BEST PRACTICES FOR USING STUDENT, TEACHER, AND INSTITUTIONAL PORTFOLIOS

November 17, 2010 :: 1:00 – 3:00 p.m. EST
December 3, 2010 :: 1:00 – 2:30 p.m. EST
December 10, 2010 :: 1:00 – 2:30 p.m. EST
OVERVIEW

Portfolios are increasingly being used in higher education to document achievement and performance at the student, teacher, and institutional level. Academic Impressions has organized a comprehensive series of webcasts that look at how portfolios can be used to collect evidence of student learning, teaching effectiveness, and institutional improvement.

We invite you and your entire assessment team to join us for a webcast series that examines the use of portfolios from three different perspectives.

WHO SHOULD ATTEND

Faculty, faculty developers, instructional developers, administrators, institutional researchers, planners, and anyone involved or interested in the following areas will benefit from one or more of these events:

- Student learning and assessment
- Teaching portfolios
- Institutional assessment and accountability
- Institutional portfolios

SESSION 1: INTEGRATING E-PORTFOLIOS INTO YOUR ASSESSMENT STRATEGY

WEDNESDAY, NOVEMBER 17, 2010 :: 1:00-3:00 P.M. EST

LEARNING OBJECTIVE:

After participating in this webcast, you will be able to integrate e-portfolios into assessment to ensure authentic student learning and provide greater accountability.

OVERVIEW

Electronic portfolios, from both a technological and pedagogical standpoint, are a powerful tool for documenting, demonstrating, and reflecting upon students’ knowledge and skills. From the perspective of administrators, e-portfolios can be used to collect evidence that can inform accreditation needs and institutional improvement. Nevertheless, faculty and administrators are unsure exactly how best to use e-portfolios. Understanding how to promote and nurture new ways of thinking about what their students are learning while integrating new technological skills into their teaching and curricula can be challenging for many faculty.

Join us online as we review and address the basic issues and challenges related to using e-portfolios for learning and assessment.

WHO SHOULD ATTEND

Faculty, instructional developers, faculty developers, and administrators responsible for student learning and assessment.

Featured Publication:

**ELECTRONIC PORTFOLIOS AND STUDENT SUCCESS: EFFECTIVENESS, EFFICIENCY, AND LEARNING**

Instructors Helen L. Chen and Tracy Penny Light have co-authored this publication, which presents an overview of electronic portfolios and ways individuals and campuses can implement e-portfolios to enhance and assess student learning, recognizing that learning occurs in many places, takes many forms, and is exhibited through many modes of representation. (Click title above to view and purchase.)
AGENDA
• Alignment of learning outcomes in course and program design
• Addressing assessment of vs. assessment for learning (summative and formative learning assessment)
• Collecting evidence of educational effectiveness
  ◦ Tracking students’ progress toward course, department, program, and/or institutional learning goals
  ◦ Exploring the range of applications and uses of different kinds of evidence
• Case studies illustrating how Folio Thinking and e-portfolio pedagogy and technology can support learning assessment efforts.

SESSION 2: DEVELOPING AND EVALUATING TEACHING PORTFOLIOS
FRIDAY, DECEMBER 3, 2010 :: 1:00-2:30 P.M. EST

LEARNING OBJECTIVE:
After participating in this webcast, you will be able to develop and assess teaching portfolios using proven criteria and rubrics.

OVERVIEW
As calls for instructional accountability increase, postsecondary institutions increasingly are using teaching portfolios as mechanisms by which faculty are asked to document, review, and assess student learning.

This webcast examines both practical and philosophical issues related to the use of teaching portfolios in postsecondary institutions. Join us online as we discuss steps to creating teaching portfolios and assessing the intellectual work captured in them. You’ll examine:
• The “production” side of teaching portfolios, describing the various forms and genres that they can take
• The “reception” side of teaching portfolios, exploring questions such as how portfolios can set standards for effective teaching
• How portfolios can shape campus cultures around teaching, and how faculty and administrators can develop and prepare communities of readers to fairly assess and evaluate teaching portfolios

WHO SHOULD ATTEND
Faculty, faculty developers, and institutional administrators.

AGENDA
• Why document teaching?
• What goes into a teaching portfolio?
• Potential uses of teaching portfolios
  ◦ Accomplishments
  ◦ Decision-making
    ▪ Documenting and assessing faculty development efforts
    ▪ Structuring or showcasing a curricular revision
    ▪ Aiding in a department program review
    ▪ Assessing learning outcomes for program accreditation
• Developing readers for portfolios
  ◦ What interpretive frames do we bring to reading portfolios?
  ◦ How can we develop a common lens?
• Evaluating portfolios
  ◦ Methods and criteria for evaluation
  ◦ Rubrics for developing and reading portfolios
SESSION 3: INSTITUTIONAL PORTFOLIOS FOR IMPROVEMENT AND ACCOUNTABILITY
FRIDAY, DECEMBER 10, 2010 :: 1:00-2:30 P.M. EST

LEARNING OBJECTIVE:
After participating in this webcast, you will be able to use portfolios to improve your institution’s accountability for accreditation and other stakeholders.

OVERVIEW
Government, accrediting associations, and other higher education stakeholders are ramping up demands for institutional accountability. In order to meet these demands, colleges and universities are using electronic institutional portfolios to:
• Provide evidence of institutional progress, accomplishments, and commitments
• Provide transparent information about progress and plans to improve
• Help stakeholders coordinate their improvement efforts

Join us and learn how to use institutional portfolios as a catalyst for improving campus planning and assessment and as the foundation for (re)accreditation self-studies.

WHO SHOULD ATTEND
Institutional researchers, planners, and those responsible for documenting and communicating institutional effectiveness, accountability, and assessment information, as well as those interested in using institutional portfolios to communicate with various stakeholders, will learn policy issues that have led to the emergence of institutional e-portfolios and how they can be utilized to address your institutional accountability needs.

AGENDA
• Emergence and value of institutional portfolios
  ◦ Original vision for UUPP
  ◦ What’s changed since 1998?
  ◦ Who are the audiences?
  ◦ Focus on mission, accountability
  ◦ Forum for campus-wide conversations, shared vision for learning and improvement
  ◦ Applications for accreditation
  ◦ Role of institutional research, assessment
• Using portfolios to demonstrate improvement
  ◦ Institution-wide improvement
  ◦ Assessment of student learning
  ◦ Responding to and managing expectations of stakeholders
  ◦ Best practices
  ◦ Performance indicators
    ▪ Teaching and learning
    ▪ Civic engagement
    ▪ Research, scholarship, and creative activity
    ▪ Diversity
• What you need to create one
  ◦ Challenges of documenting accountability and improvement
• Next steps
INSTRUCTORS

Helen L. Chen, Research Scientist, Center for Design Research and the Stanford Center for Innovations in Learning in the Human Sciences Technologies Advanced Research Institute, Stanford University (Session 1)

Helen co-led the development of Folio Thinking, a reflective practice that situates and guides the effective use of learning portfolios, through collaborations with national and international portfolios researchers. She is a founding member and co-facilitator of EPAC, a community of practice (http://epac.pbworks.com/) focusing on pedagogical and technological issues related to e-portfolios. Helen is a member of the national advisory board for the Valid Assessment of Learning in Undergraduate Education (VALUE) project led by the Association of American Colleges and Universities and the Director of Research for the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL). Her current research interests focus on the application of e-portfolio pedagogy, tools, and practices to facilitate teaching, learning, and assessment in general education and science and engineering disciplines. Helen also co-authored with Tracy Penny Light the monograph Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning, published by the Association of American Colleges and Universities.

John C. Ittelson, Director of Instructional Technology for the K-20 California Educational Technology Collaborative and Professor Emeritus of Information Technology and Communications Design, California State University, Monterey Bay (Session 1)

John was a co-founder of the EPAC community of practice with Helen and served as an EDUCAUSE fellow in 2000, researching early e-portfolio activities. He was also on the chancellor’s planning committee for the establishment of CalStateTEACH, an 18-month teacher certification program delivered both online and with mentor teachers. John views e-portfolios as a major step forward in education, as they take the concept of a transcript from a sheet with class listings and grades to a dynamic place where a student can electronically collect a set of artifacts and evaluate, analyze, and reflect on them. He is also co-chair of a sub-committee of PESC focusing on developing standards for e-portfolios.

Tracy Penny Light, Assistant Professor, St. Jerome’s University (Session 1)

Tracy managed strategic learning projects for the associate vice president of learning resources and innovation at the University of Waterloo, a position that included introducing electronic portfolios to the campus in a number of programs, including Accounting and Financial Management, History, Co-operative Education, and Residence Life. Tracy’s ongoing research focuses on e-portfolio implementation and the ability for reflection in e-portfolios to transform the student experience. Tracy also co-authored with Helen Chen the monograph Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning, published by the Association of American Colleges and Universities. Tracy also sits on the Board of Directors for the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL).

Amy M. Goodburn, Associate Dean for Faculty, College of Arts and Sciences and Professor of English and Women’s Studies, University of Nebraska-Lincoln (Session 2)

Amy co-coordinates UNL’s Peer Review of Teaching Project, a program to help faculty capture and document the intellectual work of their teaching. In 2005, this project was one of three faculty development programs nationwide to receive a TIAA-CREF Hesburgh Award for excellence in the enhancement of undergraduate teaching. Within the College of Arts and Sciences, Amy is responsible for overseeing faculty hiring, promotion and tenure processes, and faculty and administrative leadership and development programs.

Kathi A. Ketcheson, Director of Institutional Research and Planning and Associate Research Professor, Portland State University (Session 3)

From 1998 to 2001, Kathi directed the Portland State’s institutional portfolio project, a national project funded by the Pew Charitable Trusts and sponsored by the American Association for Higher Education. In 2005, the institutional portfolio served as PSU’s self-study document for reaccreditation by the Northwest Commission on Colleges and Universities and is being retooled for the new accreditation cycle, which begins in 2011. Kathi has published and presented widely, both nationally and internationally, on institutional portfolios in accreditation, assessment, and accountability and frequently serves as a consultant to other higher education institutions in the development of portfolios and in program
LOGGING IN TO THE WEBCAST

After registration, each registrant will receive a confirmation of payment or an invoice, depending on method of payment. Each registrant will also receive an email with appropriate login information and more information regarding the event a few days prior to the start of the event. The day of the conference, you will receive another email with the same information. To participate, you will need a computer with a high-speed Internet connection. You will have the option to receive audio via your computer speakers or telephone.

WHAT IS A SINGLE SITE CONNECTION?

A site connection allows a single connection to the Web conferencing software and teleconference. We encourage you to set the event up in a conference room or classroom from a single computer in order to allow multiple stakeholders from your campus to participate. Remember, as long as only a single computer connects, you can bring as many people as you want to the event. Because there are no travel expenses and only a single registration fee is required, each additional participant lowers the cost per person significantly. Purchasing a site connection and inviting everyone involved in a particular topic is a great way to provide cost-effective professional development. Please note that you will have the option to receive audio via your computer speakers or telephone.

If for any reason a relevant stakeholder cannot co-locate for the session, we encourage you to include that person by purchasing an additional connection at the reduced fee of $195 per session. This will ensure that every member of a team receives the same relevant, timely information in the most efficient way. If an interested party cannot participate at the designated time, or if someone would like to view the presentation again, an archived copy of the event will be available for 60 days. If you have any technical or purchasing questions, please contact us at 720.488.6800.
REGISTRATION FORM

Make the most of the presentation: invite your whole team to participate from a single location at no additional cost.

Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at www.academicimpressions.com

REGISTRATION FEES

Single Site Connection: Supporting Adjunct Faculty
- All Three Sessions (BEST VALUE) $900.00 USD
- Two Sessions:  $650.00 USD
- One Session:  $350.00 USD

Additional Site Connections: Supporting Adjunct Faculty $195.00 per session

- Registers receive a 50% discount on a CD recording of all sessions in this event. Please send me the CD ________ $450.00 USD
- Can’t attend the live sessions? Please send me a CD recording of this webcast ___________ $900.00 USD

(For CD orders outside the United States and Canada, a $35 international shipping fee will be added.)

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WEB CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

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(Additional contact information for registration confirmations and pre-conference communication.)

Additional Contact Name ___________________________ Additional Contact Phone ___________________________
Additional Contact Title ___________________________ Additional Contact Email ___________________________

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☐ Sign me up for HEI: Weekly Scan – the week’s most critical news, with analysis of top stories and trends, sent on Fridays
☐ Sign me up for HEI: Monthly Diagnostic – practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

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We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the “invoice me” option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

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☐ My check is included and covers ________ registration(s)
  Check # ___________________________

☐ Please invoice me
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REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by September 10, 2010. A $75 processing fee will be assessed. September 10, 2010 a credit (less $75 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, Web conferences, audio proceedings, or Web conference archives. In case this event is cancelled, Academic Impressions’ liability is limited to a refund of this registration fee only.

Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.