WELCOME
ePortfolio Coffee Chats
FALL 2021

FALL 2021 - OFFICE OF GEN ED AND OIA/WAC   OIA

Chat 3: ePortfolios and Transfer of Learning
December 3, 2021

Our Team

Devon Thomas
Portfolio Course Coordinator
General Education

Kathleen Kryger
Writing Instruction Specialist
Office of Instruction and
Assessment

Emily Jo Schwaller
Instructional Technology
Coordinator,
General Education

Zoom Poll

1) How confident are you in ePortfolio pedagogy?
2) Have you attended any other ePortfolio workshops (Deep Dives, Chat 1, etc.)?

Today's Roadmap

1) Overview and Introduction to ePortfolio Chats

2) Introduction Activity in Breakout Rooms

3) Debrief of Transfer

4) Brainstorming Breakout Rooms

5) Debrief and Share Out Resources

Introduction Activity: Breakout Rooms

In your breakout rooms do the following on your [Jamboard](#):

1) Define transfer of learning as a group

2) What might transfer of learning look like in your course?

3) Identify someone to share out from your group

Why this activity?

- Helps clarify what we mean with students

- Discusses transfer outside of just moving from one point to another

- Provides a space for brainstorming

A Quick Overview of Learning ePortfolios

Learning ePortfolios are NOT…

Static

Only Student's "Best Work"

A "quick" assignment

A storage folder

Facebook

Learning ePortfolios are...

Fluid/Malleable

Student's Process Work and Reflections

A continual project

A representation of a student's *learner identity*

A Quick Overview of Career ePortfolios

Career ePortfolios are NOT…

Static

Education focused only

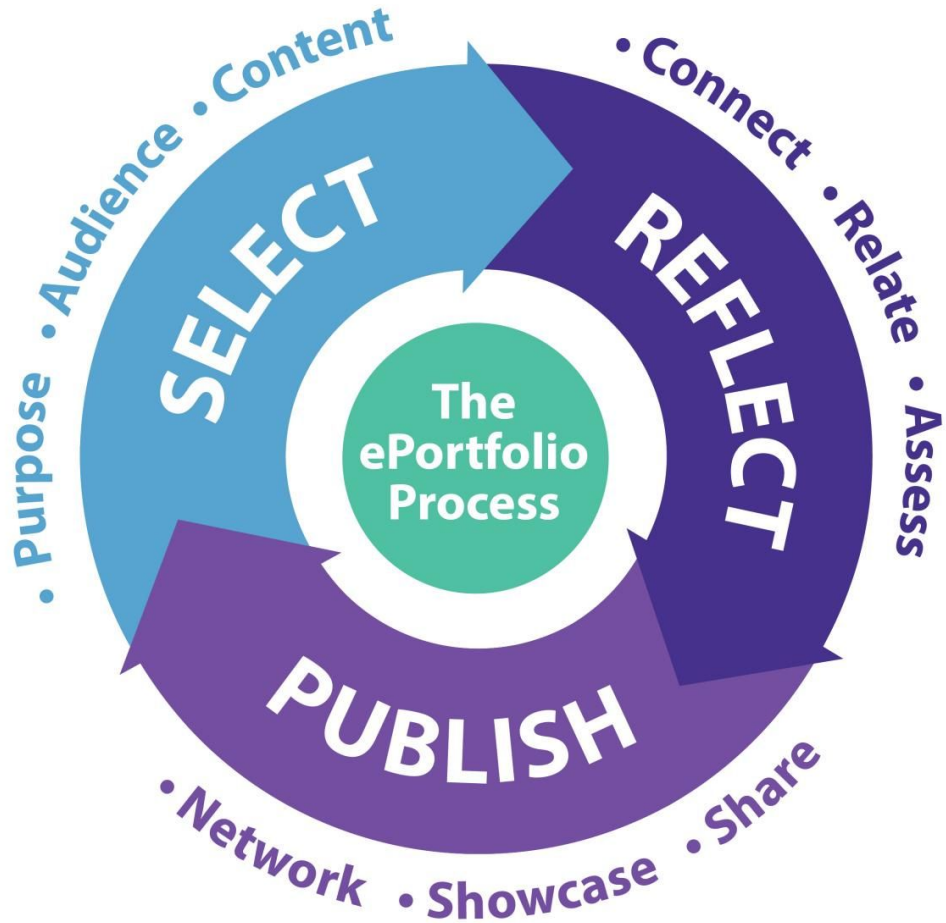A "quick" assignment

A storage folder

Facebook

Career ePortfolios are...

Fluid/Malleable

Focused on students' experiences, background, and skills

A continual project

A representation of a student's *professional identity*

The ePortfolio Process

SELECT
• Purpose • Audience • Content

REFLECT
• Connect • Relate • Assess

PUBLISH
• Network • Showcase • Share

A Quick Overview of Transfer

Before the course	During the course	After the course
Learning inputs	Learning inputs	Conditions of transfer
Learner characteristics:	Similarity of learning and work/other situations	Generalisation to the job context
• Motivations	Reflection similarities and differences of above	Maintenance of learning over time
• Previous learning and experience	Acquisition of underpinning theory and knowledge	Integration of learning experiences
• Disposition	Opportunities to practise	Adaptation to work situations
Instructional design:	Experiential learning	Role of others
• General principles	Authentic learning experiences	
• Theory and knowledge	Role of others	
• Approach to teaching and learning (sequence of instruction/problem-based / project-based)		

An Example: From GE to Capstone Courses

Scenario:

Students in a capstone course need to discuss ways they grew over their major

What you know/need to know:

Students have created ePortfolios in their General Education courses reflecting on their learning throughout

Ways to Engage Transfer (prompts, resources, etc.):

Breakout Rooms

In your breakout rooms, you will have a slide that includes a scenario:

1) Identify background information you might need from students

2) Identify a main strategy to help support student transfer of learning

3) Identify resources/tasks to achieve this

4) Pick one group member to share out

Group 1: Infographic

Scenario:

Students have to create an infographic and think through aspects such as visual design, images and citation.

You know students have created ePortfolios in their GE courses.

What you know/need to know:

Ways to Engage Transfer (prompts, resources, etc.):

Group 2: High School to College

Scenario:

You are asking students to create their first ePortfolio in a first-year course. The assignment asks students about their personal learning goals for the next few years.

What you know/need to know:

Ways to Engage Transfer (prompts, resources, etc.):

Group 3: One Platform to Another

Scenario:

You are asking students to create an ePortfolio in Wix and/or Weebly (more advanced sites) and none of your students have used it before. They have used Google Sites.

What you know/need to know:

Ways to Engage Transfer (prompts, resources, etc.):

Group 4: Job Interview

Scenario:

Students are preparing for their first interview post-college where they are asked questions about themselves, their educational background, and their future goals. They have created learning ePortfolios.

What you know/need to know:

Ways to Engage Transfer (prompts, resources, etc.):

Major Tips and Tricks

1) Include students in the conversation about transfer of learning and be transparent

2) Keep coming back to the *why* in the conversation

3) Design assessment practices that build in ideas of transfer of learning

4) Model your own transfer of learning to students through storytelling

5) Include reflection throughout

Image copyright free via Pexels

Q and A

Resources:

- [UA's NEW ePortfolio Website](#)!

- [AAEEBL's Digital Ethics](#)

- [AAC&U's Field Guide to ePortfolios](#)

- [Handout on Learning ePortfolios](#) (UA PDF)

- [Previous Deep Dive Sessions on Learning ePortfolios](#)

- [Transfer Video](#)

.

WELCOME

ePortfolio Coffee Chats

FALL 2021

FALL 2021 - OFFICE OF GEN ED AND OIA/WAC   OIA