

A Catalyst for Faculty Learning: Strategies and Challenges in Using a Common Rubric for Implementing and Assessing ePortfolios

Auburn University

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ePORTFOLIO
PROJECT
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RESEARCH

My dissertation research on the ecology of cleaner shrimps in the Caribbean opened up a new field of marine biology that was not in my previous research repertoire. During my undergraduate career, I completed field work and research projects on the population dynamics of the green crab, *Carcinus maenas*, in Connecticut.

In order to complete proper surveys on the abundance of my current research organisms I complete my field work while scuba diving. The ability to dive opens up many possibilities for future research and collaboration with other scientists in my field. The skill of diving improved my ability to work with others in a team and work on my organizational skills. When working underwater, these skills are critical to completing tasks. I hope to continue to use scuba in the future to collect data on imperiled marine organisms and to aid in conservation efforts.



Critical Thinking Through Reflection



HOME ABOUT PORTFOLIO CONTACT

PORTFOLIO

ARTIST STUDIO + RESIDENCE

RECYCLING CENTER

CHICAGO MIXED-USE
HOUSING

DESIGN HABITAT

MONTGOMERY PUBLIC
LIBRARY

MISCELLANEOUS

ILLUSTRATION

THESIS PROPOSAL

WRITING SAMPLE

RESUME

ARCHITECTURAL DESIGN PORTFOLIO

The architecture projects featured on this page were completed between 2005 and 2010 as part of the Auburn University School of Architecture Bachelor of Architecture degree curriculum. Also featured is a collection of various digital and hand drawn illustrations completed during the same period, as well as a writing sample, resume, and thesis design proposal, which are available for download. For questions or feedback, feel free to [contact me!](#)



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Visual Literacy



Civil & Environmental Engineer

Aspiring professional engineer pursuing a Ph.D. degree in civil engineering at Auburn University



Technical Competency

HOME MY STORY GOALS LEADERSHIP EXPERIENCES EDUCATION CONTACT ME

"The greatest use of life is to spend it for something that will outlast it."
- William James

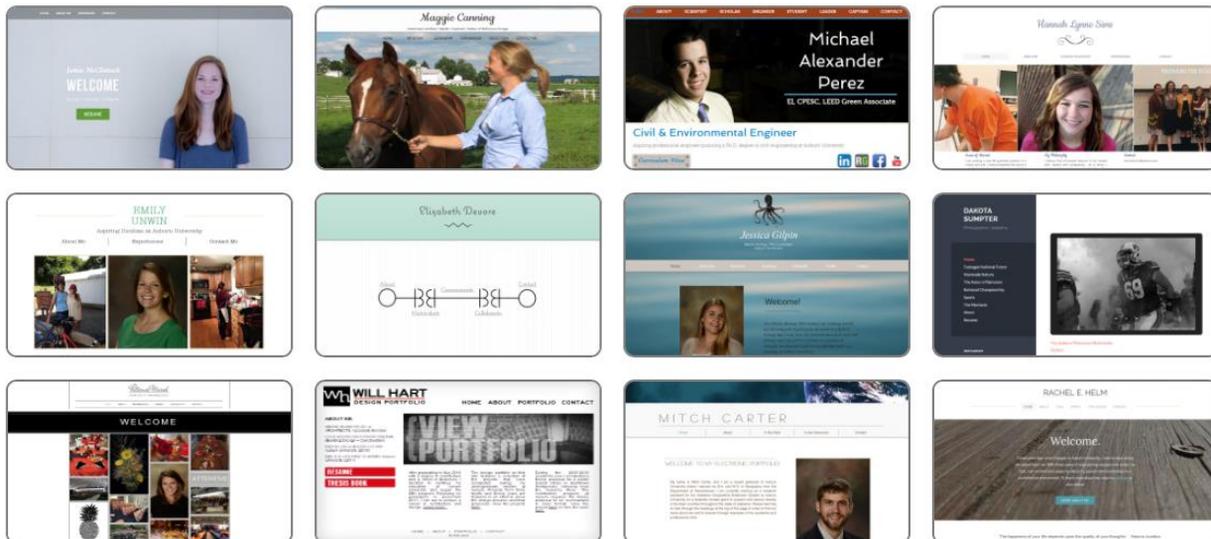
I think about this concept often and try to act in ways that use my strengths to the world's advantage. I hope that my career is full of small animal medicine, entrepreneurship, and individual mentorship, but answering the question of "what do you want to do" has always been difficult for me.

On paper, my professional goals include

- first of all, becoming a highly proficient small animal practitioner
- later, owning a successful practice that provides happy and fulfilling jobs to hardworking people and promotes the human-animal bond through providing best medicine
- serving as a mentor to pre-veterinary students, veterinary students or new graduates
- developing my skills and interests in ultrasound, cytology, internal medicine, surgery, and physical therapy



Effective Communication



Yeah Write

ePORTFOLIO PROJECT
LEARN IT. LIVE IT. SHARE IT.

Faculty Support

Cohort

Grants

Rubric

Scholarship

Contact Us

Faculty Support

Welcome to the faculty support pages for the ePortfolio Project at Auburn University. To the left you will find pages that describe the kinds of support that Auburn University and the Office of University Writing provide as well as how you and your department or program can get involved.

- **Cohort:** Learn about how your department or program can join with other departments or programs across campus to implement ePortfolios in your curriculum
- **Grants:** Learn about the kinds of financial support the ePortfolio Project can offer your department or program as you implement ePortfolios
- **Rubric:** View the official ePortfolio rubric
- **Scholarship:** Learn about research on ePortfolios
- **Contact Us:** Contact the Office of University Writing to ask questions or learn more

You may also watch [this video](#) for a quick introduction to ePortfolios. To get a more in-depth look at a particular student's ePortfolio, watch [this video](#) for a guided tour. These videos were designed to introduce Auburn students to ePortfolios, so feel free to use them in your classes.



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ePortfolios and the School of Nursing

Bonnie Sanderson PhD, RN

Professor, Associate Dean of Research



School of
Nursing

Auburn University, AL

Auburn University School of Nursing

AUSON nursing program prepares professional nurses to provide patient-centered, culturally competent, evidence-based care for diverse populations in a dynamic health care environment.

Degree programs:

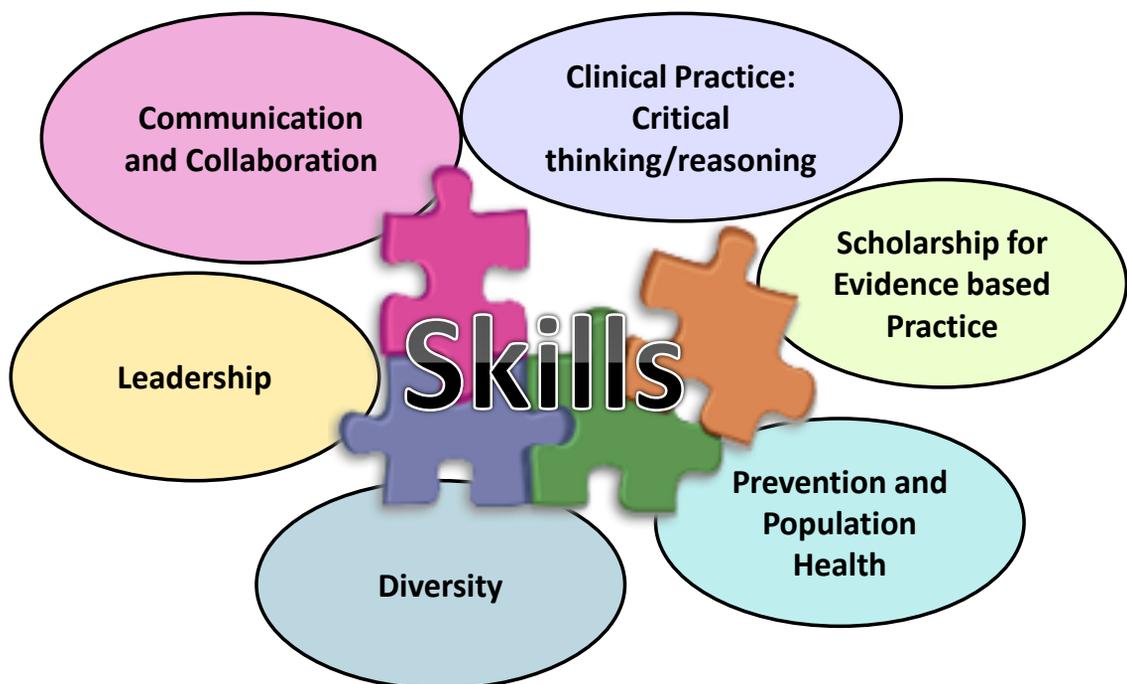
- Bachelor of Science in Nursing (BSN)
- Masters of Science in Nursing (MSN)
 - Family Primary Care Nurse Practitioner
 - Nurse Educator
- Doctoral of Nurse Practice (DNP) – Fall, 2017



School of
Nursing

Auburn University, AL

Learning Outcomes



Auburn School of Nursing (AUSON) defined in alignment with Accreditation standards – Commission on Collegiate Nursing Education (CCNE)

Nursing Portfolios: History and Evolution

- **Early 2000's**
 - Course “capstone” assignment in Professional Nursing concepts – final semester
 - Paper format – 5-ring binder
 - Compile and link experiences of clinical and classroom activities – demonstrating student perceptions of meeting learning outcomes
- **Challenges**
 - Burdensome – both student & faculty with growing student volume (75+)
 - “Document dump” characteristics
 - Grade – content driven, similar to a “check list”
- **2008 -2009**
 - Converted to electronic format using online template options
 - Evaluation – remained content driven



**Auburn University School of Nursing
Portfolio Evaluation Criteria**

Name: _____ Date _____

Faculty Reviewer _____ Grade _____

2008 Grade Tool

Criteria	Possible Points	Points Earned
Narrative & Goals <ul style="list-style-type: none"> • Identifies personal goals for pursuit of BSN • Summarizes accomplishments and personal growth achieved through education and experiential activities 	10	
Prospective Employer Letter & Resume <ul style="list-style-type: none"> • Submit a resume consistent with professional format • Includes information regarding: <ul style="list-style-type: none"> Education Work experience (not clinicals) Professional Organization membership (optional) Honors (optional) Civic activities (optional) 	10	
Philosophy of Nursing	5	
Outcome Mastery <p>Evaluates personal achievement in <u>each</u> of the BSN program outcomes Identifies educational, professional, or personal experience/ activities which relate to performance and outcome achievement Describes supporting documentation of outcome achievement, such as:</p> <ul style="list-style-type: none"> • program work (papers/projects/care plans) • videotapes or audiotapes • teaching projects Supporting course work is identified in Appendices	35	
Current Legislative Issue <ul style="list-style-type: none"> • Concise summary of article • Author viewpoint • Student perspective • Implications for nursing • APA citation at top of page 	15	
Portfolio is consistent with standards for professional writing: Typed clearly and without errors Organized content	25	
TOTAL	100	

COMMENTS:

Content focus:

- Specific assignments
- Demonstrate BSN outcome abilities
- Resume, letter to future employer
- Professional writing standards

AU ePortfolio Project

Hannah Lynne Sims



HOME

ABOUT ME

NURSING PHILOSOPHY

PROFESSIONAL

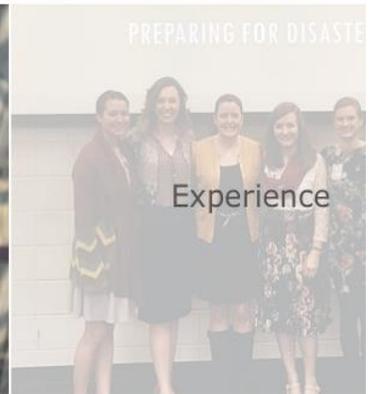
CONTACT



Account of Clinical



My Philosophy



Project



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2012 Evolving Grade Tool

Criteria	Possible Points	Points Earned
Biographical Narrative <ul style="list-style-type: none"> Personal nursing practice philosophy (brief summary/abstract) Professional Nursing Goals 	15	
Resume 6 pts Employer Letter 7 pts	13	
Outcome Mastery – 7 points each of the Outcomes (6): <ul style="list-style-type: none"> Communication and collaboration Critical thinking and clinical judgment Scholarship for evidence-based practice Population health and prevention Diversity skills Leadership skills Narratives are reflective; mastery is substantiated with educational, course and clinical activities. Student utilizes examples from each upper division semester, not just preceptorship.	42	
4911 Teaching Project during Preceptorship Describes why topic was selected, identifies learning objectives and methods for teaching and evaluation; includes handouts, evaluation tool, power-point presentation (if used), or picture of poster (if used).	15	
Electronic Portfolio is consistent with professional standards. Instructions provided for accessing and navigating. Submitted on time	15	
TOTAL	100	

Increasing emphasis:

- Reflective narrations
- Professional writing and technical competence
- Specific content remained defined



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2015-16 Evolving Rubric

EFFECTIVE COMMUNICATION	NOVICE	COMPETENT	EXPERT
<p>The ePortfolio demonstrates strong and consistent communication skills</p> <p>Message:</p> <ul style="list-style-type: none"> The central message of the portfolio is consistently clear Artifacts have been carefully selected to support a central message and consistently function as evidence that supports the claims made in the portfolio <p>Audience and purpose:</p> <ul style="list-style-type: none"> The number and kinds of artifacts are well selected and demonstrate careful attention to audience and disciplinary expectations <p>Revision and editing:</p> <p>All components of the portfolio show consistent attention to conventions and proofreading</p> <ul style="list-style-type: none"> Artifacts have been revised to demonstrate mastery Where unrevised artifacts are included, they have been purposefully selected to exhibit growth and their presence is explained 	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
			
			
			
Score for this student outcome:			
CRITICAL THINKING THROUGH REFLECTION	NOVICE	COMPETENT	EXPERT
<p>The ePortfolio demonstrates critical thinking through reflection across a variety of elements</p> <p>Selection of artifacts:</p> <p>The selected artifacts in the ePortfolio demonstrate the result of an evaluative process because they:</p> <ul style="list-style-type: none"> Represent various experiences both in and out of class in a coherent way Analyze the selected artifacts to demonstrate an intended meaning Demonstrate the ability to examine how the artifacts contribute to the overall message of the ePortfolio Successfully demonstrates the ability to curate a collection of artifacts that creates a clear sense of identity, purpose, and audience <p>Arrangement:</p> <p>The organization of the ePortfolio:</p> <ul style="list-style-type: none"> Demonstrates careful arrangement of artifacts to draw meaningful connections across experiences Represents an analytic process to determine placement of experiences based on significance and the order is consistent and effective <p>Reflective writing:</p> <p>The writing throughout the ePortfolio:</p> <ul style="list-style-type: none"> Reinforces the central message of the ePortfolio Justifies the presence of artifacts by explaining why they are included Explains the relationship between experiences and their visual representations Critically examines experiences, perceptions, interpretations, and 	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
			
			
			

Example of format – similar for each outcome

- Based on AU eportfolio project rubric
- Clearly defined expectations
- Continuous scale

Challenges and Opportunities

Faculty development

Workshops

- ePortfolio rubric – evolving as experience grows in ePortfolio assessment
- “Norming” sessions – specific for those assigned to evaluate final eportfolios by seniors
- Facilitate student reflective writing with constructive instructor feedback

Student Learning

Introduce concepts of eportfolio earlier

- Introduced in 1st semester – purpose, collecting meaningful artifacts
- Emphasis on reflective writing through logs and other assignments through the curriculum
- Promote value – personal accomplishments, future employers, graduate school



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Next Steps for School of Nursing

- Scaffold ePortfolio activities and concepts within the existing curriculum
- Ongoing faculty development
 - Reflective writing – constructive feedback
 - Norming sessions ongoing with rotating and new faculty
 - Continued support with technical competency; visual literacy skills
- Integrate more faculty in ePortfolio cohort activities
- Explore research and scholarly opportunities



School of
Nursing

Auburn University, AL



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Human Development & Family Studies
College of Human Sciences

Collaborative Rubric Development

Challenges and Strategies

Jamie Sailors, Ph.D.

HDFS

- Focus on the development of individuals and families across the lifespan
- Our goal was to integrate the ePortfolio into the undergraduate program
 - Prepared for employment
 - Prepared for graduate school



science for a quality life



Human Development & Family Studies
College of Human Sciences

Our Team



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Initial Challenges

- Understanding the ePortfolio
- Understanding and adapting the rubric
- What is
 - Effective Communication?
 - Critical Thinking through Reflection?
 - Technical Competency?
 - Visual Literacy?



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Our Strategy

- Meetings and more meetings!
- Research and consultation
- Developed, tested multiple variations
- Calculation of inter-rater reliability
 - $r = .88$



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Outcomes

- [Greater Clarity](#)
- [Supporting Documentation](#)
- [Rubric Supports SLO](#)



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Effective Communication

- Original: The overall effect of the portfolio suggests good communication skills
- Ours: The ePortfolio conveys a professional goal

Critical Thinking through Reflection

- Original: Contextual material contributes to the demonstration of critical thinking
- Ours: The ePortfolio conveys how experience relates to professional goals

Technical Competency

- Original: The portfolio demonstrates a range of technical skills
- Ours: Navigation paths provide convenient access; links work as designed

Visual Literacy

- Original: The portfolio is visually effective
- Ours: The ePortfolio shows an understanding of design principles related to color, typeface and layout



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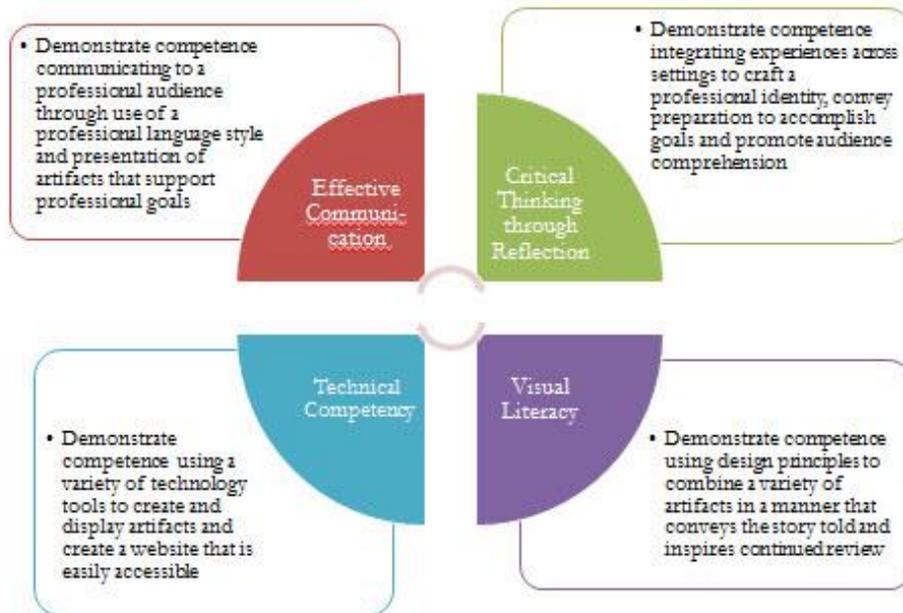
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Outcomes

- [Greater Clarity](#)
- [Supporting Documentation](#)
- [Rubric Supports SLO](#)



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Outcomes

- [Greater Clarity](#)
- [Supporting Documentation](#)
- [Rubric Supports SLO](#)



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Other Challenges/Future Directions

- Motivating students across the curriculum
- ePortfolio development at the end of the curriculum (internship)
- Future Research Directions
 - Developmental Progression
 - Audience Evaluation



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Graduate Distance Learning ePortfolio



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Leslie A. Cordie, BSN, MBA, PhD

What is Adult Education?

The mission of the Adult Education (ADED) program is to provide professional development opportunities to individuals engaged in adult-centered learning and training.

- MED/MS
- EDS
- PhD
- Graduate Certificates



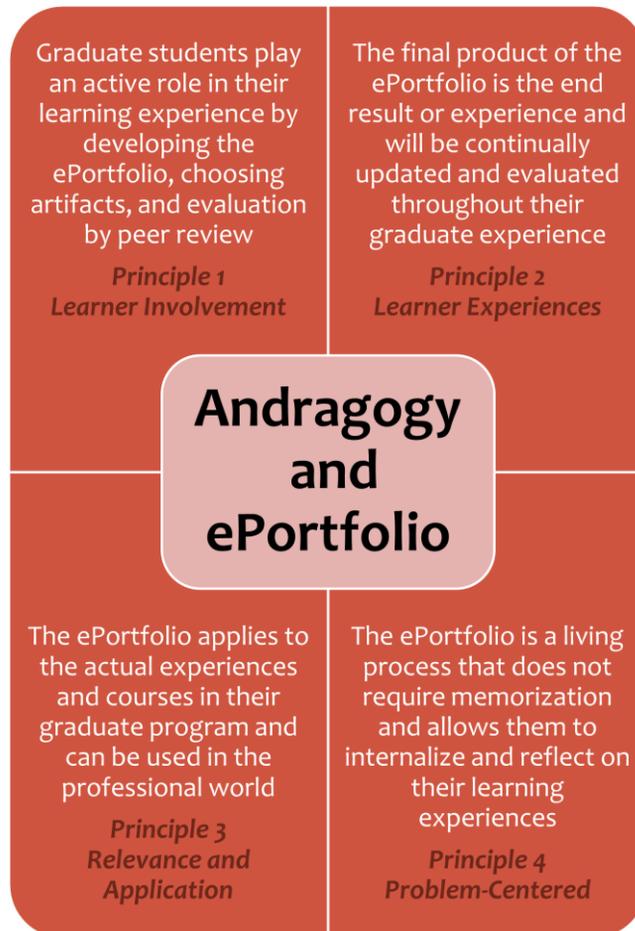
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ePortfolio ADED Participation

- ePortfolio Grant
 - Curriculum Development
 - Graduate Internship Course
- College of Education first Cohort
- Andragogy



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Initial ADED Process

- Template Development by GTA
- Pilot Tested
- Utilized initially Face to Face (F2F)



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Additional Strategies

- Adult Education Examples
- Encouraged ePortfolio Workshops
- Utilized updated ePortfolio Web Site
- Incorporated into Workforce Education Course
- Peer Reviews –
 - F2F
 - Writing Center via Skype



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Adult Education Examples

Melanie Grace Smith

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HOME

ABOUT MELANIE GRACE

EDUCATION

WORK EXPERIENCE

VOLUNTEER WORK

REFERENCES

CONTACT

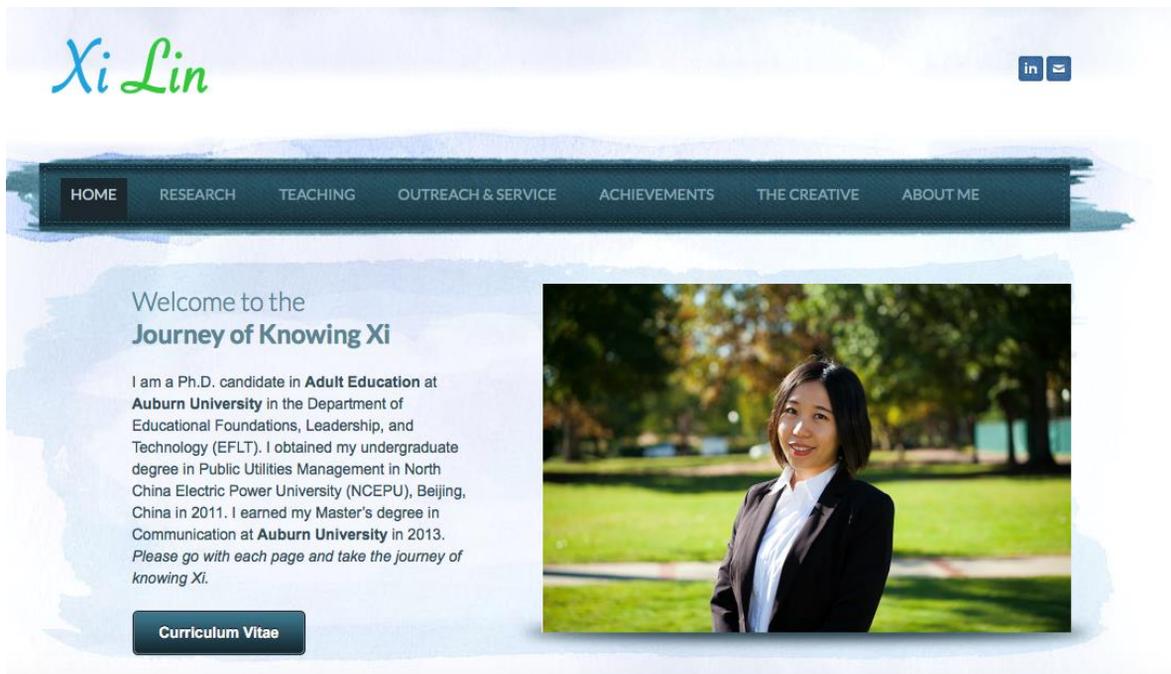
Hello. Welcome to my ePortfolio!



"Thank you for taking the time to look through my ePortfolio. While my ePortfolio is not representative of all my work, accomplishments, or capabilities, I hope it serves as an interactive representation of the multitude of projects I have worked with, my creativity, as well as my potential capabilities. I hope that you will find my love for higher education advancement evident as you read through my research, presentations, and previous experiences. Again, thank you for your time. I hope you enjoy learning more about me and what I have to offer as a professional."

-Melanie-

Adult Education Examples



The image shows a screenshot of a personal website for Xi Lin. The website has a light blue and white color scheme with a brushstroke effect. At the top left is the name "Xi Lin" in a green, cursive font. To the right are social media icons for LinkedIn and Twitter. Below this is a dark blue navigation bar with white text for "HOME", "RESEARCH", "TEACHING", "OUTREACH & SERVICE", "ACHIEVEMENTS", "THE CREATIVE", and "ABOUT ME". The main content area features a welcome message and a photograph of Xi Lin.

Xi Lin

in

HOME RESEARCH TEACHING OUTREACH & SERVICE ACHIEVEMENTS THE CREATIVE ABOUT ME

Welcome to the
Journey of Knowing Xi

I am a Ph.D. candidate in **Adult Education** at **Auburn University** in the Department of Educational Foundations, Leadership, and Technology (EFLT). I obtained my undergraduate degree in Public Utilities Management in North China Electric Power University (NCEPU), Beijing, China in 2011. I earned my Master's degree in Communication at **Auburn University** in 2013.
Please go with each page and take the journey of knowing Xi.

Curriculum Vitae



Adult Education Examples



The screenshot shows a professional website for Jim Parrish, M.Ed. The header features a blurred background with bokeh light effects. The name "Jim Parrish, M. Ed." is written in a large, elegant serif font. Below it, the title "Director MBA Programs" and affiliation "Harbert College of Business Auburn University" are listed in a smaller, sans-serif font. A navigation menu includes "Home", "About Me", "Courses", "Blog", "My Work", and "Contact Me". A "Create a WIX site!" button is visible in the top right corner. The main content area has a dark brown background. On the left is a portrait of Jim Parrish, a middle-aged man with grey hair, wearing a suit and tie. To the right of the portrait, the text reads "Jim Parrish, Director, MBA Programs", followed by a horizontal line and a welcome message: "Welcome to the Jim Parrish ePortfolio Project - 2015! #getready". A "READ MORE" button is located at the bottom of the text block.

Jim Parrish, M. Ed.

Director
MBA Programs
Harbert College of Business
Auburn University

Home About Me Courses Blog My Work Contact Me

Create a WIX site!

Jim Parrish, Director, MBA Programs

Welcome to the Jim Parrish ePortfolio Project - 2015!
#getready

READ MORE

ADED Student Comments

- *This was a great experience for me this summer. I was in a place that was outside of my comfort zone and I learned a lot. I also now have a wonderful resource where I will be able to capture my past, present and future work.*
- *I would advise that all adult education graduate students create something similar. I look forward to showcasing this as I prep to attend and present at the AAACE this fall.*
- *The online MBA students loved learning about the ePortfolio resource. We have survey out to them now and I am sure it will receive high marks.*
- *I know I had provided feedback earlier in the semester...the same still applies. This is a VERY easy way to showcase just about anything. The site is extremely easy to navigate and edit.*



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Next Steps for ADED

- Peer Reviews by Distance
- Advisory Board Development
- Continued Cohort Development
- Assessment of Program



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ePortfolio and Program Assessment

**Ashlee Mills Duffy,
Educational Psychology
& Office of University Writing**



Auburn ePortfolio Rubric

EFFECTIVE COMMUNICATION	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
The ePortfolio demonstrates strong and consistent communication skills	NOVICE	DEVELOPING	PROFESSIONAL
<p>Message:</p> <ul style="list-style-type: none"> The central message of the ePortfolio is consistently clear Artifacts have been carefully selected to support a central message and consistently function as evidence that supports the claims made in the ePortfolio <p>Audience and purpose:</p> <ul style="list-style-type: none"> The number and kinds of artifacts are well selected and demonstrate careful attention to audience and disciplinary expectations <p>Revision and editing:</p> <p>All components of the ePortfolio show consistent attention to conventions and proofreading:</p> <ul style="list-style-type: none"> Artifacts have been revised to demonstrate mastery Where unrevised artifacts are included, they have been purposefully selected to exhibit growth and their presence is explained 			
	Score or level for this student outcome:		
TECHNICAL COMPETENCY	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
The author uses technical features to enrich the delivery of the message	NOVICE	DEVELOPING	PROFESSIONAL
<p>Navigation and user experience:</p> <p>Navigation is thoughtful and intuitive, adds to user experience, and demonstrates the ability to think about the user's needs:</p> <ul style="list-style-type: none"> Navigation guides the user within the ePortfolio, connecting artifacts and experiences across pages or relevant details Components of the ePortfolio are clearly labeled and easily used Information like resumes and contact information is easily located <p>Intentional use of technology:</p> <p>Technical features of the site:</p> <ul style="list-style-type: none"> Effectively reinforce the central message Convey a consistent professional identity to the intended audience Demonstrate a thoughtful application of technical features (slide shows, scroll bars, hyperlinks, animation, etc.) 			

Outstanding ePortfolio Award

The Outstanding ePortfolio Award exists to recognize exceptional ePortfolios created by Auburn University students. Students from all disciplines may be nominated by a faculty or staff member. Nominations should be professional ePortfolios directed to an external audience. Nominations will be evaluated based on the [ePortfolio Project Rubric](#).

To see the 2015 Outstanding ePortfolio Award Winner's ePortfolio, click the link below.

[Timothy Fuerst's ePortfolio](#)

Nominations for the Outstanding ePortfolio Award are currently open. Eligible nominees include undergraduate and graduate students who:

- Were enrolled in courses during the Spring 2015 semester.
- Are enrolled in courses during the 2015-2016 academic year.

[Please click here to view the official call for nominations.](#)

For more information about the the ePortfolio Project, visit our [Get Involved](#) page or contact us at ePortfolios@auburn.edu.



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Rubric Use and ePortfolio Awards Committee



Student Resources



Faculty Support



ePortfolio Examples



ePortfolio Events



Learn It. Live It. Share It.

Housed in the Office of University Writing, the ePortfolio Project is a campus-wide initiative that offers Auburn students the opportunity to create personal websites that:

- Communicate and showcase skills, experiences, and learning
- Contain diverse artifacts—documents and media
- Contextualize those artifacts for potential employers, graduate schools, etc.

The heart of the ePortfolio Project is the learning that happens as students revisit and reconsider their Auburn experience for a real audience.

Departments and programs are taking up the ePortfolio Project in ways that make sense for their contexts, most often by integrating aspects of ePortfolios into curriculum, mentoring students as they identify goals and engage in reflection, and investigating the connections between ePortfolios and critical thinking.

Auburn University supports these efforts by providing grant funding, recognizing exemplary practices, and providing faculty and student instruction.



ePortfolio Assessment Institute

Questions and Discussion



Write Here. Write Now.

The Office of University Writing reports directly to the Provost with a mission to:

- **support faculty** in their efforts to integrate writing into disciplinary courses
- **support students** in developing their writing abilities and their strategies for communicating effectively in all media to all audiences
- **promote and celebrate writing** of all kinds
- **conduct research** on literate practices and instruction
- **encourage outreach activities** connected to writing



The *Miller Writing Center*, the *ePortfolio Project*, and *WriteBites* are initiatives under the direction of the Office of University Writing. We also partner with others to produce the undergraduate research journal, *AUJUS*, and *Auburn Speaks*, a publication that presents Auburn research to a public audience. Through these programs and other resources, writing has become ingrained in the Auburn family's culture.

