

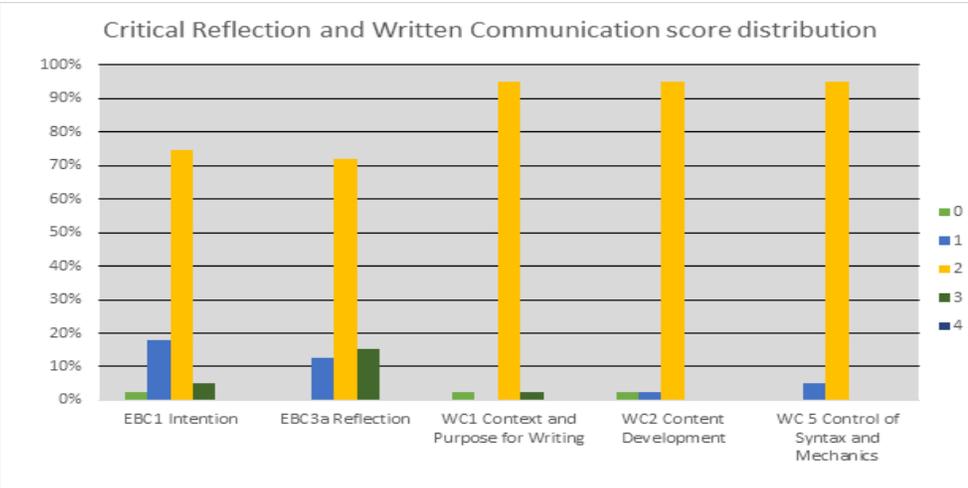
Learning Goal: Thoughtful Expression (Written)

Date: Fall 2017

What was assessed: 34 work products from one lower-division course (UNI 101)

How it was assessed: By two faculty scorers using dimensions from the AAC&U VALUE rubric for Written Communication and from a UNCW-developed rubric for Critical Reflection

Results:



Summary

For all dimensions, most work products scored at a Level two, meaning that these papers had the following characteristics:

- WC1 Context and Purpose for Writing: The student work demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions) (94.9%).
- WC2 Content Development: The student work uses appropriate and relevant content to develop and explore ideas through most of the work (94.9%).
- WC5 Control of Syntax and Mechanics: The student work uses language that generally conveys meaning to readers with clarity, although writing may include some errors (94.9%).

Discussion

This ePortfolio pilot provided emerging evidence about faculty and student experience with ePortfolios, their impressions after one semester of using an ePortfolio platform, the manner in which faculty opted to use ePortfolios, and relationships between the ePortfolio experience and student performance. In general, faculty and students had not often used ePortfolios in courses. Faculty largely found pedagogical value in using ePortfolios, while students tended to not like using ePortfolios. Students, however, did indicate some increased metacognition as a result of using the ePortfolio tool. Student achievement in this study was significantly higher on one dimension of written communication, Control of Syntax and Mechanics, when: students created their own templates, the faculty liked the ePortfolio as a pedagogical tool, and felt neutrally about the Digication software. A limitation of this pilot study was the Digication platform. There were some functionality issues that impacted the platform's performance, and many students and faculty members provided feedback that indicated this was a major barrier to using the tool.