

## **QEP #9: Creating a Communications-based e-Portfolio**

**Principal Proposer: Meg Morgan**

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### **Proposal Strengths**

- Proposal works well with existing offerings and fits well with everything else that we are currently doing
- Easy to implement
- Tremendous possibilities for use of e-portfolios
- Not a burden on faculty
- Possibility of inverted learning model. Students will drive the e-portfolio project. Self-directed
- Not reinventing the wheel. The technology already exists and there are currently models to draw from to implement here
- UNC Charlotte programs already offer this option (College of Education)
- Active learning for students. Students will actually see their growth
- Content management issues. Digital objects (Library already does this). Open source software exists. Very much a “library-like”
- Can be adapted to be a disciplinary portfolio; not solely a university portfolio
- Easily accessible and measurable of student learning outcomes
- Data can be aggregated or de-aggregated
- Easily transferable as students change majors, programs, foci
- Showcases the students “body of work”.
- Working and organic database. Lots of good information from this data.
- Can be used as an advising tool
- Real-time updates by students
- It aids in student identity development (e.g. Who I am? Who I want to be?)
- Student ownership of the product.
- Aids in self-reflection
- Talent development- A role of higher education is to maximize/optimize student potential. This aids in this goal
- Adaptability. Can scale up/scale down. Can be “themed” or more general
- Easily adaptable for undergraduate and graduate students
- Internally-mandated outcomes (communication, critical thinking, self-reflection)

### **Proposal Concerns**

- Very complex to implement (e.g. College of Education)
- Decide whether this should be a developmental or terminal portfolio
- Incredibly large logistical undertaking if rolling out large-scale across the university
- FERPA considerations
- Plagiarism detection/Academic Integrity Issues

- Designing rubric for what goes in/assessment of portfolio
- Are faculty prepared/willing to develop this component of academic life for students

### **Questions**

- Will SACS award points on originality?
- Do we have the system capacity for this?
- Will it be required?
- Should there be a pre-req course to build portfolio
- Privacy controls/concerns

### **Suggestions**

- Blend QEPs #3 & #8