

EPAC February 2009 online chat

Making Sense of ePortfolio Tools and Technologies -- Where to Begin?

Monday, February 23 at 10 a.m. PT/12 p.m. CT/1 p.m. ET

CHAT TRANSCRIPT

Moderator (Helen Chen): We're delighted and honored to have Helen Barrett and Nils Peterson join us for today's chat. If you've taken a look at <http://epac.pbwiki.com/Evolving+List%C2%A0of%C2%A0ePortfolio-related%C2%A0Tools>, you'll see some of the ideas that came out of our conversation which began when we posted this list of ePortfolio-related tools and technologies.

Moderator (Helen Chen): How might one go about organizing and making sense of this list? It obviously relates to the question so many of us get asked -- can you recommend an ePortfolio tool? what tool should I choose?

Moderator (Helen Chen): I'm going to invite Helen and Nils to briefly introduce their work and their perspective on today's topic...Helen?

Moderator (Helen B): Thanks... The first question I always ask: What is your purpose for creating an ePortfolio? Before talking about the tools, we need to ask... Why???

Moderator (Nils): Purpose is a good starting place -- many folks start with what tool to where to deploy it.

Moderator (Helen B): I am finding that people have many purposes for creating portfolios, and not all tools work for all purposes

Moderator (Nils): I guess i'm interested in portfolio purposes for learning -- learning by the learner, by communities that include the learner

Moderator (Helen B): There seem to be three major purposes for creating portfolios: learning/reflection, accountability/assessment, and showcase/employment.

Moderator (Helen B): I'm sure you can think of others, but these seem to stand out in the literature. I also find that institutions have different purposes than students.

Moderator (Nils): Last spring we were doing some work with Microsoft, looking at portfolio uses in a case study <http://wsuctlt.wordpress.com/2008/03/20/learning-portfolio-strategy-be-public/>

Moderator (Nils): the subject portfolios were from our 2nd ePortfolio contest
<http://ctlit.wsu.edu/contest07/gallery>

Moderator (Nils): institutions do have different purposes than students which is one of the reasons I suggested to HelenC that the ePort list have the 3 categories added to it

Moderator (Nils): In the contest and in other work, we found students wanting to take their portfolio with them after they left the university

Moderator (Nils): The only want to take the portfolio with them if they felt it is authentic. if it was just a class portfolio, they may abandon it

Moderator (Helen B): When I put together my "Categories of ePortfolio Tools" I identified the types of tools by whether they were for individuals (and institutions) or only institutions:
<http://electronicportfolios.org/categories.html>

Gary 1: Is it necessary that the three purposes--accountability, reflection, showcase employment--be separate?

Moderator (Helen B): I am particularly interested in the concept of a lifelong portfolio... that supports lifelong and life wide learning

Moderator (Helen B): @Gary - The type of portfolios that are created for the different purposes can be very different, and may require different tools to support the process.

Moderator (Nils): HelenB - your chart locates the site where the portfolio exists, but maybe doesn't address the question of ownership

Moderator (Helen Chen): What do people think of these different views of portfolio purpose from the perspective of who owns it, who it is for (audience), and who is interested in its content (learning, etc.)...how does this fit (or not fit) with your view and/or experience with portfolios?

Moderator (Helen B): I have a philosophy that wherever a portfolio is stored, it belongs to the person developing the portfolio.

Moderator (Helen B): But that comment really views the portfolio as "product"

Moderator (Nils): HelenB - that is the philosophy, but not the reality of the practice. We see the university wanting to shape the portfolio to meet its assessment documentation needs

Moderator (Helen Chen): It seems like this view of student (or whoever creates the portfolio) ownership of portfolio content is pretty widely accepted. What happens when others in the institution have a stake in that content (as Nils is referring to)?

Moderator (Helen B): They we have to ask whose portfolio is it? the person who created it or the institution that hosts/requires it?

Nathan: Helen B; Practically, I think that the person with admin rights is the true owner. Or, to put it differently, who pays for the service? Who controls what goes in?

Betsy: The artifacts of my ePortfolios are scattered everywhere.

Betsy: The ePortfolios is an organizational implement to bring them together.

Moderator (Nils): Starting from HelenB's life-long/life-wide idea, we should assume that more learners will come to us with portfolios and will carry them beyond the institution

Bob: Portfolio purpose can change over time. Initially, the norm might be for the institution to be the driving force behind the creation of an ePortfolio and therefore institutional needs might take priority. Over time, we all hope that students see more and more value to their ePortfolio, at which point in time their interests might be the most important.

Nathan: I recently ran a study using the concept of ownership as a predictor for user satisfaction. I thought that user's feeling of control over the content, visual style, and organization of the portfolio would predict overall feelings of ownership. However, only visual control predicted overall ownership. There are other factors in there; I'm just not sure how to describe them.

Moderator (Nils): Which leads the learner to say, why should I put my stuff in your portfolio while i'm in your institution

Moderator (Helen Chen): Interesting point, Betsy, particularly as it relates to storage of artifacts. What if there wasn't just one portfolio product that stores all of your stuff but some tool that allows you to reference, synthesize, reflect and integrate?

Moderator (Nils): Betsy, I'm with you. Which has led me to think about social bookmarking as a way to make my portfolio. I am tagging myself, see <http://www.nilspeterson.com/2008/11/14/tagme/>

Moderator (Helen Chen): Nathan, do you have a reference or anything written up about your study? Judy, would some of our early experiences at Portland State be relevant?

Gary 1: Yes, HC, I think people have all kinds of stuff they just don't think of as their portfolios, which is why it is the thinking about learning and showing learning that needs focus.

Moderator (Helen B): We need to get away from thinking of the electronic portfolio like we do a paper portfolio: that it is a product. Instead, we need to think of the portfolio as a process.

Nathan: HelenC: I've got my dissertation draft . My adviser is currently reading it, but I'd be happy to send a copy to anyone who is interested. I'm planning on turning it into a paper, but only after my defense is done.

Betsy: I'd love to see that Nathan.

Judy: We found that student buy-in is crucial if you want authentic, relevant eports. If you can design a system that has the ability for students to take their work with them in multiple ways, that increases buy-in and also the quality of the eport. I do agree that the design and some kind of ownership has to rest with the students.

Nathan: You can find it online at <http://conversation.cgu.edu/garrettn/files/> -- labeled as "Garrett Dissertation 2009.02.09 - Ryan Draft.doc"

Betsy: What I read from Helen B this morning emphasized establishing the purpose of the ePortfolio before deciding on presentation application.

Moderator (Helen B): I think Nathan's research is similar to my findings with high school students... what some of them wanted was an "academic MySpace" with the ability to individualize and express themselves

Moderator (Nils): HelenC said: " What if there wasn't just one portfolio product that stores all of your stuff but some tool that allows you to reference, synthesize, reflect and integrate?" We've been thinking about that pulling together. Gary Brown coined the term Harvesting Gradebook This link is a recent point in a long series of posts on the topic

http://wsuctlt.wordpress.com/2009/01/20/harvesting_gradebook/

Moderator (Helen Chen): Excellent, Nathan! Your findings would relate to Helen B's emphasis on the ePortfolio process and how do we encourage student ownership of not only the product but also the process that goes along with the thinking, metacognitive awareness, etc. around the use of ePortfolios.

Alan: I agree with the three ways of looking at eports. One issue we wrestle with is getting buy-in from the top. Another might be getting the students to see the value, esp when they are beginning them. We have a few evangelists on campus - I think they're here today. Perhaps evangelists needed on the student side?

Betsy: Thanks Nathan.

Judy: My dream is, as Helen said, that a system can offer design, ownership and product while still being used by institutions for learning and program assessment. That's what we were trying to do at Portland State.

Nathan: Judy; That's almost exactly what my diss project was about. Using ownership, social learning, and ease of use as predictors controlled for 60% of user satisfaction.

Moderator (Helen B): The challenge we have today is that the tools have not kept up with our vision...

Moderator (Helen Chen): Thinking about the ePortfolio process, are there certain tools that are better at facilitating this than others? Is it necessarily a feature of a specific tool or more the culture around how ePortfolios are introduced, implemented, and adopted?

Moderator (Nils): Gary 1 & Nathan. There is lots of stuff I didn't think was my portfolio, but have later discovered that I wanted to view it that way. For example my Flickr was just photo sharing until it reached a critical mass

Judy: I believe that the learning process at an institution has to drive the eport system design. Then, you have to do a lot of faculty development to integrate those practices into the curriculum.

Nathan: Alan: One way I've been trying to bypass the need for *designed* evangelists is to stimulate

organic/natural peer learning. I mimicked social software's public-by-default nature, and showed peer content to students whenever they edit their own work. As a result, almost all students extensively viewed peer work. I like to believe that (in the long term) will really help satisfaction and adoption.

Moderator (Helen B): In my experience, most of the tools have been built to meet institutional needs for data about student learning, and have not built adequate personalization into the interface.

Betsy: The most important thing that I've picked up from Helen B's writing is that the application itself doesn't matter, it's the concept.

Moderator (Nils): Judy, We view it the opposite way - the point of the ePort is to drive the design of the learning process ePort drives institution, not vice versa

Glenn: Can you do both at the same time in the same system? Looks like we are splitting our efforts re: systems/applications into two roads, learning and assessment at Penn State - then down the road we will see what we can do to extract or help students extract the value added from the first into the second. I like the notion of 'harvesting'

Nathan: HelenB: Agreed, but also importantly, they don't build in automatic interaction. When students have to manually share, they're unlikely to do so.

Judy: I think OSP was trying to get all three into the design but I've lost track of where it is. When we used it, it was very clunky and hard to use.

Moderator (Nils): see <https://teamsite.oue.wsu.edu/ctl/home/Anonymous%20Access%20Documents/AACU%202009/inst%20Ovs%20comm%20based%20spectrum.pdf>

Moderator (Helen Chen): Nathan, was there a specific tool that you used in your experiment?

Nathan: I built it for the experiment --

Nathan: it was a plug-in for Elgg, but I'm splitting it into a separate tool to avoid some of the ease of use issues with Elgg.

Nathan: My diss has lots of screenshots if you're interested in how it operated.

Judy: Nils, doesn't that leave a lot of responsibility on the eport then?

Moderator (Helen B): Few open source or commercial tools include a blog or social network (exception: Mahara, Epsilen, Elgg)

Betsy: Some of the reading that I've been doing indicates that on an institutional level you cannot effectively do more than one thing at a time in ePortfolio format.

Gary 1: I have mixed feelings about the emergence of outsourcing the assessment of PLEs, now an emerging practice. If faculty and students aren't involved, the potential for deep change is altered, maybe diminished....

Moderator (Nils): Judy, I think the responsibility is on the ePort user, not the tool. But yes it does put responsibility on the user

Judy: If you integrate the eport into a learning environment, you can use the chat or blog capacity there.

Moderator (Helen Chen): Gary 1, can you speak more about your concerns?

Betsy: However, for the individual who gets the concept, ePortfolios are lifelong, integrated with everything we do and independent of particular presentation tools.

Moderator (Helen B): I think those elements are an essential part of an overall ePortfolio strategy (notice, I didn't say "software")... I think a "mash-up" approach might be more effective.

Gary 1: It's like discussions and chats in the LMS, Judy. And back to your point about faculty development. We've got disheartening evidence about the nature of faculty facilitation of online discussions...

Steve: Nils, I'm skeptical of the notion that software can drive change at the institutional level, esp if the institution doesn't require that it be used in some specific way. I don't think course management systems or word processors have driven much change. But word processors, in the hands of composition instructors who believed in a process approach to writing, have figured in some subtle but profound changes in teaching and learning. So how do you think ePorts can drive change? Where do you see it as having happened so far?

Judy: Nils, we looked at teaching practices around making a substantial eport. Have you looked at that? I worry about leaving things like reflection to the user when we aren't teaching deep reflection very well.

Moderator (Helen Chen): What are people's thoughts about Web 2.0 tools, social networking, etc. and ePortfolios?

Moderator (Nils): Judy, when you say integrate into learning environment, do you mean a LMS, or a more abstract learning environment?

Siri: Can someone share link or more info on the "dismal report on faculty facilitation of online learning discussions?"

Glenn: If there is one area of research in teaching and learning that is conclusive it would be the importance of *relevance* as it relates to motivation!

Siri: I love web 2.0 tools in my classes -- profound new world for teaching and learning...

Moderator (Nils): Its the learning (the process) that will drive change, not the ePort tool.

Judy: Yes, LMS.

Nathan: Nils: Chime!

Moderator (Nils): That PDF I sent earlier is a comparison of two world views. Roughly Web 1.0 and Web 2.0

Gary 1: LMS use--Glenda Morgan. Google her. It still pertains when we look at how LMS is used.

Moderator (Helen B): In fact, I think some of the ePort tools support a positivist model of teaching and learning, rather than a constructivist model (which is where portfolios really began).

Moderator (Helen Chen): Absolutely, Nils. We've talked about change at the individual student level as well as institutional change. What circumstances are necessary to foster successful change using ePortfolios in each of these situations?

Glenn: We have deployed and are actively promoting Movable Type, a blogging platform for our students to use to create a website with a blog that they call their portfolio. Actually each of these terms bring with it their own 'baggage' now... we are trying to steer clear of these and focus on purpose instead as Helen B suggested earlier...

Nathan: I think that we can't rely on the public nature of web2.0 stuff to motivate students. In our studies with graduate students, we've consistently found that around 50% report that having work public motivates them. However, we've also found in attempting to use elgg that virtually no one is really interested in creating an academic online community for a school.

Nathan: Maybe larger schools have the needed population so that the 1-5% have the mass to start a conversation, but our smaller school really didn't

Moderator (Nils): One of the things that inspired us was George Hotz' hack of the iPhone. He worked the problem in public using Blogger and IRC. The record is a portfolio of collaborative problem solving

Nathan: Our attempts at creating an online academic network have consistently failed; even though we were working with IT graduate students (who if no one else will, are our early adopters)

Moderator (Helen B): That's why I think a blog (reflective journal) is an essential part of an ePortfolio strategy

Judy: Can you describe the online academic network you were trying to achieve?

Nathan: I really think that if portfolios aren't embedded in the *major*, then students aren't going to buy into them.

Moderator (Helen Chen): Helen B, can you speak more about your thoughts about blogs?

Steve: Re Helen Chen's question about what's needed to institutionalize ePort use for any particular activity, these days it would certainly help if a) faculty already had been struggling to do X (which the eP would make easier, and thus save them time); b) the use of eP was seen as inexpensive or free (e.g., Google tools or other tools already at hand).

Judy: Our eport was housed in the gen ed program and students became so enamoured with them that they started pushing their majors to use them, too.

Betsy: Another aspect of the blog is that they are so understandable in form.

Catherine: The Education faculty here at UBC has been using an installation of WordPress MU to give all teacher candidates a way to both record their learning *and* give evidence of meeting the standards - I'd love to hear more about what Helen B thinks about blogs... are they better for learning or assessment?

Nathan: Judy: We tried a couple different things, with Elgg and Wordpress MU. We were hoping that students would be interested in talking about their research, classes, personal interests. When we really pushed, we had some interest. however, once the pushing stopped, interest in those died rapidly. I've seen similar stuff with a project at Biola undergraduates.

Moderator (Helen B): A blog supports a Workspace/Learning Portfolio through:
Space for document/artifact storage (collection)
Space for reflection connected to individual artifacts
Facilitate collaboration on artifact development
Facilitate feedback/dialogue on documents (by peers or teachers)
Privacy Protection/Security
Track participation on group-developed artifacts
Facilitate evaluation of artifacts

Moderator (Nils): Nathan, i think you need to break down your school's wall. its the world where the conversation needs to take place

Nathan: Nils: These were all open to the world and actually got a lot of Google searches and links.

Steve: Re Judy's comment: student pressure is another factor that an aid institutionalization of practice.

Judy: Students certainly text and chat among themselves all the time. The question may be, how do we integrate their social communication with academic pursuits?

Moderator (Helen B): @Catherine: are you trying BuddyPress, the social networking add-on to WordPress MU?

Nathan: Nils: I think our mistake was thinking that students would give up the really good free tools (or personal websites), for one hosted on a school url.

Moderator (Nils): I wrote this to a high school student (bright one) who is home schooling himself and trying to understand how the web might play. He's ahead of the curve, but suggest where I think its going. <http://www.nilspeterson.com/2008/07/24/advice-to-a-web-20-learner/>

Moderator (Helen Chen): Does the idea of blogging also relate to prompts for reflection? Obviously not all students are naturally inclined to blog or reflect in this public manner. At Stanford we have our more "techie" (vs. fuzzy) students from engineering, sciences, etc. who don't necessarily see the value. If we think engaging in the reflective process as being valuable for ALL students, what are some strategies for scaffolding and modeling reflection?

Catherine: @Helen B, we're looking into BuddyPress but have not implemented it yet

Moderator (Nils): Nathan, Were the students working problems outside your walls, with wider communities or (forgive me) doing "schoolwork"

Betsy: Is it perhaps true that a more targeted approach to ePortfolios would aide in opening up the process to students who might then be able to begin thinking of the concept in a broader sense.

Judy: We found that calling reflection something else helped those not inclined to reflect come into the practice...like project logs and such.

Moderator (Helen B): I agree that reflection is (as I always say) the "heart and soul" of a portfolio, and we need to learn new strategies to scaffold that process. I realize that is getting off the topic of tools... maybe a good topic for a future discussion.

Nathan: @Nils: We tried a combination. The tech department used it extensively to support schoolwork. The university also has a series of classes taken by all incoming PhD students that tackle larger problems or issues. Many of those people were interested in a broader approach to coursework, moving beyond a single discipline (or school). We didn't have anyone who formally tried to connect to other schools.

Moderator (Nils): Nathan (I'll get in trouble for saying this) but bag your school URL. I'd rather be NilsPeterson.com than cilt.wsu.edu/staff/NilsPeterson

Nathan: bag?

Moderator (Nils): as in trash bag

Judy: I wonder if a community-based project with an outside partner might be a good start for this kind of online community?

Moderator (Helen B): I once had a biologist tell me that they didn't reflect... but I said, "you keep lab notes..." I agree Judy... it depends on what you call it.

Moderator (Nils): Judy - yes. See some of our portfolio contest examples

Gary 1: who will you get into trouble with, Nils?

Glenn: Circumstances necessary? ...hmmm.... I think we all need to be persistently patient. Many of our undergrads have no owned sense of professional identity - they may have ideas but experience will play these out. The Music Ed students I work with have an solid notion of themselves as musicians as many of them have been performing since they were in very little. They are only now beginning to look at themselves as teachers. In the same way, changing faculty approaches to teaching and learning to foster a more developmental approach is a large task. We need to be patient with our stakeholders and our technologies.

Betsy: Yes.

Moderator (Nils): This is a nice video on the networked student and the new role of the instructor <http://www.youtube.com/watch?v=XwM4ieFOotA>

Judy: How long do you want to be patient?

Nathan: @Nils: I totally get that -- and think that our real early adopters didn't take to our campus network for that very same reason. We thought that the 2nd wave would prefer to have the legitimacy of an academic .edu site. However, it just wasn't motivating enough for them to take it on.

Gary 1: And what alternatives do we have to patience?

Moderator (Nils): My CIO (not Gary 1 my boss)

Betsy: Alternative to patience--requirements and rigidity.

Steve to Nils: He'd get in trouble with me. I often go to an institution's web site and then look for an individual's page. Your example screws up my search strategy. Hard to find John Smith's page, if you have to search the whole web for it.

Judy: I think institutional will is important and then real action plans to change the way teaching and learning is viewed as well as how we think, talk about and create learning environments for our students.

Betsy: Alternative to patience--creativity and example.

Judy: Betsy, I don't think that hard line. But, sometime we do have to begin to reward teaching as part of what faculty do in a very real way.

Moderator (Nils): If you think my reputation is more tied to my institution than to my work, then you would start at my institution to find me. and vice versa

Gary 1: In our own research, only a small percentage of faculty value--in their teaching practice-- reflection as it pertains to ePortfolios and folio thinking.

Moderator (Helen Chen): Can we help students develop an identity as a learner over the course of their undergraduate learning career or lifelong learning career for that matter? To use ePortfolios to do so, it's obviously not going to happen if it's just something they get exposed to in a class or two. Seems to go back to the question of how to integrate ePortfolios into gen ed or the broader curriculum both inside and outside the classroom...

Moderator (Nils): Betsy, i like your second alternative to your first.

Moderator (Helen B): We really need to look at the engagement factors that drive the use of social networks, and how we can incorporate those factors into ePortfolio tools.

Betsy: Me too.

Steve: @Helen, I agree. I think ePs are more often pulled, than pushing.

Moderator (Nils): So, can we list some engagement factors

Judy: i agree. Having recently joined facebook, it is totally amazing how active people are on it. Something is working there.

Nathan: Betsy: Shulman had a really good quote about turning portfolios into especially cumbersome multiple choice tests that I really like.

Gary 1: to alternatives--another is leadership

Moderator (Helen B): @Nils: ease of use, ability personalize

Nathan: @nils: Feelings of ownership

Nathan: @Nils: Social Learning

Judy: A sense of fun, too.

Betsy: Personal interfacing

Moderator (Nils): HelenB no, those don't motive me. A real problem and a community I can join to address it are motivating

Gary 1: But the purpose of social network activity is also mixed, at least as far as learning is concerned

Moderator (Helen B): a focus on social networking and community

Nathan: In regression predicting user satisfaction, Ease of Use coefficient with that of Ownership and Social Learning combined (latter two were roughly equal)

Moderator (Helen B): Ease of Use is a big factor...

Nathan: @Nils; Almost by definition, anyone with a PhD and who is a researcher is not a normal user

Gary 1: The association, Nathan, is interesting. Ease of use and learning

Moderator (Helen Chen): Are there any tools out there that have some of these features? Helen B mentioned Epsilen, ELGG...

Betsy: Logging onto facebook is more like going to a coffee shop and playing checkers than going to a professional discussion group. Can we make this comparison?

Steve: One way to increase motivation: evaluation showing that certain eP-supported activities improve engagement, retention. (Note the emphasis on the activity, not the eP per se)

Moderator (Helen B): When it comes to technology... we can't let the technology get in the way of the learning process, which it does in so many tools.

Steve: One way to increase motivation: evaluation showing that certain eP-supported activities improve engagement, retention. (Note the emphasis on the activity, not the eP per se)

Moderator (Nils): Ease of use is important, but its not what engages.

Judy: In some sense, I'm not sure we really know the power of an eport over time, yet. I do think if we integrated eports into the curriculum and student could see their learning over time, that would increase motivation.

Gary 1: yes, you can learn a lot drinking coffee and playing checkers, no

Moderator (Helen Chen): Yes, maybe we need to be talking more about the culture and community surrounding the use of the Portfolio and not necessarily the tool itself (at least for starters)

Nathan: @Steve, would you share the reference where you got that? I'd be very interesting it reading more

Betsy: Yes

Steve: @Nils, I agree. Some evidence that degree of need to carry out an activity influences user judgment about "ease of use" quite substantially. People who are needy find lots of tools "easy to use."

Kim: Yes...just join or create a group!

Judy: Helen, for sure. That's the issue we began with. I do think the what for and how questions need to answered before the tool(s) are chosen.

Moderator (Nils): Steve, yes.

Nathan: @Steve: There's a information systems theory called TAM (technology acceptance models) that predicts adoption from two variables, ease of use and usefulness

Steve: @Nathan: no reference. I'm predicting that, if such a study were done, its findings would have an impact on practice.

Moderator (Helen Chen) to Kathleen: Thanks Kathleen...looking forward to seeing you Wednesday!

Nathan: @Steve: It's quite good at predicting user behavior for a variable of situations, but those are two different variables.

Kathleen to Helen Chen, Nils, Helen B, JohnIttelson: I can't wait to have all that knowledge in one area!

Gary 1: and "usefulness" has lots of implications--useful for what--playing school or solving a community problem

Steve: @Nathan: I've been suspicious of TAM because it treats "ease of use" as an independent variable. I'm not sure that it is. A study by Elton and Carey years ago suggested that the perception of 'ease of use' was itself a variable depending on degree of need for the online service.

Steve: @Nathan, or did you have in mind an objective measure of ease of use that doesn't depend on user judgment?

Nathan: @Steve: True, photoshop Ease of Use is very different from FACEBOOK EoU. Even so, the other good research I've seen on adoption found that it was the best predictor of use adoption among a variable of work.

Gary 1: I tend to understand that the point is that there is no objective measure for ease of use

Moderator (Nils): And useful for whom? Bosses? Someone wanting to get their ed ticket punched? Some one try to keep homeland security from building a wall through her ancestral home?

<http://www.google.com/search?hl=en&client=firefox-a&rls=org.mozilla:en-US:official&hs=GoG&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=margo+tamez+eportfolio&spell=1>

Moderator (Helen B): I once found this formula and used it in my dissertation: The perceived benefits of a change need to exceed the perceived cost of that change (in terms of time, effort)... I think we can say that fits with ePortfolios as well.

Betsy: Ease of use is important, but what are the big hurdles? Where do I put my stuff? How do I show my stuff? How do I talk about my stuff? Why should I care about your stuff enough to talk about it?

Moderator (Helen Chen): Hi everyone -- we are at the hour and although we can let this conversation continue to for as long as people would like, I want to be sure to thank Helen and Nils for joining us today. Also, if you haven't done so already, please type in your name, affiliation, and email so that I can send you an email when we post the transcript for today's chat and list of resources mentioned today including the link to Nathan's dissertation! We'll also follow up to get references to the other studies mentioned.

Nathan: A good reference on user adoption:

Nathan: ePortfolios eMerging:
Sharing Evaluation Methods to Examine Success
By Diane J. Goldsmith
Dean of Planning, Research, and Assessment
Connecticut Distance Learning Consortium

Moderator (Nils): Betsy, the point of voluntary communities is you don't need to ask your last question.

Catherine: Thanks everyone - good to know we're not the only ones struggling with these issues!

Moderator (Helen B): Thank you! Good discussion... lots to consider.

Judy: Thank you! This was great. Wish we had solved the tool issue, though!

Nathan: Yes, great conversation. Thanks to Nils & Helen for coming.

Glenn: @Helen B - I use something like that with my students, those where this activity is not required. I ask them to do a cost/benefit analysis. Let them make up their own mind as to whether this is worth their while.. Cost = time. Benefit where it is not required = opportunity?

Moderator (Helen B): @Judy: I remember hearing Gary Brown from WSU say that eventually, any software choice becomes the wrong one... perhaps because of changes in technology, and in your needs

Moderator (Nils): Judy, the tool problem will never be solved.

Moderator (Helen B): that's why giving some choice to students about the tools they will be using after they leave the institution might be a part of the process (Sharepoint, Google, etc.)

Kim: Thanks, I was looking for more information of standards for faculty eport, however, this was great! I strongly believe in FB and think someone has to come up with a way to incorporate into the eport process for students.

Gary: Thanks for the great conversation.

Moderator (Helen Chen): Kim, we can try do something along those lines for a future chat...let's talk more!