

E-Portfolio



Queens

Memo

Date: November 6, 2007
To: Dr. Kungl
From:
Subject: Progress Report for Completion Report on Implementing E-portfolios

Purpose

This is the progress report on our completion report on implementing e-portfolios at Shippensburg University.

Summary

We have been researching whether implementing e-portfolios at Shippensburg is something the University should consider. We have researched the main concepts of an e-portfolio and found other universities, such as Penn State University, that have implemented e-portfolios.

We are on schedule with the exception of newly added research that was determined necessary in deciding whether implementing e-portfolios at Shippensburg University is achievable.

Introduction

On October 22 we received approval to continue researching whether Shippensburg University should implement e-portfolios. The proposal was based on our initial research on e-portfolios and the fact that many other universities have already implemented e-portfolios as requirements. The results of this research will be presented in a completion report delivered to Dr. Kungl, on November 19.

Our initial research has shown us that implementing e-portfolios at Shippensburg University should be considered, but not without further research. We do not feel the University should implement the program based only on the fact that other universities have made e-portfolios a requirement. We are researching how to implement e-portfolios at Shippensburg University, whether implementing such a program would be both time and cost effective, and other information that needs to be considered.

*excellent - this lays out everything
very thoroughly*

Results of Research

We discuss our completed work: Tasks 1-3. Then we discuss our future work: Tasks 4-10.

Completed Work

Task 1. Determining which course e-portfolios would be taught in and what help students would receive after completing this course

ret? Desiree has determined that it would be initially taught in ENG106 Writing Intensive First-Year Seminar. Students would be taught the necessities of e-portfolios. After completing the class they would be able to go to their academic advisor, the library, or a website the University has set up to assist students with e-portfolios.

Task 2. Determining who would be in charge of implementing e-portfolios at Shippensburg University

Through interviewing Dr. Stewart, the head of the English Department, Jessica Sanders has determined Dr. Van Alkemade would be responsible for implementing the program on campus.

Task 3. Determining the benefits for both students and professors of implementing e-portfolios

Emily has found there are several benefits for students who have e-portfolios. Not only do e-portfolios allow students to keep track of their achievements but also reflect on their performance throughout their academic career. There are several other benefits that will be included in the completion report.

Future Work

We have each been assigned individual tasks and are currently working on completing these research tasks. Below are the assigned tasks and who is in charge of completing the task.

Task 4. Determining the financial and time costs of implementing e-portfolios

Desiree will be determining the financial and time costs of implementing e-portfolios. This will help us determine if implementing e-portfolios is something Shippensburg University can even afford to do.

Task 5. Determining how accessible e-portfolios will be to the students

Jessica will be determining how accessible e-portfolios will be to students both on and off campus. This information will most likely also be found while researching the burden on students. We feel it is necessary to determine how students at other universities gained access to their e-portfolio. If they are only accessible on campus, the burden may be too great for students.

Task 6. Contacting another university to see how they implemented the program

Desiree will be contacting Glen Johnson from the e-portfolio program at Penn State University to see how the university implemented the program there. This will ensure

that our group is aware of every step that needs to be taken before implementing the program.

Task 7. Determining the burden of e-portfolios and how to lessen the burden
Emily has researched the benefits of implementing e-portfolios and intends on researching the burdens and how other universities handled them. This will give insight into whether the benefits outweigh the burdens on both the students and faculty.

Task 8. Surveying students on campus about e-portfolios
Jessica has made a survey for students at Shippensburg University. It explains what an e-portfolio is and asks students whether they feel it would benefit them as a student and also if they would be interested in having them implemented at the university.

Task 10. Interviewing Dr. Van Alkemade about implementing e-portfolios at Shippensburg University
Dr. Van Alkemade would be the person in charge of implementing e-portfolios at Shippensburg University. Jessica is going to be interviewing her on November 7 to determine what the process would be and other factors in implementing e-portfolios here at Shippensburg University..

Task 9. Handling transfer students
While conducting other research Emily found other universities addressed the issue of transfer students. Transfer students would be a problem if something is not implemented to involve them because the course that e-portfolios will be taught is a freshman course. Transfer students will most likely have already taken this course and may not have learned about e-portfolios. Emily will determine how other universities have solved this problem and whether Shippensburg University can do the same.

Schedule and Expectations

The group is on schedule with their research. We have acknowledged that certain research will take more time than others and assigned it accordingly. For instance, interviews may take more time than researching information online. We have also assigned specific sections of the completion report based on how much time a person has spent gathering information and how much more time they are expected to spend on research. For instance, if a person has not contributed as much to the actual research, they will be assigned tasks such as the front and back matter of the completion report, although with the research they contributed. We feel this allows each member to contribute equally.

The group leader, Emily Mapes, has been in charge of making sure each member knows their assignments and any new research determined necessary. The group leader is also in charge of making sure each group project is handed in on time and properly organized and edited. The group leader has determined through members of the group what tasks have been completed and what tasks still need to be completed.

Each group member is expected to have most, if not all .of their research completed by November 12 so that the completion report can be done by the November 19 deadline.

Conclusion

Our group has completed tasks 1-3 and have already started researching tasks 4-10 as individually assigned. We will address any issues as they arise and determine possible solutions as needed. After fully completing tasks 4-10 we will determine if implementing e-portfolios at Shippensburg University would be achievable and include our recommendation in the November 19 completion report.

Please email E. M. at emc@ship.edu if you have any further questions or comments.

This was awesome! I hope everyone contributed equally to this? Very complete, well written, and good document design -

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