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Student ePortfolios in the College of Nursing

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NUR3816 which is an RN-BSN course (this is a 5 semester part-time program). Second cohort of students. Three faculty in Nursing are using ePortfolios. The ePortfolio is used to showcase professional practice along with academic work.

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How Did We Get Here?

• 2014 re-activated RN to BSN program in online format
• FDOE facilitates articulation of AS-BSN programs (Rule 6A-10.024)
  – Permits award of 26-30 credits upper division from RN licensure
  – Validate by
    • Challenge Exams
    • Escrow Credit
    • Portfolio Review
  --- Which is the one that made the most sense to us
• For a variety of good reasons, the College re-activated the RN-BSN program in an all online format, bringing with it, its’ own challenges
• One of which was how would we facilitate articulation from 2 year programs into the baccalaureate degree
• FDOE permits Associate degree nurses can earn and be awarded 26-30 upper division credits by one of three options
  • Challenge Exams
  • Escrow Credit
  • Portfolio Review
• Challenge exams seemed punitive, just awarding the credit by escrow seemed to lack any rigor to us, so a Portfolio, or rather an electronic portfolio was a great solution made complete sense to us
Next, How to Figure It Out....

• ePortfolio use in Nursing
  - Relatively new tool
  - Not just an "online CV"
  - Organized trajectory of professional & scholarly achievements
  - Assessment method for experiential learning
  - Key component included is "self-reflection" of completed coursework, learning needs, & growth

So our next step was figuring out how to do this ePortfolio in our program...

Knew we needed a format or tool that we could use that shows evidence of professional growth of experiential learning over time, as well as including professional course work.

It also needed to able to flow across several courses in the curriculum.

Of course, we hopped over to the literature and found articles in several disciplines including health professions.

In nursing the literature was scattered, but it was evident that the use of multiple aspects of learning over time combined with the use of self-reflection of experiences was most important aspect.

We developed the purpose and objectives for the ePortfolio.

THE PURPOSE of the ePortfolio was to document evidence that all BSN program objectives have been met.

From that purpose, 3 objectives for the ePortfolio were developed
  - Meet the course objectives
  - BSN Program Outcomes
  - Meet AACN or our accreditation professional standards
What Does CON ePortfolio Look Like?

• Determine Requirements
  – Organizing framework for artifacts
  – Personal & professional achievements
  – Current & past academic & clinical accomplishments
  – Goals & objectives
• Determine Assessment Process
  – Needed consistency within 5 semester program
  – Included
    • Reflective writing
    • Exemplars
    • Leadership development
  – Demonstrate end of program objectives

Then had to figure out two important pieces of this process, what goes into the ePortfolio and how do we evaluate

• The easy part for us was determining what components to include in each ePortfolio
  • This was much easier for us as we knew what we wanted to include and what it should look like
  • Contain evidence shows mastery of the program outcomes and professional standards

• Then we had to determine how to assess or review the ePortfolio?
• This was the harder piece!
• Selected format that incorporated both technical criteria as well as reflecting the program outcomes

• One thing we learned in CON was how important it is to figure out this assessment process first
• We were little slower in finalizing the assessment tool to be used in the 5th semester of our program
• Students should also be provided the guidelines in the beginning
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- The RN-BSN program is 5 semesters, part-time, because they are working nurses
- The development of the ePortfolio is specifically placed in 3 semesters across three courses and culminates in a final semester Assessment Review for the Portfolio credit award.

- This slide provides a snapshot of how we implemented the ePortfolio and what the major tasks were in these 3 semesters.

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- Having a small team of faculty to establish the ePortfolio activities across the program is important
- We reviewed how others were completing this process
- Then we selected the components we would use to assess or evaluate their final product
- Also had to develop a point or a weight system

- The final assessment process was done by 3 faculty members, who were all instructors for the corresponding courses with ePortfolio components
- Did them individually, then we met together to discuss and determine final credit.
- Gave us interrater reliability, also made suggested revisions to the assessment form for the future.
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Getting Started

- CITT Website, Tool Box, Assessment
  - http://citt.ufl.edu/tool/portfolios/
- Decide upon the platform
  - Canvas
  - PortfolioGen
  - Wix
  - Google
  - myefolio ($)

- One resource available that is new is the ePortfolio page on the CITT website
- It provides an Overview, Things to get started – some I have mentioned
- It also has some other helpful resources that would be very useful when getting started

- One thing I want to mention here is that we have used the Canvas ePortfolio platform, as that was the only one available when we developed this
- And Canvas does have helpful resources that assist the students in getting started
- But I see some other platforms mentioned on the CITT site that I have also listed here
- I like the look of one or two of them, but am not sure how readily available they are to us
- There are also some platforms that cost either the school to adopt or would cost the student

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What Worked Well

- Students really liked ePortfolios
- But they need clear instructions
- I created a “sample” ePortfolio to share with them so they could see how it should look
- But they can put their own touch or unique spin on theirs

- Having faculty teams is really important. You can’t do this across courses or a program without having a team. Certainly could do in one individual course, but I would
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question that value of the product to a student, especially if they put a lot of work into it

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Advantages

- Portability
- Easily adaptable to multiple uses
- Student-directed learning
- Use of self-reflection exercises provided great insight
- Easily expandable
- Preferred by employers


- Easily able to be mobile or portable, simply share your ePortfolio link with instructors, potential employers, or to showcase your work.
- Easily change the type of ePortfolio
  - For example, we envision our students being able to easily modify theirs for potential employers, which can set them apart from their peers and help with securing high demand job
- Students are in charge of their ePortfolio and reflect their personality while maintaining professional image
- The reflection essays were extremely beneficial to the students and to the faculty. They show tremendous insight and role development
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- Canvas platform was limiting
- Some aspects were confusing
- Development of the assessment tool took great deal of time
- Need to have buy-in with your academic leaders and faculty using it to ensure it is consistent in its use
- Not known how long a student will have access to Canvas, nor how available the link will be to those outside of UFL domain?

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- From Fall 2015
- Whitney Barrs ePortfolio
  - https://ufl.instructure.com/eportfolios/6659?verifier=kX6sQnjxcruBukqng51onSoUAnUU2NKUaiYYkJAA

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External Example

- Clemson University
- Has Office of ePortfolios
- Help students with creation of ePortfolio
  - For employers, internships, etc.
- Help faculty with workshops, instructions, assist with implementation
- http://www.clemson.edu/academics/programs/eportfolio/gallery.html

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External Example

- Auburn University
  - Office of University Writing oversees ePortfolios
  - University wide initiative
  - Examples at http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/