

Learning in the 21st Century

1. Theme #3: ePortfolio

Issues addressed:

- Validation of competencies
- Personal Development
- Transition
- Learning communities and organizations
- Language learning
- Employability
- Assessment

2. **Title of the presentation:** Electronic Student Career Portfolios (ePortfolios) at NYC College of Technology

Presentation format: Case study

Project URL: <http://eportfolio.citytech.cuny.edu>

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4. Abstract:

Background

New York City Technical College (NYCCT) has developed a project that implements the use of Electronic Student Career Portfolios (ePortfolios). The ePortfolio project incorporates both career and transfer (transition) information so students can explore career goals, scholarships and professional development opportunities early in their academic careers.

Electronic Student Career Portfolios are web sites containing a collection of a student's scholarly achievement over time. The collection illustrates a student's skill, development and mastery of a subject.

ePortfolios foster ongoing reflection and growth by the student, which allows the student to achieve challenging goals. ePortfolios provide an alternative form of assessment that addresses the students' comprehensive thinking and cognitive skills rather than the traditional paper and pen assessments. Regardless of the major, students are able to demonstrate broad skills such as writing, critical thinking, reflection, and technology literacy.

Through ePortfolios both students and faculty have an ongoing access to the student work. ePortfolios provide continuous documentation of students' learning process and allow faculty to view learning from students' perspective.

Objectives

The key goals of the ePortfolio project are:

- To enhance student learning outcomes,
- To encourage the ongoing self-assessment and self-reflection by students,

- To improve the transfer process and increase enrollment in NYCTC baccalaureate programs,
- To advance the integration of technology and curriculum and
- To promote faculty development.

Summary of results:

1. Technological Innovation

- The project website allows students to log-in directly to their own ePortfolios. By submitting their User ID, they log-in and get automatically transferred to the URL which is featuring their ePortfolio. The students include their ePortfolio URL (internet address) on their resume which will allow academic, business or peer audience to view their scholarly work.
- Electronic Roster (eRoster) allows faculty to log-in to their own, password-protected part of the website. This feature allows faculty to have access to their students' ePortfolios which are listed by student's name, class and academic term.
- eTutor is a writing assistance support service available to students participating in the ePortfolio project. Students may submit writing samples such as term papers, projects and HTML pages to online writing tutors for review. eTutor is a collaborative project between ePortfolio and the Learning Center with support from The Office of the Provost.

2. Usage rate and efficiency

An on-going assessment of the ePortfolio project has been provided to ensure that the project provides the necessary technology, support, and training both for students and faculty. With assistance from the Office of Assessment & Institutional Research at the college, both students' and faculty ratings of satisfaction and usefulness of the project are tracked. This feedback provides formative assessment to continually make mid-course corrections and changes to the way the project is managed.

Faculty and students surveys are used to gather the data:

- 100% of faculty enjoyed participating in the project. 93% thought the ePortfolios provided them with additional ways to assess their students. Over 2/3 thought it helped them learn more about their students as individuals. The faculty also thought students seemed more engaged in class due to the ePortfolio project.
- The majority (over 3/4) of students thought the ePortfolio project helped them improve their computer skills. Students also saw the link between the project, their career goals and writing and language skills.

In addition, faculty continuously assesses performance of students' ePortfolios. Using the scoring guide (known as ePortfolio rubric) faculty assigns ratings to each student ePortfolio. The information is used to inform curricular changes in the academic programs if necessary.

Finally, the project also tracks the total number of program participants in addition to the number of LaGuardia Community College students who transfer into NYCCT baccalaureate programs.

3. Impact on learning communities and organizations:

- New York City College of Technology and LaGuardia Community College (LAGCC) collaborate on a 3.1 million dollar Title V grant ePortfolio project that facilitates the transfer of students from LAGCC into baccalaureate programs at NYCCT. Students and faculty from each college are connected through Virtual Interest Groups (VIG's). Creating a strong ongoing connection between the two colleges improves transfer rates.
- VIG's include students, student mentors, faculty and counselors. Learning communities are strengthened with the use of ePortfolios and VIG's and transfer options for LAGCC associate degree students is streamlined to effectively increase transfer rates from LAGCC to NYCCT.

Conclusions:

The ePortfolio project offers many benefits to all parties involved in the process. It invites students to systematically and continually evaluate their own learning and it can be an empowering self-assessment tool.

The majority of faculty thought the ePortfolio helped them assess their students' computer-, writing-, language and critical thinking skills. It has also proved to be a significant curricular tool for faculty. Because it is an electronic tool (in terms of skills), it also provides an opportunity to arrive at a cross-departmental curriculum proposals suitable for shared research and advanced media production.

5. For further information please contact:

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