Introducing ePortfolios as a Method of Assessment.

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Geraldine Lavin (MU)

ePortfolios and more: the developing role of ePortfolios within the digital landscape

CRA/AAEEBL
Dublin
23-25 May, 2018
Session Outline

• Overview
• Encouraging Students’ Early Engagement
• Evaluating Start-Up Issues
• Some Examples
• Learning Outcomes and Feedback

Piloting an e-Portfolio Reflective Journal Collection
Overview

- Reflective Journal Exercises –designed by Geraldine Lavin (2016/17)
- We decided to keep these as they had worked well in previous year.
- Adapted to e-Portfolio format (Michele) in 2017/18

Acknowledgements:
Naoimh O’Reilly, course co-ordinator

Cohort of students (99)
  1\textsuperscript{st} year MiNT
    + Overseas students (elective)
    + Global Business (electives)
## Creativity and Discovery Module: Learning Outcomes

<table>
<thead>
<tr>
<th>LO</th>
<th>Description</th>
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<tbody>
<tr>
<td>LO1</td>
<td>Recognise theories of creativity</td>
</tr>
<tr>
<td>LO2</td>
<td>Experiment with creative approaches to problem solving</td>
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<tr>
<td><strong>LO3</strong></td>
<td><strong>Discover new ways of thinking and reflexivity</strong></td>
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<td>LO4</td>
<td>Practice creative thinking on pre-assigned exercises</td>
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<tr>
<td>LO5</td>
<td>Understand how companies approach idea generation as part of the innovation process</td>
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### Rationale for integrating e-Portfolios as a Method of Assessment
- Students could build showcase of their creativity
- 6 different reflective journal exercises
- Reflection on these = reflective journal collection

### Learning Outcome 3: to support reflexivity by adopting more creative process

### Opportunity for earlier feedback
Under Construction

- Creative skills to be developed
- Expertise to be built
- Motivation?

THOUGHTS OF OTHERS
COMPONENTS OF CREATIVITY—Amabile, 1998

Diagram showing the components of creativity:
- Expertise
- Creativity
- Motivation
- Creative-thinking skills
COMPONENTS OF CREATIVITY

Motivation/Interest and Creative Action

Reflection /Self Awareness

Incorporating Theory and Learning

- Motivation
- Knowledge
- Expertise
- Awareness
- Problem-solving
- Imagination
- Acting Creatively
- Applying Creative Tools and Techniques
- Systematic Approach
- Trial and Error
- Fail Fast
- Learning What Works
From Idea to Innovation (shooting star): pictorial description of components behind creativity

What do you think each represents?

Summarising Activities in the Creative Process  @O’Sullivan, M. (2018)  From Powerpoint 7 Icons
ENCOURAGE STUDENTS’ EARLY ENGAGEMENT WITH E-PORTFOLIOS

1. Changed 70% individual assessment
   20% + 50%
   From Pages to indicative word count
   Build in earlier feedback

2. Templates designed by Lisa Donaldson
   Individual e-Portfolio Reflective Journal Pages
   Part A and Part B reflections on Learning = e-Portfolio Collection

3. On-going supports from Lisa and TEU
   • Presentation at start of semester
   • Supports on-line
   • E-tern supports
   • Technical supports
1. CHANGES TO ASSESSMENT

Originally: 70% individual

• 1 text-based reflective journal
  • 8 weekly journal exercises – to complete 6
  • 5 in final submission
• Additional reflections on Learning
• Submission at end of semester
• Some interim feedback through class discussion
REVISED ASSESSMENT BREAKDOWN

20% for 1st part of assessment
• Submit 6 reflective journal exercises
• Weekly deadlines
• 2% @ on-time submission = 12%
• 8% - 1 random exercise graded if student submitted all exercises by week 6 deadline
  + individual feedback sheet
+ Weekly general feedback

50% for e-Portfolio Collection
Part A: 5 exercises + reflections on learning (25%)
+ Part B: Additional reflections + 2 videos (25%)
2. Templates

Assignments adapted by Lisa into Templates

Students could use templates or devise their own layout
Copy template x 7 for each journal exercise

Edit Title for each Reflective Journal Exercise

Input assignment title

Students could use this template or create own design
3 learnings each for 5 chosen journal exercises

Indicate core learnings related to 3 of the 5 module learning outcomes

Some confusion here - became apparent halfway through semester - What was in written text for assignment slightly different from this
Learning: ask students to complete 1st and 2nd at start
3. SUPPORTS FROM LISA DONALDSON AND TEU

- Class Presentations x 2 in first 2 weeks
- On-going support from Lisa
- E-terns
- Supports on Loop
  - How to videos
  - Examples
  - Reflect Help and contact for support on-line
EVALUATING START-UP ISSUES

For Students

- Weekly feedback in class
  - Intended to be on that week’s assignment
  - Added feedback on common issues with ePortfolios
- Email queries re difficulties
- Tech issues: extended deadlines
- Turned it into creative learning / in-class discussions
- Some basic / simple issues
  - Frustration at first with some
  - Different technical abilities
  - Generally positive towards e-Portfolio (at end!)
  - Hard work worth it (for most).

Some Confusion with Part A + Part B
Evaluating Start Up Issues

- Technical issues – made the process more difficult for everyone

- Loop On-line comments /notes in first few for class feedback – explained this to students that they wouldn’t all always get written feedback on-line

- Individual feedback on 1 random exercise worked out ok, but would like to do this earlier in semester rather than Week 8

- 6 exercises too many for initial start-up phase – reduce and get feedback to students earlier?

Grading assessments and feedback (for me)

Simple Rubrics – went through this in class
See next slide
<table>
<thead>
<tr>
<th>Marking Scheme</th>
<th>Marks</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% for each of following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fulfils assignment brief</td>
<td></td>
<td>Critique and criticism could be more developed and lacks supporting referenced material. Include exercise no. and title in heading.</td>
</tr>
<tr>
<td>• Creativity in presentation &amp; layout; quality of writing</td>
<td></td>
<td>Presentation could be improved with creatives and headings, etc. to clarify which section of assignment is being developed. Writing requires more depth.</td>
</tr>
<tr>
<td>• Independent research supporting analysis and references (incl. referencing and in-text citations)</td>
<td></td>
<td>No references in bibliography, and while deBono (1985) referred to in-text, not cited correctly nor in bib.</td>
</tr>
<tr>
<td>• Depth of analysis and reflections, using creative tools / course concepts and/or evidence from academic research</td>
<td></td>
<td>Requires more depth and development. Statement of role of hats rather than critique and would benefit from more independent academic research. Review of video light on detail.</td>
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<tr>
<td>Total</td>
<td></td>
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Example of Exercise

Reflective Journal Exercise 3
Title: The Creative Process
Critique the Six Thinking Hats Process discussing what it is, what it can be used for and what are the criticisms of the approach. Use referenced material rather than your own opinion for this part of the exercise. (2 pages) quiglvideo): (video uploaded and shown in class).

and give examples of where you can identify the different thinking hats being used. (1.5 pages)
Exercise Length: 3.5 pages / word count

Source: G. Lavin (2017)

Change in assignment to include indicative word count /not just pages
### Additional Class and Other Supports

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Restructured lecture schedule to allow time for e-portfolio learning</td>
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<tr>
<td>Tips from students</td>
</tr>
<tr>
<td>Examples of student work</td>
</tr>
<tr>
<td>Developed my own e-portfolio collection focused on tips for students</td>
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<tr>
<td>Email supports and feedback</td>
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At start: Lisa Donaldson’s Templates to be copied by students

Later augmented by my sample ePortfolio Collection as a further guide for students – see below.
At end of semester...

**MG116 Creativity and Discovery International E-Portfolio Reflective Journal Awards**

Thursday, 19th April.
12pm
GLA.C104
Some Examples of Students’ Work

Thanks to:
Mia Reimer, Sile Quigley, Paulina Trzeciak and Laura Montgomery
for allowing me to show these today.

These are only a taster of the ePortfolios, which are much more dynamic when you see them in full.
Identify the Problem

I have used a Fishbone Diagram below to outline some of the possible causes for this problem. These are both from my own personal experience and from the anecdotes and opinions of another student in my position. This was a very useful diagram and I plan to use it in future to organise my thoughts on what are the real factors and causes behind an issue.

Sile Quigley
**Core Learnings - Systematic Problem Solving**

**Fishbone Diagrams**
I found using fishbone diagrams a useful tool to identify the root causes behind a problem. By using the fishbone method to analyze my personal problem of isolation as a mature student, I determined some underlying issues of which I was previously unaware. This helped me greatly as knowing the root cause of a dilemma is often the first step in finding a solution.

**Mind Maps**
Mind maps have always been a tool I have avoided as I didn’t think they would work well to organize my thoughts. I presumed they were unstructured and a bit too disorderly to be of any use to my already scattered brain. To my surprise, they were very useful in uncovering connections to which I was oblivious.

**Methodical Thinking**
Adopting The Ten Steps approach as a regular technique in my daily life is the most significant outcome of this exercise. I find it very effective in slowing down my mind and clearing the fog. By forcing myself to employ each step without jumping ahead of myself, I find myself making more logical and sensible decisions.

**PROBLEM SOLVING APPROACH**

**CAN I POSTPONE THIS PROBLEM?**

**CAN I IGNORE THIS PROBLEM?**

**YES**

**NO**

**CAN SOMEONE ELSE TAKE CARE OF THIS PROBLEM?**

**YES**

**NO**

**JUST AS I THOUGHT**

**WAIT, WHAT??**

**WHAT PROBLEM?**

**OH MY GOD, PANIC!!**

Sile Quigley

Videos
1. Identify the problem
   a. Make a list of possible solutions. Make sure they are
   b. Discuss the problem. Make sure the group is
   c. What are the biggest obstacles to solving the
   d. Brainstorm solutions. Make sure you have
   e. Write down all solutions. Make sure you have
   f. Discuss pros and cons. Make sure you have

2. Identify the problem
   a. Make a list of possible solutions. Make sure they are
   b. Discuss the problem. Make sure the group is
   c. What are the biggest obstacles to solving the
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4. Analyze and interpret the information
   a. High marks indicate a lot of work. Therefore, I am not able to do everything in my own time to keep my
   b. Even with support, I need help. This is because I have a lot of
   c. From this, I can conclude that the group is not very effective
   d. From this, I can conclude that the group is not very effective
   e. From this, I can conclude that the group is not very effective
   f. From this, I can conclude that the group is not very effective

5. Identify potential causes
   a. I have had many negative experiences with group work, which leads to lack of interest in
   b. Lack of interest in group work can be attributed to the
   c. Group work needs to be improved. This is because I
   d. Group work needs to be improved. This is because I
   e. Group work needs to be improved. This is because I
   f. Group work needs to be improved. This is because I

6. Consider a range of solutions
   a. The identified causes need to be solved, but I want to think about solutions to improve my attitude
   b. The identified causes need to be solved, but I want to think about solutions to improve my attitude
   c. The identified causes need to be solved, but I want to think about solutions to improve my attitude
   d. The identified causes need to be solved, but I want to think about solutions to improve my attitude
   e. The identified causes need to be solved, but I want to think about solutions to improve my attitude
   f. The identified causes need to be solved, but I want to think about solutions to improve my attitude
### MG116 Assessment

#### MG116 Part A - Reflection Journal Showcase

<table>
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<tr>
<th>Trial</th>
<th>Exercise 1</th>
<th>Exercise 2</th>
<th>Exercise 3</th>
<th>Exercise 3 Core Learnings:</th>
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**Exercise 2 Core Learnings:**

![Image of Rubik's Cube]

A NEW APPROACH TO PROBLEM SOLVING:

(Mutant powers, 2018)

**What this has taught me**

Before completing this reflective journal I never paid much attention to the way in which I solved problems.

**Exercise 3 Core Learnings:**

![Optimists vs. Pessimists]

BEING REALISTIC, WEARING YOUR BLACK HAT, AND CRITICALLY ANALYSING AN IDEA CAN BE JUST AS CRUCIAL TO ITS SUCCESS AS THE POSITIVITY AND ENTHUSIASM WHICH COMES WITH THE INITIAL IDEA.

**What this has taught me**

Through studying the rinse approach of breaking down the thinking process I have realised it is just as important to be pessimistic and put on your 'black thinking hat' as to be optimistic and excited about a new
Reflections on core learning

Through a YouTube video describe your usual approach to creative thinking (Replace sample video below).

Using text/image links describe 5 challenges you face when trying to be creative in daily life and how you addressed them and plan to address each of these challenges.

Trying new things

It is very easy to fall into a trap of doing things the same way all the time. The same thing happens even after years of experience. One challenge I faced during my time at school was to break free from the rigid routines of classwork and study sessions, focusing more on learning through creative exploration. This led me to interact with people in my life who were completely different from each other.

Whether it was meeting new friends through my activities (talking to strangers, engaging in conversations), or simply trying new things that I would never have tried otherwise but that appealed to me, I found myself being more creative and open to new experiences. This helped me expand my horizons and discover new paths.

Not believing in myself

I come from a family of artists, and writing has always been a passion. Despite my initial self-doubt, I decided to pursue creative writing and it was then that I began to feel more confident in my abilities. Through the creative process, I learned to trust my instincts and believe in myself, which helped me overcome my fears and take on new challenges.

Using text/image links describe what you learned about yourself and your own skills from participating in this module.

From completing this module, I learned a number of different things about myself. I discussed many of these in the Core Learning for each exercise in this portfolio (Part A). I discovered that I am quite self-critical and that I need to learn to be more accepting of my mistakes and progress. I also discovered that I am creative in my own way, although it may not always be the typical way more often seen.

I have learned that although I had a problem-solving approach previously, it was not as effective as possible. I have learned new techniques and methods of being creative such as using different perspectives and taking breaks.

I have made a realization about how to maintain my focus and still make progress throughout the rest of my life.
MG116 Reflective Journal 1. Creativity In Marketing Promotions

1. Describe the ways you can assess creativity in advertising.

Creativity in advertising often involves thinking outside the box and coming up with innovative ideas to capture the attention of the audience. According to Selby (2012), creativity in advertising is not just about being original but also about being relevant and engaging. In this context, creativity can be assessed through various dimensions such as originality, usefulness, and appropriateness.

2. Describe the ways you can assess the success of an advertisement.

In assessing the success of an advertisement, there are several factors to consider. The effectiveness of the advertisement can be measured through its ability to achieve the desired outcome, such as increasing brand awareness, driving sales, or converting leads. Additionally, the impact of the advertisement can be evaluated through metrics such as reach, engagement, and conversion rates.

3. Pick a Superbowl 2018 advertisement. Describe how creative and successful the advertisement was.

I have chosen the Toyota Prius advertisement which was during the Superbowl. It stood out due to its innovative and humorous portrayal of car ownership, which resonated well with the audience.

Paulina Trzeciak
Evaluation

More than a Mode of Assessment

Various media to support and portray reflections

Broader student learning evident

Learning by Doing

5 of 8 finalists in DCU e-Portfolio Showcase Awards
1st and 2nd Place overall.

Student feedback positive

Suggested:
- Smaller classes /workshops
- Room with round tables /able to move around
- Enjoyed class format
- Flexibility good

(generally)
- A lot or work but learnt a lot
- Continue
- Change course outline
- More supports at start to guide them

Clear evidence of students’ achieving learning outcomes

More than a Mode of Assessment

Some Changes
- Better Rubrics
- Fewer exercises at start
- Earlier feedback
- More tips for students
- Similar topics

Suggested:
- Smaller classes /workshops
- Room with round tables /able to move around
- Enjoyed class format
- Flexibility good
Because of MG116 ...

I now know what creativity is and how it can be measured

I can navigate my way through the library

I can problem solve like no other

I can use and find useful references easily and efficiently

I am more creative than ever before !!!

Paulina Trzeciak

Feedback from Students

Creating the pages for each exercise showed me how much I like to create and design web pages. It improved my IT skills and got me more familiar with graphic design programs. Sure, I used them before, but only to sketch my drawings, not to create text in pictures or to edit images. Further, I learnt much about advertising and aspects seller must consider if he wants to prosper. I think this is a significant advantage for me and will help me to create compelling and beautiful advertising for my future business.

Mia Reimer
Thankyou  Any feedback welcome