



Cohort VI

Inter/National Coalition for Electronic Portfolio Research

Cohort VI of the Inter/National Coalition for Electronic Portfolio Research will develop and field-test criteria for assessing a range of eportfolios, including those embracing rich media and social software, which enact reflection and integration. If your institution is interested in using eportfolios with these characteristics in a systemic way for assessment, you are invited to apply for participation in this cohort. We particularly encourage applications for institutions wishing to use such assessment in accreditation self-study; we will solicit regional accreditation agencies' feedback throughout the research process.

The cohort will run from Fall 2010 through Spring 2013. After examining the range of eportfolio exhibits used at participating institutions, cohort participants will create a set of criteria responsive to such exhibits; in a second iteration, participants will apply a set of criteria to eportfolios from each campus in a field-test of the viability of both concepts and rating practices. This developmental work will prepare for subsequent activity aimed at comparability across institutions.

All institutions with eportfolio practices, including those who have participated in earlier cohorts, are invited to apply for participation in this cohort, which will meet face-to-face twice annually: once in a cohort-specific location and once in connection with a larger meeting (e.g., the IUPUI Assessment Institute, AAC&U, ELI, or AAEEBL).

Selected institutions also commit to

- identifying a research team that is committed to use of eportfolios for assessment;
- supporting their researchers through recognition and dissemination of their work on their own campus; and
- funding for a membership fee of \$5,000 to be paid upon acceptance and for participation of the research team in the face-to-face meetings.

Each research team will include at least two members with

- knowledge of and access to eportfolios in use on campus;
- commitment to learning through designed inquiry how eportfolios can be assessed according to the exhibits they contain, the audiences they address, and the learning that they foster; and
- allotted time for full participation in the cohort, which includes conducting the inquiry, participating in face-to-face meetings, and collaborating to disseminate the cohort's findings (e.g, in conference presentations as well as in other venues such as our earlier publications: see *Electronic Portfolio 2.0*).
- To apply for cohort participation, submit the application form to all of the Coalition directors (Darren [Cambridge <dcambrid@gmu.edu>](mailto:dcambrid@gmu.edu); Barbara [Cambridge <bcambridge@ncte.org>](mailto:bcambridge@ncte.org); Kathleen [Yancey <kyancey@fsu.edu>](mailto:kyancey@fsu.edu)) by **April 2, 2010**.
- Teams will be selected and notified by April 16, 2010.

Application for Participation in Cohort VI of the Inter/National Coalition for Electronic Portfolio Research

1. Institution
2. Research team members. Include the name, title, department, address, phone, and email address for each team member.
3. Administrator supporting the research team participation. Include the name, title, address, phone, and email address for this administrator.
4. Description of eportfolio use on the campus that will be the basis for the research. Include a written description and any pertinent URLs.
5. Description of the questions that interest you regarding the use of eportfolios for assessment. Mention any prior designed inquiry, if any, that you or others on your campus have done regarding establishing criteria for eportfolio exhibits of various kinds.
6. Explain what you hope to provide to and derive from the cohort work.
7. Letter of commitment on behalf of the institution to support completely the activity of the institutional members in the activities specified above.

Rationale and Approach

During the last several years, most institutions interested in electronic portfolios have focused on the multiple factors contributing to student and institutional success, among them identifying aims for portfolios; engaging faculty, staff and students in curricular and showcase efforts; developing reflective practices; and establishing support centers where students can revisit past work, link it to new work, and prepare both for multiple audiences.

Many campuses began efforts focused in electronic portfolios because they hoped to use them for assessment purposes. They are not alone in this aim, of course. The Association of American Colleges and Universities (AAC&U), for example, aimed in its VALUE project at a new means of assessment, one created through electronic portfolios evaluated by faculty-developed scoring guides keyed to the AAC&U LEAP outcomes. Likewise, the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL), a recent group linking eportfolios to other forms of “authentic” learning, also includes assessment as one of its aims. To date, however, none of these groups—individual institutions; AAC&U; or AAEEBL—has developed a set of assessment practices or standards responsive to four defining features of electronic portfolios: (1) distinctive kinds of exhibits ; (2) integrative reflection ; (3) diverse audiences ; or (4) holistic development that electronic portfolios both foster and demonstrate.

The purpose of this 6th cohort of the Inter/National Coalition for Electronic Portfolio Research is to develop such a set of practices and standards. Employing a portfolio review model developed in the 1990s by a collaborative group interested in ways of understanding print portfolios (Allen; Yancey et al) in conjunction with more recent collaboration technology, this sixth I/NCEPR cohort will engage in a portfolio review designed to achieve three outcomes: (1) provide critical feedback to institutions on the assessment value of their electronic portfolio model; (2) create a set of criteria congruent to the diversity of samples, including multi and social media samples inside electronic portfolios; and (3) field-test the viability of these criteria across a range of electronic portfolios as a proof of concept for a larger effort keyed to comparability across institutions.

This cohort’s work is unique in several ways. First, it will be the first cohort of the I/NCEPR designated as an assessment cohort, developed at a time when institutions now are beginning to have a critical mass of electronic portfolios ready for such assessment. Second, the assessment criteria, rather than being developed in the abstract outside of the context of electronic portfolios, will be created from electronic portfolios themselves. Third, the assessment criteria will include non-cognitive factors as well as cognitive factors inside the same scoring mechanism for a fuller representation of student development and achievement.