

Ensuring Tech Isn't "Just More Work": Transforming ePortfolio Anxiety into Faculty Agency within a Composition Classroom

Old Dominion University

Jenn Sloggie-Pierce
Megan Weaver

Megan Mize
Daniel Cox

As You Settle In, Visit bit.ly/CCCC18EP

- Has your Writing Program used ePortfolios?
- What implementation strategies have you used?
- How have faculty responded to technology adoption in your writing program?
- If you encounter anxiety in connection to such efforts, how do you address it?

Writing Program Context

- Large public research institution in Norfolk, VA
- Student Population:
 - 24,375
 - 19,540 Undergraduate
- Department of English
- 2-course FYC Sequence
- ~140 sections/semester
- 81% taught by PT faculty



History of Archival Portfolio Usage



- 90s-00s Paper Folders
- 2009 Gen Ed Revision
- 2010 GEAC Formed
- 5-year Assessment Cycle
- 2012 Assessment Problems
- 2015 SLO Revision
- 2017 Goals

AY 16/17 Goals

- Faculty Awareness of Outcomes
- Shift to Digital
- Collect Larger Sample
- Utilize Resources
- Provide Support



Pilot Phase 1



Faculty Responses: Anxiety

“Many of the faculty do not use electronics in the classroom; therefore, requiring such a work-intensive process from vastly underpaid part-time faculty is an increased burden.”

“We need less technology and more understanding of the connections between ideas and issues.”

“We need to concentrate on the students and not waste time on meaningless paperwork.”

Faculty Responses: Advocacy

“Collecting and copying [folders] was far more work than having students create one Drive folder -- most of them already know Drive better than faculty, and all I do is tell them how I want them to do it, just for simplicity. It takes them five minutes, me five minutes. I don't have to do anything but share one course folder afterwards with the Director of Comp.”

“There is no way I'm going back to paper!”



AY 17/18 Goals

- Connect to [CCCCs Principles and Practices in Electronic Portfolios](#)
- Continue shift to digital
- Continue to collect a larger sample, utilize resources, and provide support
- Move from Advocacy to Agency



Enter Improving Disciplinary Writing (IDW)

- Introduced as part of the accreditation renewal
- Provides workshops, support, and resources
- Established internal grant system
- Focused on writing-intensive (“W”) courses

Major Issues: From “C” to “W”

- In AY 16/17: 248 sections of general education Composition (‘C’) courses
- In AY 16/17 curriculum: 40% of majors still suggested writing-intensive (“W”) courses +5 semester after (‘C’) courses
- “Gap” between “C” and “W” courses

“Writing Gap”



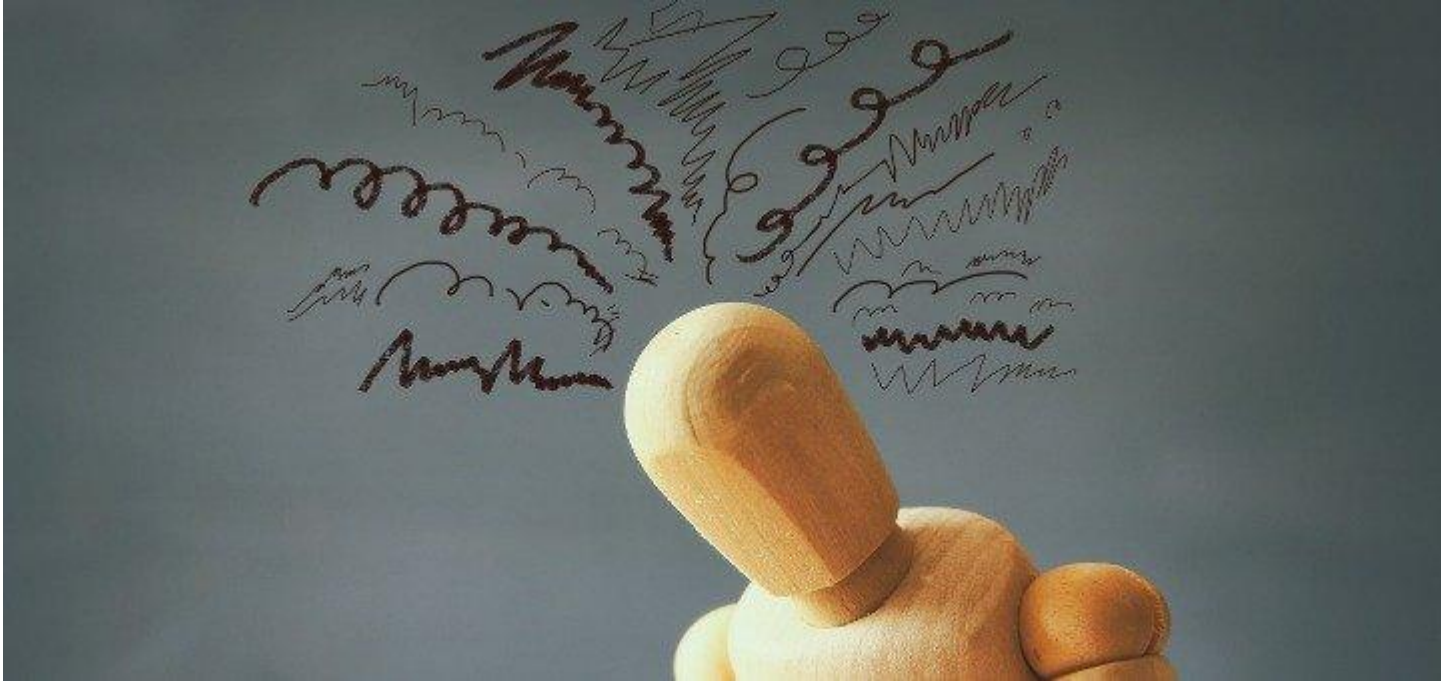
Pilot Phase 2: WordPress Template

"Mind the Gap" Template

ABOUT ME WRITING SAMPLES INFORMAL WRITING REFLECTION BLOG

Student Name

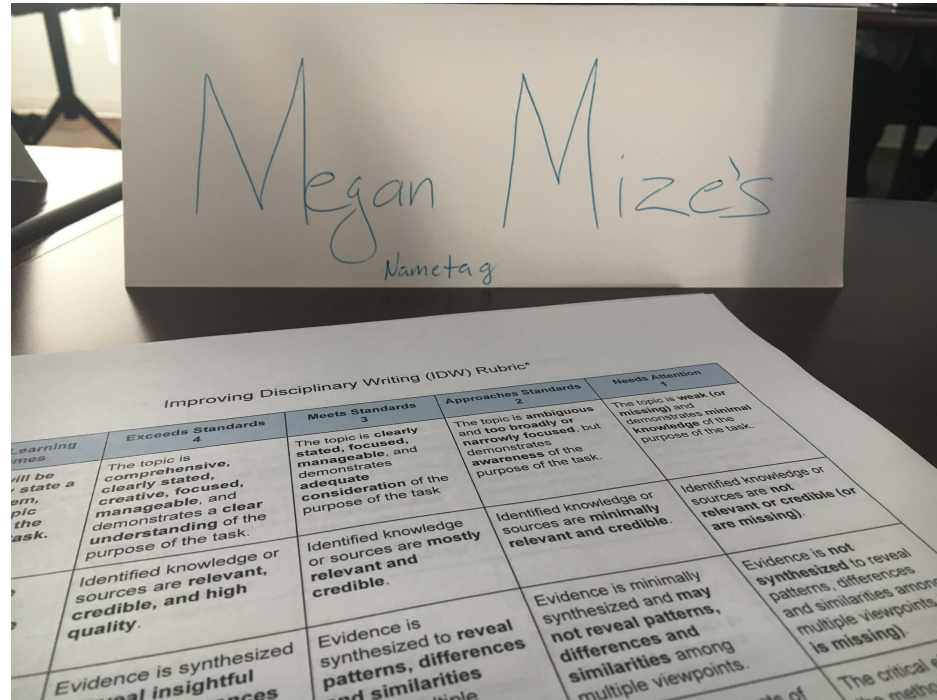
Addressing eP Anxiety/ Fostering Agency



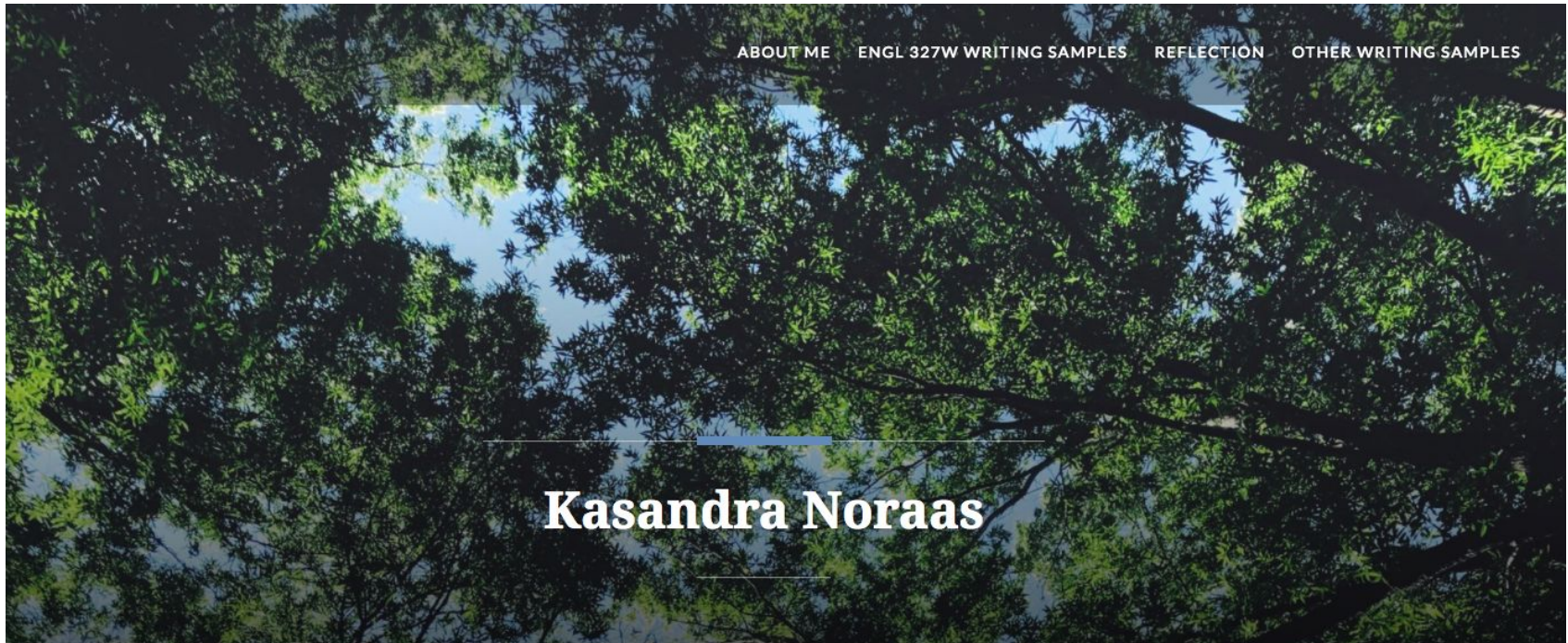
IDW “Mind the Gap” Training

IDW Training Agenda

- IDW Rubric
- Exploring IDW SLOs
- Incorporating ePs into Syllabus
- Analyzing Showcase Models
- Gathering Materials



“Mind the Gap” WP Template Demo



On-going Support and Involvement



ePortfolio “Screenside Chats”

- [First Meeting](#)
- [Second Meeting](#)

Sharing

- [Student Surveys](#)
- [Sharing Results](#)
- [Focus Group](#)

Cohort Mentorship
Assignment Exchange

IDW Faculty Feedback

What were your initial expectations in participating in this project?

“After the workshop, I anticipated having to do a lot more support... They were much more comfortable with tech than when I was throwing Drive at them. I do o think the template was helpful to them because they didn't have to do the building; a student tried without the template and wasn't successful. All the pieces they needed were already there.”

Did participating in this project impact your pedagogy? Or your view of ePortfolios?

“[This approach] reinforced my pedagogy. This hasn't happened in awhile. This happens with kids -- 9th graders. I haven't before had ODU students say, “Now I know I can do it.” It is important to give them models...They wanted to do this again in other courses.”

Did the pre-designed ePortfolio template foster reflection? If so, how?

“The template required me to rethink how I ask for reflection, as I'm asking them about themselves as professionals in 327. I asked them to reflect on what their professional identity was and how these documents could help them demonstrate that. It also showed me that they needed archives from other courses.”

Fostering an On-Going eP Community



Faculty
Community of
Practice

ePortfolio
Implementation

In the spirit of sharing, in our Google Doc (bit.ly/CCCC18EP), please consider sharing/ describing any eP Assignments you feel are particularly effective.

Contact Us

Writing Program
Administrator,
Jenn Sloggie-Pierce
jsloggie@odu.edu



WordPress & ePortfolio
Specialist
Dan Cox
dcox@odu.edu



ePortfolio Training and
Support Coordinator
Megan K. Mize
mmize@odu.edu



Writing Program
Administrator,
Graduate Assistant
Megan Weaver
mweav003@odu.edu