ePortfolio Learning

How to use and model an ePortfolio in your course/ program

Dr. Dwayne. Harapnuik
dwayne@harapnuik.org

Dr. Tilisa Thibodeaux
tthibodeaux7@lamar.edu

Curriculum & Instruction Program, Lamar University

Slides available at

http://tilisathibodeaux.com/wordpress/?page_id=217

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EDLD 5302 Concepts of Educational Technology (Master Course)

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About EDLD 5302

Course Introduction

COURSE INTRODUCTION
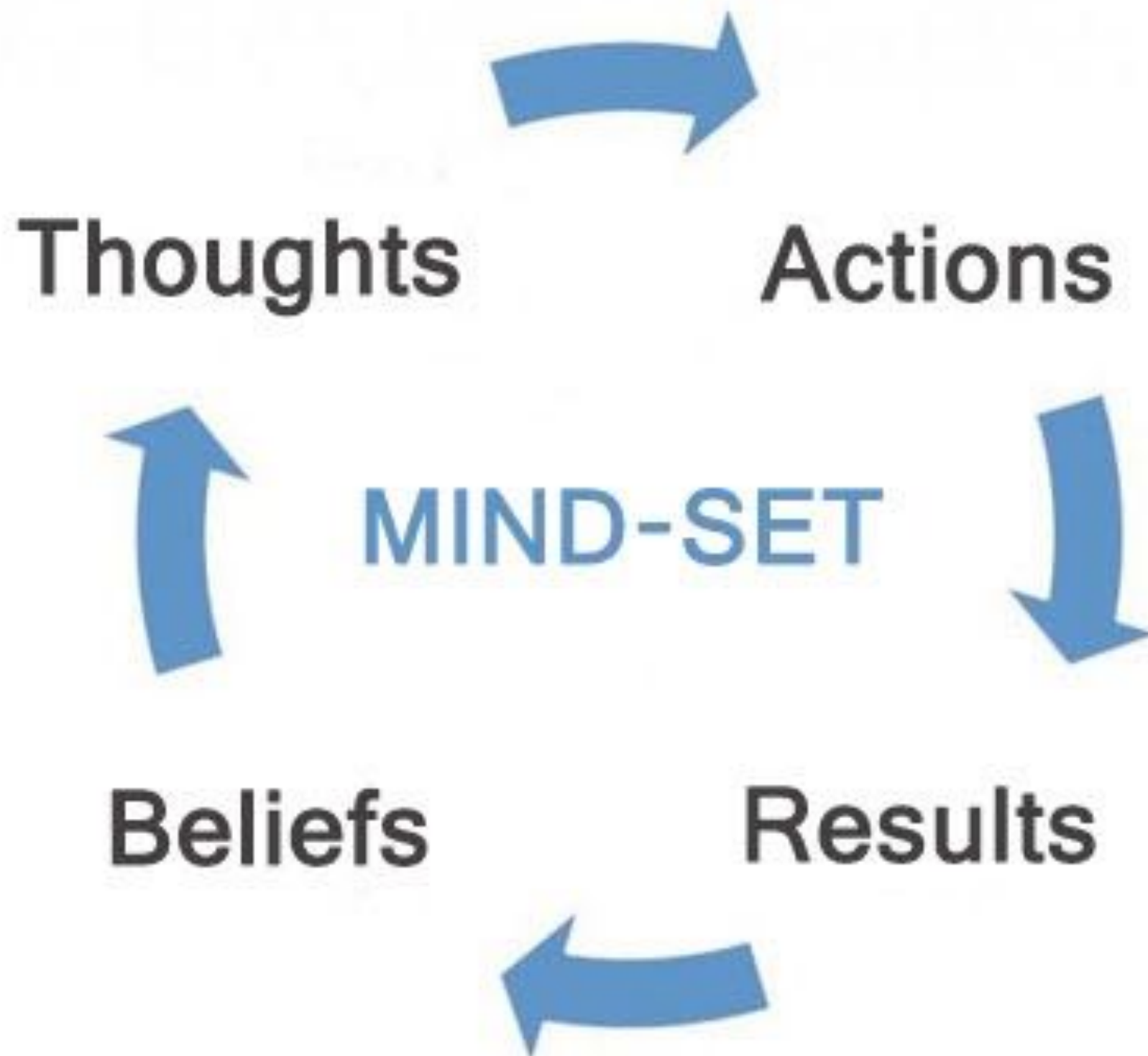
Introduction Video

Tilisa Thibodeaux, Ed.D.

Assistant Professor

College of Education and Human Development

LAMAR UNIVERSITY

George Kuh on ePortfolio as High-Impact Practice

Though I am a proponent of ePortfolios in my program, I remain cautious about the wide-spread implementation of this practice. For portfolios to be a high-quality, high-impact educational practice, faculty/academic staff mentors must devote considerable time to scaffolding the reflection and integration processes, to offering feedback, and to helping students understand the (hopefully) authentic audience(s) and purpose(s) for their ePortfolios. At some campuses, other mentored educational practices may better achieve the same or similar reflection and integration goals.

It's About Learning

Creating Significant Learning Environments

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What if we gave students enough time to learn

March 8, 2016 — Leave a comment

It is widely accepted that eportfolios can help learners "deepen the inquiry process" by enabling them to integrate metacognition or reflection into their learning experience (Catalyst for Learning, n.d.). Eportfolios have the potential to be inviting, reflective, and engaging learning tools that stimulate deeper learning and offer many other benefits and as a result many higher education institutions promote their creation and use. Unfortunately, many educators who have been exploring the use of eportfolios over the past several decades have noticed that despite their wonderful potential as life long learning tools many students stop using their eportfolio after the completion of their program of study.

Researchers, Cynthia Cummings, Thilisa Thibodeaux and Dwayne Harapnuik recognized the need to find out which factors contribute to the continued use, or lack thereof, of the eportfolio. More specifically, these researchers have started a study to identify the factors that contribute to the continued or dis-continued use of eportfolios beyond the student's program of study. The literature review revealed that choice, ownership, voice and authenticity (COVA) are key factors in encouraging students to go much deeper into learning so Cummings, Thibodeaux and Harapnuik
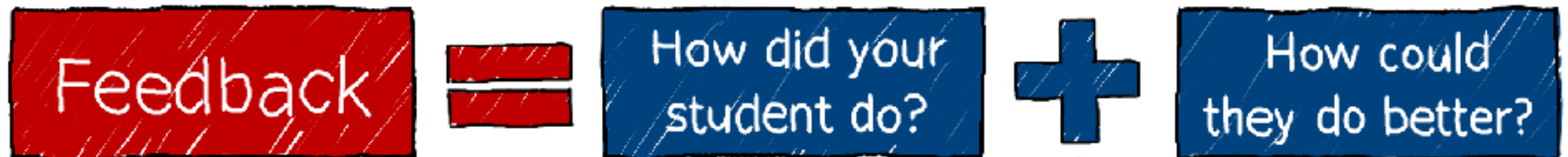
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"The simplest prescription for improving education must be dollops of feedback."
— John Hattie

Feedback = How did your student do? + How could they do better?

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Home / Eportfolio

Eportfolio

Eportfolios can and should be simple to understand and, more importantly, simple to create and maintain. Especially if we keep the academic and scholarly jargon down to a minimum and focus on what we need to know and do to effectively use eportfolios to enhance learning.

The minimalist fundamentals of eportfolios:

Why: Learning to learn.
We believe that eportfolios enable learners to take ownership of, and go much deeper into, their learning.

What: Doing the learning
To do this, learners use their eportfolios to reflect their on what they know, what they are learning or experiencing, what they don't know and to make meaningful connections.

How: Showing the learning
Eportfolios are a learner's digital evidence of meaningful connections. See Examples of Eportfolios

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What is an ePortfolio?

Building an ePortfolio needs to start at the ground level. It will continue to grow as you fertilize, water, and nurture the contents. In the ePortfolio world, we call this "curating." Likewise, you will easily see that ePortfolios can start and grow in many places and will be only as strong as how often you nurture it, just as grass organically plants its own roots. This is exactly what your ePortfolio can do for you. An ePortfolio is an expression of you. YOU own your ePortfolio because you are the creator, designer, and inspirer.

ePortfolios
What is an ePortfolio
Why Use an ePortfolio
Who Owns the ePortfolio
Examples of ePortfolios
How to Create Your ePortfolio

Check out the only North American ePortfolio Association: **Association for Authentic, Experiential, and Evidence-Based Learning** and meet the experts!

Creative control

In the film industry, it is described as the designer as curator. Read the following short article to gain some insight on reverse-engineering other people's success, collaboration/outsourcing, and providing value for free. Embrace failures with an open-mind; they may turn into successes tomorrow (Roasted Keyboard, 2016): Creative Control

ePortfolio Resources

WordPress for Beginners – 100+ videos on building a wordpress site
WordPress or Blogger – gain some insight here
Changing themes in WordPress? – check out what will carry over and what will not
Embed Anything into WordPress

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Next in #EdTech? #MixedReality will change the way we learn, by combining the best of #VirtualReality and #AugmentedReality. #HealthTech

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How to Create Your Eportfolio

If you recall the minimalist fundamentals of eportfolios the eportfolio can and should be simple to understand and, more importantly, simple to create and maintain. There are really only 3 steps to creating and maintaining an eportfolio/blog:

1. Selecting what tools to use
2. Deciding what to include
3. Committing to scheduled contributions

What tools to use:

It has never been easier to create an eportfolio/blog and there have never been so many choices in eportfolio/blogging tools or platforms. Ironically these are the two factors when combined improperly can limit the persistent eportflio use beyond a students course of studies. Let me save you the hassle of making the wrong choice.

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Instructions

Using the video that you created as a starting point, continue shaping and molding a message to motivate and inspire your organization to take advantage of the opportunity that you have identified in you innovation planning. Since this assignment is part of the course outcome of identifying technology innovations, embracing them as opportunities rather than challenges, and recognizing that they can proactively be used as catalysts to enhance your learning environment and organization you will need to write a final blog post that will:

- Articulate your vision for how you will continue to recognize and leverage the opportunities that innovations offer and how you can help transform your organization.
- Provide an overview, connect and present your innovation plan, literature review, implementation outline, video and all the other resources that you have created to provide encouragement for your organization to help move from reaction to pro-action.
- Identify and annotate a list of books, articles, and resources you would like to read to help you and your organization take advantage of all the • opportunities that educational technology can offer.
- Ensure that content of your blog is easy to follow and that you have a good navigational structure to make it easy for your user find what they need.

Continue to experiment with different templates, plug-ins, and related technologies to enhance your site.

Submission Details:

Even though this assignment may take the form of a Google document, video, presentation, blog post or other digital format to submit the assignment URL you will be required to use the provided document template: Assignment5-EDLD5305-Submission.docx ⌄

- Download the document template,
- Past the URL into the space at the top of the document template,
- Add your name to the document,
- Rename the file with your name and assignment identifier
- Upload the file to Blackboard by or before the deadline.

The School of Education is using this submission process in its online courses for two reasons:

1. We wish to provide you an offine copy of the assignment instructions that you can refer to.
2. We want to ensure there is a consistent and permanent record of assignment submissions that can efficiently be converted to hard copy.

Formats:

 ASSIGNMENTS

Assignment Value: 150 points

In this final part of your DLL capstone we are asking you to analyze and synthesize all key aspects and components of the DLL program and ePortfolio process that contributed to your development as a digital learner and leader. You must share this experience along with the comprehensive organization of all your work.

Instructions

Create a visual representation of your DLL journey. You can create a video, digital story, Prezi, infographic(s) other digital tools so show your audience:

- Where you started
- Who was involved
- The highs and lows of your learning process
- How you felt throughout the process
- What you have created
- What you have accomplished - (course goals)
- What worked
- What you could do better
- What lessons you have learned
- Where you are now
- What you plan to do next

This list is just a starting point for your synthesis—you need to make this your own. You will need to link to all your existing work and resources to support your visual representation and will also need to create a well organized blog post to further synthesize and support your experience in the DLL program.

At the end of each of the courses with the DLL program we have asked you to organize and present the module assignments into a cohesive section of your ePortfolio. You will need to do the same PLUS you will also need to organize all your course work into a cohesive section of your ePortfolio. Consider, at MINIMUM, the following sections or components:

- About/Bio (Great place for your learning philosophy)
- Main Interest
- COVA & CSLE
- Projects (Innovation plan)
- Categories
- Archives
- Links
- Social Media connections
- Contact
- Navigational structure
- Reading List/Books etc.
- Search

Ensure that you create an organizational and navigational structure that connects all the components and clearly demonstrates that all the pieces fit into a bigger strategy or approach.

Please remember - This assignment is unique to you, your circumstances, and your organization so you need to keep in mind who your audience is, why and how they will use this information, and what impact you are looking to make.

Submission Details:

To submit the assignment URL you will be required to use the provided document template: <u>Assignment 3-EDLD5315-Submission.docx</u> ⌄

- Download the document template

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☐	**What Learning Science Tells Us About How to Use EdTech — Draft**	Dwayne Harapnuik	Video – Wednesday Watchlist	Learning Science, technology	—	Last Modified 2017/02/13
☐	**What is Learning Science from an Educator's Perspective? — Draft** Edit | Quick Edit | Trash | Preview	Dwayne Harapnuik	Video – Wednesday Watchlist	Learning Science	—	Last Modified 2017/02/13
☐	**How to get better at the things you care about**	Dwayne Harapnuik	Video – Wednesday Watchlist	deliberate, deliberate practice, Learning, learning zone, performance, performance zone	—	Published 2017/02/08
☐	**Paradox of Citation Generation Tools**	Dwayne Harapnuik	EDLD 5305, EDLD 5314, EDLD 5315	APA, citation, OWL, publication manual, Purdue, reference, style guide	—	Published 2017/02/07
☐	**Everybody Gets an A — Draft**	Dwayne Harapnuik	Learning, Video – Wednesday Watchlist	—	—	Last Modified 2017/02/06
☐	**On Being Wrong**	Dwayne Harapnuik	Video – Wednesday Watchlist	error, failure, right, trail and error, wrong	—	Published 2017/02/01

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About

A Learner's Mindset….. > About

Tilisa Thibodeaux, Ed. D.

Curriculum Vitae

Research Focus: Authentic Learning, Significant Learning Environments, Leading Organizational Change, ePortfolios for Deep Learning, Learner-Centered Instruction

Dr. Thibodeaux was born in Crown Point, Indiana, an hour outside of Chicago, Illinois. She was raised in Hobart, Indiana and attended Hobart High School where she participated in Track and Field, Gymnastics, and Spanish Club. From 1999 to 2003, Dr. Thibodeaux attended Valparaiso University in Valparaiso, Indiana where she received her Bachelor's degree in Elementary Education along with a Reading and Special Education Endorsement. During her time at VU, she served as a 21st Century Scholar as part of the AmeriCorps program where she was the secondary reading instructor for the Roberto Clemente Center in East Chicago, Indiana. She also served in the University Chorale Program and was the Coordinator for the Office of Alcohol and Drug Education for the University. As OADE Coordinator, she organized and facilitated presentations for local middle schools to help teenagers make positive choices when selecting leisurely activities.

From 2004 to 2005, Dr. Thibodeaux moved to Fort Myers, Florida and pursued her Master's Degree in Special Education at Florida Gulf Coast University. During this time, she became a Kindergarten teacher for Collier County Public Schools in Naples, Florida for one year. Then, she was offered a job as a Kindergarten Teacher at Sunshine Elementary in Lehigh Acres, Florida with the Lee County School District. During this time, Dr. Thibodeaux was named as a Golden Apple Teacher, Chamber of Commerce Teacher-of-the-Year, and Florida Educational Data Systems Award winner. She became a Coordinator of the Academy of Teacher Leaders for the Foundation of Lee County Schools. She was also campus Coordinator of the Southwest Florida Fair and led a United Way Campaign and participated in the Harry Chapin Food Bank drive. In 2009, Dr. Thibodeaux was offered an administrative position as a District Interventionist and District Consultant where she trained 22 schools in the East Zone and worked on the problem solving team in conjunction with district, elementary, middle, and high schools administrators on No Child Left Behind Act.

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Tuesday, January 31, 2017

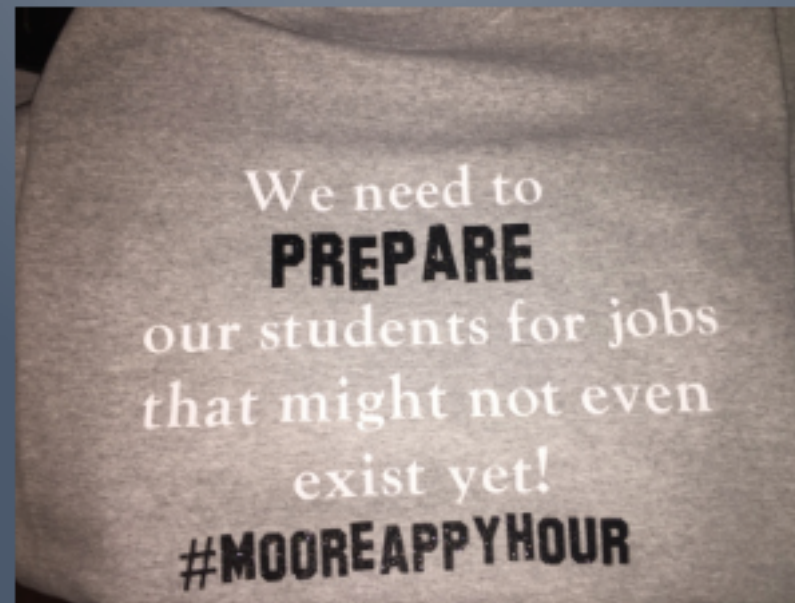## COVA and Creating Significant Learning Environments

Being a part of the Digital Leading and Learning program at Lamar University over the last 16 months has been a very unique and enjoyable journey in achieving my Master's in Education. This program has allowed me to grow my leadership skills, cultivate the importance of effective digital learning, and develop a heart for leading educational change. From the beginning moments of this experience, our learning environment has been authentic to our situations. We have been challenged to develop mastery and critical thinking. Our culture and circumstances have been leading the way throughout each course, which are key components of Creating Significant Learning Environments (CSLE) (Harapnuik,

I'm Mrs. Hahn!

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We need to
PREPARE
our students for jobs
that might not even
exist yet!
#MOOREAPPYHOUR

backtoschoolat42

A teacher's journey to becoming a digital educator

CAPSTONE

COVA Approach

Posted on January 29, 2017

This journey that I have been on the last 17 months has changed my professional life forever. I look at what I do with kids in an entirely different way now than I did before beginning the DLL program at Lamar University. This masters program

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