



Foundations of Adult Learning: Developing Personal and Professional Identity

Instructor's Guide for ePortfolio Development Assignments

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I. Purpose of this guide

The purpose of this guide is to give online instructors of the “Foundations of Adult Learning: Developing Personal and Professional Identity” course helpful information to assist students to develop a learning ePortfolio.

While this guide is primarily for the online course, instructors in the on-ground course may also find this information helpful.



ePortfolios are one example learning of a 21st century technological tool that allows students to document their learning.¹

II. How to use this guide



This guide contains a checklist of items to review prior to the start of the course, helpful tips for each ePortfolio development assignment in the online course, and additional resources to help faculty navigate Digication.

Keep in mind, Digication is constantly evolving – while efforts have been made to give you insights into the technology and how it is used in the course, please be sure to see the additional resource section on page nine of this guide for who to contact to help you resolve any technical issues.

¹ Light, Chen & Ittelson (2011). *Documenting Learning with ePortfolios: A Guide for College Instructors*. San Francisco, CA: John Wiley & Sons.

III. Checklist

Here is a checklist for instructors with key reminders:

How your online course gets linked to Digication: Prior to the start of the course, SNL's Undergraduate Coordinator, Elvia Galindo will flag your course for Digication. Be sure to log onto digication to see if your course is active. Your course should automatically be created in Digication. If you don't see it, please contact the Digication Help inbox, DigicationSecurity@depaul.edu, with your course number and section.

- ✓ **Digication and Desire to Learn (D2L):** The online Foundations course uses both Digication and Desire2Learn (D2L). Presently, Digication and D2L are not linked. You will be accessing both D2L and Digication to view student work. However, all assessments of student work should be conducted in D2L.

On D2L you will find:

- all of the course content and assignments and
- links to resources for students and faculty.

On Digication you will find:

- the course's ePortfolio, entitled "*Resource Guide for Foundations of Adult Learning: Developing Personal and Professional Identity*" which has helpful tips and resources for students.
 - the course's ePortfolio basic template, entitled "*Foundations of Adult Learning: Developing a Personal and Professional Identity*" which has labels for all the pages students are required to create for their learning ePortfolio. Students have the option of using this template as they begin to create the learning ePortfolio, or students can create the learning ePortfolio from scratch without using the template.
- ✓ **Assignments and ePortfolio Development:** There are three types of assignments in the online course: discussion assignments, written assignments and ePortfolio development assignments. The ePortfolio development assignments are designed to build off of work students do in D2L modules throughout the course. For example, students will complete a discussion assignment or a written assignment on D2L. Next they are either instructed to revise the assignment and upload it to their ePortfolio after receiving instructor feedback; or, in some cases, students are instructed to upload a particular assignment to their ePortfolio prior to receiving feedback. Specific instructions for each ePortfolio development assignment are provided on D2L.

- ✓ **D2L Discussion Forums:** Although instructors have the option of opening and closing/locking discussion forums at certain dates, you are encouraged to keep all of the discussion boards visible throughout the course. This will enable students to refer back to and reflect on discussions forums completed earlier in the course which may help them complete future assignments.
- ✓ **How help students get started quickly:** For SNL online courses, preview week begins one week prior to the start of the first day of the quarter. In Foundations, preview week allows students to both preview the D2L course site and access the course via Digication. SNL online will send an email to students reminding them of preview week. As the instructors, you are also encouraged to email students (and post a welcome on the D2L announcement page) during preview week. Invite them to view the course on D2L and the course's ePortfolio, "Resource Guide for Foundations of Adult Learning: Developing Personal and Professional Identity," that is located on Digication.

Here is a sample welcome message:

Greetings! This is a group message to students enrolled in "Foundations for Adult Learning: Developing Personal and Professional Identity."

Welcome to preview week. During this week, please take the time to preview the course content, read the syllabi and read about resources that will assist you in completing this course successfully. This online course uses both Desire to Learn (D2L) and Digication. D2L contains course content and assignments. Digication is software that DePaul University licensed that allows students to create an online ePortfolio. In this course you will be creating a learning ePortfolio. You will learn more about how to do this in the first week of class which begins on [Insert date]. In the meantime you can access the course's ePortfolio resource guide by following these easy steps:

1. *On Desire to Learn (D2L) click on the "Content" tab*
2. *At the top of the screen on the left click on the link:
"Resource Guide for Foundations of Adult Learning"*

If you have any questions please feel free to contact me. Otherwise, I look forward to the start of our course and getting to know more about your personal, educational and professional goals.

- ✓ **How to help "late add" students get started with Digication:** As you know, some students may register for the course during the "late registration" period. Assignment 1.5, "Grant Access & Set Permissions," is the first required ePortfolio development assignment. It is a critical assignment because it allows students to begin to create their ePortfolio and shows them how to grant access to the instructor and other students in the course to view the ePortfolio. Be sure

to allow “late add” students to makeup this particular assignment (as opposed to creating some other type of make-up assignment).

IV. The Learning ePortfolio

In Foundations students will create a learning ePortfolio that will consist of the following elements:

- A welcome page
- A statement of goals
- A statement of personal philosophy
- A learning ePortfolio consisting of the following documents
 - A Program Grid document
 - The title of and rationale for your focus area
 - Eight bibliographical annotations, including at least one interview with a professional in your focus area.
 - An essay on a trend or issue in the focus area.
 - Ideas for the Advanced Project
 - Ideas for the Externship.

In the online course, students upload the above materials to their ePortfolio on Digication.

In the on-ground course students have the option of completing a hard-copy ePortfolio or online ePortfolio.

V. ePortfolio Development Assignment Chart

ePortfolio Development	Module students post to discussion, create a document, or use Digication to complete a task	Module students uploads the assignment to the ePortfolio	Notes
1.4 ePortfolio, Grant Access & Set Permissions	1	1	Students sometimes do not set permissions correctly and from the student view, it is sometimes difficult for them to know if they have granted permissions correctly. To help with this, log onto the course's Digication account periodically during module 1 and check if you can see all your students' ePortfolios. If you cannot see a particular student's ePortfolio, either they have not completed the assignment or have not given you access correctly. In either case send them an email reminding them to a) complete the assignment or b) to contact technical support for assistance with granting access and setting permissions. Make sure any "late add" students completes this assignment.
2.4 Welcome Page	1	2	Students will draw on the comments from their introductory discussion post (assignment 1.1) in module 1 to create the welcome page.
Statement of goals	1	4	Students will adapt assignment 1.3 in module 1 to write their goals page.
Banner (optional)	NA	2, 8-10	Students have the <u>option</u> of creating an original banner or to use the default DPU banner. Beginning in module 2 and continuing through modules 8- 10, students are given the opportunity to update or change their banner if they choose.

ePortfolio Development	Module students post to discussion, create a document, or use digication to complete a task	Module students uploads the assignment to the ePortfolio	Notes
5.1 Preparing for the Mentoring Meeting (dropbox) and 5.2 Peer Assessment of ePortfolio Discussion	5 (discussion and personal reflection in preparation for mentor meeting)	NA	The student posts a reflection document to the D2L dropbox; students work in teams and review each other's ePortfolios. They will log onto Digication and view each other's ePortfolios. Next, they will log onto D2L and work in groups to discuss the ePortfolios they reviewed. Only group members & the instructor will be able to view a particular discussion. In module 5 - 6 students schedule a meeting with the faculty mentor (FM). They will share the ePortfolio with the FM. They also revise any previously completed ePortfolio pages.
9.3 Personal Philosophy page	9	10	The philosophy page is created in module 9 and uploaded in module 10.
Learning Portfolio			The Learning Portfolio includes all of the following bullet point items.
<ul style="list-style-type: none"> • 3.1 Focus Area Title and Rationale 	3	4	Students begin researching the focus area in module 3 and upload the title and rationale to the ePortfolio in module 4.
<ul style="list-style-type: none"> • 5.1 Preparing for the Mentoring Meeting 	5	10	Students submit their Program Grid as part of Assignment 5.1 Preparing for the Mentoring Meeting
<ul style="list-style-type: none"> • 4.3, 5.3, 6.2, 7.4 Annotated Sources 	4,5,6,7	10	By module 10, students should upload all annotations to the ePortfolio.
<ul style="list-style-type: none"> • 7.3 Advanced Project Ideas, 8.2 Trends essay & 8.3 Externship Ideas 	7,8	10	Students submit advanced project ideas in module 7 and a trends essay and externship ideas to the dropbox in module 8; these are all revised and uploaded to the ePortfolio in module 10.

ePortfolio Development	Module students post to discussion, create a document, or use digication to complete a task	Module students uploads the assignment to the ePortfolio	Notes
<ul style="list-style-type: none"> 10.1 Finalized EPortfolio, ; Add bells and whistles 	5-10	10	Beginning in module 5 and continuing through module 10, students are given the opportunity to update or change their ePortfolios based on feedback they have received throughout the course. By module 10 students should upload the final draft of the Learning Portfolio to the ePortfolio. Adding “bells and whistles” (i.e. video, music, additional images etc.) are optional.
10.2 Small-group Peer Review of ePortfolios discussion	10	10	Students log onto Digication, view ePortfolios of peers in their group and post to a discussion on D2L.
10.4 Final Thoughts and Reflections	10	10	Students reflect on their ePortfolio and the process of creating it and upload this reflection to the drop box.

VI. Ongoing Development of the Learning ePortfolio

- ✓ **How Professional Advisors can view the student's Learning ePortfolio:** In this course, students are not required to make their ePortfolio public. However, students may want to eventually share the Learning ePortfolio with his/her Professional advisor. If the PA is not a full-time faculty member at SNL, the PA will not have access to the Digication site.

Please view the following video to demonstrate making a "public but unsearchable" portfolio and share this link with your students:

<http://www.youtube.com/watch?v=8Oc1dZfqOp8&feature=youtu.be>

It is on YouTube because Ooyala doesn't allow for creating links to videos. The video is set to "unlisted," so people can't search for it, but you can send this link to anyone who needs it.

- ✓ **Using Digication and working with student ePortfolios after Foundations:** Students who develop a learning ePortfolio in the Foundations course may continue to use it to document their learning throughout their program. We encourage you to continue to explore Digication and the different ways you can use it to support your students. For example, Digication is currently testing new features that will make it easier for students to capture certain sections or their entire portfolio in just a few clicks as well as a new way for users to discuss the contents of a portfolio with embedded, in-line comments ("conversations") instead of in static comment forms at the end of portfolio pages. Be on the lookout for these new features in the future.

VII. ADDITIONAL RESOURCES AND TECHNICAL SUPPORT

Students who need technical or writing assistance should contact: Students needing extra help with their ePortfolios are encouraged to [make a Writing Center appointment](#), as all writing center tutors are trained in and experienced with Digication.

Faculty who need technical assistance should contact:

FITS-Megan Stemm-Wade, Senior Instructional Technology Consultant for DePaul University, mstemm@depaul.edu, 312.362.8045 (office)/312-953-0907 (cell)

Sarah Brown, Senior Instructional Technology Consultant for DePaul University, sbrown33@depaul.edu 773.325.2461 (office)/419.733.1474 (cell)

Additional technical support:

If you or your students are experiencing specific technical support problems, such as trouble logging in, missing portfolios or courses, error messages, and unusually long wait times, contact the [Technology Support Center](#) at 312.362.8765 or tsc@depaul.edu.

To learn more about digication and how ePortfolios are being used at SNL visit, https://depaul.digication.com/portfolios_at_snl/Welcome/published