

SCIE Agenda:

10:00 – Welcome – Call to order by Sheila Schulte 10:01. Introductions by newcomers. Attendance:

Thomas Lilly
Yana Alexandrovna Cornish
Jason Wynn
Tammy Rosner
Jim Lynch
Kristin R. Kasting Karam
Sheila Schulte
Paulez, Lorie Johns
Jessica Renard
Scott Bleiweis
David
Irina B McClellan
Daniela Martinez
Mears, Mary D.
Ivan Nikolov
Spears, Eric
Laura Elizabeth Boudon
Thomason, Laura
Kathryn Gaylord-Miles
Kippelen, Bernard J
tm chiang
Rousselot de Saint Ceran, Tina
Bentley, Erinn
Smith, Melanie
Jason Tatlock
Brett R., UWG
Liz Havey
Jarris Lanham
James Callaghan
Kirk, Kathleen E
Robin Valerie Catmur
Eric Kendrick
Judy Orton Grissett
Ralitsa Akins
Osakwe, Nneka N.
Ryan Packard
Newman, LD
Funwi Ayuninjam
Cassie Danekes
Erin Rasche

Justin Jernigan
Mike Oswald
Farrah Bernardino
Higgins, Bryony
Grego, Katherine
Jody Pritt
Keevy, Joline
Nadine Jones
Shaw, Christine
Tara McDuffie
Veronique Barnes
Barrett, Stacie R.
Tarver, Beverly
Charlene Graham
Joshua Hudson
Robert Todd
Carmine D. Palumbo
Sasha Cokuslu
Gibson, Annalease
Alderman, Tasha

10:10 – Dr. Tom Lilly Presents on eportfolios:

“Eportfolios and International Education: Using one High Impact Practice to Enhance Another”

Tom Lilly is the Director of Academic Assessment at Georgia Gwinnett College, where he oversees the college’s assessment of its core curriculum academic programs. He leads GGCs administration, implementation, and training on the college’s eportfolio system, orienting faculty and students on how to integrate portfolio teaching concepts to enhance learning, curriculum, and assessment.

- https://completega.org/sites/default/files/meetings/MomentumIV/HIPs_Implementation_Momentum_web.pdf
- tlilly@ggc.edu for more details
- Collection of works in an electronic format – self-reflection that is iterative in tracking their progress and construct the meaning of that work in multiple contexts.

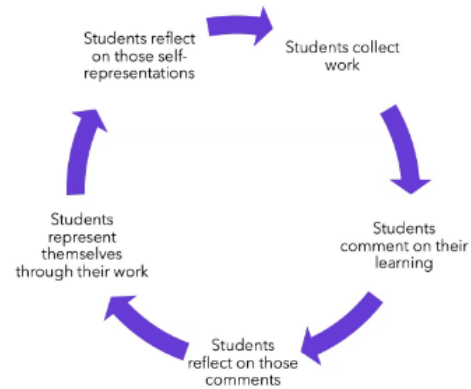
A lot can happen through this iterative process

Example

Study-abroad students in a microbiology course have been given a journaling assignment to document moments when cultural engagement was challenging.

Students must capture artifacts of and comment on those moments in an ePortfolio.

Students must write a final reflection that explores how those challenges impacted their learning and that proposes solutions to the challenges they encountered.



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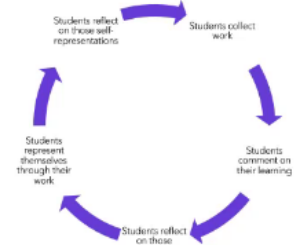
Students must write a final reflection that explores how those challenges impacted their learning and that proposes solutions to the challenges they encountered.

The instructor does in-the-moment intercultural mentoring.

At the end of the semester, program administrators review student experiences to revise standards and criteria for future study abroad courses.

Six months later, students present select moments from their experience at a forum on water quality in Southeast Asia.

One year later, one student uses her reflection essay in her fellowship application to CDC's Center for Global Health.

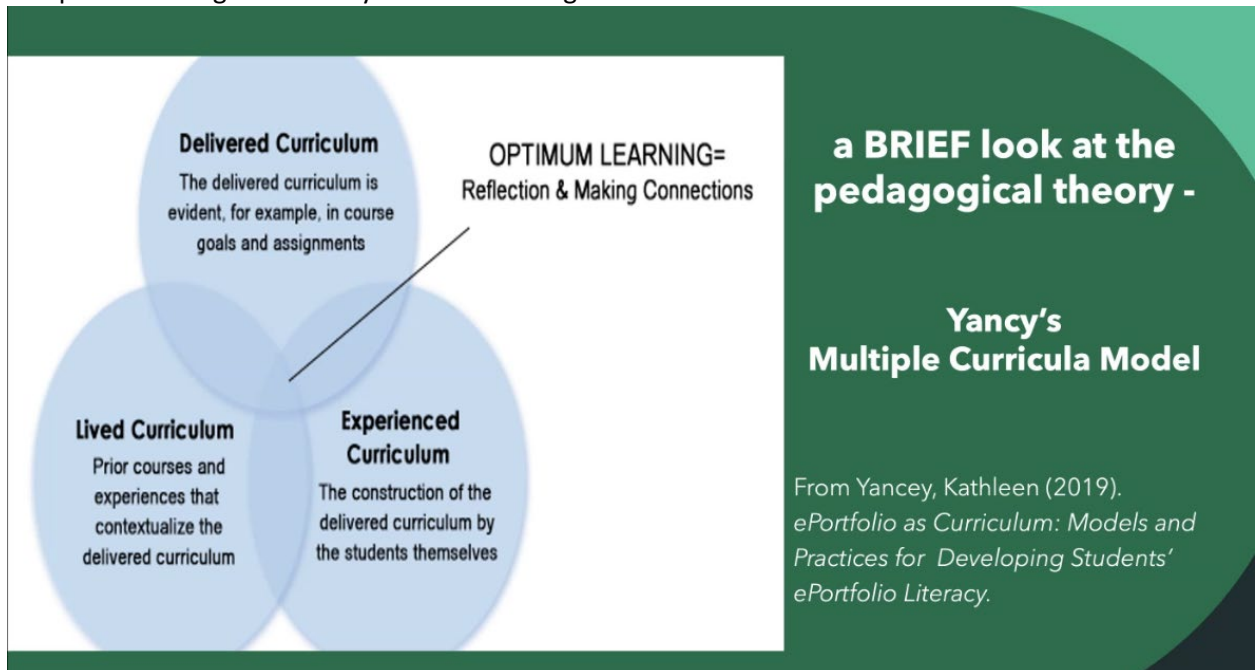


- Brainstormed ideas: reflection on engagement and experiences, showcase signature assignments or learning, position IE work along with curricular and HIP experiences
- Three common forms:
 - Assessment – quality of learning or program assessment
 - Development – change of the learner over time
 - Showcase – curated representation of a person at their best (think capstone)
- HIP – accelerate benefits of learning, impacts are amplified for those who did not previously have access, and are cumulative in their impact

Potential: ePortfolio as teaching practice, learning medium, and HIPs hub

"Reflecting on and curating evidence of learning is certainly a powerful practice in and of itself; however, the combination of this "folio thinking" process together with HIPs extends and iteratively amplifies the positive benefits of these practices."

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- Use portfolios to gather and synthesize learning outcomes



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- Eportfolios can provide students an outlet for thoughtful reflection of students on their learning and professional development.
- GGC uses "student learning and licensure" by Watermark for their platform. Brightface's D2L has a portfolio tool as part of the LMS.
- GSU uses Porfolium:

https://success.students.gsu.edu/portfolium/?_cf_chl_jschl_tk__=pmd_v2tbTSGVjO0rQZkaKqWBM5xw1RQv5IvXcSwPvTkHwek-1632494032-0-gqNtZGzNAhCjcnBszQIR

- Time for implementation may take 2 – 8 months for user training, preparation, and buy-in to actual use. Starting at a small, but scalable size has been most effective (perhaps encouraging one reflection essay for all study abroad programs and then grow from there)
- Using the portfolio as demonstration of career development can be an excellent support model.

10:25 – Questions/Discussion regarding eportfolios

10:35 – Updates from Sub-Committees and Regional Councils

1. CISS – Kathryn Gaylord Miles – today’s meeting: how fall semester is going and professional development opportunities coming up
2. SAC – Lorie Johns Paulez - today’s meeting: about virtual study abroad & COVID issues, planning and best practices
3. Africa – Mary Mears – met last Friday – planning for SEMAU Nov. 3 – 6 hosted by Georgia College – currently planning F2F, may move virtual. Keynote Ambassador of Togo
4. Americas – no representative
5. Asia – Eric Kendrick – annual spring faculty development workshop returning this year – format and topic to be determined today.
6. European – Laura Thomason – EU Studies Certificate program planning a student conference in Spring at GC as well as some virtual faculty development opportunities too.
7. Middle East – Jason Tatlock – up for discussion at today’s meeting student symposium

10:55 – Closing – Adjourned 10:57