# E-PORTFOLIO PASSPORT TO GLOBAL CITIZENSHIP: FOLIO THINKING FOR COLLEGE SENIORS

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*E-portfolio as Kaleidoscopic Process: Reflective View from Self to Global Society*

*Just as a kaleidoscope needs light to view the endless possibilities of visual combinations of the coloured glass, an e-portfolio provides the illumination for the learner to view the endless possibilities of the potential views and connections of her/his learning experience from self to global society.*

## Introduction

As part of the Senior-Year Experience Program at Kennesaw State University, an institutional elective capstone course entitled KSU 4401: Senior Seminar was created to assist students in the transition to post-university life. In the course, college seniors create reflective and best of show e-portfolios (electronic portfolios) which help them to honour, understand, and connect their learning from self to global society. This process is called *folio thinking* which develops the life-long learning habit of archiving, assessing, and sharing their learning with societal stakeholders in the areas of citizenship, community, and career. We propose that folio thinking acts as a kaleidoscopic process which leads to a deeper view of understanding learning and develops a strategy for archiving, reflecting, and digitally sharing life-long learning for the empowerment of college seniors and their emerging roles as global citizens. The *folio thinking* process prepares students for life-long continued career development which demands an entrepreneurial approach of managing one's own progress as a knowledge worker in the 21st century. In our presentation we will share the academic approaches to creating e-portfolios as passports to global citizenship by utilizing the *folio thinking* process for college seniors.

We will share the academic resources we developed to implement the *folio thinking* process. The academic resources include, the RACCE (Reflect + Assess + Collect + Connect + Express) College Senior Portfolio Process, the Global Portfolio Rubric which integrates the international and global learning outcomes at Kennesaw State University, the e-portfolio formats which were developed based on our work, our emerging hypothesis of investigating the learning empowerment developed by creating e-portfolios and its connection to brain research, and the importance of sharing learning for the betterment of global society. Our *folio thinking* presentation and resources are posted on the following website so we may share our ideas and resources, welcome your feedback, explore research on e-portfolios and their impact on learning, and begin a dialogue on how to further assist college seniors in the successful transition to post-university life through the design and development of an e-portfolio. Consult: *http://www.joandominick.com/ePortfolio2006.html*

## E-portfolios and Kennesaw State University College Seniors

According to Aristotle, kairos is the legal, political, or ceremonial act that demands a rhetorical outcome for justice. The kairos or ceremonial act of college graduation welcomes the rhetorical act of creating an e-portfolio. E-portfolios provide students with a means for self-reflection, transformation, introduction and connection to the audience, resulting in an attempt to establish a just, equitable, and sustainable global community. Creating the e-portfolio rhetorically strategizes the use of technology for andragoglogical transformation and societal connection of the author and audience, resulting in decisions and actions for the better good of global society. E-portfolios will be used as a reflective tool and as an effective means for initiating conversations and actions with others about the value of developing an international perspective and becoming a more responsible global citizen.

We support the critical mission of higher education which is to graduate productive, global citizens that are dedicated to developing a just, equitable, and sustainable society. How did we introduce to the senior-year college students the best practices for developing a global mindset in preparation for their future leadership roles? At Kennesaw State University, we created the Senior-Year Experience Program which assists college seniors in the transition to post-university life.

Students learn to utilize the *folio thinking* process as a life-long learning commitment by using an e-portfolio as a passport for sharing their learning for the betterment of society. The Senior-Year Experience Program consists primarily as an institutional elective course entitled KSU 4401: Senior Seminar which is open to all college seniors preparing for post-university life as a 21st century global citizen. As citied on the Kennesaw State University Senior-Year Experience website under mission and vision (consult: *http://www.kennesaw.edu/university_studies/sye*): *The mission of the Senior-Year Experience is to provide KSU seniors with an opportunity to reflect on and provide closure to their collegiate educational experience, demonstrate proficiency, develop the skills necessary to successfully transition to and navigate post-university life, understand the civic and social responsibilities of being college educated citizens and connect with KSU in an ongoing relationship…. Students will be able to make connections across courses and disciplines as they articulate the personal and professional meaning of their collegiate educational experience… Students will understand the importance of civic and social responsibility and having a global citizenship perspective…Students will embrace the concept that as college graduates, learning does not commence when they receive their degree, but rather it marks the beginning of a commitment and dedication to life-long learning.*

Creating a college senior e-portfolio best supports the mission and learning outcomes of the Senior-Year Experience Program and celebrates the transition to post-university life and the continued process of archiving, reflecting, and sharing life-long learning from self to global society. In 1998, Dr. Joan E. Leichter Dominick, Director of Portfolios for Student Success Programs & the Senior-Year Experience Program, introduced the use of portfolios to best assist college seniors in reflecting on their college learning experience. In 2001, Dr. M. Leigh Funk, Associate Professor of Education, created the seminal e-portfolio training process for the students in Dr. Joan E. Leichter Dominick's KSU 4401: Senior Seminar. Thus began the academic development of using e-portfolios in the institutional elective capstone course. We collaborated with the Presentation Technology Department (PTD) in the creation of the desktop publishing e-portfolio entitled *PTD Pocket E-portfolio*, the Instructional Technology Department in the creation of the *ITS Web Folio*, and Career Services in the creation of the *Online Career Portfolio*, which is a password protected website. In the KSU 4401: Senior Seminar course the *folio thinking* process includes the design and delivery of a college senior e-portfolio, the technology training to develop an e-portfolio, the reflection the transition from self to global society, and the development of the life-long process of archiving, understanding, and connecting learning to societal stakeholders for the betterment of the world.

As our work relating e-portfolios progressed, we adopted the term *folio thinking* from the science learning community portfolios being developed at Stanford University. Also, we were seeking a term to describe the deep process of creating an e-portfolio, which includes the design, technological development, and the connection to life-long learning. When we referred to creating e-portfolios, the term sometimes caused confusion, and discussions of electronic platforms and software ensured. Questions were raised, such as "What do you mean by e-portfolio?" For us, an e-portfolio is the end result of the *folio thinking* process that is a continual rather than a static process in learning. The idea is to teaching *folio thinking* as a life-long learning process with the end result being the continual development of e-portfolios for self-reflection and beginning conversations to connect in society for citizenship, career, and community.

While in KSU 4401: Senior Seminar, students learn the *folio thinking* process to produce a reflective and best of show e-portfolio. The reflective or private portfolio promotes self-reflection on the students' learning as they engage in transformational thinking on global issues. The best of show portfolio is created for public consumption and serves as a platform to spark conversations about how students can make a positive difference in the world. E-portfolios are used as a reflective tool and as an effective means for initiating conversations and actions with others about the value of developing an international perspective and becoming a more responsible global citizen.

The *folio thinking* process for the College Senior Portfolio has five continual phases of development which help students design, deliver, and continually assess their learning history and learning plans: *Reflect, Assess, Collect, Connect, and Express – RACCE Portfolio Process.* By going through these continual phases of development of the College Senior Portfolio the students will have (1) a distinct archived history of learning and plans for their future learning, which results in a *Reflective Portfolio/Private Portfolio* and (2) have the baseline to design and develop a *Best of Show Portfolio/Public Portfolio* to present their learning story and learning plans to society for career search, graduate school, community work, entrepreneurial endeavours, and community service.

The *Reflective Portfolio* includes the following three sections (1) *Reflect: Mapping Your College Learning Self-Assessment Instruments* (2) *Assess: Self-Assessment + Faculty Assessment + Peer Assessment + Stakeholder Assessment,* and (3) *Collect: Set up Reflective Portfolio Supporting Evidence File* which archives both students' learning history and incorporates future learning plans.

The *Best of Show Portfolio* is designed based on the information provided from the *Reflective Portfolio*, which includes using the self-assessment learning instruments and the supporting evidence files. There are two phases of the *Best of Show Portfolio:* (1) *Connect: Develop the Mission, Design, and Format of the Best of Show Portfolio, and* (2) *Express: Present Portfolio to Public.* The three phases of planning for the *Best of Show Portfolio* are deciding on the mission of the portfolio, creating the design of the portfolio, and selecting an effective format for the portfolio.

Once completed the **Reflective Portfolio and Best of Show Portfolio** will help the students honour, understand, and connect their learning for self and for their emerging role as college graduate and global citizen. Part of an international academic movement in higher education, the *folio thinking* process takes the students learning beyond the college transcript and provides an empowering assessment format for them to better understand archiving and, the breadth and depth of their skills and experiences. It also helps them to make better decisions about their career and the global community.

**RACCE College Senior Portfolio Process Grid**
Reflect + Assess + Collect + Connect + Express
Reflective Portfolio (Private) & Best of Show Portfolio (Public)
http://edtech.kennesaw.edu/21c/racce.htm

| R | Reflect | *Mapping Your College Learning Self-Assessment Instruments* | *Reflective Portfolio* |
|---|---------|------------------------------------------------------------|------------------------|
| A | Assess | *Self-Assessment + Faculty Assessment + Peer Assessment + Stakeholder Assessment* | *Reflective Portfolio* |
| C | Collect | *Collect Evidence of Your Learning*<br><br>*Set up a Reflective Portfolio File* | *Reflective Portfolio* |
| C | Connect | *Develop the Mission, Design, and Format*<br><br>*Portfolio* | *Best of Show Portfolio* |
| E | Express | *Present Portfolio to Public* | *Best of Show Portfolio* |

## E-portfolios and Global Citizenship

We believe that the *folio thinking* process provides a "way of knowing" and better understanding of the qualities of a global citizen. The authors of this presentation have taken a leadership role at the university in the areas of integrating international and global learning from the classroom to university-wide assessment initiatives. This past academic Spring 2005, Dr. Joan E. Leichter Dominick served on the Quality Enhancement Plan Steering Committee (QEP). The Quality Enhancement Plan, which is the five-year university plan to triangulate its mission, is part of the SACS Review of 2006. The committee proposed a QEP plan with an international and global learning perspective for the entire academy**.** The end result is a five-year QEP entitled *Global Learning for the Engaged Citizen*. We have integrated the international and global learning outcomes in the *folio thinking* process by developing the Global RACCE College Portfolio Rubric used by the college seniors when creating their e-portfolios. This rubric takes the RACCE College Portfolio Process and integrates it with the Kennesaw State University International and Global Learning Outcomes. Dr.

Dan Paracka, Director of the Office of International Services and Programs, was instrumental in providing guidance in the creation of this rubric. He also co-teaches with Dr. Joan E. Leichter Dominick.

In Spring 2003, Ms. Bethanie Izar, one of the authors of this paper, as a student in KSU 4401: Senior Seminar created an e-portfolio with a focus on global citizenship. Her e-portfolio inspired special section offerings of KSU 4401: Senior Seminar, bringing together international students, exchange students, and students that had studied abroad to come together to create their e-portfolios and reflect on what it meant to be a global citizen. Ms. Bethanie Izar continues to update her e-portfolio and share it with my students. She currently works at the university in the Alumni Association. Ms. Bethanie Izar does presentations for the college seniors in the KSU 4401: Senior Seminar and lectures on the importance of the *folio thinking* process. She is an exemplary example of the learning power of the *folio thinking* process. Here is the link to Ms. Bethanie Izar's e-portfolio and her reflection on the process of *folio thinking,* as quoted in her portfolio:
*http://www.eport2passport.com/pdf/BethanieIzar.pdf*

*When I started my e-portfolio project I was thrilled that the fact that I am a packrat would finally payoff. Throughout my life I have kept all things that have sentimental, educational, and professional meaning to me. This included old birthday cards, term papers, business cards, and every letter that was written to me acknowledging my achievements. Some may call this is going too far, others may even think it is egotistical; however, I call it organized. You can imagine my gratification when I enrolled in the senior seminar class and found out that I would be rewarded for my organizational skills, by compiling my college history into a physical portfolio and later an e-portfolio.*

*As I began to compile my experiences and achievements, it only then sunk in how different of a life I am growing up in compared to past generations. During the course of my undergraduate degree, I was able to study abroad in five countries. This was made possible through scholarships, part-time jobs, a strict Ramon Noodle diet, but more importantly, international education advocates. These advocates in universities and organizations around the world have recognized the valuable lessons that reaching past one's comfort zone can offer. While studying abroad is not a new phenomenon, it is, however, becoming increasingly accessible. This is the factor that has caused a shift in the education of present and future generations' accessibility to the world.*

*Since the world is truly becoming our "oyster," what are we doing with it?*
*As more and more students begin to embark on their international opportunities, e-portfolios become a way to intertwine the international skills that one acquires with the necessary technological skills that employers are looking for. Furthermore, an e-portfolio begins to address the issues of building{ one's international experience. Soon, I hope to see the practice of simply listing your international experience on a resume replaced with an e-portfolio displaying a student's efforts in building such experiences and incorporating what they learned abroad into the everyday personal and business interactions that they carryout in the future.*

In conclusion, here are some resources relating to e-portfolios and Global Citizenship that we have created:

Global RACCE College Portfolio Rubric:

Integrating Kennesaw State University International Learning Initiatives:

*Global Learning for the Engaged Citizen*

http://www.eport2passport.com/Global_Portfolio_Rubric.htm

E-portfolio: Passport to Global Citizenship:

Authors: Dr. Joan E. Leichter Dominick, Ms. M. Leigh Funk,

Dr. Dan Paracka, Mr. Ben Cope, &  Ms. Jennifer Leifheit 2004.

http://www.eport2passport.com

E-portfolio: Passport to Global Citizenship- Resources:

Resources for the design & delivery of the college e-portfolio

http://www.eport2passport.com/resources.html


E-portfolio Passport to Global Citizenship: KSU & World Wide  International Learning Resources:

http://www.eport2passport.com/AAHE/bookmark.doc


## E-portfolios and Research on *Folio Thinking* + Life-Long Learning + The Brain

The authors of this presentation would like to invite participants interested in researching the connection between the *folio thinking* process and its subsequent impact on the life-long learning process. We hypothesize that the act of *folio thinking* is a transformational learning experience which deeply engages the learner in a kaleidoscopic self-view which results in significant growth in areas from academic expertise to embracing the qualities of a global citizen.

The conceptual framework for this presentation is grounded in observations made in our professional practice, research from learning theorists, neuroscientists, e-portfolio experts, and calls for national research collaboration. This presentation seeks to initiate an interdisciplinary conversation among professionals interested in the areas of neuroscience, learning and the brain, e-portfolios, and innovative approaches to assessment.

*Portfolios offer rich possibilities for learning and assessment. With increased pressure for better understanding of college and university students' learning and external pressure for better representation of it, portfolios enable learning for the creator and the user and demonstrate learning for multiple audiences (Cambridge 2001, p.1).*

The term *folio thinking,* which seeks to better understand students' learning from a biological perspective as well as leverage e-portfolios as a strategy to maximize learning and assess the application of that learning. Throughout our experience of using e-portfolios with graduate and undergraduate students, we began to observe that the development of e-portfolios had a powerful impact on students. Students were highly motivated to participate in the development of the portfolio, and they remained intensely engaged in the learning process as they developed and presented their learning. Upon the review of the portfolio development process and the learning cycle, we realized there was a strong connection between David Kolb's experiential learning cycle and the portfolio development process as shown in Figure 1.

**Concrete Experience**

Assess | Collect & Select

**Active Experimentation** — Electronic Portfolio Development Process — **Reflective Observation**
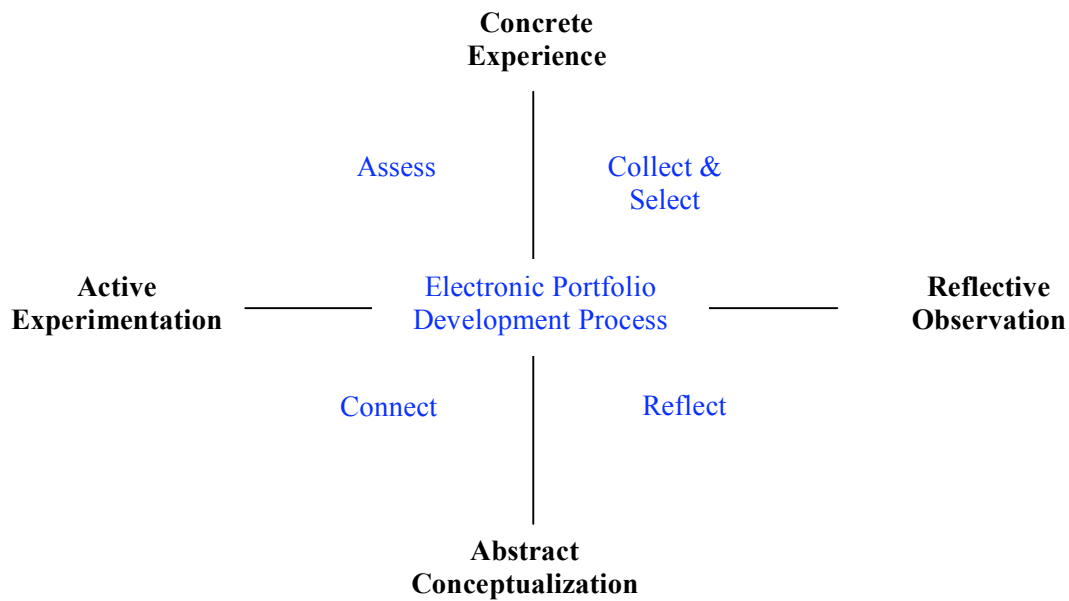
Connect | Reflect

**Abstract Conceptualization**

Figure 1. Connection between the Life-Long Learning Cycle of College Seniors and the Electronic Portfolio Development Process.

The learning cycle is an extension of Kolb's experiential learning theory which further extended research from learning theorists such as Dewey, Piaget, and Lewin (Kolb,1983). When more closely reviewing how the learning cycle is connected to the biological processes of the brain, it became clear that the "learning cycle arises naturally from the structure of the brain" (Zull, 2002, p. 19). The triangulation of the biological learning process, the learning cycle and e-portfolio development process is conceptualized in the following if/then statement: If the learning cycle supports the biological process of learning within the brain, and the e-portfolio development process aligns with the learning cycle, then the electronic portfolio development process must also support the biological process of learning within the brain. For example, we know that in order to transfer information from the working memory into the long-term memory, the brain needs to continually reprocess the information (Sousa, 2006). E-portfolios encourage elaborative rehearsal enabling students to "associate new learnings with prior learning to detect relationships" (2006, p. 87). When students work through the process of developing an e–portfolio, student learning tends to be "richer, more lasting, and more transformative" (Zubizarreta, 2004, p. 47). If our emerging theory is correct, the use of e-portfolios may in fact be a way to better understand and represent student learning (Cambridge, 2001) from a biological perspective, thus holding significant implications for how we assess student learning in the 21st century.

With the advancement of new technology, scientists have gained new insights into how the brain works. Neuroscientists are closer than ever before to being able to biologically identify the abstract processes involved in human emotion, thinking, and ultimately of learning (Zull, 2002; Sousa, 2006). Although educators have been interested in the connection between the brain and learning, neuroscientists and biologists showed little interest in the implications their research held for education or assessment of learning. Until recently, "educators were largely left to interpret neuroscience on their own" (Zull, 2002, p. xiii). Within the past few years, more literature is being published on the learning brain and the implications of understanding both the biology of learning and strategies to better educate the learning brain.

In an effort to extend interdisciplinary research relating to the learning brain and the potential implications for authentic assessment practices, such as e-portfolios, this presentation invites interested parties to begin discussions on current research, theories, resources, or potential collaborations. The National Science Foundation and the National Coalition for Electronic Portfolio Research are calling for interdisciplinary research initiatives (National Science Foundation, 2006; National Coalition for Electronic Portfolio Research, 2006). We believe participants attending this conference are uniquely poised to engage in these discussions and to move the field of brain research,

e–portfolios, and assessment forward to a greater understanding of the power of the *folio thinking* process.

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