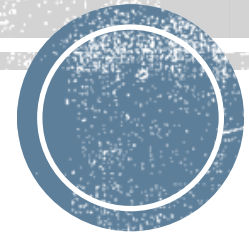


# Bringing it all together: Integrating learning in the ePortfolio



# Hipster Challenge



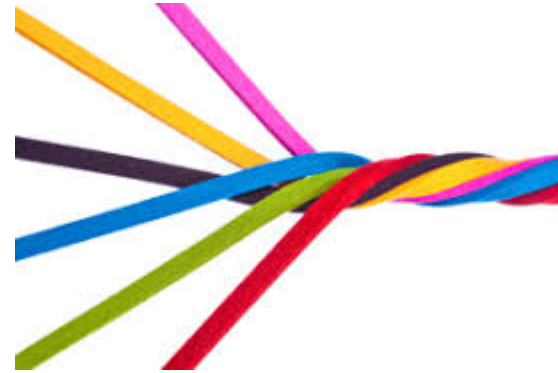
# Agenda

- Explore the connections between Integrative Learning and ePortfolios
- Challenge you to think about how you advance Integrative Learning in your courses/work
- Introduce two ideas you can take away to ponder and maybe use



# Integrative Learning & ePortfolios

- Think, Pair, Share
  - Your experience with integrative learning in the eportfolio
  - What's worked?
  - What has been frustrating?



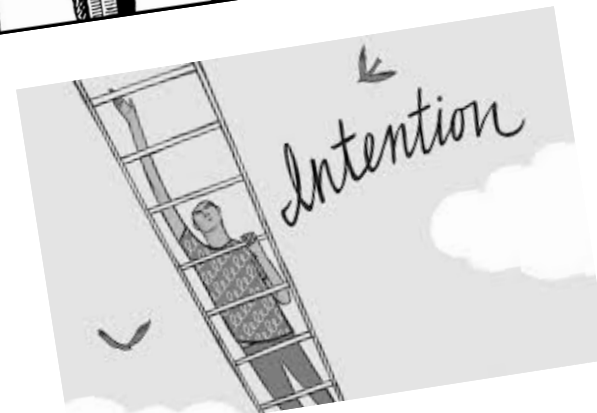
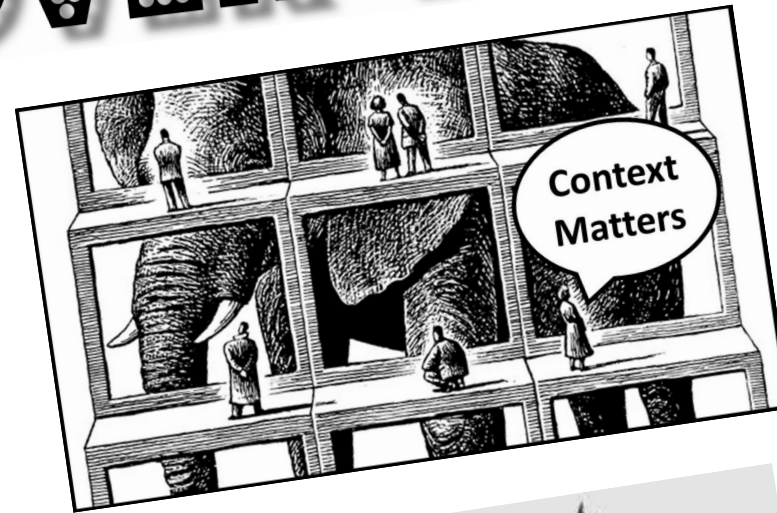


# The Ultimate Goal: Integrative Learning

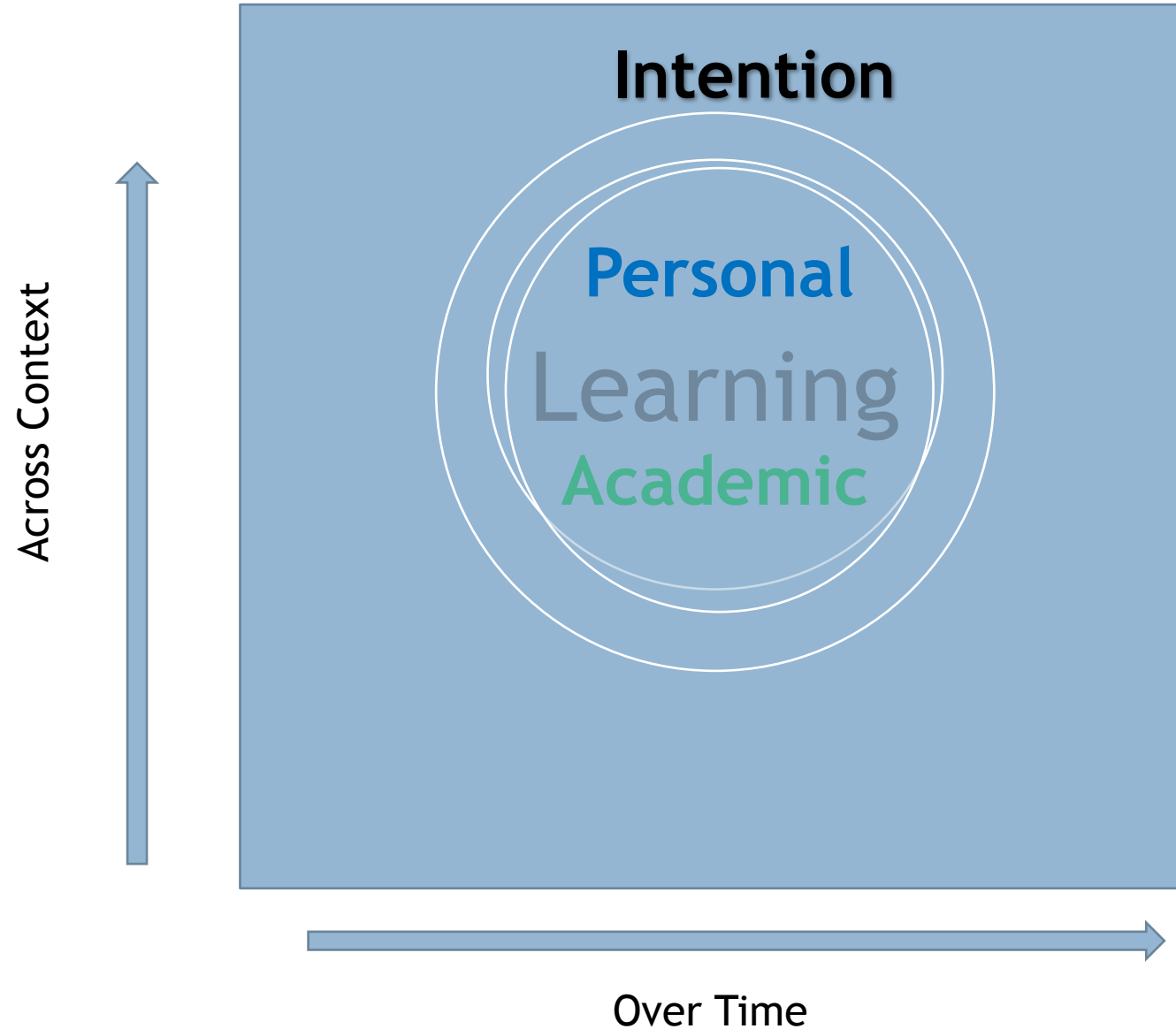
([Reynolds and Patton, 2014](#))

Learning Over Time +  
Learning Across Context +  
Intention  
=  
Integrative Learning

## OVER TIME



# True Integrated Learning in the Academy



# ePortfolios as Authentic and Engaging Work Spaces

## Authentic:

*Of undisputed origin, Genuine*

- Vulnerability
- Transparency
- Integrity

## Engaging:

Occupy, attract, or involve (someone's interest or attention)

Participate or become involved



# Problem

- Potential for superficial portfolio
- Design may not be student driven - highly prescriptive
- Student driven portfolios often lacked expertise - highly creative but may be hard to use for assessment
- Creation can take place with little or no reflection
- ePortfolios often lacked meaningful connections (i.e. integrative learning)
- Integrating Learning is a VERB
- \*\*Solution: Asking students to INTEGRATE their learning





# Folio Thinking (Chen)—Integrating Learning

a process of engaging in the collection, organization, reflection and connection that leads to a person's ability to speak intelligently and concisely (i.e. tell stories) about one's learning experiences, what they mean and their value, and how the experiences relate one to each other.

**Folio thinking is a habit of mind.**

Vicki Suter

Archiving and curating one's experiences

Folio Thinking is being in a position to observe your development over time



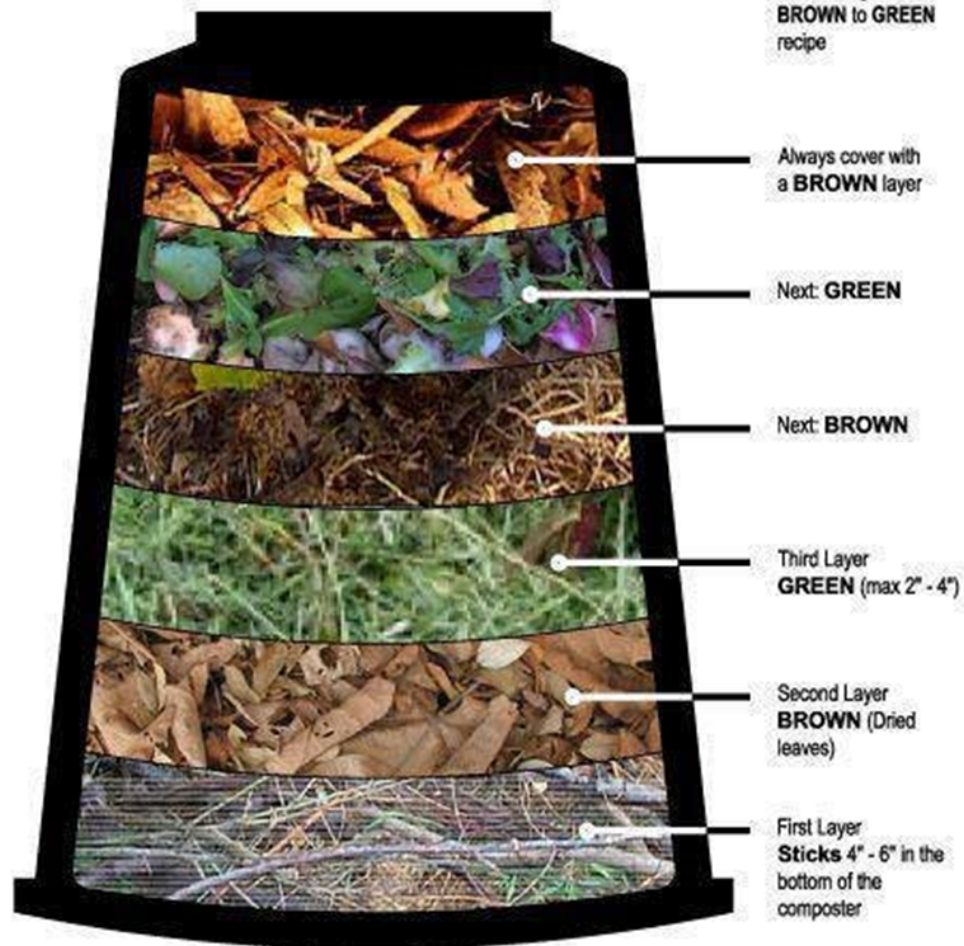
# Reflection is the Mechanism that Enacts Integrative Learning

REFLECTION IS OXYGEN (Aeration)

HOW TO CONNECT THE LAYERED LIVES OF OUR LEARNERS

PRACTICING REFLECTION = FOLIO THINKING

## A COMPOST RECIPE TO FEED YOUR SOIL.



**KEEP MOIST:** As wet as a wrung out sponge.

**AERATE:** Air helps to speed up decomposition. Aeration should be done throughout the entire composting process.

**KEEP COVERED:** Use a compost lid, cardboard or canvas over top of your pile.



# Making Connections

- Integrative Learning VALUEs Rubric
  - Connections to Experience
  - Connections to Discipline
  - Transfer
  - Integrated Communication
  - Reflection and Self-Assessment



# Two Big Ideas

- Integrative Learning as a Learning Goal or Outcome
- Student Defined Learning



# Making Integrative Learning a Learning Outcome

## *Reflection Moment--Think about Course or Learning Moment*

- Do you have an EXPLICIT Integrative Learning Outcome
  - Connections to Experience
  - Connections to Discipline
  - Transfer
  - Integrated Communication
  - Reflection and Self-Assessment
- What is/could be your integrative learning outcome(s)?
- Most Significant Learning Outcomes have multiple course activities and assignments associated with them. What do you/would you do to make this happen?





# Folio Thinking Idea: Student Defined Learning

## Memorable Learning Activity

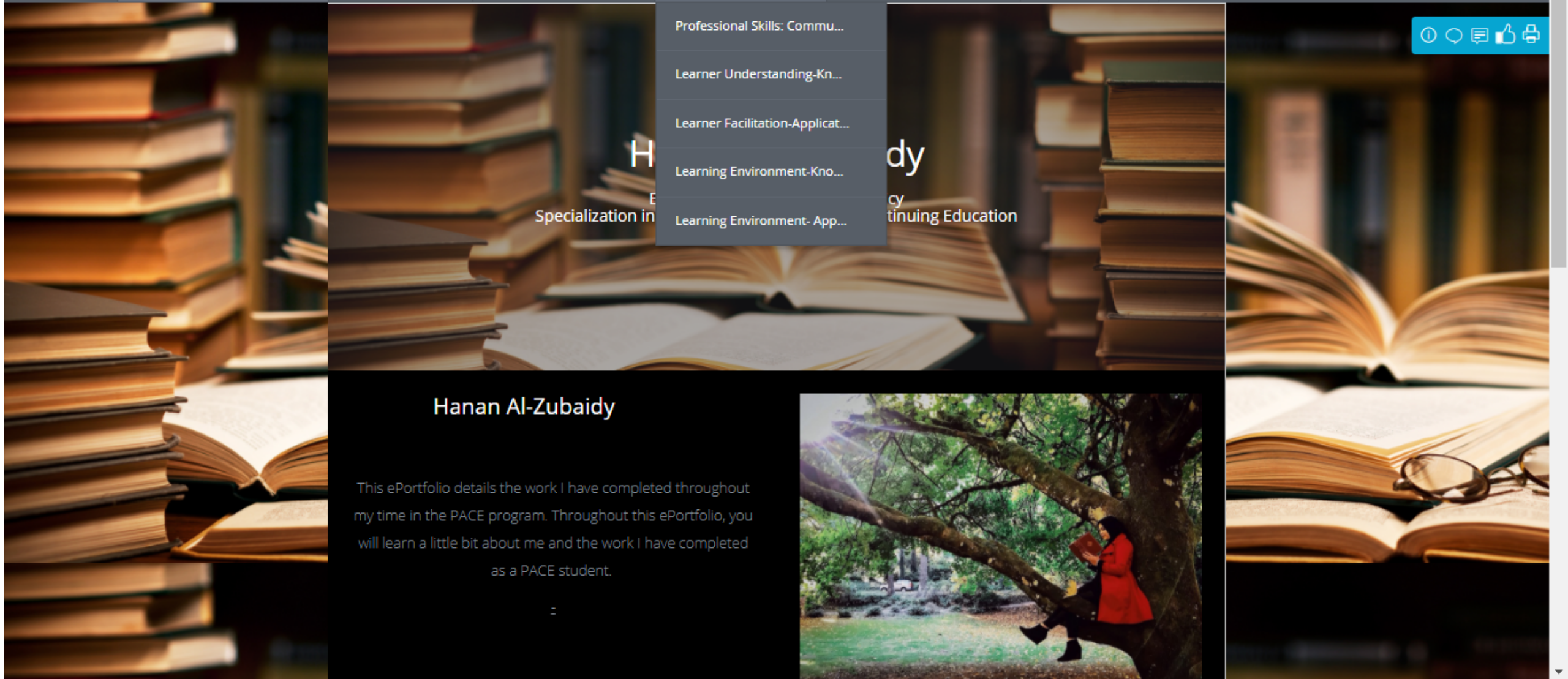
- Ask them—Don't tell them
  - What was Memorable?
  - What did you learn about?
  - What was important?
- Connect to Learning Outcomes of the Course
- Work Sample/Artifact that represents their learning
- Write reflection based on their Memorable Learning Experiences



Using the Memorable Learning Worksheet as an inspiration, write a 1<sup>st</sup> draft Learning Outcome Reflection for each Learning Outcome. Please note that while the Topic of each reflection is a specific PACE Learning Outcome, the focus of each essay is on a learning experience that illustrates your learning in this area.

- For each Learning Outcome, use at least one of the memorable learning experiences from your worksheet and include the following sections:
- **Description or Overview:** Can be a brief overview of the work or experience that illustrates your learning in this area, including an overview of the work, including its purposes and goals. Consider these questions: What does the Learning Outcome mean to you? Describe the context of the experience. Where did take place? What class? What assignment? What did you find as the most engaging or rewarding aspect of the work/experience? Why is this work important to you?
- **Skills Gained:** What did you do? What kind of knowledge or skills did you gain? Use action verbs to describe the kinds of decisions and actions that went along with this work/experience. Consider these questions: What were the major tasks involved in this experience? How did you spend your time? Describe an “aha” moment you had. What did you learn?
- **Lessons Learned:** How has the learning described for this Learning Outcome influenced other areas of your life or work. Consider these questions: How has this experience addressed your overall learning and/or professional goals? How have you applied what you’ve learning from this experience in other areas of your life? What an you do better or differently in the future because of this experience? How will this experience shape how you may approach things in the future?
- **Optional:**
  - **Importance of Work:** How does your learning connect to goals beyond the immediate experience? Consider these questions: How does it address your larger learning and professional goals? How does it support a change underway within a group, community or institution?
  - **Impact of Work:** (Could be combined with the Importance of Work) Describe the influence your work has had on others and yourself.
- **A work sample (artifact) that illustrates this learning.**






Hanan Al-Zubaidy

Specialization in Continuing Education

Professional Skills: Commu...  
Learner Understanding-Kn...  
Learner Facilitation-Applicat...  
Learning Environment-Kno...  
Learning Environment- App...

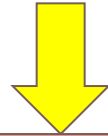
**Hanan Al-Zubaidy**

This ePortfolio details the work I have completed throughout my time in the PACE program. Throughout this ePortfolio, you will learn a little bit about me and the work I have completed as a PACE student.

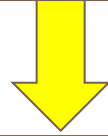


# Activity - Memorable Learning Experiences

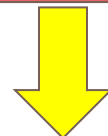
Brainstorm memorable learning experiences



What might your students learn from this experience?



What learning goal does this experience connect with?



What artifacts or evidence would students have to support that those experiences?





**Portland Wins!**

