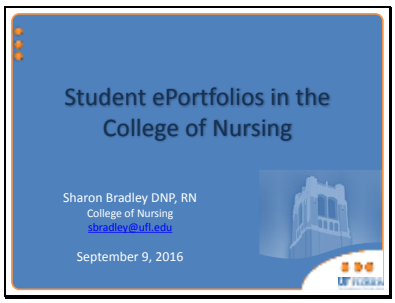
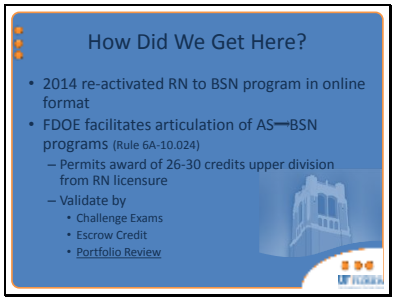
ePortfolios with Sharon Bradley

Slide 1



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.

Slide 2



- 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 --- Which is the one that made the most sense to us

- 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

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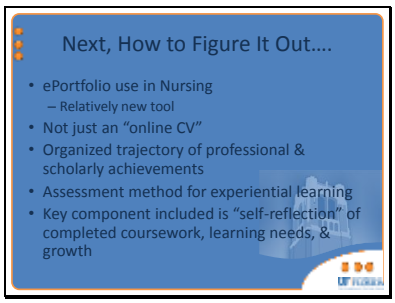
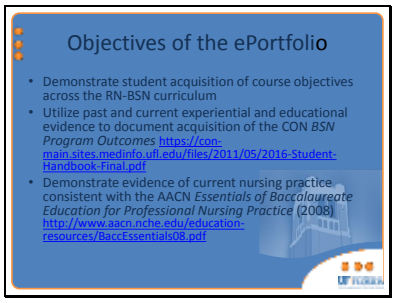


- So our next step was figuring out how to do this ePortfolio in our program…

- 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

Slide 4



- 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

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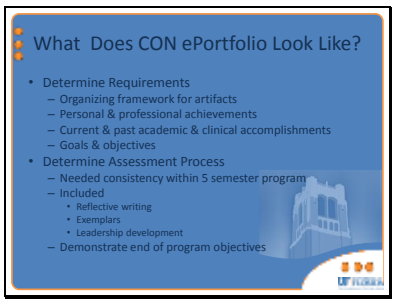
Slide 5



- 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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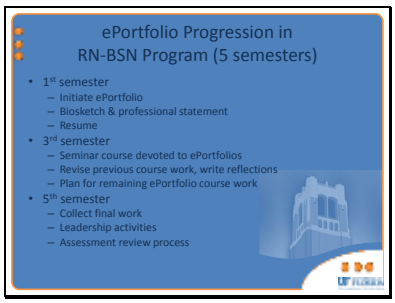
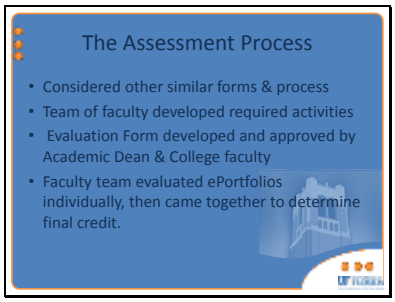
Slide 6



- 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

Slide 7



- 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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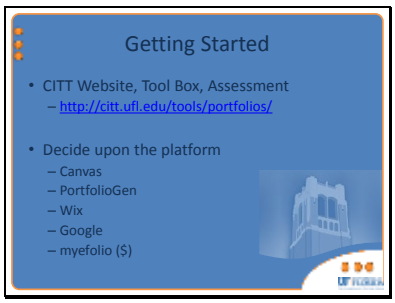
Slide 8



- 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

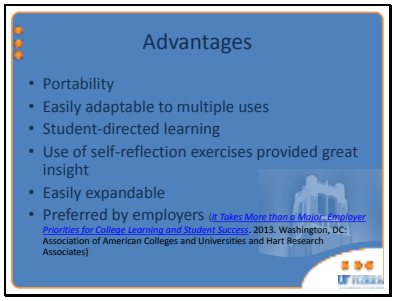
Slide 9

- 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

question that value of the product to a student, especially if they put a lot of work into it

Slide 10



- 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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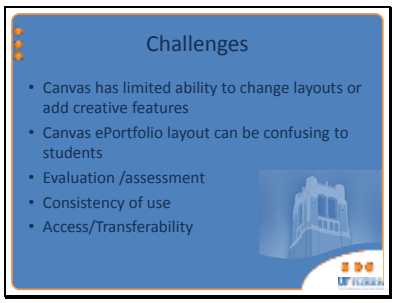
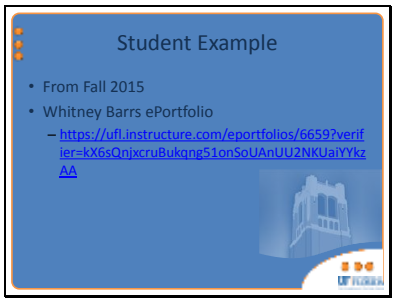


- Canvas platform was limiting
- Some aspects were confusing
- Development of the assessment tool took great deal of time
- Need to have buy-in with your academic leaders and faculty using it to ensure it is consistent in its use
- Not known how long a student will have access to Canvas, nor how available the link will be to those outside of UFL domain?

Slide 12



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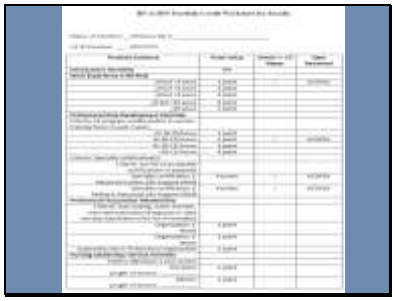

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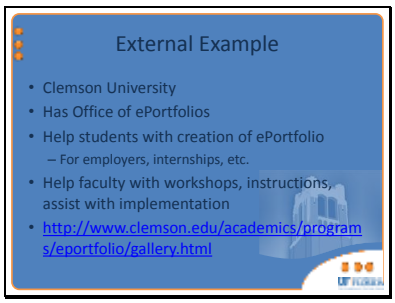
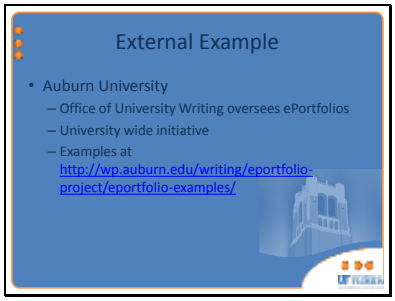
Slide 14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