Creative Assessment: Using ePortfolios

INTERFACE 2017

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Take Away Messages

Today I hope you leave with:

- ePortfolio description
- How ePortfolios can be integrated into courses
- How to evaluate ePortfolios
- Benefits
- Limitations
- Additional resources
What is an ePortfolio?

Welcome to Yui Kottman's Music Education E-Portfolio! I am currently pursuing a master's degree in music education at Boston University. This website is a compilation of photos, videos and articles of the work I have done so far within my studies. The portfolio is broken up into 3 sections: Identity as a Person, Identity as a Musician, and Identity as a Teacher.

Welcome
• Digital collection of evidence
• Formal and/or informal curriculum, service learning, & community/global service
• Integrates reflection. Requires thinking over time to see broader progressions
• Allows for creative presentation & linking to other materials & websites
Why Use ePortfolios?

- Multiple uses
- Adaptable, build over time
- User/learner driven content
- Present integrated content
- Supports lifelong learning
How ePortfolios Can Be Used

- Learning ePortfolio
  - In a course or series of courses

- Assessment ePortfolio
  - Summative product across program, college, university

- Professional ePortfolio
  - Employment
  - Promotion
How Did Nursing Get Here?

- Use as Assessment ePortfolio
- RN to BSN program (online) for articulation credits from Associate Nursing & RN licensure (FDOE Rule 6A-10.024)
- Determine requirements & implementation
- Small group of involved faculty developed evaluation form (with College & Academic Dean approval)
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 over time
Outcome for Nursing’s ePortfolio

- Demonstrate acquisition of course objectives across the RN-BSN curriculum


- Demonstrate evidence consistent with the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) [http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)
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
ePortfolio Progression in RN-BSN Program (over 5 semesters)

- 1\textsuperscript{st} semester
  - Initiate ePortfolio
  - Biosketch & professional statement
  - Resume

- 3\textsuperscript{rd} semester
  - Seminar course devoted to ePortfolios
  - Revise previous coursework, write reflections
  - Plan for remaining ePortfolio coursework

- 4\textsuperscript{th} semester
  - Adding coursework

- 5\textsuperscript{th} semester
  - Collect final coursework
  - Leadership activities
  - Assessment review process
## RN to BSN Portfolio Credit Worksheet for Faculty

**Name of Student:** Whitney Barrs

**UF ID Number:** 98958109

<table>
<thead>
<tr>
<th>Portfolio Evidence</th>
<th>Point Value</th>
<th>Check (✓) if Meets</th>
<th>Date Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Narrative</td>
<td>NA</td>
<td></td>
<td></td>
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<tr>
<td><strong>Work Experience in RN Role</strong></td>
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<tr>
<td>≥0 but &lt;4 years</td>
<td>1 point</td>
<td>✓</td>
<td>6/24/16</td>
</tr>
<tr>
<td>≥4 but &lt;6 years</td>
<td>2 point</td>
<td></td>
<td></td>
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<tr>
<td>≥6 but &lt;8 years</td>
<td>3 point</td>
<td></td>
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<tr>
<td>≥8 but &lt;10 years</td>
<td>4 point</td>
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<td></td>
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<tr>
<td>≥10 years</td>
<td>5 point</td>
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<tr>
<td><strong>Professional Role Development Activities</strong></td>
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<td></td>
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<tr>
<td>Criteria: CE program credits and/or in-service training hours in past 2 years</td>
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<tr>
<td>21-30 CE/hours</td>
<td>1 point</td>
<td>✓</td>
<td>6/24/16</td>
</tr>
<tr>
<td>31-40 CE/hours</td>
<td>2 point</td>
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<tr>
<td>41-50 CE/hours</td>
<td>3 point</td>
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<tr>
<td>&gt;50 CE/hours</td>
<td>4 point</td>
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<td></td>
</tr>
<tr>
<td><strong>Criteria: Specialty certification(s)</strong></td>
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<tr>
<td>Criteria: see list of acceptable certifications in appendix</td>
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<tr>
<td>Specialty certification 1: Advanced Cardiac Life Support (AHA)</td>
<td>4 points</td>
<td>✓</td>
<td>6/24/16</td>
</tr>
<tr>
<td>Specialty certification 2: Pediatric Advanced Life Support (AHA)</td>
<td>4 points</td>
<td>✓</td>
<td>6/24/16</td>
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<tr>
<td><strong>Professional Association Membership</strong></td>
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<tr>
<td>Criteria: Dues paying, active member, international/national/regional or state nursing organization (See list of examples)</td>
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<tr>
<td>Organization 1: Name</td>
<td>1 point</td>
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</tr>
<tr>
<td>Organization 2: Name</td>
<td>1 point</td>
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<tr>
<td>Leadership role in Professional organization</td>
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<tr>
<td><strong>Nursing Leadership/Service Activities</strong></td>
<td></td>
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<tr>
<td>Criteria: Minimum 1 year service Preceptor</td>
<td>1 point</td>
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<td></td>
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<tr>
<td>Length of Service:</td>
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<td></td>
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<tr>
<td>Mentor</td>
<td>1 point</td>
<td></td>
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<tr>
<td>Length of Service:</td>
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I’m Ready! How to Get Started...

- CITT Website, Tool Box, Assessment
  - [http://citt.ufl.edu/tools/portfolios/](http://citt.ufl.edu/tools/portfolios/)

- Decide upon the platform
  - Canvas ([https://guides.instructure.com/s/2204/m/67952/l/724154-what-are-eportfolios](https://guides.instructure.com/s/2204/m/67952/l/724154-what-are-eportfolios))
  - PortfolioGen
  - Wix
  - Google
  - myefolio ($)
ePortfolio Steps

Step 1
- Define and determine project

Step 2
- Prepare
- Access needed resources

Step 3
- Develop requirements
- Engage others
- Construct evaluations or rubrics

Step 4
- Pilot or implement
- Provide examples & guidance

Step 5
- Review and evaluate
- Peer feedback
- Faculty feedback
What Worked Well

- Students like them!
  - Need clear instructions & suggested layout
  - Provide a “sample” ePortfolio
  - https://ufl.instructure.com/eportfolios/7021?verifier=kCg2QLuBRIKzBpIMlbY6mL225Vcl3N6vlyh3eGar

- Best Practices
  - Team of faculty can champion ePortfolios
  - Team of faculty to assess final product
  - Consistent criteria and messages to students across the curriculum
Benefits

- Portability
- Easily adaptable to multiple uses
- Student-directed learning
- Use of self-reflection exercises provided great insight, can see growth over time
- Easily expandable

- Canvas has limited ability to change layouts or add creative features
- Canvas ePortfolio layout can be confusing to students
- Evaluation/assessment
- Consistency of use
- Access/Transferability
Student Examples

- From Fall 2016
  - Christina Jones
    - https://ufl.instructure.com/eportfolios/7662/Biosketch

- From Fall 2015
  - Whitney Barrs ePortfolio
    - https://ufl.instructure.com/eportfolios/6659?verifier=kX6sQnjxcruBukqng51onSoUAnUU2NKhUaiYYkzAA
Faculty Examples

- My Canvas example for students
  - [https://canvas.instructure.com/eportfolios/7175](https://canvas.instructure.com/eportfolios/7175)

- Christopher Danielson, Normandale Community College example in Canvas
  - Uses Ken Bain’s book, *What the Best College Teachers Do* to structure a Teaching Portfolio
External Examples

- 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
External Examples

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