

A decorative graphic consisting of a network of interconnected nodes and lines, resembling a molecular structure or a complex web. The nodes are represented by circles of varying sizes and colors (blue, grey, white), and the lines are thin and grey. The graphic is positioned in the top-left and bottom-right corners of the slide.

# Assessment Of Student Learning Through ePortfolios

Paloma Rodriguez  
Associate Director Undergraduate Academic Programs  
University of Florida International Center



of eportfolios as an assessment tool

# Global Distinction Program

## Capstone Project



International Scholars Program  
University of Florida



International Coursework



or


International Experience | Language Learning




Campus Life Engagement




ePortfolio




Chris Vazquez  
*Finance and Leadership*



Lea Lena  
*Health Education & Behavior*



Xue Wang  
*Science in Information Systems with minor in Chinese Language*



Kyria Louis-Charles  
*Health Education & Behavior with minor in Disabilities in Society*



# Welcome

to my online portfolio.

I am an undergraduate student at the University of Florida pursuing a Dual-Degree in Biology and Anthropology. I am very passionate about community development, multiculturalism and serving under-represented communities. I wish to pursue a career in the medical field and practice International Family Medicine.

I developed this portfolio as part of the International Scholars Program at the University of Florida to showcase my global and personal interests.

I hope you find this portfolio interesting and useful.

READ MORE

## Academic Work

### Blog 2: Guns, Germs and Steel.

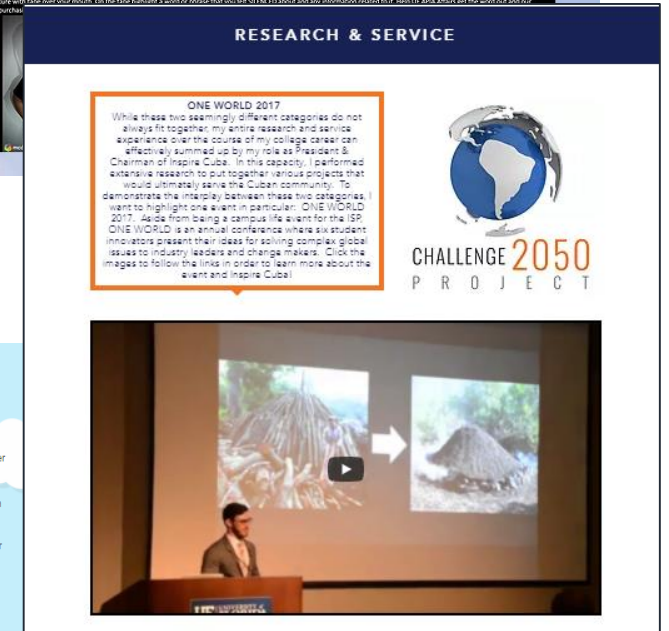
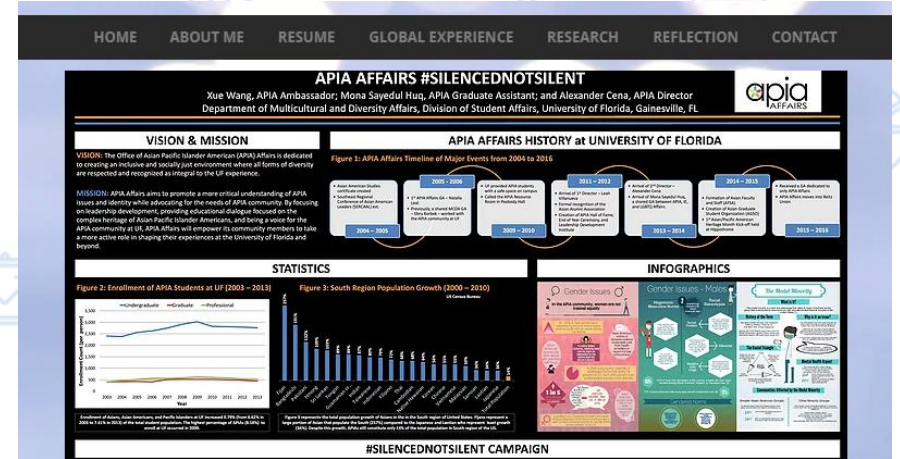
The documentary Guns, Germs and Steel was shown in class a few weeks ago. The documentary follows biologist and UCLA Professor Jared Diamond as he shows viewers his evidence for why Europeans were able to conquer the world and how agriculture and geography promoted faster cultural, technological, industrial and economic growth of a particular region. The documentary is based on the book Guns, Germs and Steel written by Jared Diamond.

I thought the documentary was well made and showed solid evidence for the theories that Professor Diamond asserts. His theories basically suggest that the main reason that Europeans and descendants of the Mesopotamia region were able to conquer the world during the Middle Ages and onward was due to the fortunate circumstances surrounding the rise of agriculture and the domestication of animals. Some of the factors he points out are temperature and how it relates to geography, favorable native vegetation for crops, favorable native animals for domestication, and general conditions that promoted agriculture. Professor Diamond states that of all the known animals on earth only 14 have been successfully domesticated and of those 14, 13 of them are native to Africa and the Mesopotamia region.



Biologist and Professor at UCLA Jared Diamond

All of these factors contributed specifically to Spain's ability to conquer the New World with very few men and resources. The Spanish conquistadors were well armed and well equipped due to the fact that they had been the beneficiaries of successful agriculture for longer than the people native to North and South America. The Spanish also had a secret weapon that was extremely effective against the native people of the New World. The Spanish, and essentially all Europeans, carried with them effective means of biological warfare, diseases, bacteria, and viruses that decimated native populations. Professor Diamond believes that this, too, was due to the fact that Europeans had a more successful and a larger scale agricultural operation. Most of what Jared Diamond asserts makes sense but it does seem too simple. To say that one culture's ability to conquer another culture is all due to which culture had access to agriculture first seems like an over simplification of the situation. Hopefully I will continue to learn about this subject in particular and decide for myself whether Jared Diamond is correct or whether there is more to it than what he believes.





Louis - Charles
Home
About Me
Involvement
Global Experience
Relevant Coursework
Awards
Reflection
Contact

Kyria Louis - Charles

Available in PDF

### Education

University of Florida (Gainesville, FL)  
Bachelor of Science in Health Education  
Minor: Disabilities in Society Minor  
International Scholar Program and Peace Corps Prep

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# Awards

The value of a man resides in what he gives and not in what he is capable of receiving.

Albert Einstein

**Certificate of Appreciation**  
This certificate is awarded to:  
Rodrigo Cortez  
In recognition of your valuable contribution and participation to the  
7th ANNUAL  
FLORIDA INTERNATIONAL LEADERSHIP CONFERENCE

**Hall of Fame 2014**  
The Santa Fe College Hall of Fame is the highest honor bestowed upon Santa Fe students. The Hall of Fame is reserved for those students who have shown truly superior

**Student Life Honors Roll**  
I have been recognized as members of the Fall 2012 Honor Roll because I earned at least a 3.30 GPA and nine credits during the semester, and have been identified by their adviser, coach, and being involved in a Student

RESUME

Lea Lena

**Skills**  
Event Organization  
Marketing Strategy  
Educational Fundraising  
Written/Verbal Communication  
Communication Assessment  
Behavior/Cognitive Skills Assessment  
Conflict Resolution  
Global Diversity

### Objective

To work with an organization encouraging health and safe behaviors while fighting disease, implementing prevention, and practicing health promotion.

### Education

University of Florida, Gainesville, FL 2015 - present

B.S in Health Education and Behavior  
Specialization in Community Health  
GPA: 3.73  
Dean's List, Fall 2016

Relevant Coursework:

HOME
ABOUT ME
EXPERIENCES
INVOLVEMENT
TRAVELS
REFLECTION

**Katherine (Katie) Walker**  
University of Florida  
Major: Bachelor of Science in Geography  
Certificate: Geospatial Information Analysis  
Minor: International Development and Humanitarian Assistance  
Expected Graduation: May 2018

**Gallup Strengths**

**Strategic:** People exceptionally talented in the strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

**Input:** People exceptionally talented in the input theme have a craving to know more. Often they like to collect and archive all kinds of information.

**Learner:** People exceptionally talented in the learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.

**Intellection:** People exceptionally talented in the intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

**Deliberative:** People exceptionally talented in the deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.


# Resume & Skills



# Campus Engagement

**KATHARINE CHANTRE**  
University of Florida

[Home](#) [About Me](#) [International](#)




**MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS**  
MAPS Health-Fair Co-coordinator '16-17

The Multicultural Association of Pre-Health Students at the University of Florida is an organization that strives to provide knowledge, skills, and experience to pre-health students who have aspirations of entering the various fields of the health profession.

MAPS hosts a variety of programs and events that cater to pre-health students and the Greater Gainesville community, including the Annual Research Forum, Gainesville Community Health Fair, Shadowing, Study Nights, Ronald McDonald House, Mobile Clinic, Mentoring, and Socials


Maryam Akinyode

[EXPERIENCE](#) [EDUCATION](#) [GLOBAL EXPERIENCES](#) [REFLECTION](#) [WHAT NOW?](#) [CONTACT](#)



### Campus Involvement



Throughout my four years at UF, I was involved in many different organizations and attended many different events. These events opened my mind to the different issues around the world, and strengthened my skills. I am a better public speaker, coordinator and



TRY A HIJAB ON FOR A DAY AND TALK ABOUT YOUR EXPERIENCE TONIGHT!

Islam On Campus  
Adam, Abraham, Moses, Jesus & Muhammad  
peace be upon them  
**ONE MESSAGE • ONE GOD**  
www.IslamOnCampus.org

### IPSA'S: SERVED AS AN INTERNATIONAL PROGRAMS STUDENT AMBASSADOR FOR 3 YEARS



### International Education Week

Since returning from London, I knew I wanted to continue to globalize my education and encourage my peers to do so. Being an IPSA has allowed me to relive my study abroad experiences, while influencing other students to create their own stories abroad. Leaving your comfort zone can be scary, but my role as an IPSA has made me more confident in leading others down an uncertain path of adventure, self-realization, and a whole new cultural experience.



# Education Abroad

## COSTA RICA



### MEDICAL AID TRIP

#### Gator Alliance for World Health

Gator Alliance for World Health is a student organization at the University of Florida. In 2016, we raised money and traveled to Costa Rica to serve in the rural area's surrounding San Jose. We volunteered through Maximo Nivel, an organization that manages medical aid in Costa Rica, Guatemala and Peru. I utilized my health education skills by teaching patients the health education materials, taking needs assessments and vitals, and teaching hygiene and prenatal care. We stayed with a host family in the city of San Jose. Our host family cooked most of our meals and engaged us in conversational Spanish.



MICHAEL MOSSINO

HOME ABOUT NEWS CONTACT ME

## VISITING BRAZIL

July 17, 2017

### THE LIFE IN RIO DE JANEIRO AND SÃO PAULO

My expectations of Brazil prior to the trip were unexpectedly challenged by the true reality of the Latin American culture and lifestyle. Rio de Janeiro's street pavements and buildings reminded me of the small town in Italy where I grew up. The streets were full of life and street vendors were selling fruits I have never seen before. I was surprised by how quickly I became at ease with the cultural shock of this new environment. Visiting Copacabana beach was a beautiful experience and I was excited to try exotic foods while wandering around the streets of Rio de Janeiro.



São Paulo was the city that challenged my beliefs the most. I was informed about the major differences between São Paulo and Rio de Janeiro, but I did not expect the two city to be so totally different. While in Rio de Janeiro it was common to see shirtless people walking to the beach, in São Paulo it was hard to see someone who was not dressed in professional business attire. São Paulo's streets were filled



## UF IN LONDON 2014

As a freshman, I attended a ton of study abroad information sessions, not even sure I would go abroad. A specific session led by IPSA's who went on the UF in London program convinced me that I had to go. Many of my friends, family, and peers were doubtful of me going abroad during my freshmen summer, worried that I was too young and had plenty of time to do a study abroad program down the road.

Looking back, I am happy I let go of the doubts and fears casted on me because timing is everything and I would not change one thing about the people, experiences, or program. UF in London proved to be unique because I not only took international courses, but I held an internship in London. Since I was a freshman, I knew I wasn't going to get a major finance internship, so instead I looked towards my passions and interned at a nonprofit in the youth sector of the UK.

This internship immersed me into British life, fully experiencing the differences in the working world of the UK and the United States. Nonprofit work has always been close to my heart, so working for the National Society for the Prevention of Cruelty to Children (NSPCC) was the most meaningful part of studying abroad. I'll never forget traveling to Yorkshire, England to put on a cycling event that I helped plan and seeing the impact our team made right before my eyes.

Studying and interning abroad left me with invaluable skills that I could not have attained anywhere else. Leaving my comfort zone, America, to work for a British organization proved to be a challenging, yet one of a kind experience. Work life in the UK is completely different than the corporate world I have interned in at home. My key takeaway was holding myself accountable and being willing to put myself out there and ask any questions I have in order to gain more knowledge and



# Personal Interests

Katie Mellinger  
The Foreign Affair

Home About Courses Time Abroad Projects/Events Blog Resume

## Students Organize for Syria asks UF for five full-tuition scholarships for Syrian-migrant students

November 1, 2016 | Katie Mellinger



A chalk-drawn figure was carefully sketched onto the cement walkway of the University of Florida's Turlington Plaza Nov. 1, as a group of five students held signs calling for others to join in their effort to provide higher-education to Syrian refugees. The figure, which depicted the outline of a human body, was meant to promote a silent...

Read More

## Featured Posts



## Study Abroad: Day 6 - Velazquez, and Goya, and Greco--Oh, My!

July 8, 2016 | Katie Mellinger



Today my class took a trip to El Museo del Prado -- Spain's foremost museum of Renaissance and Classical art. From the look of the exterior, I was in for a treat. As a major nerd, any type of museum appeals to me. This one in particular did because along the side of every painting or sculpture was a plaque that told of the significance...

ISABEL BONNET  
FOTOGRAFIA

Welcome

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## PORTFOLIO



Solitude



Protests in Venezuela



Vietnam



Serenity

MAN

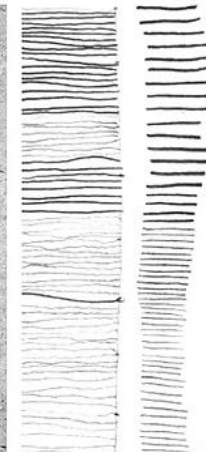
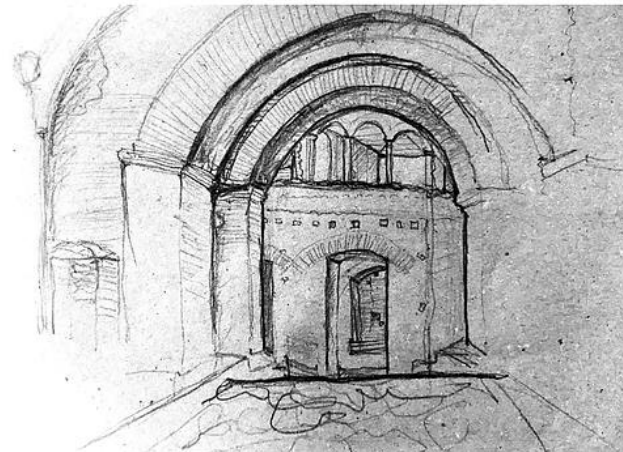
MARIANA ARAUJO NAVA

HOME

ABOUT

PORTFOLIO

INTERNATIONAL EXPERIENCE







# What is an eportfolio?

## A Product

- ▶ Website
- ▶ A Platform
- ▶ A Technology
- ▶ Documentation
- ▶ Artifacts
- ▶ Digital Archive
- ▶ Showcase
- ▶ Capstone

## A Practice

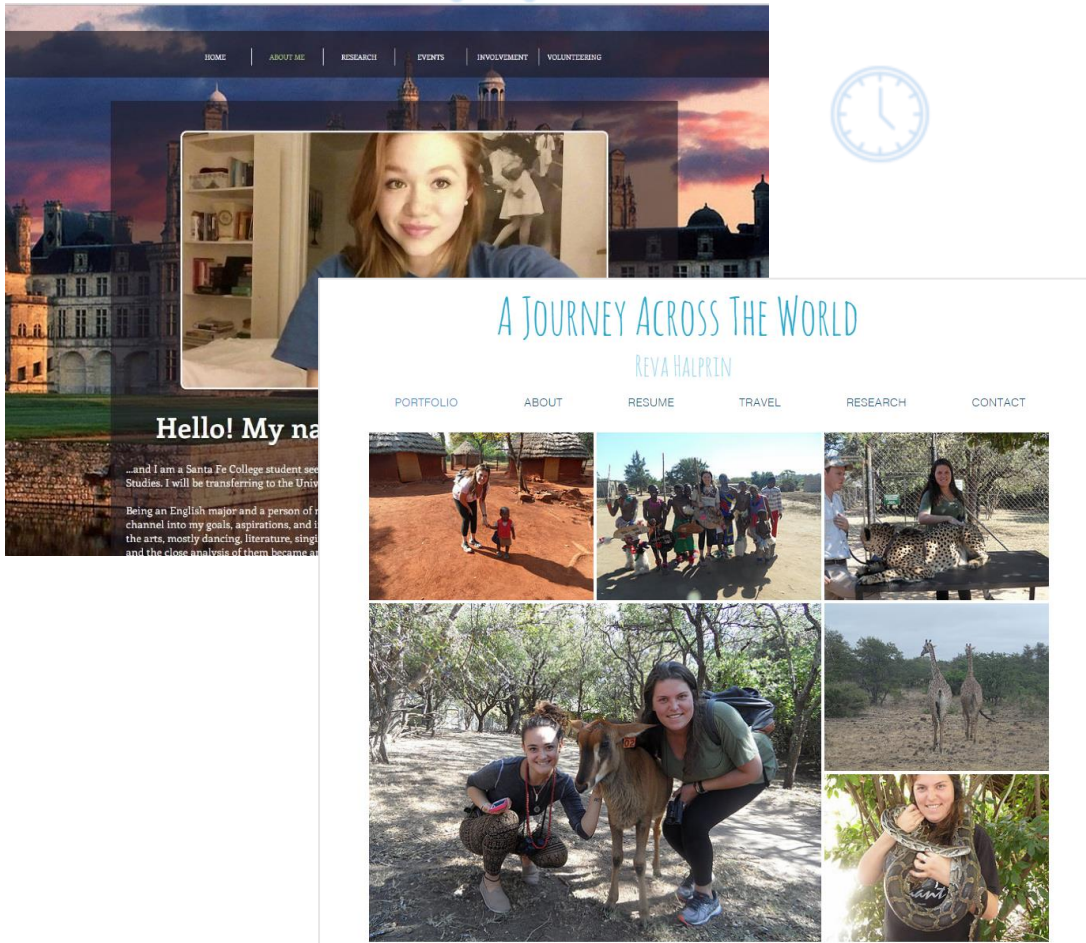
- Reflection
- Connecting learning
- Metacognition
- Deep Learning
- Identity Development
- Student Engagement
- Visibility
- High Impact Practice



# Definition

A selection of purposefully organized artifacts that supports learning, reflective practice, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.

(IUPUI)



# Who uses eportfolios?



**54%**

(over 10 million) of students in the US used eportfolios in at least one course

**14%**

(2,800,000) of students in the US used eportfolios in 2 courses or more

Data retrieved from the [EDUCAUSE 2014 Survey of Undergraduates and Technology](#) by Trent Batson Ph.D., AAEEBL (Association for Active Experiential Evidence Based Learning).

Appalachian State University  
Auburn University  
Baruch CUNY  
Bloomsburg University  
Borough of Manhattan CUNY  
Boston University  
Brandeis University  
Bridgewater College  
Bronx College CUNY  
Brooklyn CUNY  
Brown University  
Bryant University  
Cal State University Fresno  
Carleton University, Canada  
Central Piedmont Community College  
Central CUNY  
Central Michigan University  
Centre For Recording Achievement  
City College CUNY  
Champlain College  
Clemson University  
Columbia University  
College of Saint Elizabeth  
Dartmouth College  
Davenport University  
Deakin University, AU  
DePaul University  
Dominican University  
Edith Cowan University, AU  
Embry-Riddle  
Empire State College SUNY  
Emory and Henry College  
Everest College  
Ferrum College  
Georgetown University  
Graduate Center CUNY  
Harvard University  
Hostos CUNY  
Hunter University CUNY  
Indiana University Purdue University Indianapolis  
John Jay CUNY  
Johnson & Wales University

Journalism CUNY  
Kapi'olani Community College  
Kingsborough CUNY  
LaGuardia Community College CUNY  
Lane Community College  
Law CUNY  
Lehman CUNY  
Loyola of Chicago  
MIT  
Macaulay CUNY  
Manhattanville College  
Middlesex Community College  
Molloy College  
Medgar Evers CUNY  
Mercy College  
Montgomery College  
Mount Ida College  
Naropa University  
Nebraska Wesleyan University  
NYC Coll of Tech CUNY  
Guttman Community College CUNY  
Northeastern University  
Northwestern Connecticut Community College  
Norwalk Community College  
Old Dominion University  
Otterbein University  
Pace University  
Pennsylvania State University  
Pepperdine University  
Point Loma Nazarene University  
Plymouth State University  
Prairie View A&M University  
Pratt Institute  
Portland State University  
Queens CUNY  
Queensborough CUNY  
Queensland University of Technology  
Radford University  
Richard Stockton College  
Roger Williams University  
Saint Francis University

Salt Lake Community College  
Salve Regina University  
Southern New Hampshire University  
Southern Utah University  
Stanford University  
Staten Island CUNY  
Stonehill College  
Stony Brook University, SUNY  
Texas Christian University  
Texas Woman's University  
The George Washington University  
Tufts University  
Tunxis Community College  
UFS CUNY  
University of Alaska  
University of Cincinnati  
University of Georgia  
University of Guelph, Canada  
University of Kansas  
University of Laverne  
University of Michigan  
University of North Carolina Greensboro  
University of Nottingham  
University of Notre Dame  
University of Queensland  
University of Virginia  
University of Washington  
University of Waterloo  
Utah Valley University  
Vaughn College  
Virginia Tech University  
Washington State University  
Wentworth Institute of Technology  
Westminster College  
York CUNY



# What kind of learning can be assessed through ePortfolios?



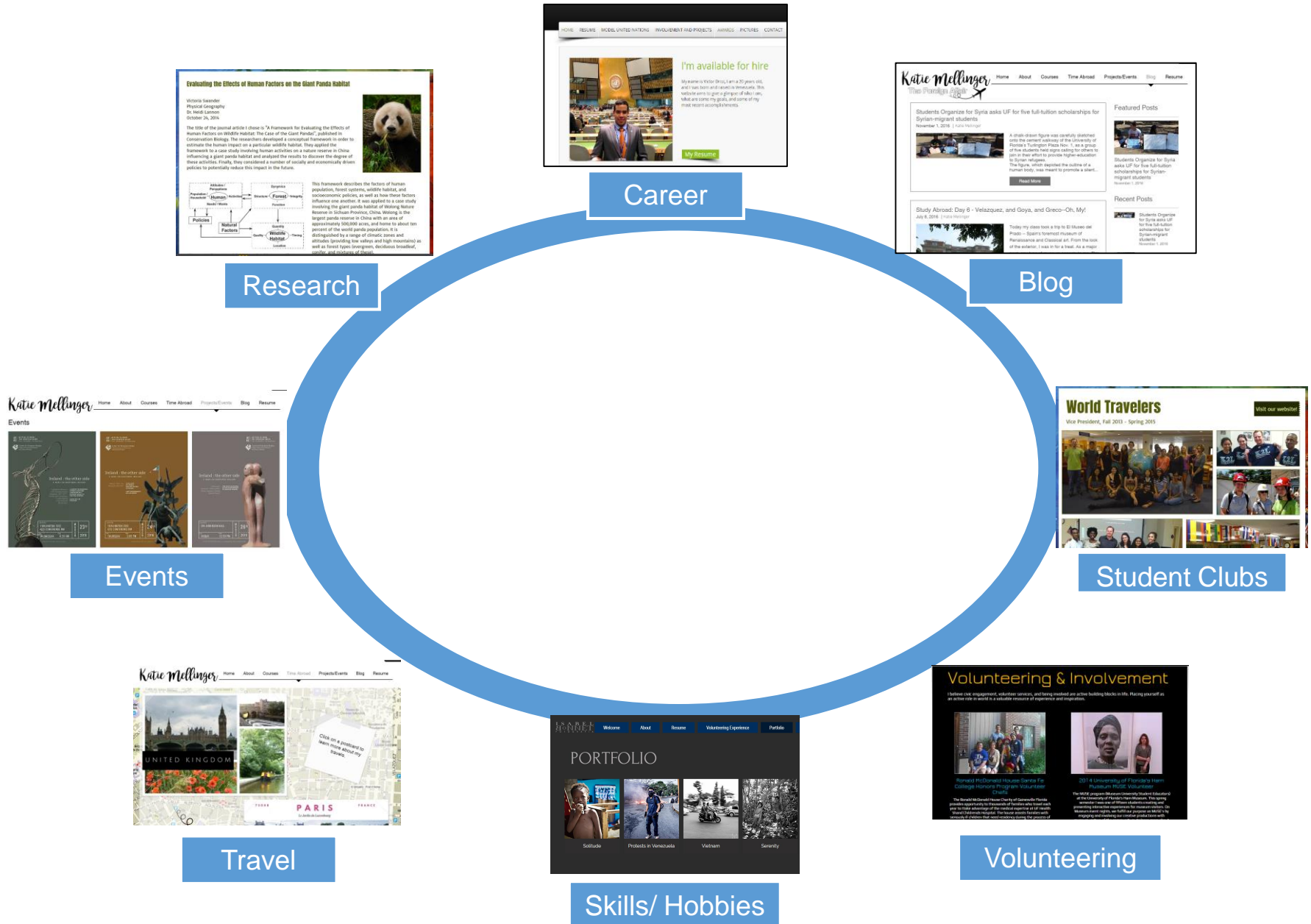
1. Where does global learning happen?
  - classroom study
  - experiential learning (study abroad, internship, student organizations)
  - personal development
  - skill development and career
  - previous learning
  - hobbies, friends, family
2. How do these experiences connect ?

**Holistic assessment** of student learning over time and space



# Integration

- A framework for organizing learning
- Means to deepen and integrate learning
- Opportunity for synthesis



## Asian Corners

December 17, 2014

Asian Corners is a learning community at Santa Fe for those interested in engaging in discussion about Asian culture, history, politics, and more. A different topic is highlighted each week and participants get the chance to explore the theme with other



# Integration

# Deep Learning

Asian Corner is a learning community for those interested in engaging in discussion about Asian culture.

I liked this discussion because it reinforced **an experience I had while in Beijing this summer**. While visiting I **saw** that...

A fellow student with family from **India** that attended this discussion told us that.... It was really interesting to hear from someone in person with this view.

In **class** we've contrasted marriage as economic contract arranged by outside parties carrying certain expectations of roles versus emotional choice prioritizing individual desires.

It's one thing to consider these practices abstractly and without context. However, **speaking to a peer**, hearing first hand their beliefs, and being able to ask them questions is a far more meaningful way to understand the perspective of someone different.



# Identity Development

HOME ABOUT SCIENTIST SCHOLAR ENGINEER STUDENT LEADER CAPTAIN CONTACT

HOME ABOUT SCIENTIST SCHOLAR ENGINEER STUDENT LEADER CAPTAIN CONTACT


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HOME ABOUT SCIENTIST SCHOLAR ENGINEER STUDENT LEADER CAPTAIN CONTACT

## Mike the Leader

Professional Organizations, Societies, and Student Activities



AMERICAN SOCIETY OF CIVIL ENGINEERS


*Student Member (2009-Present)*

Awards:

- [Community Service Project - 1<sup>st</sup> Place \(2016\)](#)
- Tallahassee Section Student Engineer of the Year (2012)
- [Concrete Canoe, Regional - 3<sup>rd</sup> Place Overall \(2012\)](#)
- [ASCE Nat'l Student Chapter Honorable Mention \(2011\)](#)

Leadership Positions:

- [Auburn University Student Chapter](#)
- Graduate Student Advisor (2012 - Present)
- [FAMU-FSU Student Chapter](#)



International Erosion Control Association

*University Partners Student Member (2013-Present)*

Awards:

- [Most Distinguished Technical Paper \(2016\)](#)
- 1st Place Poster Presentation (2016)
- [2<sup>nd</sup> Place Poster Presentation \(2014\)](#)

Leadership Positions:

- Southeast Chapter Alabama State Representative (2014-Present)

Conference Participation:

- 2016 Environmental Connection San Antonio, TX (February, 2016)



# Identity Development, Metacognition, Self-Authorship

- **Who am I?**
- **How do I know?**
- **How do I relate to others?**

Braskamp et al. 2012



Everyone has a story. Welcome to mine.

I was born in Philadelphia and I was raised in Stresa, a small town in northern Italy by the Alps. Since I was a child, I traveled to the U.S. every summer to visit my cousins and during each trip I slowly built my confidence in dealing with unfamiliar environments, different cultural norms, and varying communication styles. Through many years of traveling, I learned how to quickly pick up new skills and communicate with different types of people from around the world.

#### **PASSION FOR LEARNING**

The greatest gift that I had as a child was the



Through their eportfolios students reflect on their role in constructing reality, on their goals, on their learning journey, on their relationship with others, and ultimately on their place in the world.



# Identity Development

UF



International Scholars Program  
University of Florida



*“This reflection upon my many experiences has allowed me to finally answer the daunting question, “Who am I?”*

*- Lauren Greger*

# Learning over Time

2015-Present

## INTERNATIONAL SCHOLARS PROGRAM & PEACE CORPS PREP

I began the process of compiling all of my experiences thus far at the University of Florida into this very portfolio as a reflection of the global exposure I have gotten and the ways I have internationalized my degree.

MAY - JUNE 2014

## UF in the Dominican Republic

For six weeks, I lived and learned in the city of Santiago, DR. This service learning trip gave me the opportunity to take courses to improve my Spanish, go on excursions, bond with my host family and serve children, like Felix in the picture below, through the child social service organization, *Acción Callejera*.



August 2016 - Present

## SAHEL RESEARCH GROUP PROGRAM ASSISTANT

This was the best way I could have chosen to conclude my senior year. In this group, my biggest responsibility is to produce weekly newsletters about contemporary news in the West African Sahel Region composed of six francophone countries, requiring me to translate French to English. I also helped organize the first Sahel Conference in February 2017.



2015-2016

## UNDERGRADUATE REPRESENTATIVE

*11th Biennial Conference of the International Society for the Oral Literature of Africa (ISOLA)*

I worked alongside two professors and a graduate assistant on the Local Organizing Committee (LOC) of the ISOLA Conference to solidify a conference theme, organize a budget, and prepare the program. I often translated email from French participants to English for my professor.

2010-2012

## ANAWIM HOME REHABILITATION CENTER VOLUNTEER

This was my first experience working with impoverished communities on the ground as a wide-





# Learning over Time



Almost four years ago I arrived at the University of Florida as a shy freshman, wanting to make a difference, learn about the world around me and share my passion for service but not sure how to make that happen.



That summer, I decided to do something completely out of my comfort zone—I would go on a six-week international service learning program in the Dominican Republic



Going to the Dominican Republic made me want to continue pursuing my Spanish education, so I decided to add a second major along with International Studies.



To be able to return to the country that sparked my passion for serving beyond the U.S. borders is the biggest blessing

These experiences taught me that you can never stop learning. This is what inspired me just a few months ago to submit my application to serve in the Peace Corps.



Dominican Republic



Additionally, I had so much fun learning a new language that I began taking courses in French at UF as well

The following summer, I then had the opportunity to put my French to the test through the UF in Brussels study abroad program.



# Social Pedagogy

*Authentic Audience*

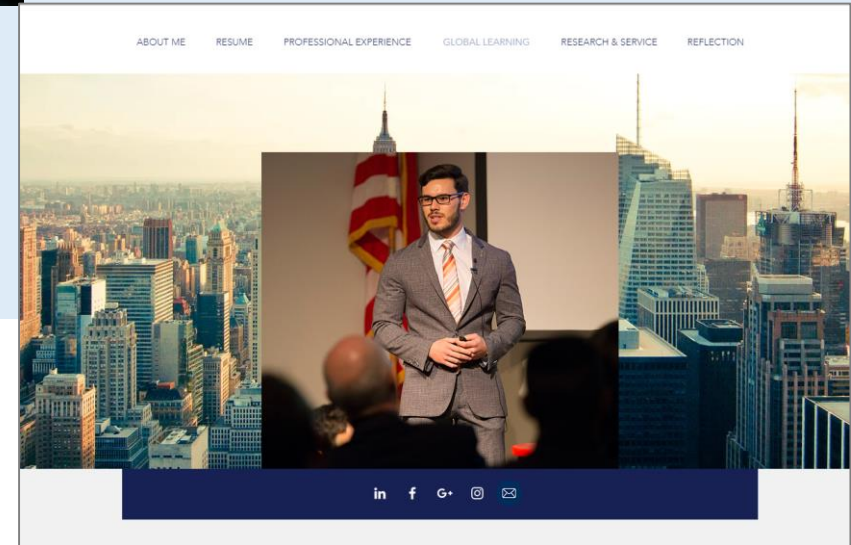


## Visible & Shareable

- ▶ Student engagement
- ▶ Intentionality

## Collaborative space

- ▶ Feedback from faculty and peers





# Social Pedagogy

62%

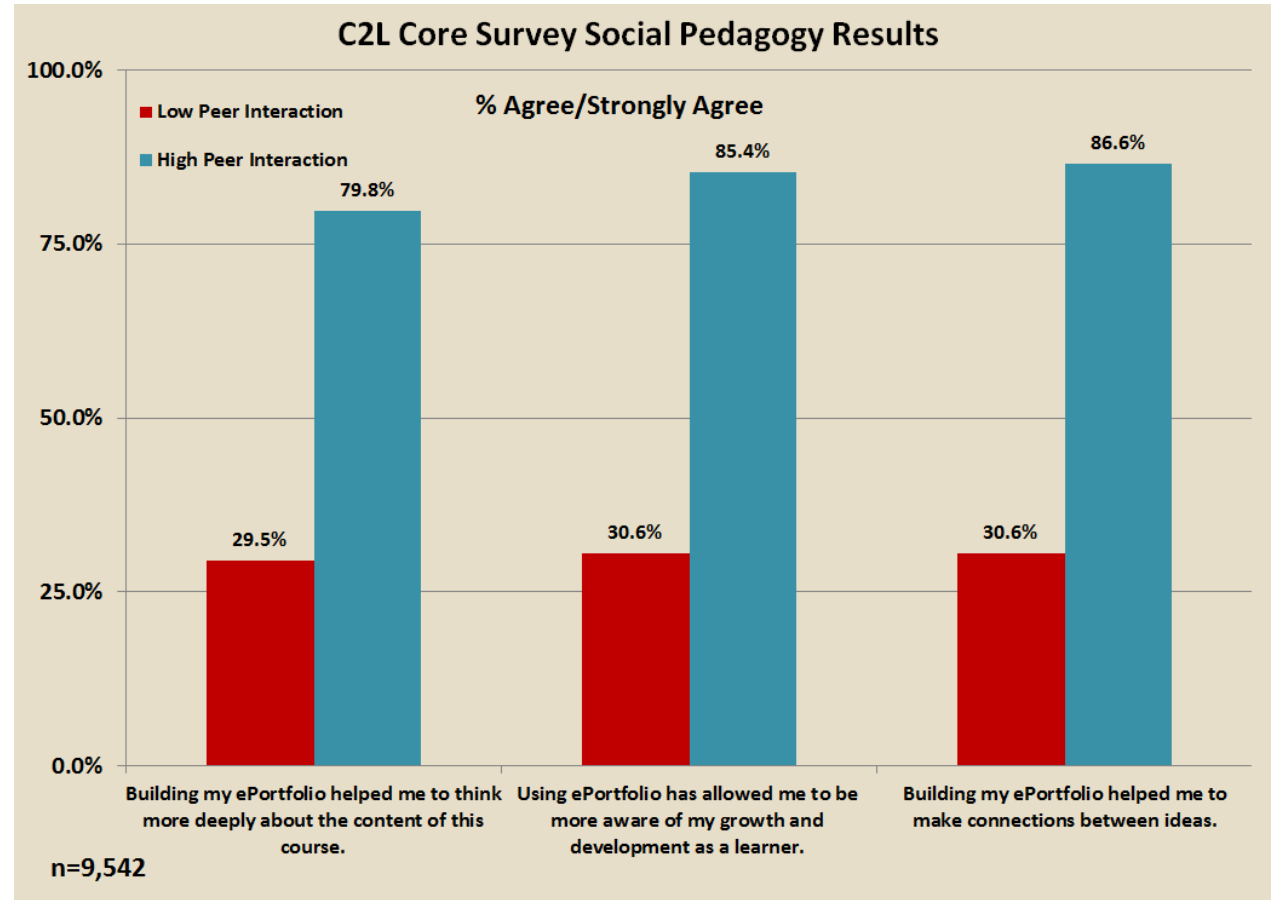
Building my ePortfolio helped me to **think more deeply** about the content of this course

65%

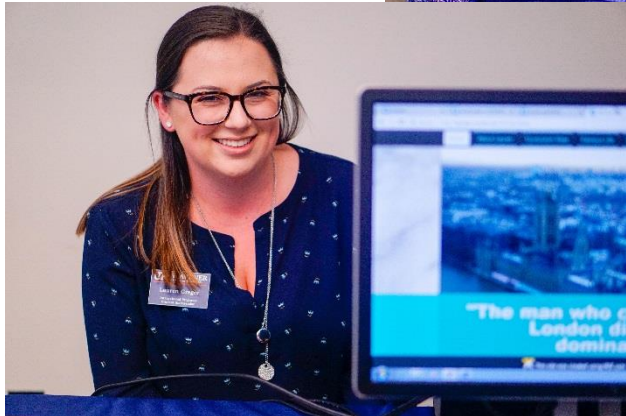
Using my eportfolio has allowed me to be more **aware of my growth** and development as a learner

70%

Building an eportfolio helped me to **make connections** between ideas



# ePortfolio Showcase



University of Florida International Center,  
ePortfolio Showcase, April 2017

# ePortfolios at a Glance

## Widely used

54%

(over 10 million) of students in the US used eportfolios in at least one course

EDUCAUSE Center for Applied Research, 2014

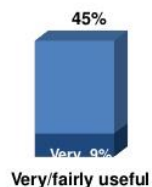
## Preferred by Employers

Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants/recent college graduates' potential to succeed at your company?

College transcript

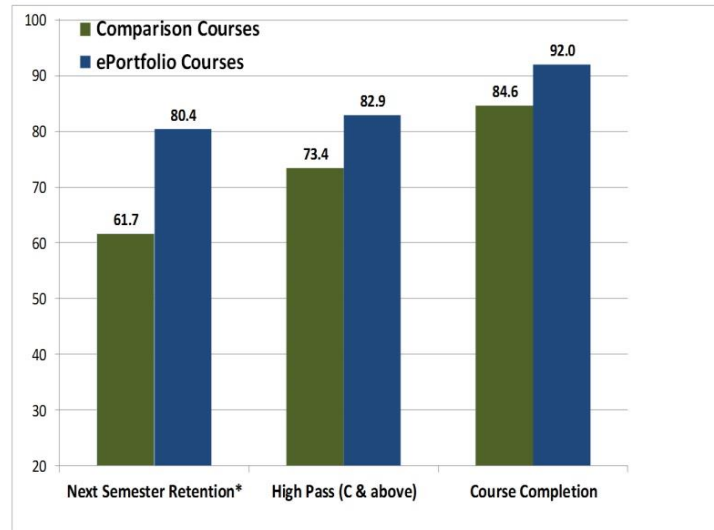
Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



Very/fairly useful

## Retention & Success

### Building Student Success at LaGuardia



2012-13 Connected Learning Program (Title V)

Data from LaGuardia Office of Institutional Research

## 11<sup>th</sup> High-Impact Practice



[\*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter\*](#), by George D. Kuh (AAC&U, 2008)

Eynon, B., & Gambino, L. M. (2017). *High impact eportfolio practice: A catalyst for student, faculty, and institutional learning*. Stylus Publishing, LLC.



# Reflective Prompts

## **Perspective**

Did you have any experience in which your values were tested? What did you learn about your values through that experience? What did you learn about your host country's values?

## **Cultural Self-Awareness**

How do South Africans perceive the U.S.? Is it beneficial to be able to see yourself from someone else's perspective? If so, how is it beneficial?

## **Connect Learning**

How did what you learned in the field relate to what you already knew from class, movies, books, friendships, heritage, etc.? Can you demonstrate how your experience in the field allowed you to recognize that all knowledge is related?

## **Career Goals**

In what way has this experience help you define your career path? What do you plan to accomplish and how has this experience contributed to your development as a future professional in your chosen field?

## **Personal Growth & Skills**

Describe a situation in which your expectations were not met. How did you react?

*Self-reliance*

*Problem-solving*

*Tolerance for ambiguity*

*Flexibility*



# INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve difficult problems or explore complex issues in original ways</b> .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve problems or explore issues</b> .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute to understanding of problems or issues</b> .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a <b>new situation</b> .
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that <b>enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to <b>explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an <b>appropriate form</b> .
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

# INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
Connects experience and academic knowledge				
Sees connections across disciplines				
Transfers & applies knowledge/skills from one situation to another				
Integrates format, language, and visual representation in ways that enhance meaning				
Demonstrates developing sense of the self				

# Closing the Assessment Loop

## Authentic Assessment Assessment *for* Learning


Faculty and staff

- Inquiry into student learning
- Reflect on the findings
- Integrate findings and modify their practice, program, and/or curriculum

Eynon, B., & Gambino, L. M. (2017)

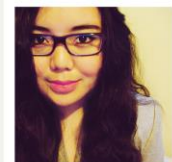
Eportfolios promote structured, reflective faculty development. Faculty can use eportfolios to develop new ideas and practices, reflect on the value of those ideas, and consider new steps moving forward.

Catalyst for Learning 2014



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An 18 year old student living in Gainesville, Florida.

*the clash of cultures*

The film "The Dialogue" is about a group of college students from different cultures, trying to interact with each other while exploring the beauty of various places in China. There were four American students and 4 Chinese students in the team and all of them had different struggles of their own. Those struggles lead to the understanding among them and throughout the trip, they learned to support each other in ways they never expected.

As a Filipino student in America, I would say that I could relate to them really well. The thing is, I thought I would relate more with the Chinese people being Asian myself but I saw myself in the American group as well. Like them, I was the one who was brought to a totally different world. For me, one of the highlights of the film was when Mercedes lost her passport. Mercedes has never been outside her comfort zone before she joined the trip. She was the one who was trying the most. When she lost her passport, she became emotional and I felt almost everyone who was watching with me thought that there's nothing to be emotional about. I know how she felt. When I first got here, everything I could think about was "When can we visit the Philippines?" The moment I stepped into the United States, I was thinking of going back. Mercedes was already feeling the stress of constantly trying to fit in a country whose language she couldn't speak, whose people who saw her differently and the loss of her passport just broke through her pretense that she was alright. It was thrown into a remote country, my passport is the last thing I would want to lose. Another favorite of mine was when they switched the main language to Chinese and the American students were surprised to see the Chinese talk so much. They realized that they were lucky to have English as the more used language and they understood the Chinese students a bit more. I feel like there are a lot of people who have more to say but just end up not saying it. In my case, I always have to translate my Filipino thoughts into English and sometimes I just give it up because it's too much work. It's not just "too much work" but you also have to keep up with conversation and try to not stop to think of the English translations while you're at it. I'm pretty fortunate myself, since most Filipinos are good in English. We learn English along with Filipino from a very young age that we don't really stress about it as much as other countries do.

Initially, I thought that the film would only show the Chinese person struggling with "Chinese problems" or the American person with "American problems", but I was proved wrong. "The Dialogue" didn't focus solely on the fact that they're from different cultures. To me, what was emphasized was that they are different people. Although its aim is probably to say that there are a lot of differences between the two cultures, I am more impressed by the fact that it highlighted the idea that it's not just that. There are a lot of differences between those eight people in the trip and from my point of view; they weren't viewed as just the American or the Chinese. They are who they are as a person.

Dimensions	Frequency	Comments
Clarity in written communication	4	<ul style="list-style-type: none"><li>Clarity of communication</li><li>Thoughtfulness</li><li>Communicative skills: report, analysis, reflection</li><li>Able to summarize content</li></ul>
Knowledge	17	<ul style="list-style-type: none"><li>Factual reporting<ul style="list-style-type: none"><li>Evidence of facts, details</li><li>Students learned something they didn't already know</li></ul></li><li>Critical thinking<ul style="list-style-type: none"><li>in selecting appropriate evidence of learning</li><li>Include what was missing (as a measure of critical thinking and knowledge)</li><li>Evidence of inductive and deductive critical thinking</li><li>No platitudes. Evidence of claims.</li></ul></li></ul>
Perspective	18	<ul style="list-style-type: none"><li>Comparison<ul style="list-style-type: none"><li>Knowledge of historic and current events and comparison with own culture and time</li><li>Comparison between foreign culture and student's own culture</li><li>Produce evidence of differences but also similarities between cultures</li></ul></li><li>Greater understanding of other people and cultures</li><li>Examples of cultural traditions that are new to the student</li><li>Comparison between foreign culture and student's own culture</li><li>Statement of differences and similarities</li><li>Contrast with student's expectations<ul style="list-style-type: none"><li>Reflect on differences (conflicts)</li></ul></li></ul> <p>Evidence of new perspectives:</p> <ul style="list-style-type: none"><li>Inclusion of broad perspectives with specific examples</li><li>Evidence that their world view has changed</li><li>Shift in paradigms and preconceptions</li><li>New perspectives</li></ul> <p>Recognize the perspective of others</p> <ul style="list-style-type: none"><li>Put experiences in context</li><li>Greater awareness of how those culturally different from themselves see the world and act in it.</li></ul>

Assessment

Santa Fe College International Studies Certificate Rubric



VALUE		Capstone 4	3	Midcourse 2	Benchmark 1	
What?	CT	Critical Thinking/ Knowledge	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguous, conceptual, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
	GL	Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for over positioning (such as cultural, disciplinary, and ethical).
	IOC	Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g. seeing complexity, aware of how his/ her experiences have shaped these rules, and how he recognizes and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not feeling the same way, comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and outside the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group)(i) (e.g. uncomfortable with identifying possible cultural differences with others).
So what?	IL	Connections to Experience	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g. family life, active participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic terms and ideas perceived as similar and related to own interest.
	IL	Reflection and Self-Assessment	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g. varies with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific experiences or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.
And now what?	GL	Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

CT= Critical Thinking VALUE rubric

GL= Global Learning VALUE rubric

IL= Integrative Learning VALUE Rubric

IOC= Intercultural Knowledge and Competence VALUE rubric

New Rubric

Discussion



# Institutional ePortfolios

## S333 BIT (Games Design & Development)

### Student profile

Sophie McKenzie



#### System Information

**First Name**  
Sophie

**Last Name**  
McKenzie

**Org Defined ID**  
222291

**System Email**  
snichol@deakin.edu.au



Discipline-specific  
knowledge and  
capabilities



Communication skills



Digital literacy



Critical thinking



Problem solving



Self-management



Teamwork



*Global citizenship*

[Student profile](#)

[My career](#)

[Course structure](#)

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specific  
knowledge and  
capabilities](#)

[Communication](#)

[Digital literacy](#)

[Critical thinking](#)

[Problem solving](#)

[Self-  
management](#)

[Teamwork](#)

[Global  
citizenship](#)

# Capstone

## Badges







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International Scholars share their global and professional learning journey by developing an electronic portfolio that includes their global achievements, reflections, and resume through a creative and polished platform. Guidelines.



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Leadership



**Katherine Chantre**  
Biology & Anthropology



**Chris Vazquez**  
Finance and Leadership



**Lea Lee**  
Health & Behavior



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Office of University Writing

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WRITING CENTER

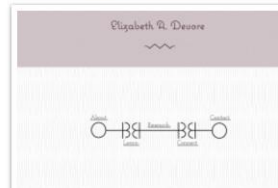
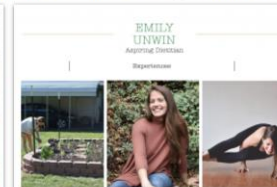
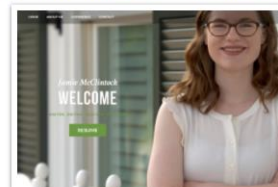
EPORTFOLIO PROJECT

WRITEBITES

EVENTS

## ePortfolio Examples

Welcome to the Auburn University ePortfolio Examples page. Below are links to ePortfolios from Auburn students and alumni. Here you will find a variety of ePortfolios that include thoughtful reflections and relevant artifacts that showcase student learning to audiences outside the University.





ePort  
learn  
skills

Criti  
writi

A: Artifacts

B: Arrangement

C: Reflective Writing

Visu  
elen

D: Visual Elements

E: Design Choices

F: Navigation

G: Attention to Technical Details

H: Ethical Literacy

**Technical Competency**

Technical Competency focuses on the application of technical elements that should enhance the way information is conveyed to an audience, differentiating an ePortfolio from other products (social media sites, blogs, commercial websites) to construct identity. "Navigation" refers to the way the site is set up to let users move through the site and within individual pages. "Technical details" include features like slide shows, scroll bars, hyperlinks, quality or size of graphics, etc.

**Effective Communication**

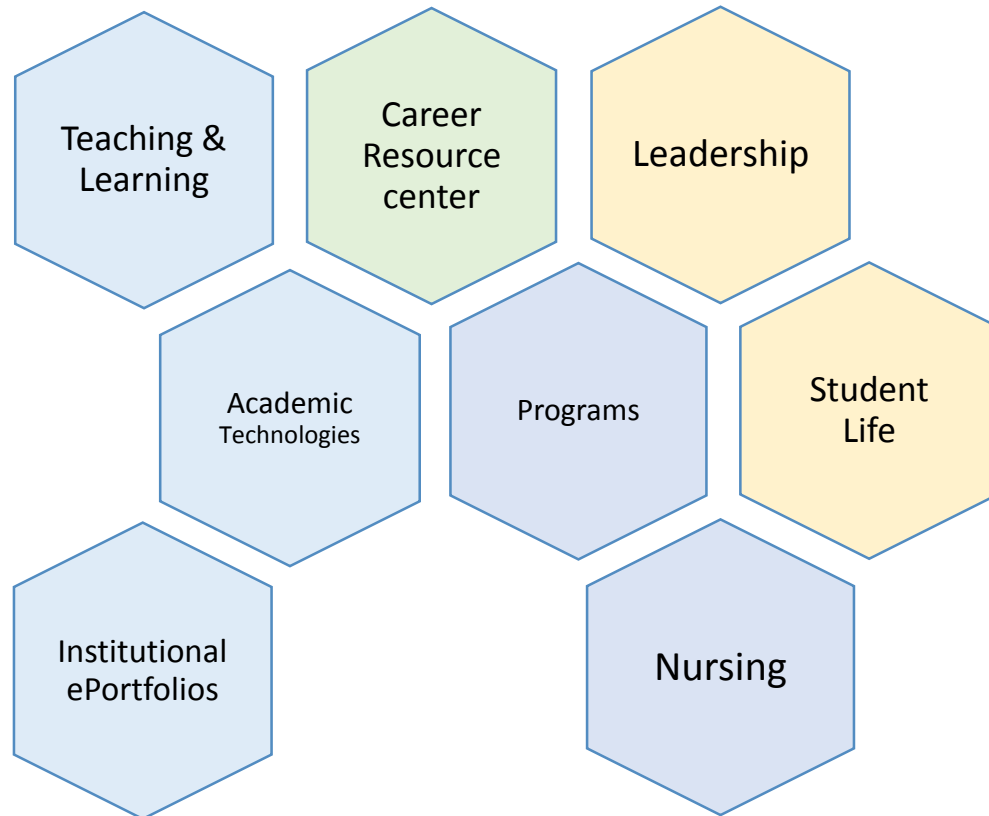
Effective Communication is focused on the message of the overall ePortfolio rather than individual components.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
I. Coherent Message for Intended Audience	The textual and visual elements do not work in unison to construct a consistent identity and central message. The purpose of the ePortfolio as a whole is unclear or overtly clunky (I want a job) or the reader has to do too much of the work to supply that message.	Some elements of the ePortfolio as a whole obscure the message or create confusion about the purpose or the author's identity. There are several moments of public disclosure that do not serve to support the author's message or contribute positively to the construction of identity.	The ePortfolio as a whole is almost always effective in both its message and the construction of identity. Most elements work well together so that the reader is drawn in and feels engaged in learning more about the author and his or her experiences, but there are some points where the pieces do not all work together to demonstrate sophistication in the message or construction of identity.	There is a coherent and effective message being told by the ePortfolio as a whole and an identity is consistently and effectively constructed because all elements work together and demonstrate sophistication and originality/creativity.



# Getting Help

## Campus Units



## Organizations



### AAEEBL

- ePortfolio professionals



### AAC&U

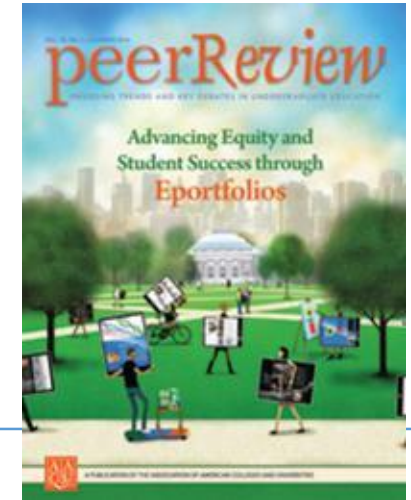
- ePortfolios are the 11<sup>th</sup> High Impact Practice
- Integrative Learning VALUE Rubric
- *Field Guide to ePortfolio*



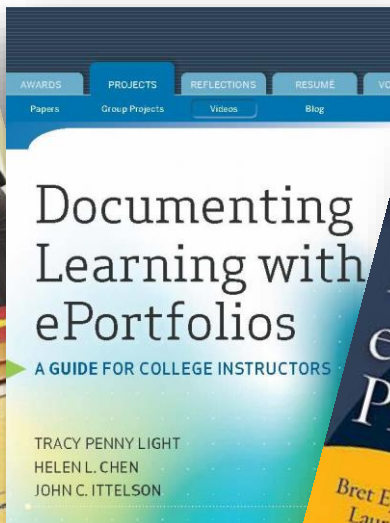
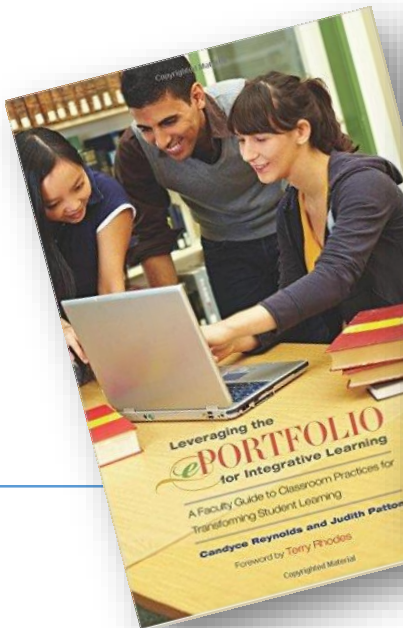
Catalyst for Learning  
ePortfolio Resources and Research

## Websites

<http://c2l.mcnrc.org/>



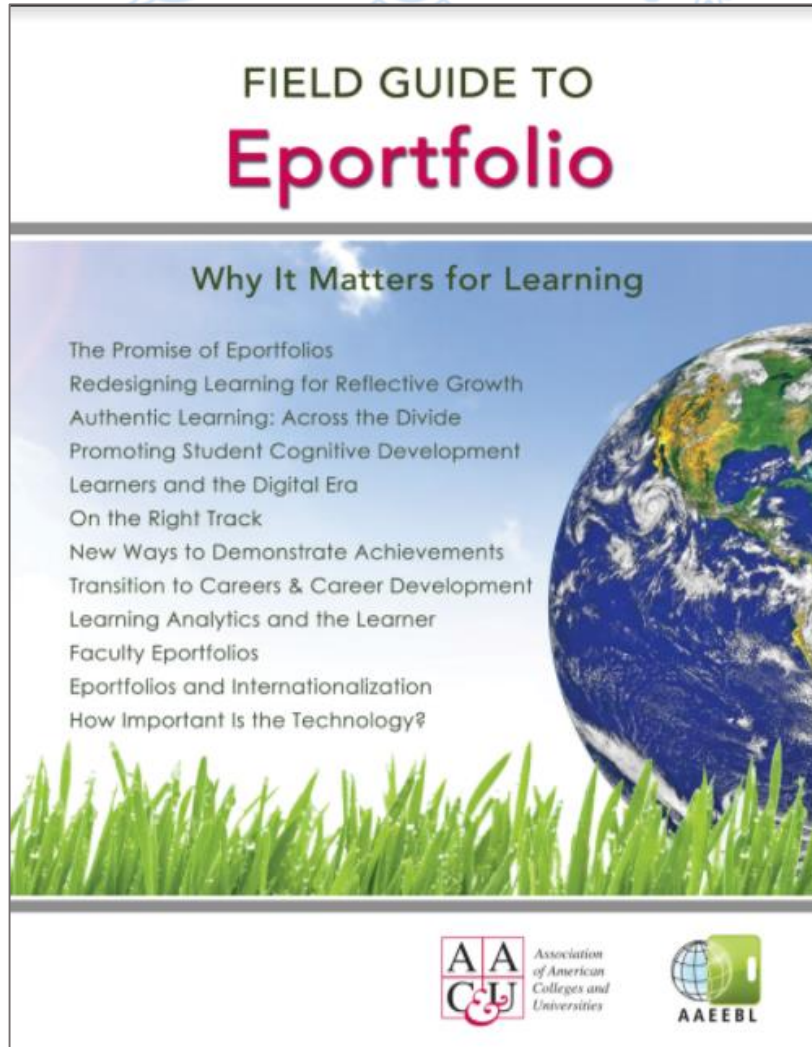
## Free Online Journals & Publications



## Books



# Field Guide to ePortfolio



## *Field Guide to ePortfolio* 2017



A Collaborative Project of AAEEBL,  
AAC&U, IJeP and EPAC

Access free publication here:

[https://drive.google.com/file/d/0B8t\\_OY4denF1c0NLM3VoNUFhaU0/view](https://drive.google.com/file/d/0B8t_OY4denF1c0NLM3VoNUFhaU0/view)

# You are invited!

## International Scholars Program ePortfolio Showcase

April 25<sup>th</sup> 2018 at 4pm  
UF International Center  
Large Conference Room



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# THANKS!

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