

Building an ePortfolio Campus Culture

ePortfolio Day of Planning

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August 13, 2009



Overview

1. What is culture? How can we build one?
2. ePortfolio culture case studies
 - BCIT: Building one top-down
 - SF State: Building one bottom-up
3. Apply Roger's diffusion of innovation framework to CSU Anywhere case study



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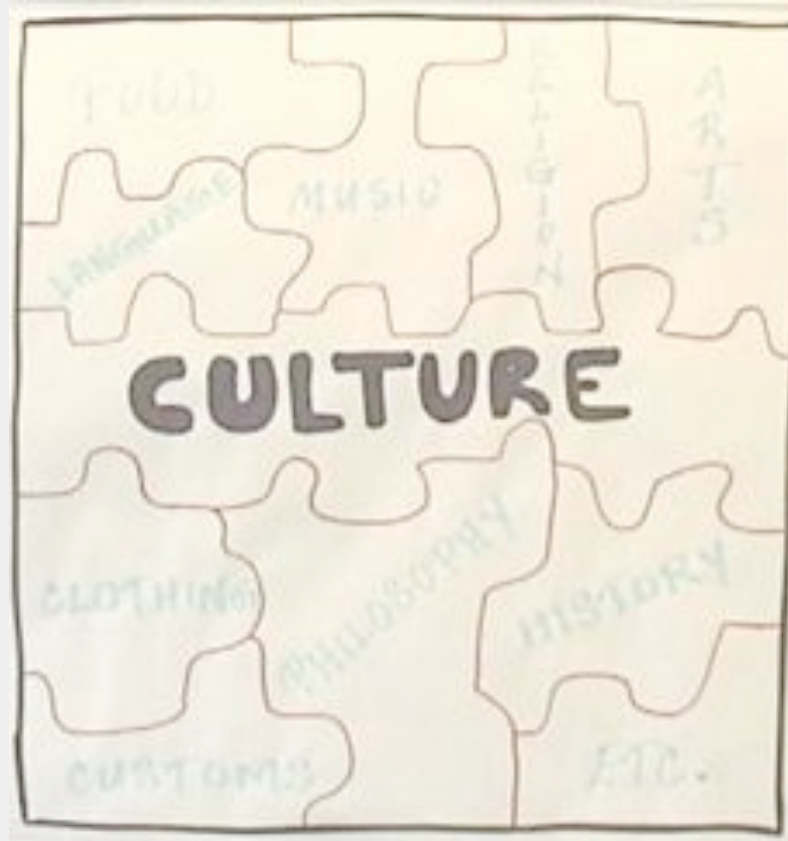


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What is Culture?



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What is Culture?



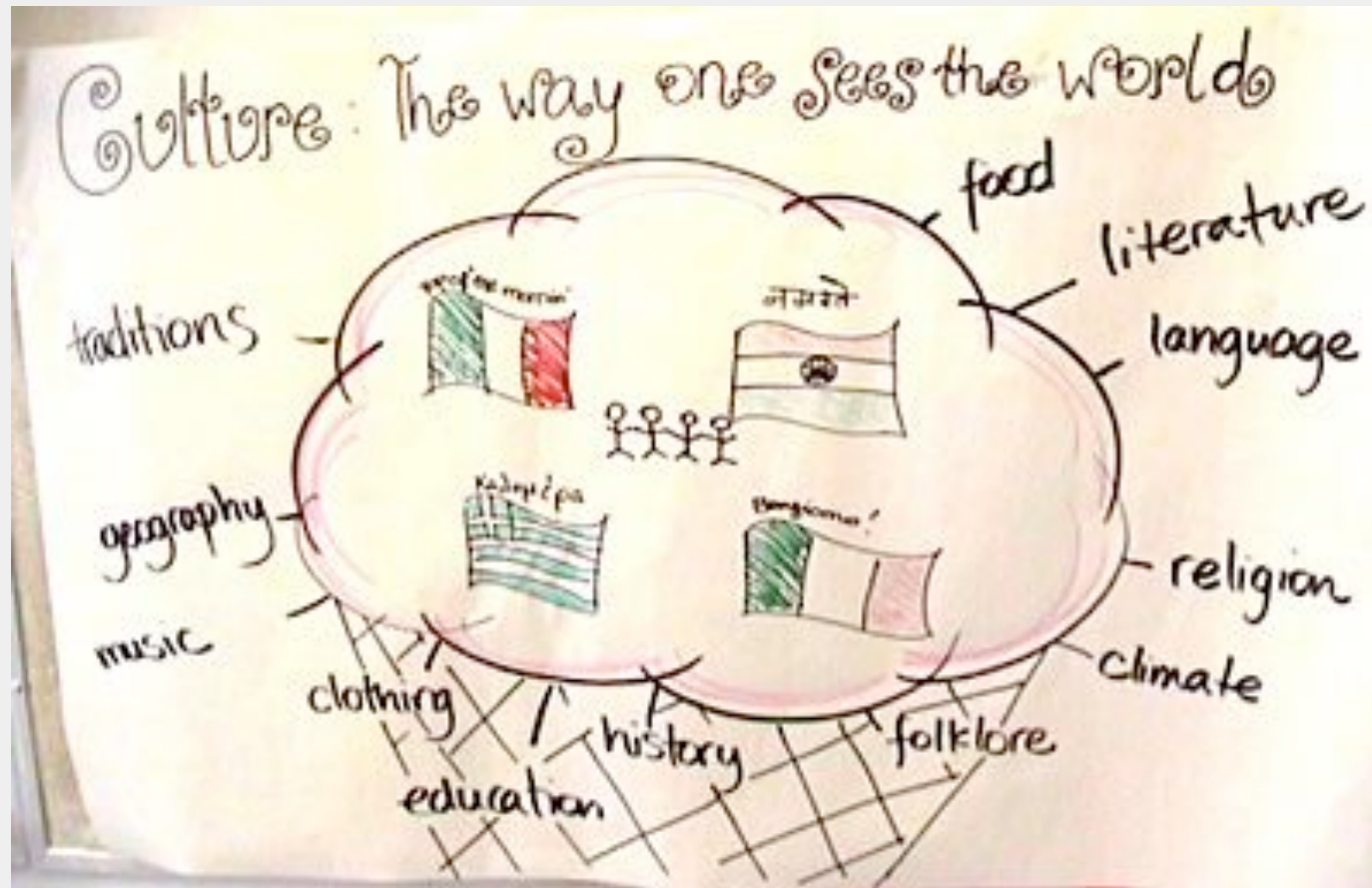
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What is Culture?



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What is culture?

Textbooks: Small 'c'

Food, Fairs, Facts, Folklore

Faculty of Arts: Big 'C'

Canonized literature, art, music & history

Anthropology: Process

Institutions, processes and shared beliefs that make a society run

New Fields: Discourse

Points of Viewing; Multiple Perspectives



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What is culture? Webs of Significance



"Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning"

Clifford Geertz, 1973
[The Interpretation of Cultures](#)



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Diffusion of Innovations

"the process by which an innovation is communicated through certain channels over time among the members of a social system."

Rogers, E. (1995). *Diffusion of Innovations* (5th Edition).
New York: Free Press.



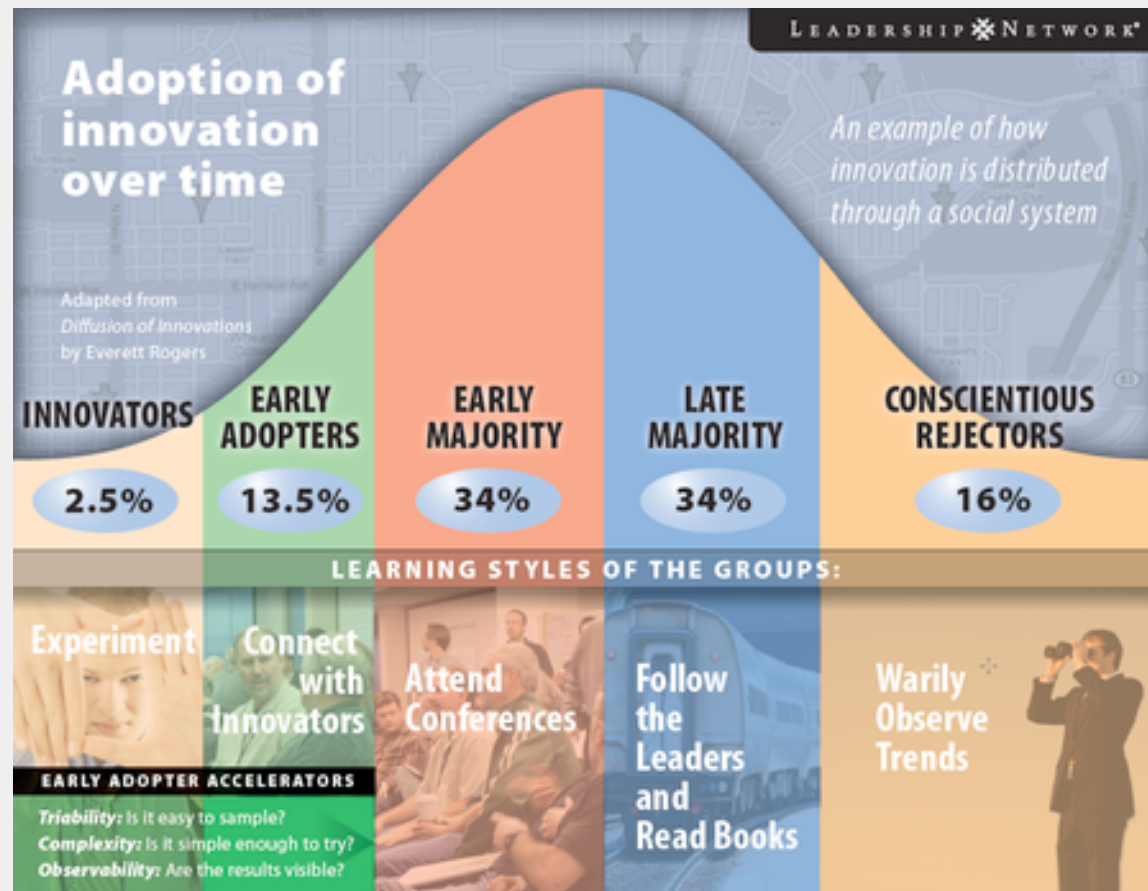
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Diffusion of Innovations



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Roger's Diffusion of Innovation Framework

Factors Affecting Diffusion

- Compatibility
- Triability
- Complexity
- Advantage
- Observability



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Roger's Diffusion of Innovation Framework

Compatibility

The degree to which the innovation is consistent with current values and perspectives of the users.



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Roger's Diffusion of Innovation Framework

Triability

Trying out a new approach on a limited, trial basis to minimize risk and allow for experimentation.



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Roger's Diffusion of Innovation Framework

Complexity

Innovations that are easier to understand and use will be adopted quicker than more complex innovations that are unsupported.



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Roger's Diffusion of Innovation Framework

Advantage

The degree to which the innovation is perceived as better than a current situation.



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Roger's Diffusion of Innovation Framework

Observability

The more observable or visible an innovation is, the more likely it will diffuse.



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2 Case Studies: ePortfolio Cultures

1. Vancouver, BC, Canada



2. San Francisco, California, USA



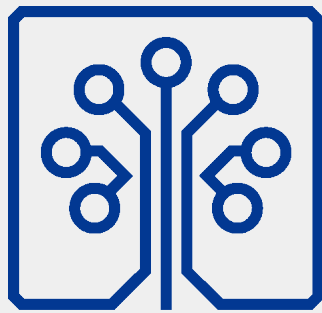
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British Columbia Institute of Technology



tekinitiative
technology-enabled knowledge

“BCIT’s Technology-Enabled Knowledge (TEK) Initiative is about innovation and achieving new standards of excellence in education.”



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TEK Initiative's Belief System

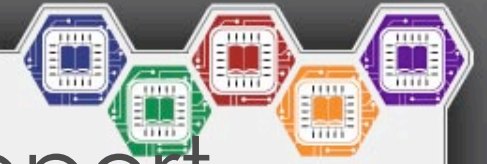
1. Innovation is the responsibility of the institute, **not** just the individual
2. Blended learner-centred education works
3. Faculty have good professional instincts
4. Faculty can effect change
5. Applied learning occurs best in teams
6. Problems are our friends
7. BCIT's TEK team are agents of change



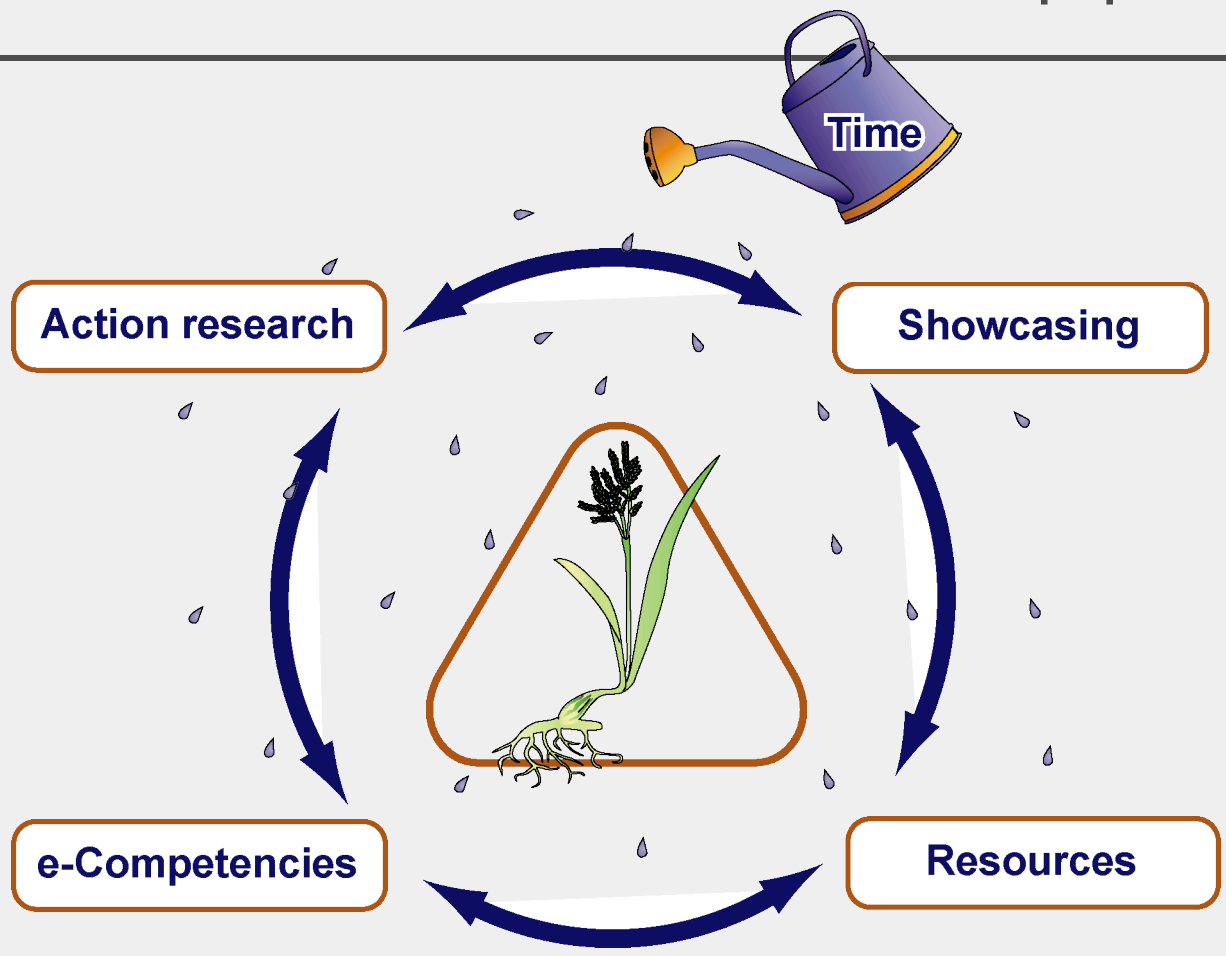
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TEK Initiative Academic Support



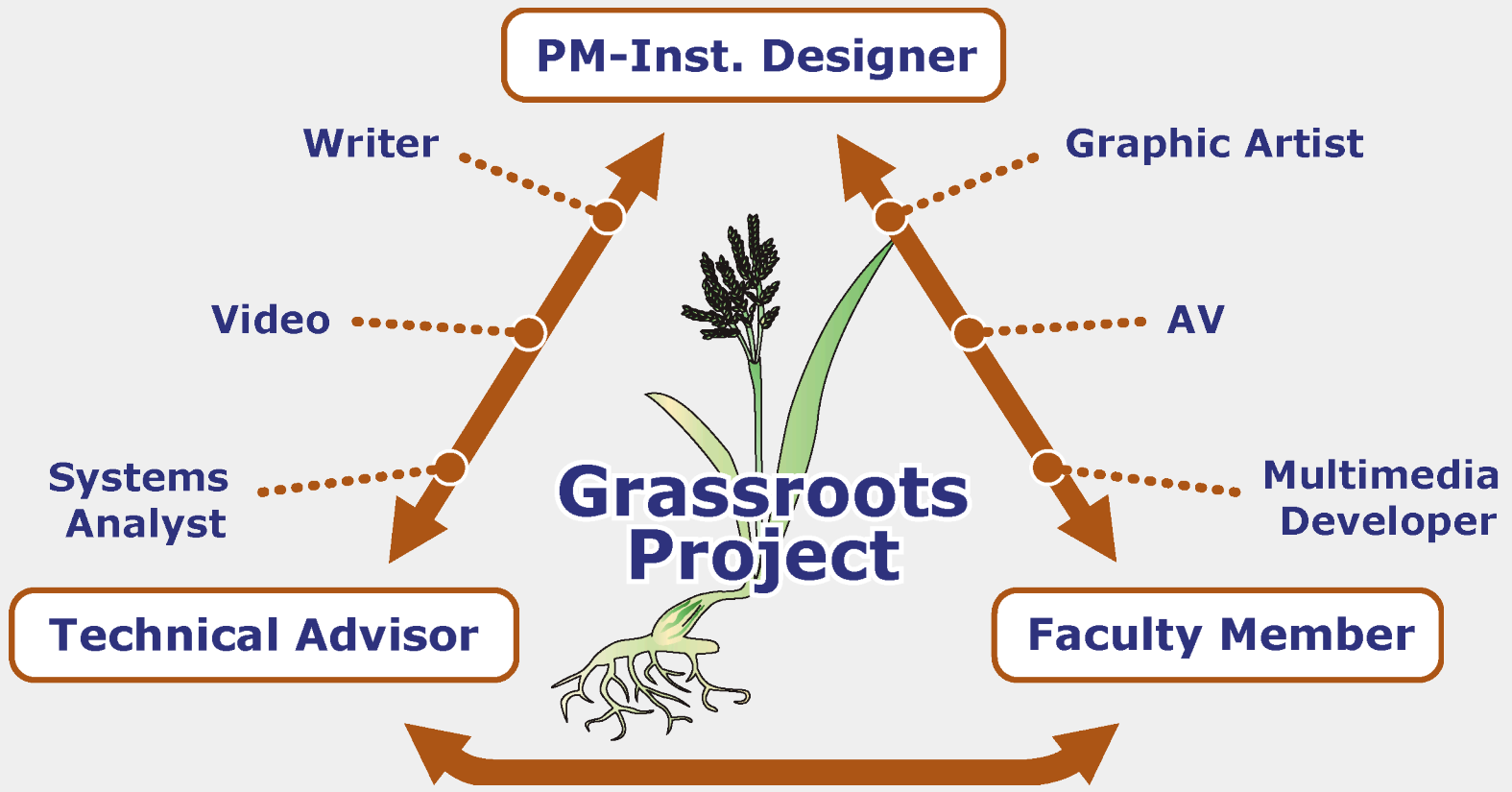
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TEK Instructional & Technical Support Model



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ePortfolios @ BCIT

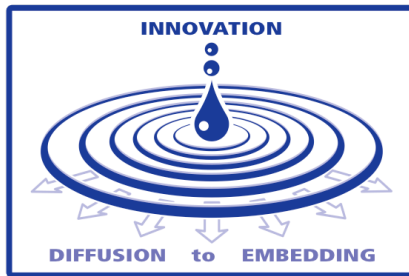
Show ePortfolio movie from BCIT



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How do you move from *diffusing* innovation to *embedding* innovation in everyday practice?



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INSTITUTE OF TECHNOLOGY**

What do we hope to learn:

- Are faculty development programs meeting the needs of faculty?
- Are faculty development programs changing the curriculum or learning environment in meaningful ways?
- Once innovations have been diffused to a broad audience, how can they best be embedded into every-day practice?

How are we collecting our data?

- Instrumental case-studies approach
- Interviews and focus groups with instructors
- eCompetencies survey

About BCIT

BCIT is a polytechnic with an applied focus and close ties to industry.

- 48,000 students, 275 programs, 2,200 instructors
- Instructor contact hours:
 - technology instructors: 15 hours/wk (15 prep and 5 hours of office hrs.)
 - trade instructors: 25 to 30 hours/wk
- types of credentials offered:
 - Bachelor's Degree: Business Admin, Engineering, Science, Nursing
 - Bachelor of Technology (applied)
 - Diploma: Technology, Trades Training or Technical Studies
 - Certificate, Advanced Certificate or Post Diploma
 - Master's Degree (under development)

How are we embedding innovation in the day-to-day practice of our instructors?

Innovations that support diffusion
(Rogers, 2003)



Preliminary findings:

Factors that encourage embedding

- Innovations are used by an interdisciplinary team
- Innovations are used by new student populations (students in remote areas, international, working students)
- Innovations are supported by program policies, faculty and management
- Management encourages faculty to explore
- Technology is stable and easy to use
- Ongoing customized training, sharing and support

Challenges to embedding innovation

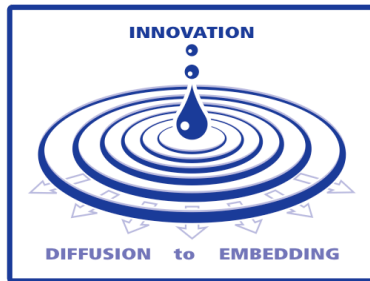
- Lack of time (specialized teaching makes it hard to find replacement teachers; no TA's)
- Pressure from students to be innovative. This pressure makes some instructors feel uncomfortable. They fear embarrassment
- Limited access to technology and smart classrooms
- Increased workload
- Safety and security concerns
- More technical support required

What's next?

- Continue interviews and focus groups
- Create formal opportunities for interdisciplinary collaboration and interaction
- Customize faculty development programs
- Continue interviews and focus groups

A research project carried out by the Learning and Teaching Centre at the British Columbia Institute of Technology, Vancouver, Canada.

Valia Spiliotopoulos & Kathy Siedlaczek



"I would like to observe another instructor's lessons to see how the technology is used."

"Collaborating with a colleague from another department on a project allows you to learn how to use a new technology and the associated technical skills."

"It's useful to regularly attend workshops and lunch and learns to see what faculty in other departments are doing."

"Instructors should show how they use innovations during departmental meetings."



"Educational technology can make learning more interactive . . . students can focus on doing rather than reading . . . there are more opportunities for peer-learning and leadership development."

"Educational technology by its nature can be more democratic."

"Instructors need quick payback; the learning curve needs to be brief after the initial learning curve, the tools should help the class run more efficiently."

"The tools need to be intuitive and easy to use."

"It feels good when it works well and is effective for students."

"Great possibilities for internationalization -- connecting what we have here with the rest of the world."

"There was success, though limited, in getting students to think about their work and reflect on it through ePortfolios, while also building communication skills."

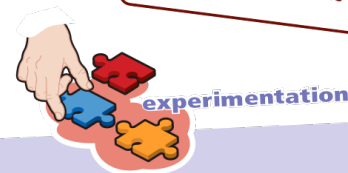


"Keeping up with each new version of the software means there is constant change."

"Support is needed for elearning techniques and procedures to enhance self-learning, instructor facilitation and intervention."

"We need to train students for elearning, especially international students."

"Online marking takes longer and can be limiting."



"I can't get scheduled into a lab. It takes a lot of time to get a laptop cart from AV services."

"I'm mostly scheduled in "dumb rooms" . . . you really have to fight to get a "smart" room."

"I want the ability to be spontaneous; I need equipment there because I can't always predict when I want to use it."

"I just don't have the required time to "play with and investigate" the new technologies."

"Not enough time and support to practice using the tools."

"We are constantly understaffed, and finding someone to temporarily fill your spot is really hard."



"I need to be really comfortable with anything I add to a course."

"The technology has to fit me personally."

"Some instructors are confident and encourage other instructors to use technology, but some are scared of technology and they fear embarrassment."



**BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY**

Valia Spiliotopoulos & Kathy Siedlaczek



San Francisco State University

San Francisco State University



MISSION

- To create and maintain an environment that promotes respect for and appreciation of scholarship, freedom, human diversity and the cultural mosaic of the City of San Francisco and the Bay Area
- To promote excellence in instruction and intellectual accomplishment
- To provide broadly accessible higher education for residents of the region and state, as well as the nation and world



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Why ePortfolios at SF State?

20+ years of portfolio assessment



Paper-based Portfolios



Jen R. Hult
Masters of Public Health Portfolio

Introduction Embracing Diversity

Professional Mission Statement

Competencies in Public Health

Practical Experience

Leadership Skills

Reflective Statement "People are willing to find ways of working"

Jerry: Portfolio

Welcome! This is a sample template for every student to use as an Online Portfolio. You can simply download the files and build your own website with confidence. Therefore, you can record all your work and display them to other people. [Click here for more information about ePortfolio.](#)

My name is Jerry. I am the undergraduate business major's student at San Francisco State University (SFSU). I work in different offices on campus including the Office of Student Program, Public Administration Program, Program in Criminal Justice Studies, and Academic Technology mainly for web designing. Sometimes, I would also work as a freelance off campus and a professional dishes cleaner at home sometimes as well.

Career Objective

My career objective is to be a NBA basketball player when I was a kid. I watched and played a lot of basketball games to prepare for my career in the future. However, I realized that I am not tall enough, so I didn't play basketball afterward... Anyway, I am planning to be a web designer in the future.

Last Update: 12-03-2007 San Francisco State University | 1600 Holloway Ave., San Francisco CA, 94132

Rachel Poula
Masters of Public Health Portfolio

Introduction Welcome!

Professional Mission Statement

International Community Based Experience: Haiti

Culminating MPH Project: Haiti on DVD

Competencies in Public Health

Resume

SFSU MPH Overview

Haitian Girls

Over the course of completing the Master of Public Health at San Francisco State University, I gained a wide range of knowledge reflected throughout this site. From traditional coursework and applied practice in community, to traveling abroad, this experience has been challenging and rewarding.

The highlight was having the privilege of working in Haiti with the Children's Nutrition Program conducting a program evaluation and producing a short DVD. To learn more and watch the DVD, go to the *Culminating MPH Project: Haiti* page.

Welcome to my site. I appreciate your visit.

Rachel-

Injustice anywhere is a threat to justice everywhere—Martin Luther King Jr.

Haitian Mother and Child

Electronic Portfolios



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ePortfolio Growth @ SF State

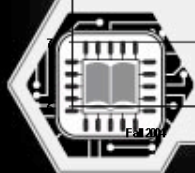
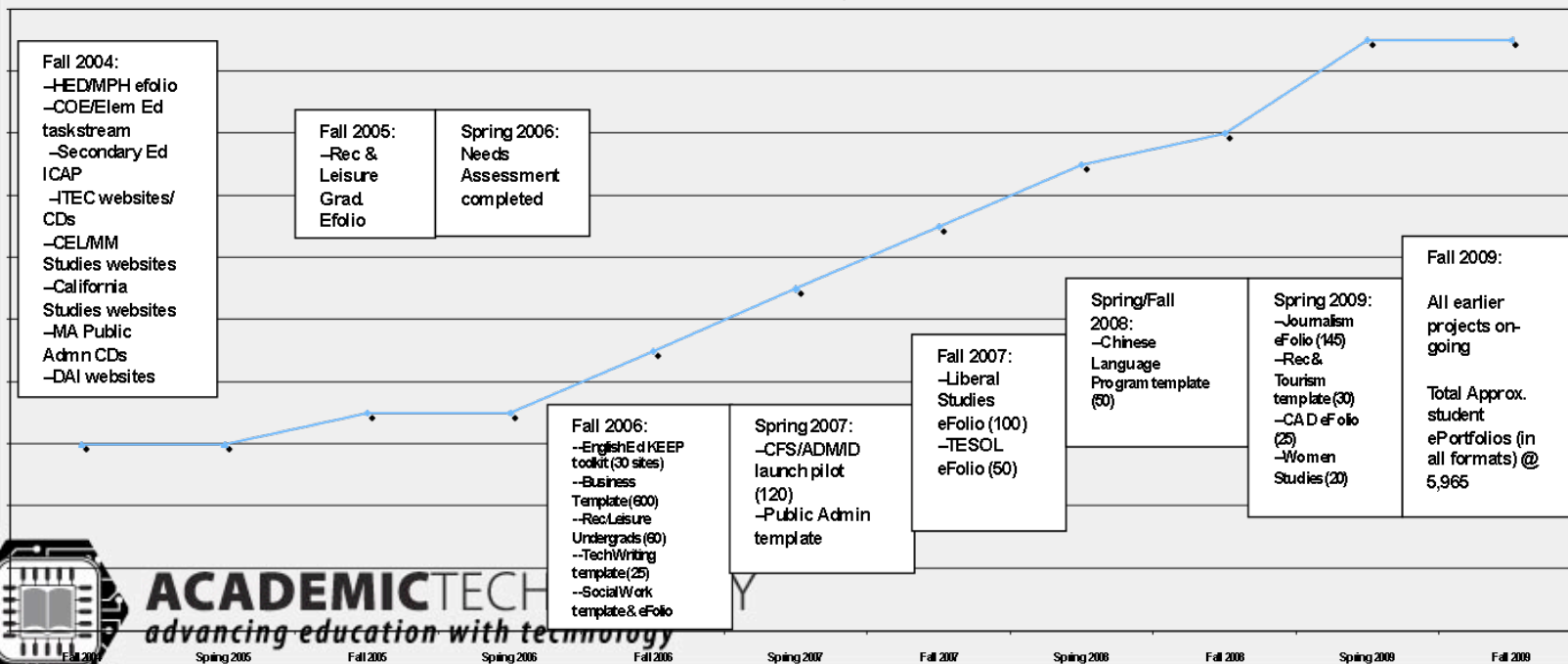


2005: 21 departments using portfolios

Student Centered: Capstone, career bridge & evaluation

Institutionally Centered: student & program assessment for credentialing, accreditation review

ePortfolio Projects at SFSU



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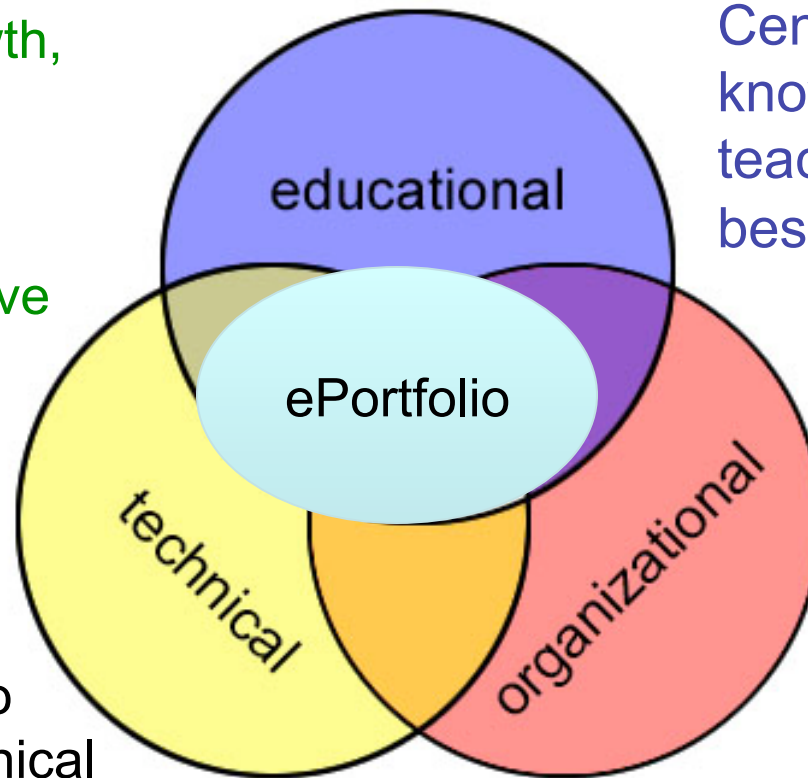


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Institutionalized practices

To support growth, need:
Sustainable,
Scalable,
Reliable, Effective
Solutions



Centralize, share
knowledge on
teaching & learning
best practices

Limit # of
technical
solutions &
integrate into
current technical
architecture

Link to strategic
Planning-LEAP

Lower department costs &
improve support through
efficiencies & economies of scale



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ePortfolio.sfsu.edu

Dr. Ruth Cox
SF State ePortfolio Lead
& Dr. Kevin Kelly
Online Teaching & Learning

The screenshot shows the top navigation bar with the URL <http://eportfolio.sfsu.edu/>. Below the navigation is the San Francisco State University logo and the text "Academic Technology". The main content area features a "Welcome to SF State's ePortfolio Website!" message, a "The Portfolio Process" diagram, and a "Quick Links" section.

ePortfolio Home

About ePortfolio

- Projects
- Events
- News

Gallery

Students

- Student Overview
- 1 - Collect
- 2 - Build
- 3 - Publish
- Templates
- Student Help

Faculty

- Faculty Overview
- Preparation
- Assessment
- Faculty Resources

Toolbox

- Support

Welcome to SF State's ePortfolio Website!

This site will provide you with the information you need to create your ePortfolio. Collecting and sharing your work within an ePortfolio can provide a great way to reflect on your academic work, career goals, and life experiences. A web-based portfolio will also allow you to archive and display a wide range of your work using various types of media.

First, to get a clearer idea of what an ePortfolio is, we recommend that you take a minute to look through the variety of student sites in our gallery.

Ready to get started? It's as easy as 1 - 2 - 3.

Quick Links

- Labs on Campus
- D2L Training Calendar
- Academic Technology

Contact

Hours: Mon through Fri, 9am - 5pm
E-mail: eport@sfsu.edu
Phone: (415) 405-3536
Address: 1600 Holloway Ave
San Francisco, CA 94132
Last Update: 10/21/2009

The Portfolio Process

Collect Content

- Define Audience
- Collect Examples
- Select
- Reflect

Build your ePortfolio

- Choose
 - Department Software
 - Dept./Course template
 - Create your own design
- Input content

Publish + Share

This screenshot shows a portion of Wilson Wong's ePortfolio, featuring a "PERSONAL STATEMENT" section with text about his education and career goals.

Wilson Wong
Behavioral and Social Science
ePortfolio Examples

This screenshot shows a portion of Daniel De Foe's ePortfolio, featuring a "PERSONAL STATEMENT" section with text about his education and career goals.

Daniel De Foe
Business ePortfolio Examples

GALLERY of Examples

This screenshot shows a portion of Alexander Tanguy's ePortfolio, featuring a "PERSONAL STATEMENT" section with text about his education and career goals.

This screenshot shows a portion of Miko Swartz's ePortfolio, featuring a "PERSONAL STATEMENT" section with text about his education and career goals.



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Learning & Teaching Trends & Tools

Accessible Learning Environments



Accessible
Syllabus
Tool

Learner-Centered Instruction



Process-Based Evaluation



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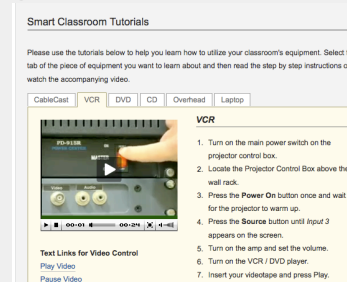


Learning & Teaching Trends & Tools

Hybrid / "Hy-Flex" Course Delivery



Just-in Time Faculty Development



Faculty Research & Collaboration



Institute for Inclusive Media



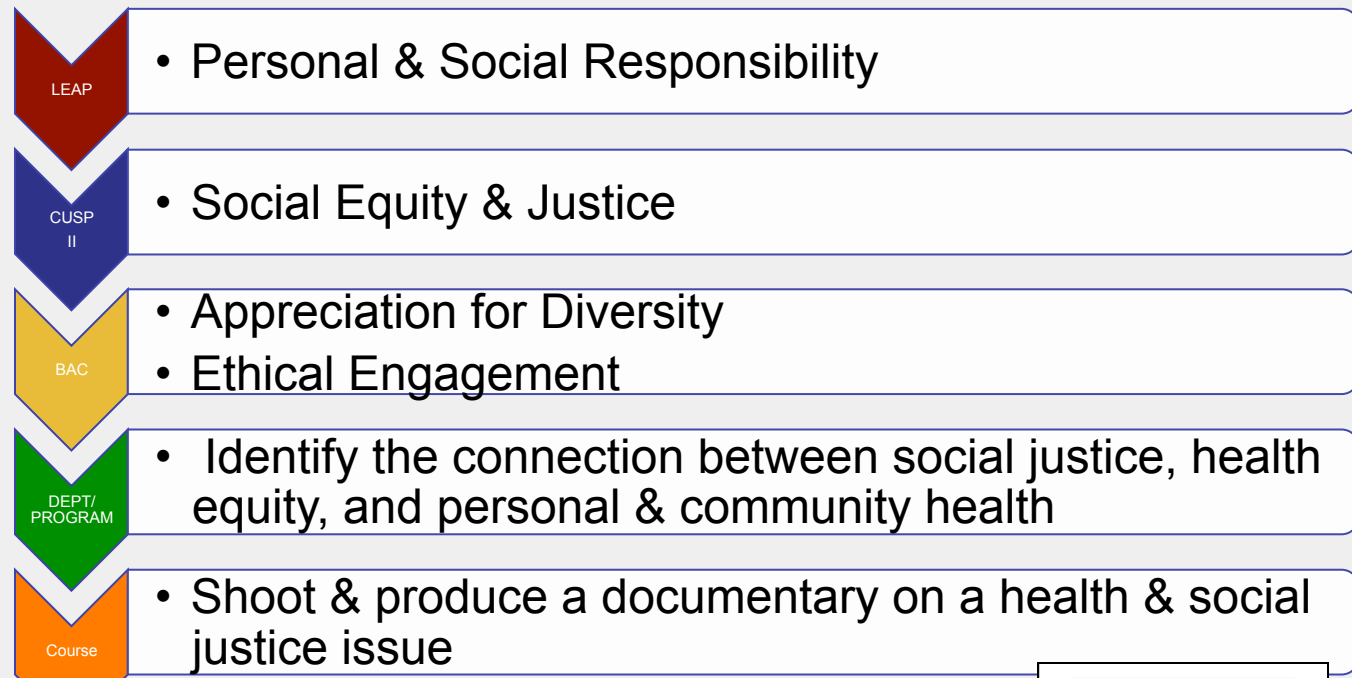
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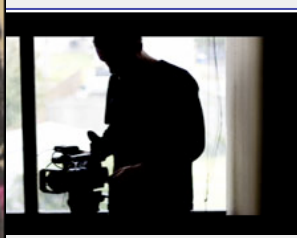
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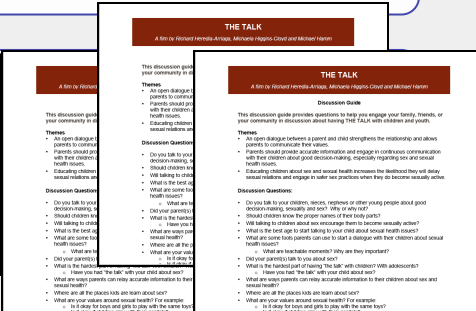
Mapping Institutional Goals to Artifacts



Video



Reflection



Texts & Resources



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Let's create an ePortfolio culture....

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Roger's Diffusion of Innovation Framework

Factors Affecting Diffusion

- Compatibility
- Triability
- Complexity
- Advantage
- Observability



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Diffusion of Innovation Action Plan

Multiple Stakeholders, Multiple Perspectives

Each of these stakeholders will play a part in helping diffuse, and ultimately embed, the innovation of ePortfolios into the CSU Anywhere campus culture. Within any culture, it is important to identify each individual's perspective to meet his or her needs and communicate effectively.

Working in groups, you will be assigned one set of stakeholders. For each factor that affects innovation (compatibility, triability, complexity, advantage, and observability), suggest some strategies to help each stakeholder adopt the innovation and begin to build a culture of ePortfolios.

Factors Affecting Diffusion of Innovation:	Compatibility: <i>The degree to which the innovation is consistent with current values and perspectives of the users.</i>	Triability: <i>Trying out a new approach on a limited, trial basis to minimize risk and allow for experimentation.</i>	Complexity: <i>Innovations that are easier to understand and use will be adopted quicker than more complex innovations that are unsupported.</i>	Advantage: <i>The degree to which the innovation is perceived as better than a current situation.</i>	Observability: <i>The more observable or visible an innovation is, the more likely it will diffuse.</i>
Proposed Strategies:	What aspects of ePortfolio use can be identified as compatible with each of these stakeholders' current beliefs and practices?	How can each stakeholder experiment with ePortfolios?	How can we help make ePortfolios simple to understand and use for each stakeholder?	How can we communicate to each stakeholder that ePortfolios offer a clear advantage over the current practice or situation?	How can we make ePortfolios observable to each stakeholder, within both mass-media and interpersonal channels?
Group 1					
President					
Dean, Sciences					
Adjunct Faculty					
Graduate Student					



Diffusion of Innovation Action Plan

Group 2	Compatibility	Triability	Complexity	Advantage	Observability
Provost					
Associate Dean, Humanities					
Tutorial Center Staff					
Tenured Faculty					
Group 3	Compatibility	Triability	Complexity	Advantage	Observability
AVP Planning & Ed. Effectiveness					
Career Center Staff					
State Politician					
Tenure Track Faculty					
Group 4	Compatibility	Triability	Complexity	Advantage	Observability
University Librarian					
Student Advisor					
Employer					
Transfer Student					



Thank You.

Maggie Beers, Ph.D.
Director, Academic Technology,
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With lots of support from:

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Valia Spiliotopoulos, Ph.D.
Associate Director, Learning & Teaching Centre
University of Victoria

Kathy Siedlaczek, M.A.
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British Columbia Institute of Technology