Overview

• What is an ePortfolio?
• Why did we implement it in Honors & Scholars?
• How did we implement it at OSU?
• What are we assessing?
  • Student experience and usage of the ePortfolio;
  • Student learning through the ePortfolio.
• Coding exercise using sample ePortfolio entries.
Outcomes

• Learn what an ePortfolio is and how it can be implemented in a large setting.
• Learn how to assess student experience and usage of an ePortfolio.
• Learn how to assess student learning through an ePortfolio.
• Understand the benefits of an ePortfolio the institution and students.
Hello world! My name is Evan Hamamoto and I will be studying computer engineering at The Ohio State University. I am proudly part of the honors program. I graduated from Maple Grove Senior High (Maple Grove, MN) in 2015. I would describe myself as driven, flexible, trustworthy, compassionate, organized, and curious. In high school, I was part of debate, Model United Nations, Taekwondo, Boy Scouts, National Honor Society, and robotics. I am an Eagle Scout and a third degree black belt in Taekwondo.

From 10th-12th grade, I was part of the robotics team. We participated in the FIRST Robotics Competition and were team 2526. I was Head of Pneumatics and Head of Outreach as a senior, and helped my team placed 7th in the world and 2nd in Minnesota. Robotics was my favorite activity in high school and it taught me many skills and life lessons. It fed my love of technology, problem-solving, and engineering.

I choose to major in computer engineering due to the engineering classes I took in high school and my participation in FRC. I remember finding out about my love of coding in AP Computer Science during junior year. Something about coding brought out the obsessive and perfectionist in me. Despite the frustration during debugging, writing code that works and makes a task easier is one of my favorite activities. I also enjoy physics and building physical devices, so I think computer engineering is the best fit for me.

As an honors student, I strive to tackle tough challenges and grow as a student, an engineer, and an individual. My goal is to graduate with a GPA above 3.5, an honors distinction, and a degree in computer engineering with a minor in computer science. I also want to do research and have an internship over a summer between academic years.
Career

Ophthalmology Medical Internship

24 March 2016

I’m so excited to have been offered the Ophthalmology Medical internship for the summer! Throughout the next few months, I will have the chance to immerse myself in the medical field, from shadowing doctors, getting a look at their research, and learning everything about the role of public health and healthcare!

Fourth Time’s the Charm!

11 March 2016

After applying for three previous cycles, I have won an Academic Enrichment Grant from Undergraduate Student Government! This grant will allow me to continue KinoCarts throughout the rest of my undergrad career!

USG Presents

Academic Enrichment
GRANTS

USG recognizes that the undergraduate experience is not limited to the classroom. To that end, we are proud to offer Academic Enrichment Grants to fund such learning experiences. To learn more visit usg.osu.edu.
Artifacts

My artifacts are an opportunity to expand on my extracurricular and professional development activities throughout my time at The Ohio State University. Feel free to browse my personal collection of artifacts that better exemplify my efforts during my time spent at the post secondary level of education.

Fisher College of Business Peer Mentor Program

Fisher College of Business Peer Mentor Program is a unique opportunity for upperclassmen business students to be paired with an underclassmen, and further create a positive learning environment.

During the 2015-2016 academic year, I served a leadership role as a mentor. As a mentor, I am responsible for:

- Establishing a positive environment for a mentee to personally receive professional advice and guidance
- Coordinating and conducting professional development meetings

In the future, I hope to continue my leadership role as a mentor in creating a positive learning environment at the Maxwell M. Fisher College of Business.

Posted by pastor38 at 7:42 pm

1st Annual Fisher College of Business Pro-Am
General Information

• The template is a version of u.osu.edu.
• We conducted a successful pilot Spring 2015.
• With our ODEE partners, over 7000 ePortfolios uploaded Summers of 2015 and 2016.
• First-year Honors and Scholars and second-year Scholars students had the template automatically uploaded.
Why develop an ePortfolio for Honors & Scholars Students?

• Growing need for effective written and oral communication in every discipline;
• G.O.A.L.S. – students reflect upon and process their experiences;
• Faculty wanted more information when writing recommendation letters or mentoring research;
• Qualitative and holistic!
How have other schools used ePortfolios?

Product versus Process

• Clemson University: ePortfolio used to assess 22 competencies, graded by teams of faculty (product oriented)

• Virginia Tech: ePortfolio is both assessment tool and opportunity for reflective writing (product and process)
When are Honors students currently using the H&S ePortfolio?

- Orientation
- Honors survey course
- ePortfolio workshops
- College Advising appointments
- Faculty Advising appointments
- Identifying research interests and connecting with mentors
- Eminence program
- London Honors
- Enrichment grant awardees
Online and In-Person Support

• Reflective writing support through the Collegium
• Instructions and prompts (based on research of other programs and the specific needs of our students) to support all H&S students
• Tips about professionalism and online identity management
• Peer Mentors
• Workshops and Seminars
Assessment Overview

Assessment of the ePortfolio
• Focus groups throughout pilot (usage)
• Survey Spring 2016 (usage and student experience)

ePortfolio as an assessment tool
• Rubric for coding ePortfolio entries (learning outcomes)
Focus Group

• Mainly examined usage of ePortfolio and barriers to usage

• Major themes:
  • Students needed concrete benefits explained to begin using the ePortfolio (beyond the benefits of reflective writing in general)
  • Students wanted structured assignments as they began using their ePortfolios
ePortfolio Survey

Survey
Questions in the survey evaluated ePortfolio use, perceived benefits, and support.
The survey also included an open-ended question to get student feedback and suggestions.

Sample
529 students participated in the survey (12% response rate).
  361 (68%) are Scholars students.
  144 (27%) are Honors students.
  22 (4%) are both Honors and Scholars students.
2 students are no longer a part of either program.
72% of respondents are first-year students, 24% are second-year students.
ePortfolio Survey – Major Findings

- 73% of students used the ePortfolio at least once during the school year.
  - Of those who did not use the ePortfolio (140 respondents), the biggest reasons were disinterest (40%), not knowing about it or understanding it (22%), and not having enough time to use it (21%).
- 48% of students used it 1-2 times, 35% of students used it 3-5 times, and 12% used it 6-10 times throughout the year.
- 50% of students felt they put moderate to great effort into their ePortfolios, and 50% felt they put little to moderate effort into their ePortfolios.
- 30% of students shared their ePortfolio with an advisor or faculty member.
- 27% of students plan to continue using their ePortfolio throughout their undergraduate careers.
- Students were mixed in terms of the perceived benefits of the ePortfolio. Nearly equal parts disagreed, felt neutral or agreed that the ePortfolio helped them to: 1) reflect upon their experiences, 2) showcase their accomplishments, and 3) communicate their accomplishments to faculty and staff.
ePortfolio Survey – Feedback

Students shared both positive and negative feedback. The biggest patterns are:

• Understanding the relevance of the ePortfolio.
  • Some students do not understand how to differentiate between the ePortfolio and a resume.
  • Some students do not understand how an ePortfolio may be useful to them in seeking employment.

• Wanting clear guidelines, expectations, and an audience.
  • Several students suggest introducing more structure into the ePortfolio use (guidelines for each year).
  • Students want to know that people are reading their ePortfolios and it is not just for themselves/a personal exercise.
Setting a Standard for ePortfolio excellence

• Develop a method by which student progress on ePortfolios can be measured.

• How do we know when an ePortfolio is "complete" or "good"?

• In order to implement a peer-mentoring program, and in order to guide implementation at the College level, there needs to be a standard.
Learning Outcomes

• Students identify purpose and patterns in their educational experiences.
• Students know how to communicate about academic interests and intentions with a discipline-specific audience.
• Students understand and know how to apply field-specific terms and concepts.
• Students think critically about what they have learned and how they have learned it.
• Students gain the ability to use multiple media to convey a coherent message.
• Students gain the habit of reflecting and writing about their experiences.
ePortfolio Coding Rubric (see handout)

- Code ePortfolio entries in terms of the following criteria with prescribed ranks of expert, adept, and novice:
  - Relevance
  - Communication
  - Credibility (ethos)
  - Analysis
  - Medium
  - Robustness
- In our pilot, we coded the most recent three entries of a sample of student ePortfolios
ePortfolios as Assessment Tools

- The ePortfolio can also be used as an assessment tool within a course or even within a program.
- For instance, students might be asked to log evidence that they have achieved certain desired competencies, or to compile evidence that they have met certain requirements.
- One of the main ways colleges have expressed interest is in terms of connecting students with faculty research mentors and tracking the research process.
Future Initiatives

• Assessing the usage of ePortfolios in terms of connection with faculty.
• Assessing the usage of ePortfolios in the research process.
• Coding/grading ePortfolios on a broader scale.
• Assessing the benefits of the ePortfolio in career-related issues – interviews, as part of a resume presentation.