

# A Six-Year Retrospective of ePortfolio Implementation: Discovering Inclusion through Student Voice and Choice

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**Abstract:** Designing then implementing ePortfolios as a High Impact Practice (HIP) (Watson et al., 2016) across an academic program in kinesiology presents many opportunities and challenges. The authors document their six-year journey and ensuing lessons along the way, as they strive to uncover and enact best practices for department-wide implementation. After a first attempt implementing the ePortfolio when they realized their efforts fell short, this faculty team immersed themselves in comprehensive professional development and worked together with students to recast how each knew and understood an ePortfolio. To achieve the newly crafted outcomes of an ePortfolio project, the authors found that promoting student voice and choice is essential to fostering student engagement and inclusivity. Informed by findings of a mixed methods study, the faculty team hopes to provide a meaningful perspective that supports faculty exploration within ePortfolios and offer guidance to be sure students are partners in this journey.

In 2016, we, as a faculty team within the Kinesiology Department at Indiana University Purdue University Indianapolis (IUPUI) initiated a department-level ePortfolio program for undergraduate majors. IUPUI is a large, metropolitan university listed by the Carnegie Classification of Institutions of Higher Education as a High Research Activity Doctoral University. Campus enrollment during our initial implementation phase was just over 29,000 students, with our department being the largest department in the School of Health and Human Sciences at IUPUI. Additionally, IUPUI is one of 24 institutions that comprise the Connect to Learning (C2L) (Eynon & Gambino, 2014) consortium that has ePortfolio as one of their focal projects.

We prioritized the adoption of ePortfolios for students in becoming reflective practitioners for several reasons. One, the professional organizations from which we derive our student learning outcomes refer to “developing professional dispositions” as an expectation. To us at least, and we suspect many other faculty in higher education, a key element of developing a professional disposition is to be consistently reflective. Second, our departmental mission and culture statement focuses not only on being a student-centered and collaborative faculty but—as important—a faculty that models and exemplifies professional behaviors. We collectively believe that to foster professional growth and development in the very vibrant and ever-changing landscape of kinesiology as a discipline and the associated industries and professions, one must be reflective.

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As a result, we decided on ePortfolios for a few reasons: (a) it was recently identified as a high impact practice (Watson et al., 2016); (b) based on IUPUI's engagement in the C2L, there was campus attention and support provided for piloting ePortfolios; (c) we wanted to develop a unifying theme across the various plans of study within the department; and (d) each of us have been promoted with teaching as an area of excellence. Therefore, we all appreciate innovative approaches to the teaching/learning process, and this piqued our individual and collective interest.

Based on support from the campus and the fact we were all new to ePortfolios, we leaned exclusively on guidance provided by the campus personnel tasked with faculty development regarding ePortfolios. As a result, the focus of the ePortfolio was on cataloging and curating student work and accomplishments in what we now know is a product format, using an embedded tool in the campus learning management system (LMS). We implemented the ePortfolios at two curricular points: (a) our first-year seminar courses (FYS) and (b) our senior-level capstone course. The rationale seemed intuitive: let's habituate new students and foster a sense that the ePortfolio is a natural part of our program and then complete the ePortfolio to enhance seniors' positioning for either industry or professional/graduate school. However, soon after implementation, during year-one debriefing, the faculty team felt there was significant malalignment between their expectations and student work. In sum, we missed the mark in a few ways. First, as we installed a very top-down process in introducing ePortfolios to students. For example, we made the decision on what platform students would use. Next, we focused on the end product of an ePortfolio and minimized the process to get to that product. Finally, we did not properly scaffold student learning toward the ePortfolio as a holistic experience, rather we simply treated it like an upcoming quiz. It is notable to mention that we are not unique in suffering false starts as it pertains to ePortfolio implementation. Lisa Donaldson and Mark Glynn (2018) noted with the summation of their multi-year journey at The Dublin City University (DCU) they had multiple false starts, and as we reflect on our own false starts we find commonality with DCU as we both experienced issues in platform adoption and in initially overlooking various stakeholder voices in the design and implementation of an ePortfolio project.

At this point, we put the ePortfolio program on pause. The team consulted with the original campus ePortfolio liaisons housed in the campus Office of Institutional Effectiveness. We received support and guidance from the ePortfolio director and coordinator on our original attempt, and we circled back with them during this self-imposed hiatus. We offered candid feedback about our recent unsuccessful launch of the ePortfolio and informed them that we were going to take some time and seek out broader perspectives before another relaunch. We then shared notes internally as a team on not only our individual insights but, most importantly, those of our students' insights. It quickly became clear that our approach did not resonate with students nor support what we knew about implementing novel practices in the classroom. After we shared in this manner instead of abandoning the concept of an ePortfolio, we committed ourselves to taking a fresh, holistic, and more global view of ePortfolio implementation and usage in higher education. In retrospect, this new look aligned highly with the catalyst for learning framework as introduced and defined by Bret Eynon and Laura M. Gambino (2017). Not only did we find affirming the notion that both faculty and students were at the core and vital to connecting the segments of the framework, but it was also especially motivating that faculty and students were equally central as partners in this framework.

As a result, this paper is multi-purposed. First, we would like to document our journey as a faculty team in developing a department-wide ePortfolio program, addressing our false starts along the way. Second, we would like to highlight some best practices we uncovered and subsequently enacted with our ePortfolio implementation in the hopes this will aid those interested in initiating an ePortfolio program within their context of higher education. Third, we are transparent in our journey to highlight how various disciplines may consider and implement ePortfolios.

The essence of our new journey, after our initial attempt, centers on how we as a team engaged in various forms of professional development around ePortfolios in higher education (Fallowfield et al., 2019). While we did not have the benefit of utilizing the catalyst for learning framework (Eynon & Gambino, 2017) as it was not published at the time of our recasting, looking back on our collective and individual plans and courses of action, we emulated the outer ring of (a) Inquiry, (b) Reflection, and (c) Integration with the highest of fidelity. And we collectively feel this is a solid framework for ePortfolio implementation.

## Professional Development

Our initial plan for professional development during our reset period included (a) attending various ePortfolio conferences, (b) completing reviews of literature around the scholarship of ePortfolio usage and implementation, (c) engaging with national-level resources in a form of mentoring consultations focused on best practices in ePortfolio implementation, and (d) observing and listening to students. While we could not attend and engage in each form of professional development as a team because of logistics and limited resources, the team did meet regularly to summarize, reflect, and talk through what each professional development opportunity provided.

There was much to be learned from the emerging body of U.S. and international ePortfolio scholarship. And when we started to compare notes and consider our experiences from a more wide-ranging spectrum of the resources, we found that we relied too heavily on the campus trainings and approached the installation of an ePortfolio in our department in an excessively elementary manner. We then challenged ourselves to view the ePortfolio in a way in which we view other high impact practices we utilize; and that is (a) involve students in the planning, (b) provide students a voice throughout the process, and (c) offer students choices as they move through the phases of ePortfolio development.

This allowed us to conclude, given our context, that with some major and minor alterations to how we frame and then launch the ePortfolio, it should have the potential to be an effective tool in the teaching and learning process. When we looked at what George Kuh (2009) projected as a high impact practice (HIP), we were now in full alignment and support of ePortfolios earning a spot within the ranks of HIPs, whereas just 18 months prior we were questioning ourselves and our understanding of ePortfolios as a HIP.

With a new and globally informed perspective, we were unified in our belief that a key purpose of an ePortfolio was to develop students into reflective practitioners. Looking back, this aligns well with what Karen Singer-Freeman and Linda Bastone (2018) indicate as a prime outcome for their implementation and that is for their students to develop a professional presence. Moreover, in doing so their students are asked to (a) examine their goals, (b) reflect on an ideal career, (c) describe growth, and (d) reflect on their actions; and these are among other components of their ePortfolio project.

Subsequently, and enthusiastically, we recast elements of our ePortfolio program goals to support this new and significantly student-centered goal. It is our belief that our transformation of ePortfolio implementation would translate very well to other disciplines of higher education. Our new thinking was expressed in the following ways: (a) keeping the focus on the student as a reflective practitioner at all times, (b) prioritizing inclusive engagement to be sure all students could see themselves meaningfully engaging with the ePortfolio, (c) adding curricular touchpoints between the freshmen and senior years, so that the ePortfolio was more evident in a students' plan of study and, simply stated, (d) valuing and contextualizing the ePortfolio as a process for learning rather than a product of learning. Following are the various strategies we used in the recasting of our ePortfolio program to achieve the four values listed above.

### Student-centered ePortfolios

Our ePortfolio team became steadfast in keeping the student at the center of our ePortfolio project in two ways. First, to foster student buy-in and gauge readiness to engage with an ePortfolio, the team implemented a version of journey mapping (Cooner & Dickmann 2006; Swinford et al., 2022) as a pre-learning activity in the first-year seminar course. Here students explore how to identify landmarks of one’s life journey that are notable and impactful on how they view themselves and the world around them. We then explained that over their academic career, they would experience opportunities that will help shape them and contribute to their readiness in post-graduation pursuits. Moreover, being able to document and, most importantly, tell their story will help them as they enter the next phase of their career. Journey mapping, as illustrated by Figure 1, has been transformational in scaffolding student readiness for fuller participation in an ePortfolio and demonstrates how we met students where they are.

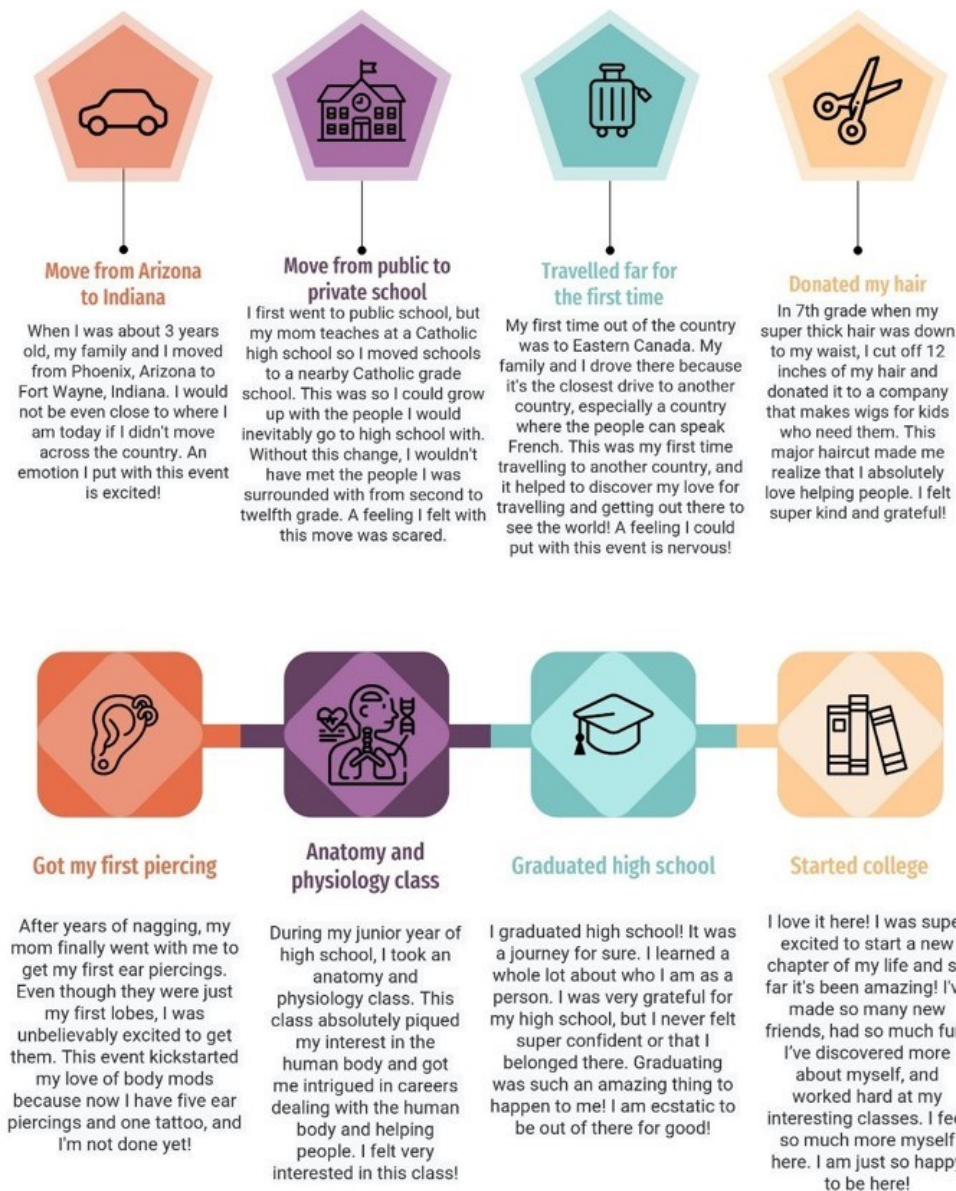
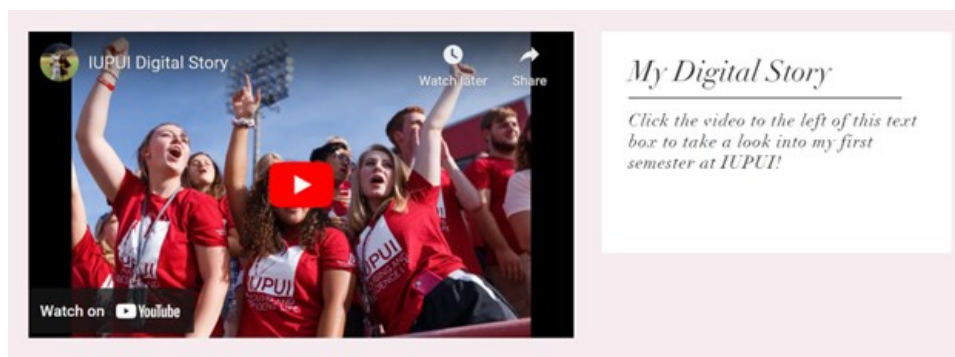


Figure 1: Journey Mapping Example

Second, our team committed to collaborating with students by asking early and often for their input on the ePortfolio project. As Leslie Gordon (2017) notes, using students as co-designers that also offer feedback to the instructor addressed student anxiety regarding this new technique and offered students an effective way to appreciate how the ePortfolio could showcase learning over time. To gain feedback from students, our team used formal inquiries (e.g., surveys, written prompts) and informal techniques (e.g., conversations, verbal questions, and answers) and by doing this, student challenges and motivations became much clearer to us as it related to how they knew and understood the ePortfolio. As such, we were better able to support their efforts as they felt listened to and invested in the ePortfolio project.

Third, we encouraged students to utilize various forms of innovative reflections (Urtel et al., 2020). For example, in addition to the traditional read and reply written reflection that is commonly used, we exposed our students to innovative and alternative forms of reflections (see Figure 2 and Figure 3).



*Figure 2: Innovative reflection-Digital story of a student's first semester experience. To access the full video, please visit <https://www.youtube.com/watch?v=rxNg7EZnEQ8>*



*Figure 3: Innovative reflection-word reflection of the first semester*

As educators committed to striving for excellence in teaching through the use of HIPs, we fully embrace reflection as an evidence-based tool in building a conduit to learning. However, reflection can come in many forms and can be expressed by students in many ways (Urtel, 2020). For example, one can reflect verbally with peers and an instructor right after a shared course experience. Additionally, a student can video capture their verbal responses to written prompts as a form of reflection and upload that as a file for the instructor to review. Furthermore, students can utilize



social media platforms and engage in reflection and the demonstration of reflection in a manner that may make sense to them. All this to say, that innovative reflection practices offer choice and diversity in meeting the needs of the many versus the few. This important lesson learned through the experience of implementation motivates us not only to continue to use a variety of reflections but also to seek to create and discover new and innovative reflection formats and techniques in the future.

### **Inclusive Engagement**

To foster inclusive engagement, our team leaned into three strategies. First, we focused on student voice and choice as it related to the literal platform a student could utilize in developing their ePortfolio. As John P. Egan et al. (2018) pointed out, local LMS tools may not serve the needs of all students. Furthermore, as Katie Richards-Schuster et al. (2014) indicated, providing flexibility to students fosters an inclusive aspect of such a unique and involved “assignment” like an ePortfolio. We mentioned that students can use the LMS-embedded ePortfolio tool, but we were equally clear that the platform a student selects was 100% their choice. Tulsa Andrews and Clare Cole (2005) later supported by Chris Campbell and Tran Le Nghi Tran (2021) acknowledged that technology can be a hurdle for students, so it was important for students to decide what platform worked best for them and their current situation. We aligned with Tilisa Thibodeaux et al. (2017) who found that those students who persisted with success experienced larger amounts of voice and choice in their academic experiences.

Second, we empowered students as peer reviewers during the ePortfolio process. A concept is becoming more universal and accepted as a valid strategy in developing autonomous learners (Britland, 2019), our students are given opportunities to engage in peer-review of their classmates’ ePortfolios throughout the course(s). We cover the essential aspects of the ePortfolio rubric to be used as a guide so that the students have specific talking points as they consider others’ work. This process allows each student to receive constructive feedback from peers, then faculty. This way they can discover diverse examples beyond what may be provided by instructors and gain an understanding of multiple viewpoints from their peers about how other students know and understand an ePortfolio and how to tell the story of their academic journey.

Finally, we acknowledge that higher education is notorious for adhering to a hidden curriculum (Sambell & McDowell, 1998) that is not known or evident to those either new to higher education or typically underrepresented in colleges and universities. This is particularly true for first-year, first-time students, toward whom our first-year seminar course is geared. To address this reality, our team has made intentional efforts to enhance our transparency in teaching and learning (TILT) (Winkelmess et al., 2016). This has been conveyed by TILTING our assignments that lead up to and include the official rollout of the ePortfolio. This reframing of assignments with a focus on transparency and clarity in why students are doing this and how it will help them in this course and on into their career is paramount as we attempt to set students up for success as it relates to their involvement with the ePortfolio.

### **Adding Additional Touchpoints**

As we mentioned earlier, our first foray into ePortfolios was exclusive to the first and last semesters of a student’s course work. The recasting revealed to us there needed to be various touchpoints to not only keep ePortfolios on students’ radar, but to also demonstrate they are valued by the department. The department’s mission is service learning focused and heavily engages students in 9 of the 11 HIPs throughout the curriculum. Our team examined the current curriculum and identified

signature assignments in a variety of courses that could be added to the ePortfolio. Working with additional faculty, we added several ePortfolio touchpoints at each level of the curriculum.

In addition to adding curricular touchpoints, we engaged with a lead advisor for the department to include ePortfolio as a talking point in the sophomore level, and beyond, advising sessions each semester. Involving and expanding our team to include advisors and additional faculty has demonstrated to us that having various stakeholders' support and advocacy for student usage of the ePortfolio is worthy of everyone's efforts.

### **Process Versus Product**

Rather than keeping the focus of the ePortfolio as a product for students to use during a job search or in pursuit of graduate or professional school admissions, we flipped the focus to that of a process. In essence, we partner with the students at the onset of the ePortfolio and empower them by affording them voice and choice, early on and often. As a result, it becomes clearer to students that this is not a typical, compartmentalized course assignment, rather this is an everchanging artifact that documents their academic/professional journey toward becoming a reflective practitioner.

As a faculty team that has shared interests in engaging our students in an ePortfolio, we also reflect annually on our transformative approach in ePortfolio implementation. Anecdotally, we noticed a few distinct student behaviors and patterns from our recasting that focus not only on how students know and understand an ePortfolio, but how and when they engage with it. To that end, we agreed that we had to be more intentional in our assessment and evaluation of student engagement with the ePortfolio to document the positive impacts from the recasting. To minimize personal bias or an overreliance on anecdotal annotations to form any conclusions, we chose to utilize scholarship of teaching and learning (SoTL) in our annual evaluations to better understand how the recasting influenced student engagement. It is also important to note that data collection is ongoing and occurs at the conclusion of each semester and academic year. Therefore, we have identified 3 SoTL questions that we strive to address:

1. Did the recasting of the ePortfolio increase student engagement overall?
2. Did offering student choice on ePortfolio platform promote inclusive engagement?
3. Did offering student choice in the type of reflection mode impact inclusive engagement?

### **Methods**

Because our project (a) took place in the classroom and had touchpoints at the 100, 200, 300, and 400 levels of our academic programs; (b) centered on developing reflective practitioners; (c) sought a best practice to improve inclusivity; and (d) was likely going to be highly iterative, we felt the design-based research paradigm (DBR) was the ideal framework to use to ensure high fidelity data collection (Design-Based Research Collective, 2003). We used a convenience sample composed of four courses, two at the introduction level and two at the senior level. We reviewed the measures of this sample from Fall 2021 through Spring 2023. Taken together, the four courses over this timeframe included approximately 500 students and averaged about 126 ePortfolios (in full and/or embedded assignments) reviews per semester. Permission to conduct this study was obtained from the Institutional Review Board at Indiana University Purdue University Indianapolis (IUPUI) (IRB study number 11769).

This exploratory study adopted a mixed methods approach and evolved through two phases; first, a qualitative phase, and then a quantitative phase to address the SoTL questions. Rather than

identifying a theory with accompanying hypotheses, we intended for the results of each phase to lead to more focused questions and a better understanding of what it would take to become more student-centered, engaging, and inclusive when adopting an ePortfolio at the departmental level.

The qualitative phase centered primarily on two points of data collection: (a) open-ended questions on end-of-term course evaluations and (b) direct interactions in the form of one-on-one and small group conversations with students about how they know and understand the ePortfolio. The quantitative phase centered primarily on three data collection points (a) survey questions using a Likert-based scoring continuum, (b) timing and completion and/or submission rates of ePortfolio-related components, and (c) reflection technique count.

## Results

In this section, we present and analyze the outcomes derived from our recasting of the ePortfolio program, highlighting the empirical results that provide important lessons learned from our professional development efforts.

### Student Engagement

#### *Did the recasting of the ePortfolio increase student engagement overall?*

In review, student engagement, from a contemporary standpoint, is effectively captured by Judith A. Giering and Yitna B. Firdyiwiek (2020); they state that student engagement is the degree of involvement and vested interest shown by students towards their own learning. Yet, Sarah J. Mann (2001) suggests there is a psychology of engagement, and this tends to include internal drivers and an emotional aspect, both of which interplay with a sense of belonging, and intrinsic motivators. Subsequently, there then needs to be outcomes that can be assessed based on an operational definition. Thankfully, Gerald F. Burch et al., (2015) and George Kuh (2009) have done just that. They each highlight various metrics that can be assessed to determine the extent to which a student is engaged in a course and while these are quite intuitive, nonetheless they guide our work. Examples can be seen through (a) progression through a course, (b) attendance, and (c) assignment submission.

In this section, we present and analyze the outcomes derived from our recasting of the ePortfolio program, highlighting the empirical results that provide important lessons learned from our professional development efforts.

For our project, we focused on assignment submission, as the first two metrics (again, those being progression through a course and attendance) cannot be accurately nor fully attributed to ePortfolio impact when it is a part of a course. However, assignment submission rates related directly to the ePortfolio (reflections and other components) and are illustrative of student engagement with the ePortfolio. In one course, on-time reflection submissions rose from 75% to 100% after the recasting and this has held true over the four semesters. Anecdotally, we as a team are also noticing students asking more questions about the ePortfolio in and out of the classroom, and more importantly we are seeing an increase of students sending us their ePortfolio when they ask us to write a reference letter for them to help us develop and address their strengths as a candidate. While observed student behavior is anecdotal, we are viewing this as an opportunity to form this into a metric about student use of the ePortfolio. We feel this aligns with both the overall expressed interest and psychology as set forth by Judith Giering and Yitna Firdyiwiek (2020) and Sarah Mann (2001), respectively about how student engagement is articulated and assessed by students.



## Inclusive Engagement

### *Did offering student choice on ePortfolio platform promote inclusive engagement?*

Any effort attempting to promote inclusive engagement should start, as Allison Cook-Sather and Zanny Alter (2011) highlight, at confronting the social roots of power and responsibility in the classroom. The most basic element of this is to provide student voice (Fielding, 2001) and at a higher level to establish a sense for students of their intellectual agency in the classroom (Felten et al., 2013). As such, we as a faculty team have implemented these crucial elements in the hopes that we not only foster new ways of thinking about ePortfolios from a student perspective but to also create a learning environment that allows equal opportunities for all students to engage in their ePortfolios that make sense for them and not just for the faculty of the course(s). This reinforces our alignment with the catalyst for learning framework (Eynon & Gambino, 2018) where faculty and students are equals at the core of the learning framework. The outcomes here are like the outcomes of student engagement; and additionally, include some qualitative measures. Moreover, this echoes the point of student voice and choice that we introduced earlier. As a result, we used the following prompt (scored using a Likert-type scale) at both the introductory and senior levels when trying to determine how significant voice and choice were to students when it comes to ePortfolio platform selection: “Being Able to Choose which ePortfolio Platform to Use Myself Was Important to Me”.

Eighty-seven percent of students across the sample Agreed or Strongly Agreed that being able to choose a platform was important to them. When we viewed the student engagement rates from above and then when we factor in that the overwhelming majority of students prefer choice on ePortfolio platform, it appears our recasting was successful and addresses what Allison Cook-Sather and Zanny Alter (2011) allude to: if we want to be inclusive in our practices as teachers, we must address the power imbalance and recalibrate the agency and ownership of learning more toward the student. Moreover, during our introductory courses, we found there were seven distinct platforms used by our students to generate their ePortfolio. Importantly, the local LMS accounted for less than 10% of the total. We also noted that for our senior courses, we found that there were three distinct platforms used by our students in continuing their ePortfolio, with the local LMS accounting for less than 5% of the total. Along with the local LMS, Google Sites and Wix were the other two platforms.

As with most technologies, the options for ePortfolio platform usage are ever changing and become dated or obsolete in a very short period of time. Similarly, new platforms can be developed and emerge onto the scene just as quickly. As such, it was clear to us we should be nimble in our expectations and view students as the experts regarding the platform that would make the most sense for them to use and build an ePortfolio. Regardless, each of these data points accentuates the key findings from Peter Felten et al. (2013) and Michael Fielding (2001) that suggest both voice and agency for students in the learning processes are important for inclusivity to become reality.

## Type of Reflection Format

### *Did offering student choice in the type of reflection format impact inclusive engagement?*

As noted above, during our 18-month endeavor to become more literate and proficient on the key elements of ePortfolio implementation, we encountered many truly inspiring forms of reflection that extend beyond the read and reply written format so often used in higher education. Some of them include (a) six-word reflections (Hamm, 2015), (b) small-moment reflections (Bleicher & Correia, 2011), (c) Insta-snap-a-tweets (Renner, 2018), (d) digital storytelling (McLellan, 2007), (e) about me poem (Talusán, 2012), and (f) cultural artifact (Talusán, 2012).

While we as individuals may gravitate toward some reflection formats more than others, the key part in all of this is that we afford students a voice and choice in their selection of reflection formats. It is important to note we also allow for the traditional read and reply type of reflection to ensure most if not all student preferences are accounted for. When we looked at reflection format, we found that not one single reflection format accounted for more than 50% of the submitted reflections. In fact, in one phase of the semester, the most popular reflection format (or type) submitted was a digital story, with the six-word reflection as the second most popular. Again, it appears affording students a voice and choice on reflection form is appreciated and used. This further reinforces the idea that we as faculty have a responsibility to look outside our intuitions and allow students to take responsibility in their learning that makes sense for them. As long as the key outcomes of an assignment are maintained, it should not matter the way in which a student expresses those outcomes, and this may take the important concept by Allison Cook-Sather and Zanny Alter (2011) to the highest level of faculty responsibility in reworking our current classroom experience if we are not meeting students where they are.

## Discussion

Our six-year look back on the ePortfolio program we have developed shows significant faculty growth and the recentering of students at the core of our work. In particular, the professional development journey we planned and executed aligned highly with what we now know as the catalyst for learning framework (Eynon & Gambino, 2017). Additionally, we observed a notable increase in student engagement as we connected the segments of this framework with the ideation and practice of inquiry, reflection, and integration within our professional development journey. This study analyzed the impact of providing student voice and choice on both overall student engagement and inclusive engagement toward ePortfolio programs. Unsurprisingly, providing student voice and choice at the platform selection level of ePortfolio development had a positive impact on student and inclusive engagement.

Also, providing student voice and choice regarding reflection modality also promoted an increase in student and inclusive engagement. These findings, while novel to ePortfolio development at the department level, also support the work done by Bret Eynon and Laura Gambino (2017) that graphically illustrate how to connect the various segments of learning to build an effective teaching and learning environment for both faculty and students alike. We cannot overlook the reality that the positive changes from our recasting of the ePortfolio program in our department could be associated with other variables, these include (a) the increased technological savvy of students entering college currently, or (b) their concurrent ePortfolio experiences in other courses outside of our department. We do not believe these limitations have impacted our work in this project. Yet, future inquiry could seek to account for the technological savvy of students entering college and prior, or other simultaneous, experiences with the ePortfolio to address these considerations.

## Conclusion

We had many goals when we started engaging with the ePortfolio project six years ago. While we certainly incurred a false start along the way, we took a professional risk and tried something new; assessed the outcomes of this initiative; dedicated time to think about what we did, why we did it, and how we did it; and then engaged in a professional development-based intervention. We had every reason to question and reject the stated outcomes of using an ePortfolio based on our initial foray into using them. Yet, we took a timeout, gathered ourselves, and constructed a sustained strategy to use this HIP to the best of its ability in our context. In that sense, we have modeled the exact behavior we aspire our students to display; we were reflective practitioners.

Based on the data and informal observations above, this faculty team is committed to ongoing professional development in enhancing our knowledge, skills, and abilities with regard to the ePortfolio. This renewed excitement stems directly from the enhanced student engagement and quality of work found in their ePortfolios. To further validate our commitment to ePortfolios we as a faculty team, participated in the 2021 inaugural AAC&U (American Association of Colleges & Universities) Institute on ePortfolios. Impressively, the lead of our departmental team is now serving as a national mentor within this AAC&U Institute.

For this faculty team, we are grateful for all that we have learned and to those that provided context, perspective, and information about ePortfolio usage in higher education. As we embark on the next phases of our journey, we are more confident that students studying kinesiology at IUPUI will experience ePortfolios in an engaging and inclusive manner. We are committed to consistently providing voice and choice to students to foster a sense of agency for them as they matriculate through their plan of study, utilizing the ePortfolio along the way. We have seen first-hand how focused faculty professional development yielded improved student engagement and inclusivity outcomes. More generally, as faculty adopt these HIPs, the preliminary findings from this project suggest that developing assignments with the student in mind and engaging in continual professional development have significant and meaningful impact on creating an environment of inclusiveness.

However, we realize our experiences and resulting strategies cannot be implemented for everyone looking to use ePortfolios at the course or program level. Yet, we are telling our story in the hopes that those who either have not made the decision to use ePortfolios or who have tried and, like us, at first failed to deliver them in the expected way are empowered and motivated to question their original expectations, engage in professional development, collaborate with students, get comfortable with ePortfolios being highly iterative, and become confident in their next steps of implementation.

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