



# AAEEL

The Association for Authentic, Experiential and Evidence-Based Learning  
The professional association for the world ePortfolio community

## ***The Evolution From Pilot to Program***

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After ten years of unsuccessfully attempting to introduce ePortfolios into the Pace community, the ePortfolio team decided to start small when introducing Mahara, an open source ePortfolio platform. Last January, the first pilot was launched for a small group of 25 courses with a total of 250 students. Just one year later, this first pilot has paved the way into a robust ePortfolio program that has reached diverse groups of the Pace community, both in and out of the classroom.

By Fall 2010, the ePortfolio team was able to grant accounts to each student, faculty and staff member at the University using our customized Mahara platform. While this was a significant step toward integrating ePortfolios in the campus culture, it also meant there was much work to be done and more buy-in from the community to gain. Our strategy was to reach out to as many stakeholders as possible via workshops, teaching circle seminars and meetings. Our collaborations across campus expanded our contained pilot of 25 courses, increasing student and faculty participation.

Multiple mini pilots in co-curricular and academic areas were also essential to ePortfolio growth. In January 2011, Student Life, Career Services, the Writing Faculty and Assessment Subcommittee of the ePortfolio Advisory Board each began a pilot tailored to their programs. The Student Life Pilot asks student leaders to use their ePortfolio to reflect on their leadership experiences by a series of reflective prompts, checklists and inventories, which are embedded within the Mahara platform as PDF files. Through the blog feature, students post about the challenges and achievements they face and create future leadership goals. The Career Services Pilot consists of faculty advisors and their student interns who blog about their internships and post artifacts from their positions to gain academic credit. Internal PDF files, similar to those posted by Student Life, guide students through the process of creating a resume and cover letter, and reflecting on their experiential experience.

In the Writing Faculty Pilot, participants seek to transform the traditional portfolio review process by having



students submit their final research papers and reflective statements via ePortfolio for the Writing Faculty, as well as the Library Staff, to review online, using AAC&U VALUE-type rubrics. Another assessment pilot has engaged a group of faculty to review students' ePortfolios to assess the evidence of three core curriculum learning outcomes: communications, written analysis and information literacy.

Perhaps the most telling sign of ePortfolio expansion came when faculty and staff from different areas on campus began thinking of uses for the tool without



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the “push” from the ePortfolio team. For example, one business faculty advisor began supervising her student interns via the ePortfolio blog without having knowledge of the Career Services Pilot. Another significant milestone came when the Tenure and Promotion Committee decided to ask faculty members to submit their academic portfolios using Mahara.

With the amount of student users currently over 1,700, and faculty users over 250, the ePortfolio pilot propelled our ePortfolios on the campus scene, both in and out of the classroom, creating work to keep two co-directors, one full-time staff member and two ePortfolio “eTerns” busy. As we reflect on the substantial growth and momentum gained in just one year, it is with great pride that we transition to a robust ePortfolio Program.

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***EPAC April Webchat with Pace University: Customizing Mahara as an Open Source Solution to Create a University-wide “Educational Passport” for Learning***

Thursday, April 7, 2011      10 a.m. PT/11 p.m. MT/12 p.m. CT/1 p.m. ET

<http://epac.pbworks.com>

This event is free to all interested individuals although pre-registration is required:

<https://spreadsheets.google.com/viewform?formkey=dEVjVVgtNGxyOG9KN2IBRIRILTVIR0E6MA#gid=0>

If you cannot attend but would like to be notified when the archived recording of the session is available, please go ahead and register as well.

This webinar/chat will describe the Pace solution for implementing a university-wide ePortfolio program, with our Open Source software, Mahara. Within one year, we have customized our platform, and gone from a small pilot program to a multi-faceted integrated ePortfolio, working with undergraduate and graduate students and faculty from across the disciplines, as well as partnering with Career Services, and Student Life.

**Presenters:**

Beth Gordon Klingner is the Executive Director for Academic Technology at Pace University and is also an adjunct instructor in English, Communications and Psychology. Beth has been an ePortfolio enthusiast for the past ten years. This year, Beth is participating in the LaGuardia Community College’s Making Connections program on ePortfolios. In addition, Beth is also interested in blended learning, distance education and emerging technologies. Beth recently co-authored a chapter in *Teaching Inclusively in Higher Education*, titled “The Technological Age of Teaching.” Beth earned her BA in Literature from Binghamton University, her MA in English Education from SUNY–Albany, and her PhD in Educational Technology from Walden University.

Linda Anstendig is a Professor of English, Co-Director of the Pace ePortfolio Program, and Executive Assistant to the Dean of the College of Arts and Sciences at Pace University. This year Linda is a member of the leadership team for the LaGuardia Community College Connect 2 Learning Grant, and is leading faculty development Teaching Circle seminars for developing ePortfolios. Her publications include a text, *Writing Through Literature*, co-authored with David Hicks, a chapter in Peter Seldin’s *Teaching Portfolios*, a book chapter in *It Really Works: Ideas from Award Winning English Teachers*, and numerous articles on writing across the curriculum, service learning, and writing with technology. Linda earned her BA from Connecticut College, her MAT from Harvard University, and her Ed.D from Columbia University Teachers College.

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