Please stand by for realtime captions. >> We wanted to. For joining us so late afternoon this is a pleasure for us to be here this is our worst visit to Educause and we were very excited that we had our proposal accepted to be here. We would also like to say hello to everyone joining us virtually. It is nice to sit in front of the audience of the people sent our program is 100% online. Most of the time her students are in a virtual presence not physical proximity. The thank you for coming.

The school library information of science at San Jose State has been using reflective the portfolio as a culminating project option to the Masters in Library information science and 2006. Our school is 100% online as it is said so in its delivery of instruction or geographical reach spans far beyond our traditional California locale. Canada, Europe, Asia and we are looking with going even beyond that into some other global markets. Are distributed online mode of operation has implications not only for instructional the needs but for the administration and technical requirements for managing the the portfolio as well. With full-time faculty will living all across California as well as location such as Utah, Oregon, North Carolina, Florida, Kentucky -- advising of the E-portfolio is done entirely online primarily through asynchronous tools such as e-mail but also through synchronous tools such as limited, which is our web conferencing software. So, the E-portfolio is not really any different than most portfolios you think about. It is a place to showcase evidence that students have selected and organized.

To demonstrate and display their knowledge, skills, abilities, accomplish that and achievements over a period of time that they've spent with us in our program. Students can present their work in an online publication either through a SLIS supported platform or through a website of their own choice and we will talk more about that. As with any program, what we started the e-portfolio program we looked at what goals we wanted to have am first and foremost our goal is to enhance the learning process for students. And, to demonstrate the students understanding of the competencies that we have selected for them to master.

In addition, we make a living vicious individual and group process toward learning objectives and allows the student to reflect on their MLIS experience in the broadest sense possible. The grading system for our e-portfolio is --. Since and fomenting this program we have developed and refined the procedures, the technologies and the methods for managing the project for the hundreds of students who graduate from her program each year. In the five years during which we have had the e-portfolio as our culminating project we have had 2265 students complete a project. Each one is under the tutelage of a full-time faculty adviser. Michelle and I are both faculty advisors, we have roughly about 37 students assigned to each of us that we work with during the semester to get them through their e-portfolio. We are basically the evaluator of their work process. If the student doesn't pass the first time, they do have one more attempt to the following semester. But, I think you can tell from the chart that I had put together at the admin level at school that we have a very high percentage of students passing. And, we attribute this to the fact that we do have a one-on-one walk through between an adviser and a student while they are working on their e-portfolio. We also have very, very good training for those students before they reach that level.. In Spring semester 2011, our largest number of students passed through the process an all-time high of 93%. Completed the experience.

There are few incidences -- these accessories that are not so successful, but overall, we feel that our e-portfolio program is a huge success. Student comment about the e-portfolio prices are the most interesting, though, because they speak or stand about how valuable the experience is. One at the students that I asked to comment on it for this presentation said, I feel like I just went through a three month job interview. And, another that I have renounced it, I was able to make connections between classes from the beginning of my program to the end in ways that I had never thought of before. Students often report that we may revisit their work from classes early in the program, they realize that they now understand the core concepts in a new and more sophisticated way than they had during the course itself.

Follow the e-portfolio is not intended to be an appointment dossier, due to its substantial length and academic tone, we do encourage students to use parts of it about portions of it, when they do go to apply for jobs. Quite a few of our graduates have told us how showing a video that they used as an artifact and one of their competencies has a very a acceptable to show an employer that they have that skill that matches up with the job. We continue to provide the thesis option as well as the e-portfolio option, but the vast majority of students, 98%, consistently choose E-portfolio. While the thesis provides you the opportunity to delve deeply into one research question, e-portfolio provide students an opportunity to reflect on the breath of air coursework.

Even areas that they do not intend to pursue court -- professionally but nonetheless are part of their professional foundation. So, in addition to her experience for come with hundreds of students every semester for the past five years, we also have implemented the e-portfolio project in three, separate systems. Clone, Angel, and D. to help. Which of these transition, we have coordinated the training for faculty and students and the administration of the new technology. Since many institutions make use of learning management systems, or experience with three different systems as well as her experience with the migrations from one system to the next, they be beneficial to other institutions considering similar projects. The show will speak to those topics during her part of the presentation.

So, with the hope you carry it with you today? Well, we hope I sharing our process of developing and managing the immaculate project and are process of aligning our curriculum around competencies, we hope to provide insight to other educators who are looking to develop the meaningful collision project for their degree program.

So as Beth explained, we developed the e-portfolio ethical megaproject for our masters program in 2006. As a replacement worker, a project. That was found to be unsatisfactory for every of reasons by both faculty and students. In striving to develop something that served our program's purpose as a capstone academic project and as something that was both appropriately challenging and beneficial to our students, former director, Ken Haycock turned to documents published by our professional Association, the American Library Association, and the special Library Association, regarding the skills and knowledge that incoming library and professionals should possess.

The faculty SLIS, then distill these documents into 15 competencies. And, these then began the process of building our curriculum around these competencies. So, for each of the 14 competencies, the student copy and pasted the competency statement itself at the top of the document then the student explicates the competency statement systematically and thoroughly. This explication is usually about three pages.

Then, they are is the artifact section to which the student explained how each of his or her artifact through that he or she is competent in this area. Typically, students present three artifacts for each competency statement. So, there is a section usually -- this section is usually around three pages as well. Finally, there is a short conclusion in which the student explained how he or she is going to apply this knowledge in settings outside of the academic environment. Then, the student attaches the relevant artifact again typically three, the final competency, which is number 15, is integrated into the professional philosophy. As it is forward-looking about how students intend to get you to the betterment of their community.

Does, this one competency is not as formally structured as the previous 14. In addition, students have an introduction to the whole e-portfolio , they write a professional philosophy, and they have a conclusion. And then finally, they conclude a statement affirming their academic integrity. In the end, students have produced about 75 pages of polished, original text. In addition to the roughly 45 artifacts of varying length that they have put forth as evidence of their competency.

So, we have said that we are using D. to Al Azar but for Mike but we still give students the option to use non-D. to help. One of the things that draws a student to the e-portfolio is putting all of their work in one place and having all a place that they can use after graduation as well as getting through their culminating semester. In order to do that, though, D2L and the archive for six months of the student has to move everything. So, we still give them the option to build in other platforms as long as the advisor gives them permission.

It is up to each advisor to Secretary. are, but when they looked at coming here to talk to you about it, we let at -- kind of a continuity of feelings for different instructors. We came up with three things that all of us look for before we see okay to using something else. How easy is that alternate platform to navigate? Are we, as the advisor, who is going to have to evaluate everything, how hard is it going to be pressed actually go through this? You have 37 students doing 15 competencies times revisions, last semester I had over 1200 document that my hands touched. So, I don't want to be having to learn something new. So, I look at how easy is it going to be privy. Sadly.

And the platform handles loading attachment and easily opening and viewing of? A lot of them don't. A lot of them do. How secure is that platform? It is ultimately a requirement that you must pass -- protect you must keep people's identity secret and you must protect privacy. So, if you can't do that with what you want to use the answer is usually no. So, I asked two of my students if I could use just a couple of examples here. So, this slide is of a current student I have to decide to use WordPress. And, it looks pretty, doesn't it? D2L does not look as pretty. She is looking -- I want to take this , parts of the intern into things she can use later on to do job interviews.

So that is why she chose. She also did not want him to everything after six months. So WordPress has been very successful for our students and it does all the requirements IGES data. The next slide, is becoming more and more of -- oops -- well, I will just say, the Google side is becoming more and more popular for our students. I have about 10 of my 37 students using local sites right now to do their a portfolio that's I was interested with speaking with Google today about other things they are bringing to make that an even better product use for e-portfolio. So these are examples of other things we allow other than in a 14.

All right, so in the last five years, we have had to adapt, as Beth mentioned, to three different technologies from a e-portfolio platform. And, we have had to be nimble as we can face these changes. When we first began e-portfolio we use clone, which is a data management tool. But, it was not integrated into our learning that judgment system which at the time was --. When we moved to Angel for our LMS we use the Angel module for the e-portfolio which is fully integrated so students can save documents in their e-portfolio repository throughout the program. Then, this past bring the whole university moved to desire to learn which is D2L so we migrated again. We feel strongly that our students benefit from learning new technologies. So, even though these transitions have created a large amount of workk in creating training materials for faculty and students, we overall, kill that our ability to transfer the the. 11 process to any technology is a strength of our program.

We faculty members primarily deal with content and the interface and technology really don't matter as long as the interface allows students to deliver their content. So, I will give you a few screenshots of these different interfaces and show you some of the differences. First of all, this is a screenshot of what the e-portfolio and Angel look like. So in Angel, students work within an HTML table and you can see that the table right there, and I have just those blue boxes are my additional words on top.

So, there were three cells across in a 14 down. The 14 down we went for each of the competencies. Our IT department set up the table as a template into which the student inserted their document. Each one of the competencies appeared on the first column, on the left, then each one within a separate cell. in the second column be attached either a word or PDF document with their competency as they into the middle there and then in the third column, student attached their artifacts either as Word documents, PDF, image files or other media forms. If students want to include a Web address, the third column there did not allow for Web addresses. So, what they needed to do, students needed to integrate their URL into their competency statement., The one in the second column. There is a, basically.

For multimedia files, students can upload to our schools multimedia was over which we call Amazon, or they could use an external server such as dropbox. Then, in addition to the matrix, with these competencies, students added text about the table for their introduction, and below the table for their conclusion and affirmation. Additionally, they attached their professional velocity as a Word document before the matrix and after the introduction.

So, there were some advantages to Angel. The interface was relatively straightforward. And, it was easy to gauge student progress just by glancing at the matrix. Students felt a sense of a competent as the matrix became populated with their competency essays and their artifacts. Having the competency as they attached as Word documents, has the advantage of of students and advisors being able to take advantage of Word features such as spellcheck, so type was were easily caught. Of course there are disadvantages. While Angel did function for our e-portfolio process, had more than a few limitations and annoyances.

The appearance of the publication could not be customized so pretty much, everyone's e-portfolio looked largely the same. And, all only the content differed from one person to the next. Additionally, the process of creating the publication using the matrix was rather convoluted. Without much of the process that students could learn and then transferred to other situations. So, as you can see from the screenshot in the previous page it did not really have the appearance of the website it looks more like a locker for attachments.

And then, we discovered that Angel was finicky, and quirky in many ways. Reasonable, when students uploaded there three or four art attacks -- artifacts reach competency, that would be on the right side there, they appeared in random order and could not be intentionally ordered. Us, file naming conventions were especially important with the Angel interface so it was clear which are in effect went with which section of the competency as a. Finally, students were not able to export their. 11 from Angel so they lost access six months after they graduate because of server interface issues.

So, the next interface that I want to show you is D2L. As you can see here, along the top is just sort of a header with the student's name. Along the left side, are all of the competency links. Those links go to separate pages so the whole thing is a website let's say 15 pages or 70 pages I guess it is. And then, but we are looking at here is competency A. so in the middle of the page, this student has the introduction or I sometimes refer to that as the explication of competency. Down further than -- there is the section about the artifact themselves and then at the very bottom she has attached the artifact. And, she has been there as Word documents. So the D2L interface resembles a physical website much more than the Angel interface did. Suit are able to customize the appearance of their sight by selecting among a large number of design templates. While the function and basic layout is consistent among all the students.

The process of reading the publication is much more straightforward than with Angel and the process is more similar to a stylesheet than a website which of course is a transferable skill. In addition, an additional advantage is that D2L integrates tournament which of course is a plagiarism detection tool. We are still working on how we might make use of this tool, but it is helpful to have it available to us. Finally, the e-portfolio module is integrated into the learning management system so students can deposit artifacts into their D2L folder for their e-portfolio throughout the course of their masters program.

Of course, there are disadvantages as well. The main disadvantage of D2L is the inability for students to export or save the entire e-portfolio in a platform outside of D2L. Because of server space issues,, students lose access to their D2L E-portfolio six month after graduation and of course, students can save each file individually but they would not be able to save the whole package , publication as a package. Additionally, while D2L does provide quite a range of design possibilities, students are confined to a limited number of design choices.

For students who are artistic or who have a lot of web design experience, this limitation might feel constrained to them. And then finally, because the text of a D2L in 11 as part of a webpage remove the helpful proofreading teachers upward such as spellcheck.

Okay, then I went to show you an example of a portfolio as a website again, this actually looks pretty similar to the D2L that is simply because the D2L resembles a website that you can see at the top of the page the student has the competency statement itself, along the left side are the links to all of the other pages which are the other competencies and in the middle of the page is first her introduction or explication. Down for the intersection about artifacts and then there is the conclusion and at the very bottom, this student has her evidence or artifact.

Some students sort of scattered the artifacts through the essay so it is close to the section about the competency or about the artifact, but this student chose to do it at the end and I think most students do. So, some advantages of a website. Students a lot more control over the design and continued access to their e-portfolio probably are best served by selecting an interface that is not supported by SLIS. Students often use a web design tool such as Google sites, but they also use log format such as Web dashboard press. For some students being able to create a website is as skilled a want to cultivate and they work independently.

So the disadvantages of using a website. The main disadvantage for creating the e-portfolio as a website is that we cannot provide tech support. Does, students need to be quite independent if they choose this route. They need to have not just the know-how but also the time to devote to designing a website. When they will be graded on content. Not on the design. Additionally students must secure a server on which to house their sight and of course this can cost money.

While the e-portfolio process

has been overwhelmingly positive for school, we have encountered a range of challenges that we continue to try to result. And the first one is privacy. Probably no surprise here.

So, or students complete a wide range of assignments in our program including analyses of existing programs and services. Additionally, most of our classes include some type of collaborative work and so, some of the artifacts that students that met our son is completed with a partner or group. We need to be sure that no matter which interface the students use, they protect the privacy of individuals or institutions they included in their artifact, and, the privacy of any SLIS instructors or students with whom they work. We don't want someone to be able to search for his or her name in the search engine and have confidential documents from a e-portfolio here. Thus we require all students sign andd affirmation statement the end of their e-portfolio indicating they have password protected their sight and made a good-faith effort to protect the privacy of other individuals and institutions.

So I was a show you that -- so this is just the required components. I will scroll right to the bottom and you can see there is the affirmation, number two sets I have respected the privacy of others by removing mentioned in the e-portfolio of information that could lead to the disclosure of the identityy of students or employers and I have made good effort to obtain permission from all group members for group projects submitted as evidence.

So, the student , and his e-portfolio advisor, and the coordinator to ensure that measures taken are appropriate. We take privacy issues very seriously and even though we work on this issue a lot it remains a challenge that we are always dealing with. The next challenge that we have is academic integrity. So, we work with many students every semester. And, it is difficult to be absolutely sure that all students work at their own original creation. We manage this challenge in a few ways. Albeit imperfect. First, the affirmation statement and I will just go right back to that again, number one, there is all introductory, reflective and evidentiary work submitted is mine alone except for indicated as a group or team project and has been prepared solely by me. So I am remember when there. That is there -- one of the ways of dealing with that.

Secondly, we, as advisors, get to know students writing quite well because we just read a lot of it. Both the competency essays as well as the artifact. If one person's writing style changes dramatically from one document to the next, I suspect that most of the advisors would notice and question the student. Finally, as we mentioned earlier, in D2L which is our learning management system there is the option of using the anti-plagiarism software, turn it in. We are exploring the possibility of making use of this tool for our e-portfolio submissions.

Then, the next challenge that we have is digital storage. So, starring students digital assets is something that we deal with as a challenge. With 14 competency essays and three or four artifacts for each of these competencies, the ski portfolios consume a lot of server space. Additionally, many students E-portfolio include huge multimedia files. That consume even more server space. We do not have the server space to store students E-portfolio inn perpetuity and so, we are very explicit, right from the start of the program, that we will keep their e-portfolio on our server for six months after they graduate. But then, we will delete them. Because of the difficulty in exporting the e-portfolio from D2L or formally from Angel, this could cause difficulties for some students. Alternatively, students can manage their e-portfolio entirely independently from us by creating their own website on a non- SLIS supported interface but then he was the potential protect support. We know that neither option is perfect. But, for the most part, students manage the challenge really well. Because we are teaching people who will become information professionals, we feel that it is actually a good opportunity for students to think about the challenges of digital archiving in a very real well as a think about storage for their own gimmick 11.

And in the last challenge I want to talk to you about is consistency in assessment. We have about 20 different faculty, full-time faculty members who are e-portfolio advisers. Managing the balance between consistency throughout the program and academic freedom. Is challenging. The e-portfolio coordinator works with each of the advisors to ensure that their are not widely differing expectations and procedures for students who are assigned to one advisor instead of another but inevitably, there are differences in approach. We do have guidelines that all advisers are expected to follow such as that the advisor must provide feedback to a student within five days of submission of a competency essay. Some of the E. portfolio advisors manage the workload in very different ways. With some allowing students to submit competency essays at any time throughout the term, that is the way both Beth and I managed our workload, and others allowing submissions late on a queue, set deadlines throughout the term.

Because students are randomly assigned to advisors, these differences in approach can be understandably frustrating to students. We are currently working on developing a rubric for the e-portfolio that would provide a measure of consistency across advisers. So, now that we are five years into this e-portfolio process we can probably say that it has been a great success both for our program as well as for students. The e-portfolio provides as data every semester we can aggregate for our program assessment , both for our regional accreditation and for our daily accreditation. In addition to program assessment we kill building are up program ravaging competencies is helping us have a more consistent and comprehensive curriculum. Consistently is especially a challenge for us since our faculty is distributed and so having competencies helps all of faculty be mindful of how each class offering fits within the whole curriculum.

Additionally, the vast minority of students find the process to be beneficial. We appreciate the opportunity to reflect on their work throughout the program. And I'd like to share with you just to quotations that student who completed e-portfolio let's bring him will be hearing from -- I just went to the program also. And finished last in. So one student said, creating a e-portfolio reminded me that there is joy in the process. Sometimes getting to the end product isn't as valuable as the journey. And in e-portfolio allows one to reflect on the journey. It gets students a rare opportunity to reflect on their education was sickly. Classes become important collectively rather than just individually. Producing the e-portfolio has been a monumental task but it has given me a chance to review my entire graduate education and a chance at reflection. Another student said I chose the e-portfolio option because I wanted to reflect upon and -- but I haven't. Reflection, much like the final dash of yoga, as how the mind connects learning to practice.

It is my intention that I will return to my e-portfolio in my professional career to remind myself that the basic competencies of the profession and in so doing, we continuously improve my ability to serve as the library and. So now we will help -- hear from Alejandra.

But I began my journey, we the student had the option, to create our e-portfolio through Angel, which is the learning management system, we could create a personal website either through Google sites or a website we created on our own. Or, use desire to learn that are known as the D2L which is another learning management system. Having used angel during the entire SLIS program and having traded websites for various class assignment I decided to go with D2L. I wanted to challenge myself by learning a new learning management system.

All while trying to complete a 14 competency in the come of it in a matter of 12 weeks. As many other MLIS students we have the drive and motivation to learn as much as we could to better ourselves for our future career. Students who chose D2L as their interface had to complete a quick assignment to prove that we are willing and able to work with this new system. And, fortunately enough, the SLIS program really prepared me to take on any system with ease and I was able to adapt to DPL fairly quickly. Now, this is my D2L dashboard page.

On the left-hand side of the page is a menu of the various areas involved in creating the e-portfolio. Many of the students -- we really only used three of the options which were dashboard, the artifact link and the presentation link. As you can see, that is my dashboard page. You can see any of the recent activity that I have done to edit my e-portfolio. Also, you are able to see who viewed your page and when the last few that. Also, in the artifact link that is where you are able to upload all of your assignments that you plan on using for your e-portfolio. And, when you upload an assignment you have the option of writing every destruction to explain what competency you plan on using it for or anything else that might help you keep your e-portfolio a bit more organized. And lastly, is the presentation link in the us where you are able to manage and edit your gimmick 11.

-- E. portfolio. When using D2L you -- this is what D2L look like when you give someone access. This is my introduction page. It is a professional webpage or in a similar to a webpage and the viewer is able to navigate through the various competencies just by clicking on any of the menu -- any of the competencies. Now, the competencies are listed A-N, there is an introduction, possibly and collation does conclude. They range from 5 to 7 pages as Michelle explained earlier. And each student discusses their competency -- their take on the competency and how they became knowledgeable in that area. They are able to discuss their competency through their coursework, work experience and or personal familiarity from using the library themselves.

Now within each competency, students are required to provide assignments or projects which are known as artifacts, as I said a few minutes ago. That correlates to each competency. Now, here is an example of the competency for my e-portfolio . Now, I kind of just cut it user you are able to see what the artifacts look like at the bottom of the page my competency is much longer than that. Now, as I mentioned before, when you go to the artifact link you are able to add it onto your competencies so on competency F I hit at artifact and I go to the library I created and I am able to add it on that. When you are a viewer to the link you are able to download and actually view each assignment that you post.

Now, as I mentioned earlier, each competency requires about three artifacts. Per competency. It could be anywhere from a well-thought-out discussion post that occur during a semester or a website that a student created on Google sites based on a reference library's website. And, students are also allowed to use assignments from courses outside of the SLIS program our projects from current and previous jobs as long as it pertains to the competency. Now, here is an example of an artifact I used for competency I. for a reference and instructional services course I had to create an informative pathfinder on the subject of my choice. I went with creating a Google sites page to create a pathfinder on infant and proper nutrition information for new mothers.

This example was a perfect fit for competency I, as it was regarding involved in creating and using reference services for individuals or groups of users. Although I completed my e-portfolio successfully I did come across a few challenges along the way that I know many other states dealt with. The main challenges having to complete the entire E. portfolio in 12 weeks. That includes sorting and organizing assignments from 15 courses, picking and choosing which assignments -- corresponds to that specific competency. Brainstorming and researching each competency to be able to write your explication and right continuously -- write continuously from all three must.

Now another difficult challenge was locating assignments based on personal organization skills. Many students, as myself, we didn't realize -- or at least I didn't realize at the beginning of the program that many of these assignments would be crucial when constructing the e-portfolio. Many students may have lost work because the poor organization skills or from a computer glitch. Personally, I was able to organize my of time is fairly well. I did switch computers halfway through the program so I didn't have to go to my old computer and hope that it worked and I was able to transfer a lot of my estimates onto my new computer.

Now, in terms of e-portfolio successes, completing the e-portfolio is a wonderful success. When the working on the e-portfolio it reminded me of all the reasons why I knew I wanted to be a library professional. It helped me regain some of the passion that I may have lost while going to school, working full-time and becoming a mom. Another success is that it helped students the member everything they learned and improved how much they have grown throughout the program. Regardless of your focus in library school it really shows how well-rounded you become as a library professional.

And then, the amount of information I learned throughout my courses, professors and classmates is really astounding. Lastly, another success to having completed the e-portfolio is the students are able to showcase their portfolio digitally. This e-portfolio is really an innovative way to show students hard work and dedication to their education and future careers. I personally benefited both personally and professionally by completing the e-portfolio.

All right, so that concludes the formal part of our presentation. So, we would be happy to take questions about any of the things that we covered or if you have something we did not cover. We would be happy to answer. If you could use the microphone, so that the people who are joining us virtually could also hear. That would be great. Please go ahead.

I am -- from the Netherlands and I noticed that you have been presenting a lot about construction of the portfolio by students. But, almost nothing about giving feedback and scoring the portfolio. And, doing that in that system would of course greatly help to complete the procedure because it is not only about construction it is the whole process of course. Including visit mechanism by giving feedback and scoring, that has been a requirement for a e-portfolio.

I be happy to respond to. Giving feedback is a huge part of the e-portfolio process. Just in the interest of time we have to cut what we focused on so we did focus on this. So, what happens is students submit their competencies to us and then we, as advisers then read it over and give specific feedback. So,

To do that present by e-mail? Which is not connected to the e-portfolio system?

Previously I did it by e-mail just the semester I said at all within D2L's I have it all within a private discussion forums within D2L that I am the only person in the program who is doing up. Everybody else is e-mail and that is what I did previously. It was just something new I was trying to sell I am using D2L for the other way to keep track of everything so that I have my e-portfolio stop all in D2L and my e-mail is separate from that. So, then I sent back to students a bulleted list of things I wanted to revise. I send it back -- my last line is revising we said that and then they send it back to me, I read it over again and then I send them back a message that says Hi, Susan, or is this comp A. and I have another bulleted list and I send it back to them, they revise, send it back to me. We can keep doing that until it gets -- now most students at the beginning of the semester, I would say for me, I think everybody is a little different but for me most students at the beginning of the semester pass on their second draft towards the end of the semester they start to pass on their first draft because they have figured out my expectation. That is not to say I don't have some students who revise four, five, six, seven times for every single comp. Most I would say, if I look at all of my students, I have 30 seconds to is the semester, who I am doing this with, I would say most of the amount the average would be one revision or two revisions per comp.

Okay. Thank you.

And I do it just a little bit differently. I, the English teacher in me I guess even though we are both English teachers she's just a little bit more organized. I basically take the whole document and make comments on a person around and send it back. So the student can get kind of a feel for how I am going to great. It's not -- it is more like what are each one of are looking for we are looking at confidence that we have had faculty meetings to discuss with the competency mean that we are looking for. We still have academic integrity at each instructor that is an adviser looking at those documents and that is the judgment -- so we all do a little bit differently and we have been working on consistency and talking about it. But right now, if Michelle and I looked at student papers I think we would have much the same responses but how we get the feedback back to students, I do a lot of face time with students and Skype and any way to help them understand what is needed in their competency. Of that that the on their request that we do use -- because we don't ever see the student sitting across a table, so we use all virtual, Google docs, webpage, send a Word document, so I usually try and get them as thorough an evaluation the first. So they can look at it, revise it and then just as Michelle has stated I have very few students to go to the second or third revision after the first one.

I think you would agree if you do all this within the same system as a kind of workflow on the 4 that would be a benefit I think.

This was my intention. And, for me, it is working well. There are a few little glitches I need a workout. I agree having the previous semester, I had students submitting to my e-mail and it, just in terms of workflow and keep them I like organized because of course I teach classes as well as a keeping my e-portfolio students questions and submission separate from my regular students questions and so forth and communications, to me, I want to separate them just for being organized.

Thank you.

Thank you. Other questions? Either from virtual or people in the room? Go ahead, please.

[Indiscernible--low volume]

[Lost Audio]

Was mandated by the university it wasn't that we went trolling for a new LMS. I think it is an improvement over agile so I am happy for the change. As far as what we want more applicability? I think students are pretty happy with the level of flexibility that we have, if they want to do something that is very different they can use a Google site and there are enough differences in the way that people can produce their template in D2L that I think people are pretty happy. I don't hear complaints about that.

[Indiscernible--low volume] >> I have one student this semester who has just lots of stuff. I have to go through many pages to get to her competency. And, I deliberated about that. Should I tell her? I have to go through probably four steps, a password and for some reason she has it set up in such a way that my browser doesn't save her password so I have to copy and paste your URL and then copy and paste the password and then I get to a welcome page and then I go to the next page and click on that and go to the next page, it annoys me. And I thought, is it worth it to tell her to tone it down? And I thought, for the number of minutes that it takes me to do compared to the numbers it will take for two redo the way she has it structured was probably not worth it so I did not mention up. If people go way overboard I probably would but I don't know.

Like you said you have to write 75 pages the last thing I am worried about is the way it looks.

Off is what you wanted to the professional but I am more like I said, there are more worried about the content rather than the what. So, as long as -- I am not the most creative person so I just want it to look decent and that was that. So, I think the timeframe in creating --

And I have had to tell students it might look really pretty and it looks very professional but I am not grading on that. I have a lot of students that are turning in a lot of video and a lot of audio, though, and we do talk about the quality of that because we are not supposed to be re grading an assignment. We read it that we are not challenging the grade we just look to see if it matches the competency. That if the video is so grainy I cannot even tell it is that particular student or the sound is muffled, then I will make comments saying hey you thought this was really cool but you may not be using something that is going to work for you. But, I think it is an issue with a lot more of their creative students about they want it to look the way it is and all I tell them is fine, that is great if you want to put the work into that but remember you have 12 weeks and I am not going to care about all of your background and how wonderful they look because you don't have six of your competencies done. I think the technology -- I think it is fun to play with and I have a couple students who are very creative as well as keeping up with it but I think most of them -- I think she should do a pretty good representation of what our students to.

Just to clarify we mentioned 12 weeks on several occasions, art semesters are 60 weeks that we have a dead -- at headline 12 weeks, this semester is over 21st the reason is that this is the culminating project for the Masters program in top of the graduate College to be able to do the paperwork and so for the has to be at that point. So, it is somewhat of an artificial deadline. It is not the end of the semester but D2L lockdown. We have it set up so it locks down on November 21 at midnight and students cannot make revisions at that point. So, that is how we deal with that.

[Indiscernible--low volume] >> That is a great question.

Yeah? That is a great question I'm sorry I don't have the answer to that but if you want an answer to that I could have you connect with the people who actually would have made that decision -- [Lost Audio] and work with in D2L and he, I'm sure, would have addressed some of those things in his research. I'm sorry, I don't think we --

Novak, we don't.

[Indiscernible--low volume] >>

[Lost Audio]

But it is my recommendation not a department recommendation. I think it is by each individual advisor if I am understanding your question. When students come to me and say they don't want to use TTL they want to use X. because they want to be able to use it for employment, -- the university's opinion is well it is not an employment dossier it is your e-portfolio. My practitioner side says that's really a good idea and maybe you should just keep stepping step into this because it's part of your resume. I think that all of the advisers would say that just walking in with your e-portfolio like a dress right -- like [Indiscernible] right now you would probably put them to sleep but I, the website developed by some of the students I work with, could be used quite effectively in an employment dossier so I don't think SLIS is pushing that right now but they are making it very well known that six months after it disappears, I can you kind of get back to the other question here a lot of people are choosing non-D2L because they want to have the ability to keep it beyond that. Archiving.

I will say when we were using angel more people chose non-D2L -- non-angel interface, not supported interfaces because as you saw angel is not very attractive and rather clunky and so, I would say at that point it would probably 50-50, 50% of the people chose a website externally and 50% of the people chose angel. We went to detail is simply more attractive and easier to work with. So at this point among my students, now it might just be a fluke but I would say 75% use TTL 25% use a non-SLIS sit like WordPress.

Minus more a 50-50. I have more students using non-D2L.

[Indiscernible--low volume] >> We have lots of other handset.

[Indiscernible--low volume] >> We encourage students to do that. At the very beginning of the program students take a class, number two or three any visit to -- technology introduction and in that there is a module about uploading or transferring because you are still within the same system. We are in D2L for the learning management system but this module is over here kind of within the same and just using that repository as a place to store their materials and we really encourage that because people switch computers, hard drives crash, all sorts of things. We have had that situation where people -- digital lives are wiped out and they are scrambling. So we really do encourage them to do that right from the very beginning.

I have a question on behalf of one of the online entities. -- attendees, And have you given thought to student starting to e-portfolio earlier in the programm? What you see as the advantages and disadvantages of doing it as a capstone as you do currently?

I would say we encourage students to put those -- to archive all of their files as they go through the program. Then, I think individual instructors encourage, like my regular classes not my e-portfolio class but my regular classes I suggest to students in my assignment sheet which e-portfolio competency this particular assignment might contribute toward. And then in my comments when I am grading the paper I will say I hope you hold onto this for comp A or something like that. So I encourage students to hold on to things along the way. I also encourage didn't to set up their organizational system and I give them a suggestion for how to do it. I say, set up 14 folders on your computer name each of them calm a ethics, environment and so forth and just start putting files in. Even if they end up not being what you end up using for that comp at least you'll have something there. And so in my role as an instructor not as an advisor I do just as one of my office hours, one time during the semester I tell my students I am having an office hours specifically about the e-portfolio. I will be happy to answer questions and I probably will not be your advisor but I can help you with some organizational things. People have lots of questions because they have heard about this -- so people ask me lots of questions and I say keep in mind you are going to have to do what you're advisor says when you are in a class but you can do some supplementary work. So, I think that would be one.

A lot of students, they don't get to meeting artifact until much later in their coursework. Because of all the prerequisites. So, starting the E. portfolio earlier officially, I think that was more what the question was, officially, we do it unofficially saying don't wait until the last semester before you are going to graduate that start doing it now. But we can open up and let you register for new can start working on it efficiently, that's just not within the parameters for e-portfolio right. There's a lot of prerequisites before you can get there.

I think --

I'm going to take this one last question because she's had her hand up her I don't know how I'm.

I am from the American University in Cairo and we have a pilot with architectural engineering department where we are using epsilon, and are sent that what you are doing instead of a thesis, that correct? So, students that use a website or a Google site couldn't they , in the future if they want to use it for employment just link it to another portfolio? And if they are using desire to learn any visit wouldn't that be sort of like a waste? If they don't have sort of a -- they don't have the pieces anymore. If they can't export it from desire to learn. I question is why wouldn't be -- the websites be better?

I think the issue is with and I'm trying to be politically correct or especially since I am probably being filmed, same as. We, even though Angel was clunky, we were like the only department on campus that was not using D2L. And so it was like now shall do this, and thou shalt do it soon. It was like O. what are we going to do E-portfolio we would dispute detail because of a module, the option of how long you can archive that stuff and I have worked with students to get their stuff off of angel and to someplace else and it is a lot of work. The University does not seem to want to push to a e-portfolio software. And I don't know why. I am not on that level and also as an instructor, I basically say to my students, way early in the program, think about how long you want that archive to be there. And, how hard you want to work after you graduate to get all of this huge document because there is a lot there you are not using that you have uploaded to the system and you didn't select. So, now where are you going to put in how you organize it? So, think about personally now tech support is a big issue to a lot of people. They want tech support and that means you have to do D2L. But I think at some point, right now it is 98% to a e-portfolio and 2% doing a thesis. So e-portfolio, we are five years into this and still discussing issues. I think we are going to see another round of discussion about e-portfolio and what is best for our students. As they move into a job market that will demand better presentation skills when you go to look for job. So, I think it is still out there to discuss. But, I hear what you're saying. Because you definitely be do lose a lot of work if you say oh, it's gone. Bye. Any other questions because I think we are out of time but thank you so much for joining us. And, all of our e-portfolio, all of our stuff is transparent on the San Jose State school library information sites you can going to. We have a prolific amount of documentation and video etc. on our e-portfolio. If you would like to know more about it. But thank you very much for coming.

And there are examples of students , the one D2L that I have a screenshot of is one of the examples that the students have given up, so if you go in it is called 289 the portfolio and the handbook if you just do a search you will be able to find our whole handbook and then as well some examples in different interfaces but thank you very much our contact information is in the Educause type of his presentation. We still free to e-mail us if you have additional questions and also, I think you would like us to remind you to fill out the survey.

[Indiscernible--low volume]

Thank you

[Applause] >>

[Event concluded]