolio for advising. In their pilot, a group of students were prompted to reflect and prepare for advising meetings using their ePortfolio. Following the semester long pilot, the student ePortfolios were qualitatively coded. Using this methodology, the researchers were able to understand the specific ways in which the advising and use of ePortfolio were helpful to the student. While numbers can show whether or not the advising and ePortfolio were useful, the supporting qualitative research can help to illuminate how it was useful. Wouldn't it be great if some sort of qualitative analysis tool were embedded with ePortfolio systems?!

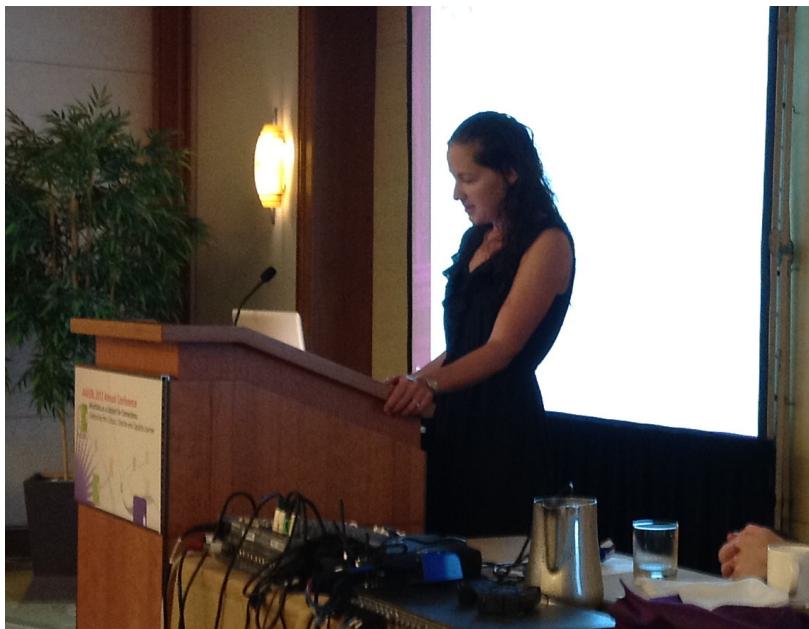
(TS) Another overarching theme that I've seen both in the C2L and at the AAEEBL conference is the issue of implementation. Implementation was certainly a key part of Wende Garrison's half-day workshop on the Essential ePortfolio, where presenters discussed everything from reflection, assessment, training, technology, and institutionalization. During this workshop, participants learned many valuable tips for incorporating ePortfolios from the first stages of a project to larger ePortfolio initiatives.

Katherine Lithgow and Tracy Penny-Light also shared some foundations of ePortfolio implementation: provide rubrics (offer alignment between activities and outcomes); provide a template; and respect disciplinary conventions. When integrating ePortfolios, they offer some very useful advice: introduce ePortfolios and expectations early; give students grades for ePortfolio activities; provide feedback to students (often and early); encourage meaning making (make connections through reflection); and figure out how you will assess the impact of your ePortfolio implementation.

Lithgow and Penny-Light's recommendations include good advice for people starting out on ePortfolio implementations, and they are also helpful for institutions that have been rolling out ePortfolios for years. One technique that they shared that I found particularly helpful was the use of a rubric for faculty development. The rubric prompted faculty to identify ways in which they planned to introduce expectations, how they planned to weight the grades for the portfolio, when they planned to elicit and give feedback, how they planned to facilitate meaning making, and how they planned to assess the impact of their implementation. Lithgow and Penny-Light



also asked all of their faculty to build their own electronic portfolios. I took a copy of their rubric home with me, and I know I'll be using it as I continue working with faculty at our institution.



(TS) Within our C2L community, we have discussed faculty development quite a bit, and I noticed one thing that Debbie Runshe mentioned that I thought was particularly useful. When Debbie is helping faculty with training she goes in and teaches a session, and the faculty member watches her. The second time, Debbie goes in and the instructor teaches the session, and Debbie is there for support. Then, ideally, the third time, the teacher is on her or his own. I thought this was a fairly unique tactic and one that I might consider for our own work with our faculty.

Bronx Community College has several faculty development techniques, including one where faculty choose a picture and then spend time free writing any and everything they can think of regarding the picture. They then ask

the faculty how they can use this prompt as an exercise to help them think about a similar activity they can do with their class. Additionally, the facilitators set up ePortfolios ahead of time for their participating faculty so that faculty can create their own ePortfolios during the workshop.

(AC) Teggin, while we could go on and on about what we learned and the connections we made both at the C2L Institute and the AAEEBL conference, let me close by saying that I think perhaps some of the best connections were the people connections. I met new people, acquaintances became friends and collaborations are already afoot! I am already looking forward to next year!

***Share your 2012 Annual Conference feedback,
and be entered into a drawing to win valuable AAEEBL prizes!***

There's still time to share your feedback regarding the AAEEBL 2012 Annual ePortfolio Conference to help us shape the AAEEBL 2013 Annual ePortfolio Conference. Go to <https://www.surveymonkey.com/s/aaeebl2012>. This site will be open until September 15, 2012. At this current writing, 53 people have responded, and we need 60 qualified responses to put into play the drawing to win AAEEBL rewards. You must have attended the conference to enter, and in order to qualify for the drawing, your name and email address need to be included. Prizes are described in the survey introduction at this site, and prize winners will be notified by email and announced in the October issue of *The AAEEBL Learner*.



AAEEL

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The professional association for the world ePortfolio community

2012 Eportfolio Forum Connecting & Sharing 27 September 2012

*Australian Catholic University, Edward Street, North Sydney Campus
together with the Student ePortfolio Showcase (STePS) on 28 September
Sydney Conservatorium of Music, University of Sydney,
Macquarie Street, Sydney*

2012 ePortfolios Forum aims to support the connecting and sharing of eportfolio practice through presentations, workshops, pecha kucha, posters and facilitated conversations on Thursday 27 September. This forum will be complemented by the University of Sydney's Student ePortfolio Showcase (STePS) the morning of Friday 28 September.

Forum Details:

Date: Thursday 27 September 2012

Venue: [Australian Catholic University, Carroll Building, 40 Edwards Street, North Sydney](#)

Time: 9.30 am to 4.15 pm (Registration from 8.45 am)

Cost: TBC (Registrations will open shortly)

Forum hashtag: #eportforum

More information: <http://eportfoliosaustralia.wordpress.com/forums/2012-eportfolio-forum/>

News from the INCEPR

by Barbara Cambridge

Cohort VII of the Inter/National Coalition for Electronic Portfolio Research begins its three years of work in September 2012. Campus teams will conduct individual campus research projects and will analyze and refine joint draft propositions about core elements of eportfolio practice. Members of Cohort VII are Clemson University, Deakin University (Australia), DePaul University, Lamar University, Loyola University of Chicago, Santa Clara University, and Blue Ash College and Clermont College of the University of Cincinnati.

New Online Journal Announcement

by Alan Mandell and Nan Travers, Co-Editors

The first issue of the new online journal, PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment is available for viewing at <http://www.plaio.org>. The inaugural issue is entitled, "The Legacy of PLA: 40 Years of Practice." We welcome your feedback; logged-in users may post comments below individual papers, or you can email us at PLAInsideOut@esc.edu.



AAEEBL Year At-A-Glance – 2012 - 2013

September 2012

- Watch for news about the AAEEBL webinar series, scheduled to launch toward the end of September.
- Deadline for The AAEEBL Learner submissions: September 16 for October issue.

October

- Publication: The AAEEBL Learner -- distribution to AAEEBL members.
- AAEEBL webinar series continues.

November

- Third Southeast US Regional Conference – November 12-13, Clemson University; Clemson, SC.
- Deadline for The AAEEBL Learner submissions: November 16 for December issue.
- AAEEBL webinar series continues.

December

- Publication: The AAEEBL Learner -- distribution to AAEEBL members.

January 2013

- AAEEBL webinar series continues.
- Deadline for The AAEEBL Learner submissions: January 16 for February issue.
- AAC&U ePortfolio Forum: ePortfolios: Foundational Knowledge, Student Voices, and Best Practices; January 23; Atlanta, GA.

February

- Publication: The AAEEBL Learner -- distribution to AAEEBL members.
- AAEEBL webinar series continues.

March

- Fourth Northeast US Regional ePortfolio Conference – March 15, Johnson & Wales University; Providence, RI.
- AAEEBL webinar series continues.
- Deadline for The AAEEBL Learner submissions: April 16 for April issue.



AAEEBL Year At-A-Glance – 2012 - 2013

April

- Publication: The AAEEBL Learner -- distribution to AAEEBL members.
- Third Western US Regional ePortfolio Conference – April 19-20, Salt Lake Community College; Salt Lake City, Utah.
- AAEEBL webinar series continues.

May

- AAEEBL webinar series concludes.
- Deadline for The AAEEBL Learner submissions: May 16 for June issue.

June

- Publication: The AAEEBL Learner – to be distributed to the eportfolio community.

July

- AAEEBL 2013 Annual ePortfolio Conference, July 29-Aug 1; Boston, MA at the Hynes Convention Center

August

- Deadline for The AAEEBL Learner submissions: August 16 for August issue.
- Publication: The AAEEBL Learner -- distribution to AAEEBL members – The August issue is typically published later than usual due to the July Annual ePortfolio Conference.

September

- First AAEEBL Northwest US Regional ePortfolio Conference – September 9-10, University of Washington, Bothel; Bothel, WA.
- Deadline for The AAEEBL Learner submissions: September 16 for October issue.

Sincere Apologies to Pathbrite

We were very disappointed when we noticed that the Pathbrite logo was inadvertently not included on the back page of our AAEEBL 2012 conference program that displayed a full-color array of AAEEBL's Corporate Affiliate logos. This was most unfortunate, especially since Pathbrite represented our newest Corporate Affiliate, and we are enthusiastic about working with CEO and founder, Heather Hiles, and her team from Pathbrite.



AAEEL

The Association for Authentic, Experiential and Evidence-Based Learning
The professional association for the world ePortfolio community



UNSW

THE UNIVERSITY OF NEW SOUTH WALES

Call for Papers

Never Stand Still

Learning and Teaching Unit

'Disciplines: The lenses of learning'

Edited by Adele Flood and Kathryn Coleman

The use of specific language focuses our attention towards certain aspects or ideas. If we hold a lens to our eyes we become engaged in viewing something from a particular perspective. This book will be the first in a series that discusses important teaching and learning ideas through the perspective of discipline areas.

Examples of possible topics include:

- Encouraging student participation
- Developing a research culture
- Collaborative learning practices
- Assessment as learning
- Developing an inclusive curriculum
- Finding a creative voice

Scope Full or concise papers are invited by teaching colleagues who would like to explore the nature of learning within their discipline area. Contributions while focusing on a discipline area should provide ideas that academics could modify and/or put into practice within their own discipline field. Concise papers should not exceed four pages; full papers should not exceed 10 pages.

Publication

Accepted papers will be edited as part of a published collection with The Learner, within Common Ground Publishing.

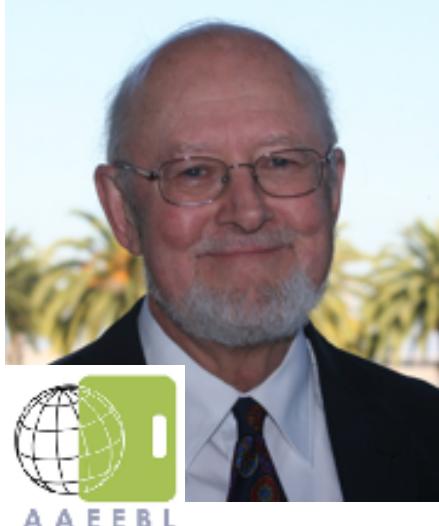
Timeline

- Abstract of 300–350 words: October 20, 2012
- Submission of revised paper: December, 2012

Please email abstracts to Dr Adele Flood and Kate Coleman in the Learning & Teaching Unit,

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AAEEBL

AAEEBL Welcomes Three New Corporate Affiliates

by Trent W. Batson, AAEEBL President/CEO

In the month prior to our Annual ePortfolio Conference, three new companies joined AAEEBL as Corporate Affiliates: Pathbrite, SchoolChapters and Bedford St. Martin's.

AAEEBL now has the support of fourteen Corporate Affiliates, representing a large percentage of the world eportfolio market. These Corporate Affiliates have made a commitment to contribute to the eportfolio community through AAEEBL. It is through the generous support of these companies, along with institutional memberships, that AAEEBL can continue to expand services such as conferences, Web resources, webinars, The AAEEBL Learner and more.



Pathbrite, relatively new to the eportfolio scene, recently raised significant venture capital. Some may remember Pathbrite's previous name, rrriple.) Pathbrite has quickly gained attention and interest. The founder, Heather Hiles, has an education background and has led many exciting projects. Hiles and Pathbrite are currently working with Stanford University on the move toward electronic student records and portfolios.



SchoolChapters has thus far focused on a unique market, lab schools run by schools or departments of education at universities across the country. Their eportfolio system has been used successfully with pre-school learners and teachers. Those schools and departments encouraged SchoolChapters to provide a similar standards-based eportfolio system to pre-service teachers enrolled in those schools and departments. From this foundation, SchoolChapters has found enthusiasm from other professional fields with accreditation standards.



Bedford/St. Martin's is AAEEBL's first publisher Corporate Affiliate. Bedford/St. Martin's supplies a majority of writing textbooks and other writing-related books in the U. S., but Bedford is also part of the MacMillan Publishing Group, one of the largest publishing groups in the world. Their new eportfolio platform is scheduled to debut in 2013 and is generating a great deal of anticipation.

Though we are spotlighting these three new Corporate Affiliates in this article, you'll find more information about our Corporate Affiliates in coming issues of The AAEEBL Learner. We continue to receive questions from institutional members about eportfolio platforms, and we will be featuring more information about them in the AAEEBL 2012-2013 webinar series. Also, I will also write about our Corporate Affiliates in my periodic articles in Campus Technology about eportfolios which has been my practice in the past. Finally, watch for links to more resource information from our newly-designed Corporate Affiliate page on the AAEEBL Web site -- http://www.aaeebl.org/corporate_affiliates.



AAEEBL

The Association for Authentic, Experiential and Evidence-Based Learning
The professional association for the world ePortfolio community

Position to be Filled: WEB APPLICATION DEVELOPER Virginia Tech Blacksburg, VA

Virginia Tech (VT) invites nominations and applications for the position of Web Application Developer in the Office of Learning Technologies (LT). Virginia Tech is a world-class research university, working with cutting edge and enterprise technologies. We are looking for a talented software engineer to join our development team and work on our Scholar system which is based upon the Sakai open-source platform. If you are serious about advancing your career to the next level, and working with exciting and new technologies, then Virginia Tech is the place for you! We offer a competitive salary and generous benefits. Virginia Tech is an ideal place to live, learn, and work. We are a nationally ranked research institution, and Blacksburg has been named as a top-ten dream town to live in.

This position is responsible for software development primarily on Scholar with a focus on ePortfolio technologies, but will also extend to other parts of Sakai and other applications such as our in-house developed application for our Faculty Development Institute (FDI). A wide range of development opportunities exist in LT and this position is a great way to get involved with cutting-edge software development at VT focused specifically on applications that support teaching and learning.

To Apply:

To review the job description and to apply online, please go to

<https://listings.jobs.vt.edu/applicants/Central?quickFind=195801>

For full consideration, candidates are encouraged to apply by **August 17, 2012**. For more information, please contact David Ferraro, Senior Recruiter at 540-231-7773.

Virginia Tech is an AA/EEO. Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, people of color, veterans, and people with disabilities.



Sincere Apologies to Pathbrite

We were very disappointed when we noticed that the Pathbrite logo was inadvertently not included on the back page of our AAEEBL 2012 conference program that displayed a full-color array of AAEEBL's Corporate Affiliate logos. This was most unfortunate, especially since Pathbrite represented our newest Corporate Affiliate, and we are enthusiastic about working with CEO and founder, Heather Hiles, and her team from Pathbrite.





Are you a member of AAEEBL?

Our annual survey uncovered the fact that quite a few people are unsure about whether or not they are actual members of AAEEBL. That's worth a note of clarification. Members of AAEEBL belong to institutions that joined AAEEBL as an institutional member. Institutional members are listed at http://www.aeael.org/institutional_members.

Each institution has one person designated as the "bundle administrator." He or she receives membership renewal notices and arranges to pay for annual AAEEBL membership. Ideally, the bundle administrator also makes sure that we add others interested in eportfolio on their campus to our database. Members receive benefits including generous discounts on conferences and the The AAEEBL Learner and updates from AAEEBL. To learn more about the benefits of AAEEBL membership, see <http://www.aeael.org/benefits>.

Once you have checked the membership list, and you have ascertained that you are indeed an institutional member, you are welcome to add yourself or other people to your bundle. Send names and institutional email addresses to trentbatson@mac.com. Please specify in the subject header that your email is about adding members to the AAEEBL database.

AAEEBL Corporate Affiliates are provided with a different set of affiliation benefits and opportunities than institutional members.

About The AAEEBL Learner

The AAEEBL Learner is a bi-monthly, electronic newsletter published by AAEEBL that is provided as a benefit to institutional members and Corporate Affiliates. TAL offers a way to share informally about what's going on at your campus. We welcome features about eportfolio initiatives and innovations along with photos, graphs, charts or other visuals. Generally, the deadline for article submission is the 16th of the month prior to the publication month. TAL is usually ready for distribution by the first of the month for publication with the exception being the August issue which is published in the middle of the month when academics begin to return to campuses.

Learn more about The AAEEBL Learner and its editorial team, and also download archived issues at <http://www.aeael.org/TAL>. This publication is made possible due to the volunteer efforts of AAEEBL members at Virginia Tech and at Wentworth Institute of Technology.

Questions and submissions should be sent to Judy Williamson Batson, judybatson@me.com. (Please designate that your email relates to The AAEEBL Learner in your subject header.)
