Faculty Enter Clicking and Dragging into the E-Portfolio Process

Many e-portfolio assessment systems place all of the effort of reporting in the hands of the students. Excuses are made using jargon like “authenticity” and “deeper learning” rather than admitting most faculty do not want to learn more technology. However, in order to fully meet NCATE standards, all faculty must model assessment technology, use multiple forms of assessment to determine effectiveness, and use data to improve practice. In this poster session participants will be provided examples of how one College of Education has collaboratively facilitated faculty participation. In addition, data indicating increases in faculty technology skills as a result of e-portfolio implementation will be reported.