Using ePortfolio to Enhance Students' Learning Experiences

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Introduction

The 2009 approval of a new Doctorate of Nursing Practice program provided IUSON faculty the opportunity to use ePortfolio to frame students' program of study and to transform student learning via an online learning community.

This poster will:
➤ Define the primary student learning objectives that can be facilitated by the use of ePortfolio.
➤ Explain the nuts and bolts of constructing an ePort at the program and course levels with lessons learned.
➤ Illustrate how ePort facilitates both formative and summative evaluation at the student and program levels.

Student Learning Objectives Facilitated by ePortfolio

➤ Exemplifies adult constructivist learning philosophy
➤ Facilitates reflective and transformative learning
➤ Enables a program-long repository for student learning artifacts
➤ Demonstrates how attainment of course competencies meets program outcomes and accreditation essentials

ePortfolio Construction

Define ePort Matrices

Our DNP ePort structure mirrors the DNP curriculum waterfall from accreditation essentials that informed IUSON's program outcomes that then led to curriculum course/competency choices.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
E1 Scientific Underpinnings for Practice		D751 RCL: Analysis of Professional Practice Environment	D751 RCL: Reflective analysis of Leadership Skills Journal for Ethical Decision-making, Advocacy, and Regulation in Complex Systems		D751 RCL: Reflective Analysis of Leadership Skills Journal for Leadership		I631: application Paper on Clinical Information System Evaluation
			D736 Inquiry I / D740 Practicum: Reflective forum for Inquiry Project		D751 RCL: Leadership Theories topic D751 RCL: Leadership Paper I631: Forum for Week 10 on Integration of Interdisciplinary /International Standards		

Define and link course Artifacts

➤ Artifacts can be papers, discussion forum postings, presentation, reflective assignments, video's or any other type of student learning assignment.
➤ Each artifact should be an exemplar of student learning for each cell of your ePort matrix.
➤ If students submit under Assignments2 in Oncourse, each artifact can be auto-linked to the right cell in your ePort matrix.

Topic	Readings/Assignment	Artifact	Course Competencies-Program Outcome-Essential
Reflection and Leadership	Weekly reflections in Leadership Journal	Reflective Analysis of Leadership Skills - 30 points	CC 2. Appraise personal leadership profile through ongoing reflective analysis
	Duffy, J (2009). Chapter 3, Caring for Self.		CC 3. Synthesize internal and external sources of knowledge to effectively shape meaningful leader behavior/s.
	George B (2007). Chapter 1, The Journey to Authentic Leadership		PO1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.
			E2. Organizational and systems leadership for quality improvement and systems thinking

Create mechanisms and scoring rubrics for student learning,

➤ DNP program requires student reflective activity at program mid- and end points.
➤ Faculty advisor scores student as developing, accomplished or proficient in ability to self-assess, awareness of how one learns and developing life-long learning skills.
➤ Student transformative learning is enhanced as student can reflect and see their own progress throughout their program of study.

Using ePortfolio to Facilitate Program Evaluation

➤ Faculty need an ongoing program evaluation process using student artifacts in each matrix cell. These artifacts are evaluated for degree to which they provide evidence that student has accomplished the designated learning competencies.
➤ Scoring rubric developed e.g., artifacts reflect novice, emerging, proficient for designated learning competency.
➤ Faculty also develop standard e.g., 90% of scored student artifacts will be at emerging level.
➤ Faculty need ongoing training in how to use scoring rubric to assure adequate inter-rater reliability.

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Pedagogical Expertise of Faculty
2009 - 2012

Faculty and student involvement is KEY to successful ePort implementation!

Lessons Learned

➤ Involve the experts at the Center for Teaching and Learning FIRST if you wish to use ePort, and continue to include their expertise at least through the first year of implementation.
➤ Establish strong faculty leadership for the initiative as well as an active faculty advisory council. Actively involve faculty in updates and decisions regarding the structure and processes associated with ePort.
➤ Involve student feedback all along the way.
➤ Train students using a "just-in-time" philosophy; keep adding to their understanding of how to use ePort as they need and use each feature.
➤ Determine level of readiness or perhaps pilot the idea with a course. ePort can be used at the course level or program level.
➤ Take advantage of ePort's ability to enable student reflection and faculty feedback
➤ Take advantage of ePort's ability to facilitate a student web page for housing their work, vitae, etc.

Suggested Literature

Duckworth, E. R. (2006). "The having of wonderful ideas" and other essays on teaching and learning. Third edition. New York: Teachers College Press.

Zubizarreta, J. (2009). The Learning Portfolio. Second edition. San Francisco: Jossey-Bass.

Acknowledgments

For further information

Please contact *mriner@iupui.edu*. More information on this and related ePortfolio projects can be obtained at the Center for Teaching and Learning, IUPUI.