

ePortfolios as a High-Impact Practice

Digital Ticket
May 11th, 2018

Dr. Tilisa Thibodeaux
Dr. Dwayne Harapnuik
Dr. Cindy Cummings



Presentation Slides:

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

• All the great leaders and organisations communicate the same way...

• It's the WORLD'S simplest idea 

• YOUR PURPOSE (not PROFIT)

• YOUR CAUSE

• YOUR BELIEF

Why should anyone care?

START

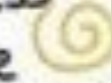
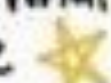
WITH WHY

Simon Sinek

www.startwithwhy.com


TED TALK

People don't buy WHAT you do, they buy WHY you do it.

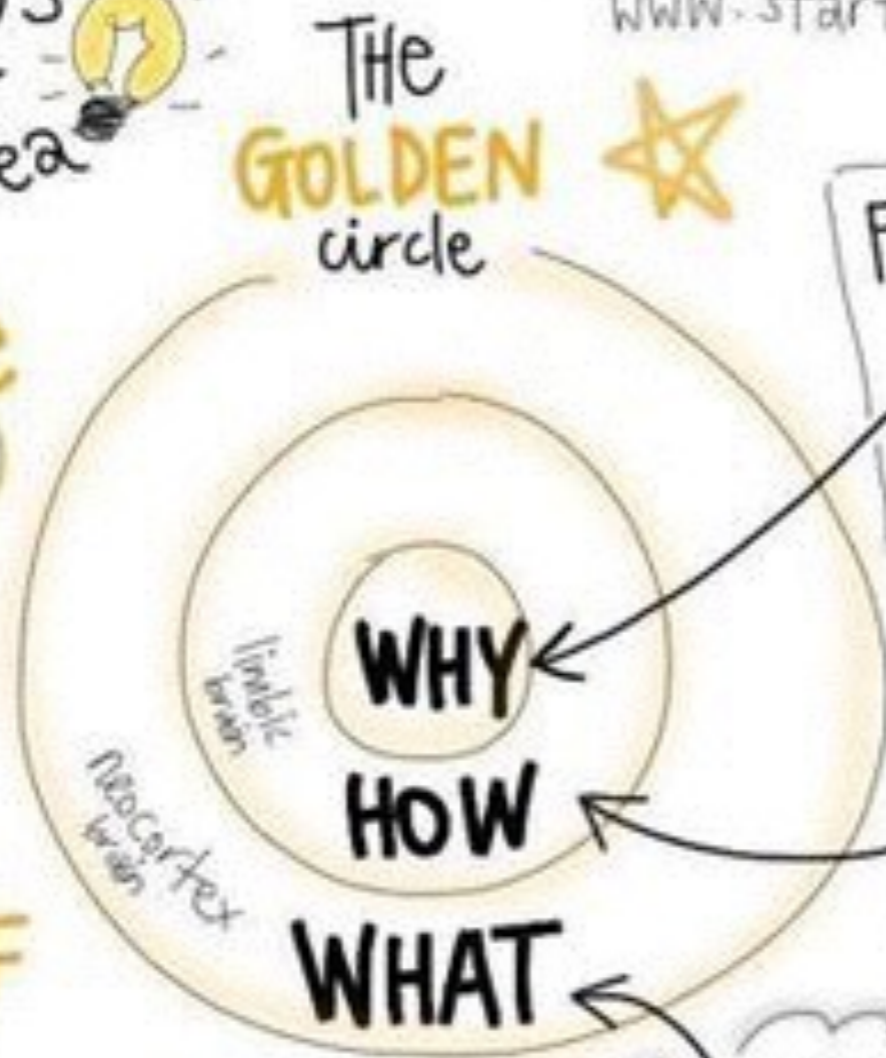
DO BUSINESS with people who believe what you believe  

 IT LINKS DIRECTLY to how our BRAIN works

Few People or ORGANISATIONS know WHY they do what they do.

INSPIRED leaders and organisations communicate from the INSIDE OUT 

• LAW of DIFFUSION of INNOVATION

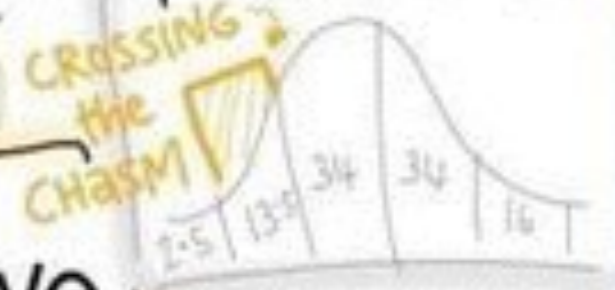


We KNOW How we do it

I BELIEVE

We KNOW WHAT we do...

MARTIN LUTHER KING



by www.lynnecazaly.com

Why ePortfolios?

- makes learning visible, collaborative opportunities (Hattie, 2009)
- allows learners to connect the dots vs. just collect the dots (Godin, 2012)
- builds reflection, metacognition, self-regulation of learning (Kuh, 2016)
- deepens learning through choice, ownership, voice, and authentic learning opportunities (Thibodeaux, Harapnuik, Cummings, 2017)
- demonstrates personal and intellectual growth
- shared appreciate for feedback (Weber & Myrick, 2017)
- differentiates the students, pre-screening for jobs, sets them apart



11 Key HIP Practices

First Year Experiences

Intellectual Experiences

Learning Communities

Writing Intensive Courses

Collaborative Projects

Undergrad Research

Diversity/Global Learning

ePortfolios

Service Learning

Internships

Capstone Courses & Projects

**Key Active
Learning Elements
of High Impact
Practices**

EXPECTATIONS

- Performance expectations set at appropriately high levels
-

TIME & EFFORT

- Significant time and effort over an extended period of time.
-

INTERACTIONS

- Interactions with faculty and peers about substantive matters.
-

DIVERSITY

- Experiences with diversity and others
-

KEY ACTIVE LEARNING ESSENTIALS OF HIP

FEEDBACK

- Frequent, timely, and constructive feedback
-

REFLECTION

- Opportunities to reflect and integrate learning.
-

AUTHENTIC APPLICATION

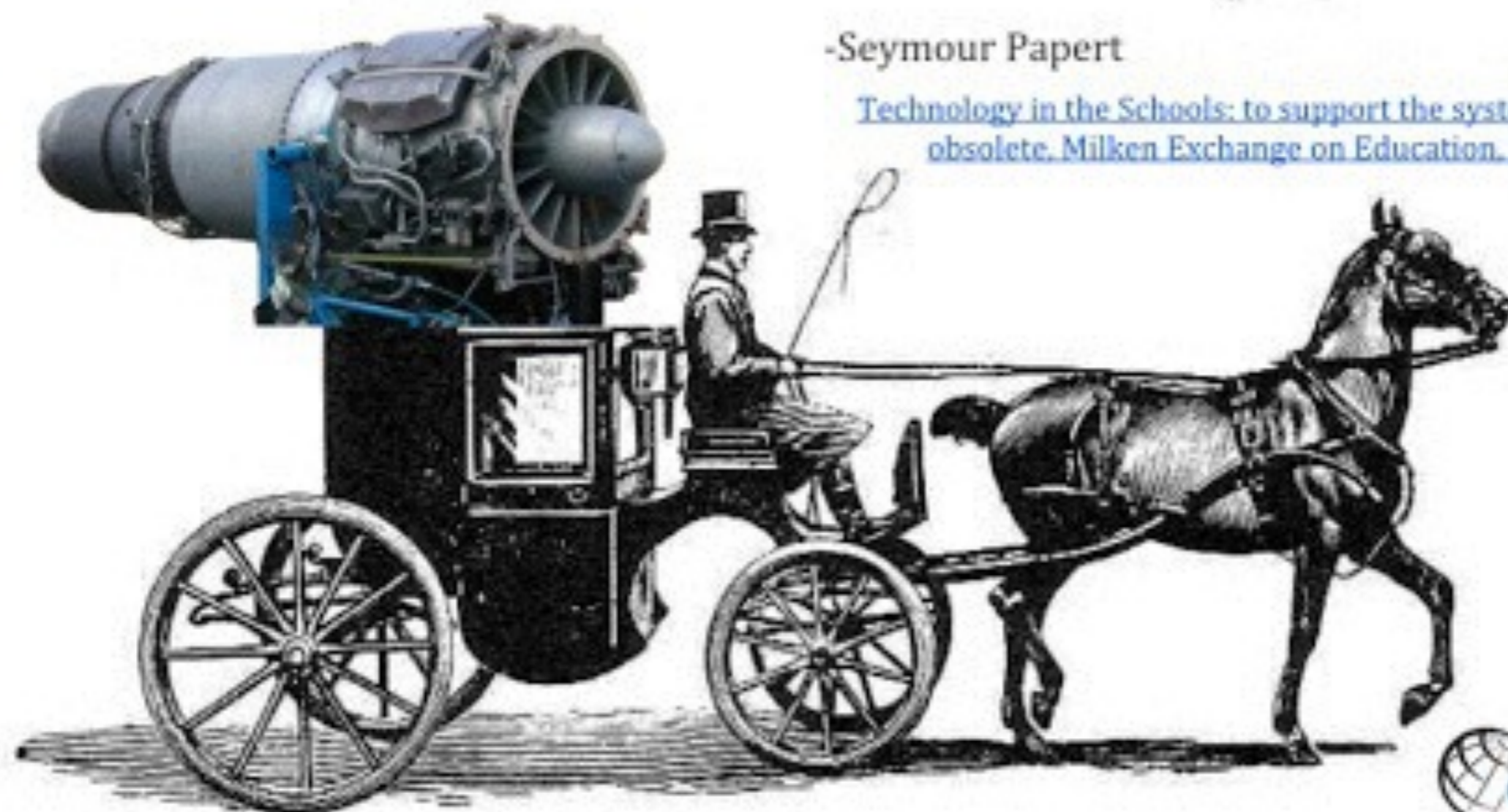
- Learning through real-world applications.
-

DEMONSTRATION

- Public demonstration of competence.
-

-Seymour Papert

Technology in the Schools: to support the system or render it obsolete. Milken Exchange on Education, July 1998.



C

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V

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CHOICE



OWNERSHIP



VOICE



AUTHENTIC

Choice, Ownership and Voice through Authentic Learning



AUTHENTIC



AUTHENTIC

High expectations
Extended time
Interactive
Collaborative
Feedback
Reflection
Real-world
Public demonstration



CHOICE



CHOICE

High expectations
Feedback
Reflection
Real-world
Public demonstration



OWNERSHIP



OWNERSHIP

High expectations
Extended time
Feedback
Reflection
Real-world
Public demonstration



VOICE



VOICE

Feedback
Reflection
Real-world
Public demonstration

“Our choice is not only allowing us to take charge of our learning by allowing us to select how to present our evidence of learning, but also is making the learning tailored for the greatest impact as we become leaders of change.”



CHOICE

“We need to allow our schools to transform to allow students to [utilize] COVA to make them into hard-working, innovative assets to their companies in the future. The current educational model and methods in many schools do not really allow for choice or ownership....”



“The most valuable lesson I have learned so far is to not only discover my voice, but to make it heard.”



VOICE

“The more COVA I build into my learning experiences, the more my students’ work breaks away from ‘what you’d expect’ kind of art and into imaginative, meaningful work.”

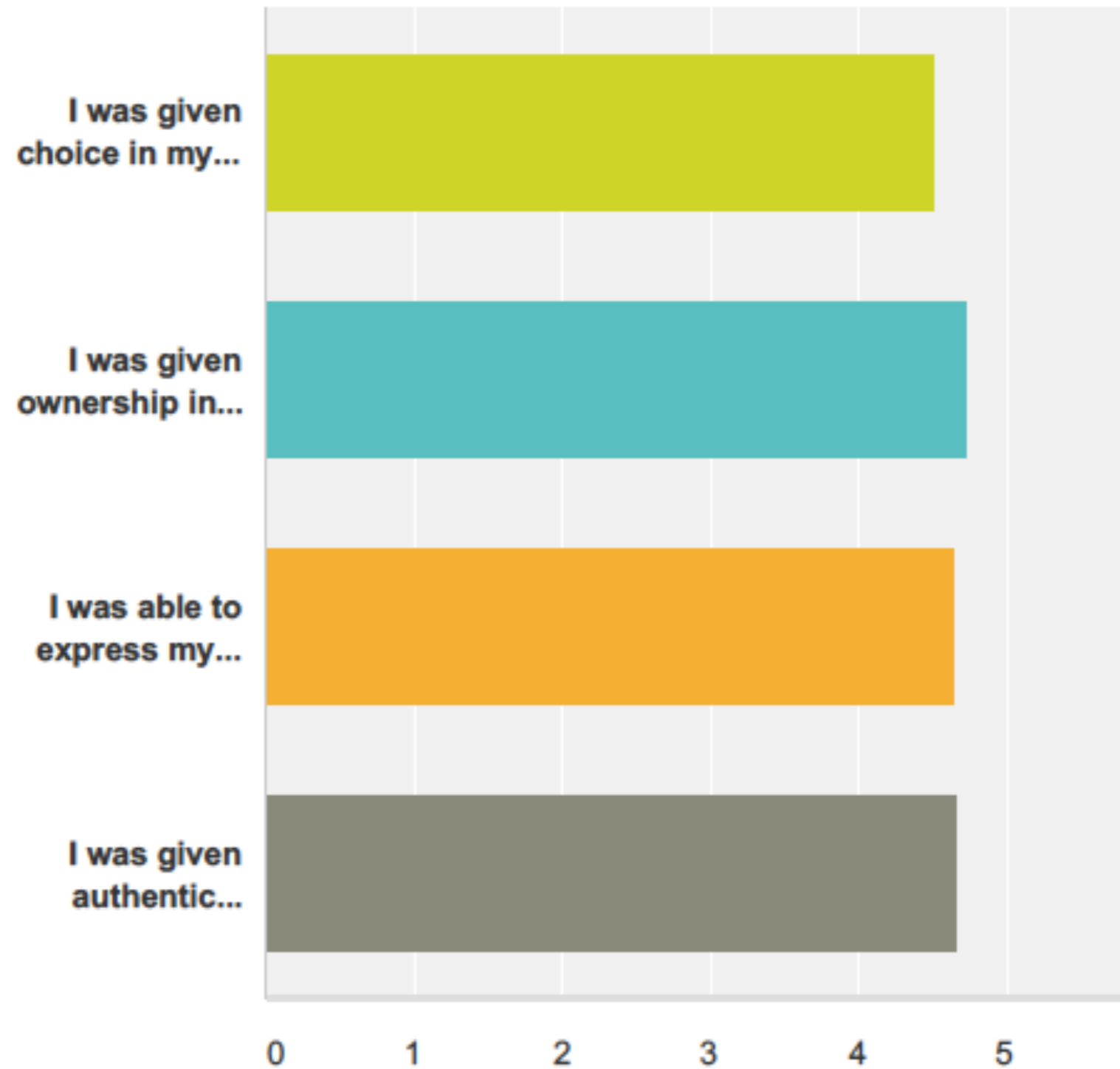


Our Research

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

<http://www.theijep.com/current.cfm>

Research



A Learner's Mindset.....

"If you are not prepared to be wrong, you'll never come up with anything original." – Sir Ken Robinson

[ABOUT](#)[LEARNING](#)[RESEARCH](#)[COVA + CSLE](#)[EPORTFOLIO](#)[HONORS](#)

About

A Learner's Mindset..... > About



Tilisa Thibodeaux, Ed. D.



Thibodeaux_2018Vitae

Research Foci: 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



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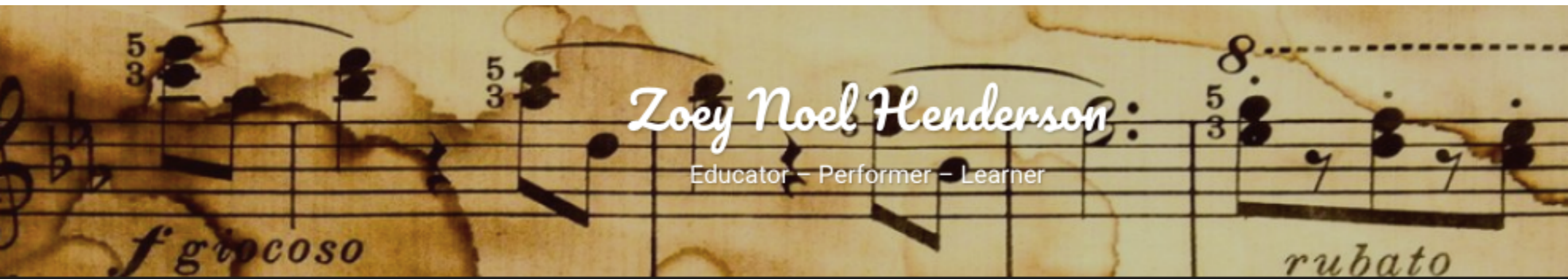
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Archives

Categories



Zoey Noel Henderson

Educator - Performer - Learner

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Friday Recital



The Process At Lamar University, students who are majoring in music are required to attend at least sixteen live performances each semester. Because of this requirement,

Javelins, Cannons, and Glory



MLK 50



Fifty years ago today, America was in a state of complete shock. Headlines everywhere read that the leader of one of America's

CRISTIAN ROMERO

WELCOME

HONORS

COURSEWORK

RESEARCH

RESUME

HONORS INVOLVEMENT

LEADERSHIP

INTELLECTUAL/CULTURAL

VOLUNTEER



Donuts With the Dean

April 5, 2018

Donuts with the Dean was held in the Reaud Honors College, I had the opportunity to meet and talk to Dr. Dodson while eating donuts.

Mrs. Hahn

DAYDREAMS

Reflecting on Learning & Leading

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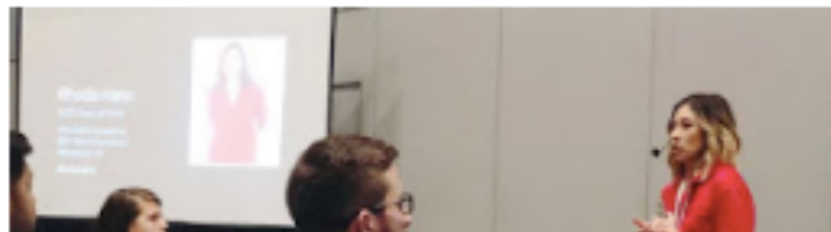
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Monday, February 19, 2018

Growth and Opportunities through the Apple Distinguished Educator Program

A few weeks ago I was given an opportunity to speak at TCEA in Austin. You would think speaking to other teachers is easy—I speak all day in front of students for a living. But man, talk about vulnerability and reality checks!

I was a nervous wreck as I prepared. But there's something about putting yourself in a vulnerable position that is so magical: there's an opportunity to see how far you've come. Through all the highs and deep valleys I've been through, I've come a long way in my 7 years as an educator. This last week of pouring into other educators reminded me that all of the hard work I'm doing in my classroom is movement in the right direction. That digging in and doing things differently—challenging my students to make an impact on their world around them—getting them to not only think analytically in science but creatively—to be problem solvers... all of this is confirmation that what we do in my class is absolutely worth it.



I'm Mrs. Hahn!



Search This Blog

ADE Class of 2015



Is Learning Free? If so, what does that mean for classrooms and for learners?

by tracypompei@yahoo.com on April 29, 2018 in [Digital Learning and Leading](#)



Ownership in Learning

Authentic by Design

I like to think of learning from the perspective of an entrepreneur. Imagine someone growing and learning throughout their lives and then... deciding to start their own construction business. S/he has honed certain skills necessary to do so, building the constructs of a builder's mindset. Maybe s/he elects to create a retail outlet, a beautiful cultural building, a stadium, a library, or even a zoo. When s/he makes the decision, she has already built the dream, the vision of what it might look like. Most importantly though, s/he knows exactly what it will be used for and to what end it will fulfill those imaginings. She thinks about it all day and all night, keeping the moon

company as he too burns the midnight oil, him looking down for inspiration, and s/he looking up. Until one day, the decision has been made and the planning begins.

Making a Case for C♥VA

A screenshot of a social media post by Tracy Pompei, posted 20 hours ago. The post features a purple car icon and the text "Authentic Learning Is Self-Directed" with a red heart icon. Below this is the subtitle "Made with passion and purpose for progress toward truthful learning experiences." The main image of the post shows a modern building interior with large windows. Overlaid on the image are several text boxes: a red box with the quote "If you want engagement, self-direction is better." ~Daniel Pink, a black box with "Making a Case for C♥VA", and a white box with the "START WITH WHY" logo.

Push Me for the Innovation PLAN



Lots of Tower Cranes on Construction Site

Bloggedy, Blog, Blog, Blog, Blog....

- [Is Learning Free? If so, what does that mean for classrooms and for learners?](#) April 29, 2018
- [Resources for Digital Learning and Citizenship](#) April 1, 2018
- [Nine Elements to Building Digital Citizens](#) April 1, 2018
- [Respect, Educate, and Protect Children Online, and in Schools](#) March 24, 2018
- [Shane Koyczan is beautiful.](#) March 21, 2018

A LinkedIn profile card for Simon Sinek, the author of "Start With Why". The card includes a profile picture of Sinek, his name "Start With Why - Simon Sinek", and his follower count "421,707 followers" with a "3w" (3 weeks) indicator.

C

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V

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CHOICE



OWNERSHIP



VOICE



AUTHENTIC

Choice, Ownership and Voice through Authentic Learning

eBook (OER)

http://www.harapnuik.org/?page_id=7291

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