

Meeting the Challenges of Systemic ePortfolio Adoption

**An ePortfolio Implementation Framework for Ensuring
Success**

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Agenda

- Overview of Research Methodology Informing the Implementation Framework
- The ePortfolio Implementation Framework
- Action Planning Pages
- Implementation at Radford University
- Think. Pair. Share.
- Debrief

Overarching Research Question

Given the ePortfolio adoption and implementation experiences of faculty and administrators at a large US university and DOI expert feedback, what features of DOI theory should be included in an ePortfolio implementation framework?

Research Methodology

- Design and Development Research (Richey & Klein, 2007)
- Model Research (Type 2)
 - "the study of the development, validation, and use of design and development models." (p.10)

Analysis

- Faculty/Admin
- Modified RIPPLES Survey: 52/144 (36%)
- Follow-up Interview: 12/12
- DOI literature review

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Development & Evaluation

- Framework developed
- Reviewed by three external DOI experts

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Revision

- Suggested revisions incorporated in a revised framework

Data Sources and Analysis

- Modified RIPPLES Survey (Blevins & Brill, 2013; Surry, 2002)
- Resources, Infrastructure, People, Policies, Learning, Evaluation, Support
- 55 closed- and open-ended questions
- Data analysis
 - Descriptive statistics for Likert items
 - Coding of open-ended items (Creswell, 2009)
- Interview
 - 10 question protocol
 - Participant's experiences and perceptions of the electronic portfolio adoption process
 - Transcribed and coded for themes. Triangulated with survey findings and DOI theory. (Creswell, 2009)

Survey and Interview Findings (selected)

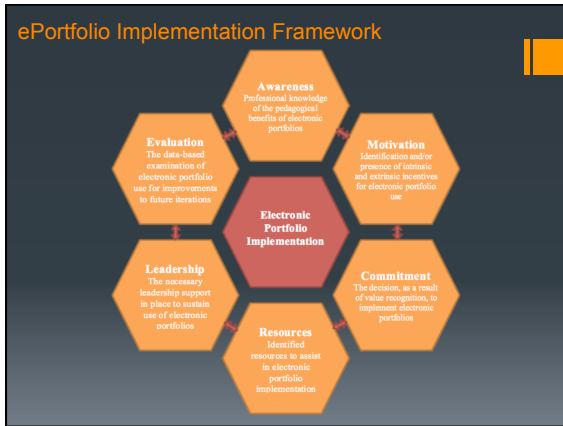
*Importance of RIPPLES
DOI Model Elements to Adoption*
(% = Agree or Strongly Agree)

- Infrastructure: 94%
- Resources (time & money): 92%
- Learning (user training outcomes): 87%
- User Support: 85%
- Evaluation: 66%
- Policies: 60%
- People (communication & shared decision-making): 52%

*Themes of Most Important
ePortfolio Adoption &
Use Factors*

- Usability and flexibility of ePortfolio technology
- Faculty buy-in to clear purpose
- Support and training
- Reward for use and time commitment
- Learning curve

Survey: 52/144 (36%) responded
Interview: Cross-section of 12 survey participants



Evidence of Theoretical Alignment with DOI

Framework Component	Theoretical Connections
Awareness	Knowledge of Innovation (r) Dissatisfaction with Status Quo (e)
Motivation	Persuasion (r) Dissatisfaction with Status Quo (e) Rewards and/or Incentives (e)
Commitment	Decision (r) Participation (e) Commitment (e)
Resources	Implementation (r) Sufficient Knowledge and Skills (e) Availability of Time (e) Availability of Resources (e)
Leadership	Implementation (r) Leadership (e)
Evaluation	Confirmation (r)

(e) = Don Ely, Conditions for Change, (1976, 1999)
(r) = Everett Rogers, DOI, (2003)

Framework: Awareness Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
Awareness Professional knowledge of pedagogical benefits of electronic portfolios	<ul style="list-style-type: none"> Web sites Newsletters Articles Presentations Professional development 	<ul style="list-style-type: none"> Academic leaders on campus (e.g. provost, teaching and learning directors) Leading electronic portfolio scholars and practitioners Local faculty innovators Other high-level, respected opinion leaders 	<ol style="list-style-type: none"> Faculty are unaware of the pedagogical value of electronic portfolios. Faculty are somewhat aware of the pedagogical value of electronic portfolios. Faculty are very aware of the pedagogical value of electronic portfolios. 	<p>Rating of 1 or 2</p> <ul style="list-style-type: none"> Identify multiple avenues for electronic portfolio awareness building. Plan a 3-6 month awareness building campaign. Reassess awareness status after one to two academic years. <p>Rating of 3</p> <ul style="list-style-type: none"> Reassess awareness status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every 3-5 years.)

Framework: Motivation Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
Motivation Identification and/or presence of intrinsic and extrinsic incentives for electronic portfolio use	<ul style="list-style-type: none"> Learner incentives Hands-on, applied projects Alternative assessment opportunities Showcases and/or competitions Job seeking resource Faculty incentives Departmental awards Accreditation fulfillment Teaching release time for development Grants and monetary incentives Communication channels (awareness campaign, professional development) 	<ul style="list-style-type: none"> Academic unit decision makers Electronic portfolio advocates Faculty innovators Student innovators 	<ol style="list-style-type: none"> Faculty are unaware of the intrinsic and extrinsic incentives for using electronic portfolios. Faculty are somewhat aware of the intrinsic and extrinsic incentives for using electronic portfolios. Faculty are very aware of the intrinsic and extrinsic incentives for using electronic portfolios. 	<p>Rating of 1 or 2</p> <ul style="list-style-type: none"> Identify appropriate and realistic complement of learner and faculty incentives. Use communication channels to convey incentives. Showcase examples of student electronic portfolios that are relatable and convey incentives. Reassess motivation status after one to two academic years. <p>Rating of 3</p> <ul style="list-style-type: none"> Reassess awareness status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every 3-5 years.)


Framework: Commitment Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
Commitment The decision, as a result of value recognition, to implement electronic portfolios	<ul style="list-style-type: none"> Faculty acknowledgments and rewards for initial investments of time and effort Exemplar electronic portfolios as models Dedicated ePortfolio staff/office Inclusion in strategic plan 	<ul style="list-style-type: none"> Academic unit decision makers Electronic portfolio professional staff Faculty leadership team 	<ol style="list-style-type: none"> Faculty are not committed to the use of electronic portfolios. Faculty are somewhat committed to the use of electronic portfolios. Faculty are very committed to the use of electronic portfolios. 	<p>Rating of 1 or 2</p> <ul style="list-style-type: none"> Identify a faculty leader by department or program, to establish and direct a regular schedule of work meetings regarding electronic portfolio implementation. Reward faculty for initial time and effort. After defining the direction of the initiative, involve technology service providers and ePortfolio staff in conversation with the faculty team to ensure potential. Technology solutions are feasible. ePortfolio platforms are feasible and will support the features of desired models. Reassess commitment status after one to two academic years. <p>Rating of 3</p> <ul style="list-style-type: none"> Reassess commitment status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every three to five years.)


Framework: Resources Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
Resources Identified resources to assist in electronic portfolio implementation	<ul style="list-style-type: none"> Targeted in-house professional development activities Dedicated Technology support Dedicated Pedagogy support Professional ePortfolio organizations (AAEEBL, ePIC, EPAC) and associated resources 	<ul style="list-style-type: none"> In-house professional development service providers (ePortfolio, technologies, pedagogy) Faculty innovators Graduate assistants External electronic portfolio professional organizations, conference, and/or journals 	<ol style="list-style-type: none"> Faculty are unaware of the resources available to assist in their implementation of ePortfolios Faculty are somewhat aware of the resources available to assist in their implementation of ePortfolios Faculty are very aware of the resources available to assist in their implementation of ePortfolios 	<p>Rating of 1 or 2</p> <ul style="list-style-type: none"> Use communication Channels (awareness campaign, professional development sessions) to convey available resources. Ensure that available resources (including incentives) are accessible to faculty in light of work habits and environments Check for other reasons for non-use of resources Reassess resources status after one to two academic years. <p>Rating of 3</p> <ul style="list-style-type: none"> Reassess Resources status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every 3-5 years.)

Framework: Leadership Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
 The necessary leadership support in place to sustain the use of electronic portfolios	<ul style="list-style-type: none"> Ongoing recognition by important leaders through preferred communication channels (websites, newsletters, showcases, and presentations) Inclusion in strategic plan and other policy documents 	<ul style="list-style-type: none"> ePortfolio professional staff Contact staff for technology and pedagogy supports Provost and/or academic unit decision makers Faculty champions 	<ol style="list-style-type: none"> Faculty do not have the leadership support needed to sustain their use of electronic portfolios Faculty somewhat have the leadership support needed to sustain their use of electronic portfolios Faculty have the leadership support needed to sustain their use of electronic portfolios 	Rating of 1 or 2 <ul style="list-style-type: none"> Align electronic portfolio initiative with strategic plan goals Recognize faculty and student electronic portfolio work. Develop new initiatives for enhancing and highlighting ongoing ePortfolio work Reassess leadership status after one to two academic years. Rating of 3 Reassess leadership status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every 3-5 years.)



Framework: Evaluation Component

Component	Selected Strategies to Support Component	Key Player Involvement	Rating of Current Implementation Status	Next Steps for Implementation
 The data-based examination of electronic portfolio use for improvements to future iterations	<ul style="list-style-type: none"> Gather student, faculty and/or potential employer feedback through survey, interview, or other data collection options 	<ul style="list-style-type: none"> ePortfolio professional staff In-house evaluation resources service provider Faculty 	<ol style="list-style-type: none"> Faculty are unaware of the evaluation activities and outcomes related to the implementation of ePortfolios Faculty are somewhat aware of the evaluation activities and outcomes related to the implementation of ePortfolios Faculty are very aware of the evaluation activities and outcomes related to the implementation of ePortfolios 	Rating of 1 or 2 <ul style="list-style-type: none"> Electronic portfolio staff and evaluation staff plan for and implement an electronic portfolio evaluation Use evaluation findings to improve the next phase of ePortfolio implementation Reassess evaluation status after one to two academic years. Rating of 3 <ul style="list-style-type: none"> Reassess evaluation status at next formal, systemic evaluation of electronic portfolio implementation. (A systemic evaluation is recommended every 3-5 years.)



Action Planning Pages

- On your own
 - Informally assess where you or your university fall for each component rating status.


Implementation at Radford University

Component	Year 1, 2 & 3 Strategies	Year 4 Planned Strategies
	<ul style="list-style-type: none"> ePortfolio Designer part of Center for Innovative Teaching and Learning Team Faculty development presentations <ul style="list-style-type: none"> Introduction of ePortfolio Faculty Experience panels Brought in ePortfolio leader for workshops Informational website <ul style="list-style-type: none"> Online gallery of student work Student experience video 	<ul style="list-style-type: none"> Copies of Chen/Light book available to implementers Faculty development opportunities <ul style="list-style-type: none"> Introduction and Conversations
	<ul style="list-style-type: none"> Learner incentives <ul style="list-style-type: none"> Required for Scholar Citizen Initiative (Institutional Enhancement Plan) and Highlander in Action Showcase Faculty Incentives <ul style="list-style-type: none"> Scholar Citizen Initiative funding 	<ul style="list-style-type: none"> Incentives for non-SCI faculty Incentives for non-SCI students

Implementation at Radford University

Component	Year 1, 2 & 3 Strategies	Year 4 Planned Strategies
	<ul style="list-style-type: none"> University supported tool Hired ePortfolio Designer Find incentives for faculty 	<ul style="list-style-type: none"> Form an ePortfolio faculty community Define an ePortfolio Mission Statement
	<ul style="list-style-type: none"> Professional development presentations D2L 24/7 Support ePortfolio designer consultations for faculty Trainings are conducted by ePortfolio Designer for students (if requested) AAEEBL institutional membership and presence at regional conference Open labs and office hour appointments for students User guides Student worker for CITL with focus on ePortfolio Video Tutorials 	<ul style="list-style-type: none"> Student Mentor Program User Guides for other ePortfolio platforms (Weebly, Wix, Wordpress)

Implementation At Radford University

Component	Year 1, 2 & 3 Strategies	Year 4 Strategies
	<ul style="list-style-type: none"> Professional development presentations D2L 24/7 Support ePortfolio designer consultations for faculty Trainings are conducted by ePortfolio Designer for students (if requested) AAEEBL institutional membership and presence at regional conference Open labs and office hour appointments for students User guides Student worker for CITL with focus on ePortfolio Video Tutorials 	<ul style="list-style-type: none"> Student Mentor Program User Guides for other ePortfolio platforms (Weebly, Wix, Wordpress)

Implementation At Radford University

Component	Year 1, 2 & 3 Strategies	Year 4 Strategies
Leadership	<ul style="list-style-type: none">ePortfolio announcements sent to targeted list serve	<ul style="list-style-type: none">End-of-year Digital ShowcaseFaculty Advisory Board
Evaluation	<ul style="list-style-type: none">Feedback received from students was positiveStudent experience video	<ul style="list-style-type: none">Develop student experience surveyDevelop faculty experience survey

Think. Pair. Share

- For 10 minutes
 - On your own, select a component of the framework you would like to focus on.
 - Divide into component workgroups.
 - Brainstorm strategies to support the component.

Thank You

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Information regarding the Implementation Framework
available at:

<http://epimplementationframework.weebly.com/>